University of Rochester
Ain Center for Entrepreneurship and Innovation

University Entrepreneurship Survey
Conducted Summer 2021

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Ain Center for
ENTREPRENEURSHIP
and **INNOVATION**

UNIVERSITY of ROCHESTER

EXECUTIVE SUMMARY

Throughout the tumult of recent years, the University of Rochester lauds that the willingness to share information and best practices is still strong among entrepreneurship educators. The survey, distributed first in 2017, has become a mainstay in the Ain Center's schedule, gathering data to help colleagues throughout the world create stronger entrepreneurship offerings in colleges and universities. After distributions in 2017 and 2019, 2021 marked the third iteration, adapted to reflect the changes of an ever-evolving field.

Building on momentum from a successful survey in 2019 and conference presentation in 2020, Rochester polled hundreds of entrepreneurship educators around the globe. In 2021, responses from 214 individuals at 176 institutions were collected and analyzed. Though this is a drop in the number of respondents from 2019, assumptions can be made regarding online fatigue and adjustments to responsibilities given the COVID-19 pandemic, which caused global disruption throughout 2020 and beyond. (Full reports and conference presentations of past surveys can be found on the Ain Center for Entrepreneurship's website: http://www.rochester.edu/aincenter/survey.)

In 2021, the survey garnered data on entrepreneurship center and program demographics, faculty and staff information, center operations, degree programs and curricular offerings, and impact of the pandemic on entrepreneurial learning across institutions. A distinction between entrepreneurship center and program was adopted to clarify co-curricular and curricular offerings, which helped rectify misunderstandings that clouded the 2017 responses. Further, this iteration of the survey also asked to which center individuals belonged, as past data showed that some universities have multiple innovation departments.

The University of Rochester is thrilled to be the conduit for this data sharing and the goal is to provide timely information to center and program leaders, as well as to draw longitudinal conclusions as the data amasses over multiple years. The knowledge derived from the data can serve as an excellent reference point for those establishing, growing, and sustaining entrepreneurship programs in higher education.

BACKGROUND & SURVEY METHOD

2021 marks the third iteration of the University Entrepreneurship Survey, which began in 2017 to understand the role of advisory councils within campus entrepreneurship centers. The original survey was created to serve this specific purpose, but it was soon obvious that a broader collection of data could benefit not only Rochester, but institutions across the globe. Given the success and reliability of the methods used in 2017 and 2019, much of the process remained the same for 2021.

Distributed via Qualtrics, the University Entrepreneurship Survey circulated from August 30 to September 29, 2021; this is a shorter period than the usual collection timeline and instead of reaching people over the summer as it would usually, the survey arrived around the start of the semester in the US and in the middle of break abroad. This change is evident through a drop in the number of responses. Attendees of the 2020 Global Consortium of Entrepreneurship Centers were added to the distribution list from 2019. The survey was also

shared among colleagues and roughly 1,900 emails were sent overall (including those that bounced or failed to send).

Using the suggestions received in 2019, the survey questions were updated to reflect an interest in center/program operations, student enrollment and engagement, and broader center/program missions. All edits were reviewed and approved by the University of Rochester's Vice Provost for Entrepreneurship, as well as the Executive Director of the Ain Center for Entrepreneurship and Innovation. Conditional logic was incorporated into the Qualtrics survey to save time and effort. All data can be found in the **SURVEY QUESTIONS & RESPONSES** section; the text responses have not been edited to retain the integrity of the original answer.

Reminder emails were sent via the distribution list throughout the month of September and all were informed that, by responding to the survey, they would have first access to the data and survey report.

OBSERVATIONS

The 2021 University Entrepreneurship Survey received 214 responses from 176 universities, a drop from 2019. A possible explanation for the decrease could be due to the pandemic, which will be addressed later in this section. Of the responding institutions, 107 represent public institutions and 67 private institutions. While this distinction is not fundamental to availability of entrepreneurship resources, public and private universities often have differing organizational structures, budget processes, and other features in place that can impact how entrepreneurship and innovation are regarded on any given campus. Additionally, responses came from institutes in twenty-two different countries (Figure 1).
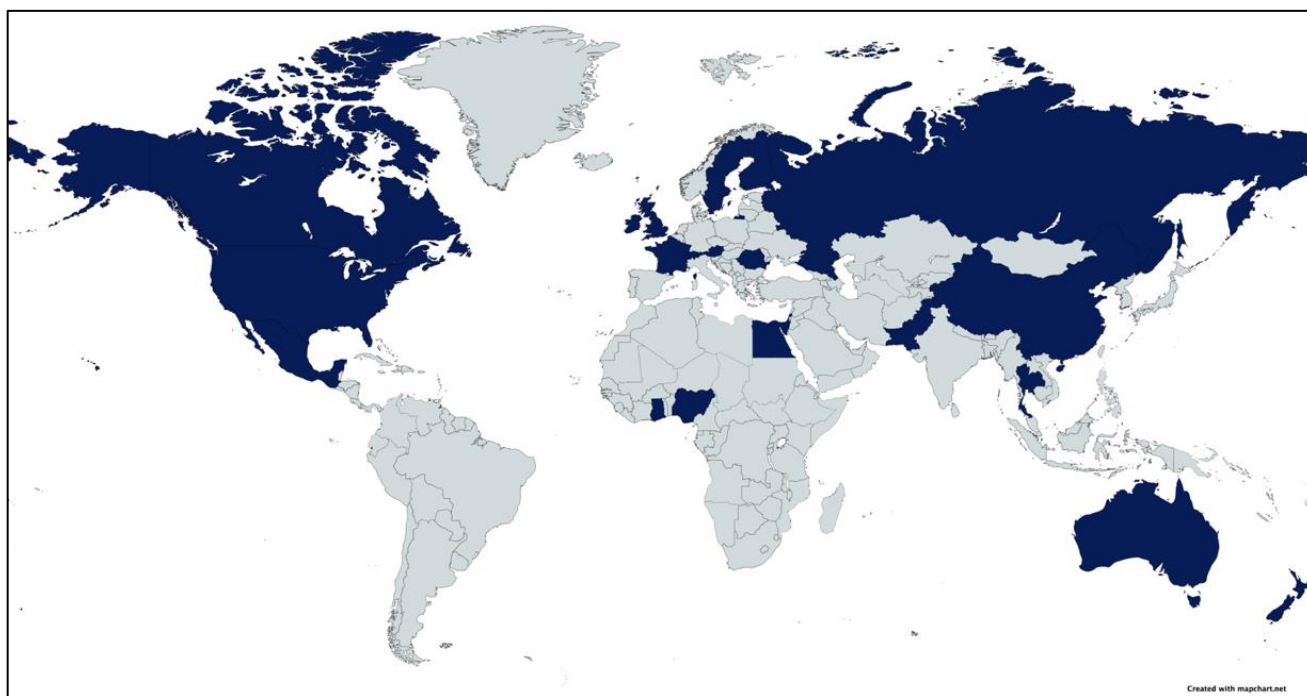
Figure 1. World map shaded to reflect countries of origin of the universities that responded (in blue).

Within the United States, participants represent thirty-four different states, plus Washington, DC, and the US Virgin Islands (Figure 2).
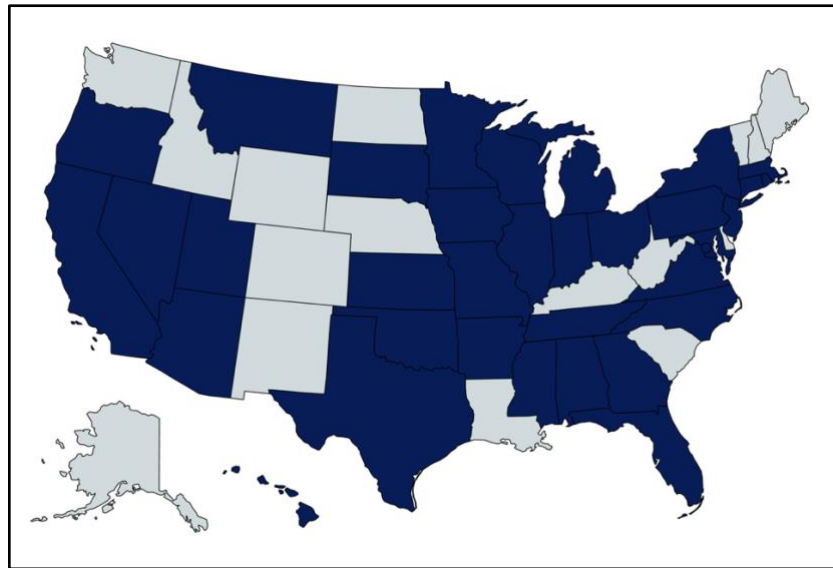

Figure 2. United States map shaded to reflect states of origin of respondent universities (in blue).

Again, this is a slight drop from 2019, and therefore additional preparatory research and outreach will be conducted prior to the next iteration of this survey to address the decline in participation and, hopefully increase responses for stronger data.

Moving to the survey responses, insights can certainly be drawn and patterns identified. To aid in efficiency, the questions were divided into four distinct sections: A) **Demographics**; B) **Entrepreneurship Center (Co-Curricular)**; C) **Entrepreneurship Program (Curricular)**; and D) **General Questions**. Because of the breadth of data collected, only a sampling of this information will be highlighted here. Further topic-focused analyses can be undertaken by reviewing the information in the **SURVEY QUESTIONS & RESPONSES** section.

In Section A, questions focused on general information about the respondent and their institution; this also included a few questions to guide the conditional logic for the following sections. In past years, participants requested additional data on entrepreneurship educator roles, including amount of time devoted to entrepreneurship-related tasks and pay rate, so those were added to this segment.

The data collected in these employment questions highlights the flexible nature of those involved in entrepreneurship education: most participants that submitted their title and job information hold more than one official position, such as center director *and* faculty member. Among respondents, the following titles were the most common: center director, center director and faculty member, faculty member, staff, coach or entrepreneurs-in-residence, or executive leadership (such as deans or provosts).

93% of entrepreneurship center directors without a faculty appointment devote more than half of their work time to leadership and operation of their center. This is true at institutions both within the United States and abroad, but universities that have distinct center directors tend to be larger in student population than those that do not. 47% of center directors earn over $100,000 annually, and pay rate also appears dependent on size and prestige of their home institution. Of the entrepreneurship center staff respondents, all spend 75% or more of their time on center efforts. As indicated by the range of staff positions represented, salary information varies significantly, with some respondents making below $25,000 USD per year and others earning between $75,001 and $100,000. Operating budgets of entrepreneurship centers fluctuate widely, which may contribute to the range of salaries among similar positions.

On the curricular side of the house, 31% of all faculty members spend all work hours on entrepreneurship-related matters. Within the faculty group, there is a wide variety of appointments, such as adjunct lecturer to full professor in an endowed chair position. This spectrum is also evident in the salaries allotted to each of these individuals. 74 of 127 faculty members earn between $50,001 and $175,000 USD per year; roughly 12% earn below $25,000 while 15 earn above $200,001. Those in the latter category sit mostly within large institutions in the US, indicating an ability to invest heavily in entrepreneurial programming.

Finally, reflecting on the multiple innovation offices at the University of Rochester, a question was added to Section A to address the layered ecosystems at other institutions. Of the responding universities, sixty-one (just under 30%) have more than one entrepreneurship center or department. In the comments section, participants noted that their university often has centers focused on specific topics (such as engineering or music) and that, while they may work together, they are under different leadership and do not share a mission.

Section B focused on entrepreneurship centers, defined as a university entity that specializes in cocurricular programming. Entrepreneurship centers in higher education institutions often have a variety of constituents, but the most common is students, followed by faculty, alumni, and staff. Though less common, some centers instead serve external entities, such as K-12 students in their region, or industry or corporate entities. That said, roughly 77% of university centers collaborate with community (i.e., non-university) organizations. These impactful relationships include partnering on economic development initiatives, involvement in university-based entrepreneurial programs (often as mentors, speakers, or judges), internships or project-based learning, funding opportunities, and working to integrate the university into the local innovation ecosystem.

A significant question in Section B asked participants to share their center's mission and/or vision, prompted by feedback from the 2019 iteration of the survey. Those who shared their statements demonstrated the range of work undertaken by the entrepreneurial departments on college campuses. To illustrate the variety of the entries, Figure 3 is a word cloud created with the language used in these statements. The size of each word indicates its prevalence in the missions and visions, with larger words being used more often and smaller words being less common.

Figure 3. Word cloud generated from the Mission and Vision statements provided in Section B. Size of each word indicates frequency.

University entrepreneurship centers frequently offer competitions, accelerator and incubator programs, networking opportunities, and practical experience for those in the university system who are interested in innovation. Further, according to respondents in 2021, popular topics in center programming included startup finance, success stories, artificial intelligence and application of technology, social entrepreneurship, and matters of diversity, equity, and inclusion. To supplement credit-bearing courses taught within the universities, these offerings are often directed by staff employees. Many entrepreneurship centers, roughly 66%, have between zero and five full-time employees, with only 3% of institutions having sixteen or more FTEs. Given the broad spectrum of programs offered by entrepreneurship centers, these employees often wear many hats and embody the discipline's commitment to lean and agile operations.

When asked about their signature offerings in co-curricular entrepreneurship, respondents noted their training programs, competitions, hands-on experiences, and funding opportunities. This is significant because competitions indicate investment – whether in the form of time, money, or both – from all members of the university community. They are also frequently interactive and exist to encourage students to share what they are working on. Entrepreneurship education allows students to be unafraid of failure, which is quite telling here: the majority of students who participate in competitions do not win, yet they keep coming back to these types of events. Others shared that their signature offerings entailed the broad adoption of an entrepreneurial mindset at their institution, exemplifying the importance of interdisciplinary innovation in the higher education space.

In addition to their regular programing, many centers also host programming targeted to specific audiences, many of whom have been historically excluded from access to entrepreneurship resources. These programs provided are highly targeted and tracked for impact and, of the 123 respondents who offer such opportunities, 102 believe these programs are successful. To be of most benefit to students, centers partner with credible community partners and iterate their offerings based on feedback.

In discussions with other entrepreneurship center professionals, a frequently raised concern is that of marketing and visibility. The student experience has shifted due to changes in technology and access, as well as because of the pandemic, so Section B also asked respondents to share how their center's information is disseminated to their constituents. Based on the answers provided, there is no one-size-fits-all solution. Centers utilize social media, on-campus flyers, and direct emails to advertise their offerings. Some centers make use of messaging platforms such as Slack, while others have adopted specific software (i.e., Startup Tree and others) to reach their entrepreneurial ecosystems. Perhaps the most effective – and, coincidentally, the most low-tech solution is via word-of-mouth announcements. Many respondents depend on faculty and staff partners to share their opportunities with students, and others even have student ambassadors that connect with their peers about innovation programs. Overall, most institutions make use of multiple channels to provide updates and perpetually seek new channels.

The final question in Section B asked about the way entrepreneurship centers track their impact. While some grant-funded programs require specific measurements, many centers have established their own metrics. Common quantitative measurements include number of participants, partners, and businesses created, along with amount of funds raised by student ventures, jobs created, and training hours completed. On the qualitative side, centers leverage the success stories of past participants, interdisciplinary representation of their constituents, and feedback from their various programs. The acquisition of transferrable skills is key to co-curricular entrepreneurship centers, but this is difficult to measure in any concrete manner. Outside of their own data collection, centers also submit their information to external ranking entities, such as the annual *Entrepreneur* magazine and Princeton Review survey. While impact tracking is important, many also note that their programs are still very much in the growth stage and metrics have not been a priority thus far; this is another area that will be revisited in the next iteration of this survey.

The third section, C, posed questions related to curricular programs in entrepreneurship. Most respondents work at institutions that provide courses covering entrepreneurial topics for credit either at the undergraduate or graduate level, or both. To determine trends in entrepreneurship education, participants provided the most popular course topics at their institutions over the past two years. These popular offerings include introductory or general classes in entrepreneurship, as well as those teaching the entrepreneurial mindset and creativity/innovation. Further, students preferred courses on new venture creation, technology commercialization, and corporate innovation (also known as intrapreneurship); respondents also noted an interest in practical and experiential opportunities.

Amongst universities with traditional degree programs, 51% of institutions also offer a certificate program in entrepreneurship. The majority conduct these programs in a hybrid fashion, meaning classes are held both online and in-person; additionally, only 14% offer fully online certificate programs compared to 32% who host them fully in-person. This is an area that will be addressed again in the next iteration of the survey, as content

delivery has become a popular topic in the wake of the pandemic. As departments and faculty adjust to the new normal, longitudinal data will be key to understanding lasting shifts in teaching modalities.

A final key question in Section C addressed the evaluation of curricular programs in entrepreneurship. As expected, these differ from the figures tracked for co-curricular programming and place greater emphasis on traditional metrics, such as graduation rates and learning outcomes. Qualitative metrics include student feedback and reviews, student backgrounds and interdisciplinarity, course topics, and alumni surveys. Quantitative measures include student enrollment, retention rate in entrepreneurship programs, number of courses offered, number of experiential projects completed, graduation rates, and career placement data. Some institutions also participate in external rankings, but many express concerns about the ability to collect meaningful data and the extent of its impact on their curricular offerings.

Finally, the survey concluded with Section D, which posed general questions related to entrepreneurship at the institution. A major shift from 2019 to 2021 is the global pandemic that wreaked havoc on almost every aspect of life, starting in 2020. Given that entrepreneurship programs are often highly interactive and reliant on networking, pitching, and face-to-face conversation, the COVID-19 surge could not be ignored in the 2021 survey. When asked about changes due to the pandemic, respondents frequently noted the shift to emergency online learning and co-curricular activities. For most, the offerings stayed the same with only a change in delivery. Though centers and programs aimed to replicate pre-pandemic experiences, many also reported a decrease in participation as their constituents managed the tragedy. One silver lining of this major change is the increase in access to entrepreneurship offerings. Many stated that they had new participants join virtual meetings or volunteer to judge hybrid competitions. Alumni and industry connections were no longer bound by geographical barriers, which provided students with a more diverse network of mentors, judges, and speakers.

Returning to a question posed in 2019 at the end of that survey, respondents were asked to share the most popular entrepreneurship-related topics at their institution, as well as their signature offering in entrepreneurship. As in 2019, the questions were posed in an open-ended manner to warrant a variety of responses. Popular topics include social and cultural entrepreneurship, startup financing, diversity and inclusion efforts, and success stories. Further, competitions, accelerators, and practical learning experiences were highly sought after. Signature offerings range from distinct training programs to student entrepreneurship funds to standard competitions. The variety of opportunities highlighted in this section proves that there is no one way to conduct entrepreneurship education.

As evidenced by the data collected, there is no singular approach to best provide students with entrepreneurial skills and each institution finds success through different methods. Regardless of the method, entrepreneurship training enables improvisational thinking and agile adaptability, evermore necessary in the current climate.

FOR FUTURE RESEARCH

Looking ahead, this survey will stay largely the same and follow a similar format in 2023. The distributions and responses in 2017, 2019, and 2021 have proven to be valuable to a variety of entrepreneurship educators and maintaining some consistency among the questions will allow for greater impact longitudinally. Feedback from

the submissions verifies that the distinction between *center* and *program* is key, and further differentiation may be sought, as many institutions have more than one innovation entity to account for.

As a result of feedback from the respondents of past surveys, we have added questions regarding entrepreneurship ecosystems, funding, operations, organizational structure, and program evaluation/metrics. The University of Rochester is grateful for the suggestions on how to supplement the existing survey questions and will in the future incorporate additional topics recommended in 2021. These include the following:

- **Community Engagement** – balance of resources; intercollegiate resource sharing; international partnerships
- **Curricular Concerns** – pedagogy utilized; state of entrepreneurial research
- **Design of Programs** – accelerators; incubators; mentorship
- **Entrepreneurship Center Operations** – demographics of staff/faculty; funding arrangements and donor engagement/relations; tech systems and tools used for data needs (*CRM, analysis, marketing, coach scheduling, competition submission evaluation, etc.*)
- **Professional Networks and Staff/Faculty Development Opportunities**
- **Student Demographics** – how they are collected; who is attending certain programs

Additionally, entrepreneurship educators across the globe benefit from frequent communication with like-minded professionals, facilitated by organizations such as the Global Consortium of Entrepreneurship Centers and informal partnerships among colleagues at disparate institutions. In the past year, for example, educators at Washington University in St. Louis created an email distribution list to discuss all-things-entrepreneurship-and-innovation (eshipcenters@listserv.wustl.edu). This line of communication has already proven beneficial, with folks connecting on specific programming ideas, job postings, and operational best practices.

The University of Rochester affirms that, along with such collaborative initiatives, this survey is an opportunity to share and learn from others. As entrepreneurship educators know, entrepreneurship is driven by intentional innovative practices and the passion to create a world ever better.

PARTICIPATING INSTITUTIONS

Aalto University	Belmont University
Alexandru Ioan Cuza University of Iasi	Boston University
Alfred University	Brown University
American University	California Lutheran University
Arizona State University	California State Polytechnic University, Pomona
Ashland University	California State University, Channel Islands
Auburn University	California State University, Fresno
Babes-Bolyai University	Catholic University of America
Babson College	CETYS University
Ball State University	Chalmers University of Technology
Baruch College	Chulalongkorn University

Colgate University

College of Wooster

Columbus State University

Cornell University

Denison University

DePaul University

Drexel University

Duke University

Dunarea de Jos University of Galati

Durham University

East Carolina University

EDHEC Business School

Embry Riddle Aeronautical University

Entrepreneurship Institute

Fayetteville State University

Florida State University

Genesee Community College

George Washington University

Georgetown University

Georgia Institute of Technology

Georgia State University

Ghana Institute of Management and Public Administration

Gheorghe Asachi Technical University of Iasi

Hobart and William Smith Colleges

Illinois State University

Illinois Institute of Technology

Indiana University

Iona College

Iowa State University

ITAM University

Kent State University

Lake Forest College

Le Moyne College

Lehigh University

Lewis & Clark College

Lomonosov Moscow State University

Loyola Marymount University

Loyola University Chicago

Loyola University, Maryland

Lucian Blaga University of Sibiu

Memorial University of Newfoundland

Miami University

Mississippi State University

Monmouth University

Monroe Community College

Montana State University

Monterey Peninsula College

Mount Royal University

Mount St. Mary's University

Nazareth College

New York University

North Carolina State University

Northern Arizona University, Yuma Branch

Northern Kentucky University

Northwestern University

Ohio University

Oklahoma State University

Oregon State University

Penn State University

Prairie View A&M University

Princeton University

Radford University

Rensselaer Polytechnic Institute

Rice University

Rider University

Roberts Wesleyan College

Rochester Institute of Technology

Saint Joseph's University

Saint Mary's University of Minnesota

School of the Art Institute of Chicago

Seton Hill University

Slippery Rock University of Pennsylvania

Smith College

St. Edward's University

Stetson University

SUNY Brockport

SUNY Geneseo

Surrey Business School

Swinburne University of Technology

Syracuse University

Technical University of Cluj-Napoca

Temple University

Texas A&M University

Texas Tech University

The American University in Cairo

The Hebrew University, Jerusalem
The Ohio State University
The University of Auckland
Tufts University
Universidad Francisco Marroquin
University at Buffalo
University College Cork
University College London
University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca
University of Arkansas
University of Baltimore
University of Buckingham
University of Calgary
University of California, Irvine
University of California, Los Angeles
University of California, Merced
University of California, San Diego
University of Central Florida
University of Central Punjab Lahore
University of Cincinnati
University of Florida
University of Hawaii
University of Illinois
University of Iowa
University of Lausanne
University of Leeds
University of Manitoba
University of Memphis
University of Miami
University of Mississippi
University of Missouri
University of Missouri, Kansas City
University of Nevada, Las Vegas
University of Newcastle

University of Northern Iowa
University of Oklahoma
University of Oregon
University of Port Harcourt, Nigeria
University of Rhode Island
University of Rochester
University of South Dakota
University of South Florida
University of Southern California
University of St. Thomas
University of Tennessee, Chattanooga
University of Texas, Dallas
University of Texas, Rio Grande Valley
University of Texas, San Antonio
University of the Virgin Islands
University of Utah
University of Virginia
University of Windsor
University of Wisconsin, Oshkosh
University Politehnica of Bucharest
University Stefan cel Mare of Suceava
Ursinus College
Utah Valley University
Virginia Commonwealth University
Virginia Tech
Wake Forest University
Washington University
Wayne State University
Weber State University
West Chester University of Pennsylvania
William Jewell College
Worcester Polytechnic Institute
WU Vienna
Yale University
Zhongnan University of Economics and Law

SURVEY QUESTIONS & RESPONSES

A1.) Name of Institution

A2.) Size of Undergraduate Population (*estimations are fine*)

0-2,500 students	31 universities	15%
2,501-5,000 students	27 universities	13%
5,001-7,500 students	24 universities	11%
7,501-10,000 students	18 universities	9%
10,001-12,500 students	10 universities	5%
12,501-15,000 students	21 universities	10%
15,001-17,500 students	9 universities	4%
17,501-20,000 students	11 universities	5%
20,001-22,500 students	9 universities	4%
22,501-25,000 students	10 universities	5%
25,001-27,500 students	3 universities	1%
27,501-30,000 students	9 universities	4%
30,001-32,500 students	6 universities	3%
32,501-35,000 students	6 universities	3%
35,001-37,500 students	2 universities	1%
37,501-40,000 students	3 universities	1%
More than 40,001 students	11 universities	5%

A3.) Size of Graduate Population (*estimations are fine*)

0-2,500 students	78 universities	38%
2,501-5,000 students	52 universities	25%
5,001-7,500 students	29 universities	14%
7,501-10,000 students	24 universities	12%
10,001-12,500 students	6 universities	3%
12,501-15,000 students	6 universities	3%
15,001-17,500 students	1 university	0.5%
17,501-20,000 students	3 universities	1%
More than 20,001 students	5 universities	2%

A4.) Please select your role(s) pertaining to entrepreneurship at your institution.

Adjunct Faculty	15 individuals
Any Other Staff Position	29 individuals
Executive Level Staff (i.e., Executive Director, etc.)	91 individuals
Non-Tenure Track Faculty	44 individuals
Tenure Track Faculty	66 individuals
Other (please specify)	20 individuals

Other (please specify)
- Visiting Professor
- Vice Chancellor for Research
- Senior Leadership
- retired
- Professional Support Staff
- Member of the Working Group for Entrepreneurship Education
- Managing Director
- Lecturer
- Full Tenured Professor
- full Professor and Director
- Fellow
- Endowed Chair
- Director (highest entrepreneurship role)
- Dept. Chair
- Department Chair
- Center Director
- Center Director
- Asst Dean
- Associate Professor in Electrical Engineering
- Associate Dean
- Academic Director/Chair

A5.) What is your position title?

- Academic Director of Enterprise
- Academic Director, Hunter Hub for Entrepreneurial Thinking
- Academic Program Manager
- Acting Department Chair, Academic Director for Entrepreneurship Programs
- Adjunct Professor, Center for Entreprenuership
- Assistant Adjunct Professor
- Assistant Director- Center for Innovation and Entrepreneurship and Entrepreneurship Faculty
- Assistant Professor
- Assistant Professor
- Assistant Professor
- Assistant Professor
- Assistant Professor of Business and Director of the Wukich Center for Entrepreneurial Opportunities
- Assistant Professor of Entrepreneurship
- Assistant Professor of Management
- Assistant Professor of Management

- Assistant to Center Director
- Assoc Dean for Innovation and Entrepreneurship and Professor of ECE
- Assoc. Prof
- Associate Dean
- Associate Dean and Entrepreneurship Professor
- Associate Dean, Entrepreneurial Initiatives and Executive Director, Price Center for Entrepreneurship & Innovation
- Associate Director
- Associate Director
- Associate Director of Operations
- Associate Director of Operations, John E. and Susan S. Bates Center for Entrepreneurship and Leadership Lewis & Clark College
- Associate Director, Entrepreneurship and Innovation Institute
- Associate Professor
- Associate Professor
- Associate Professor
- Associate Professor
- Associate Professor
- Associate Professor
- Associate Professor & Director, Center for Entrepreneurial Leadership
- Associate Professor of Design
- Associate Professor of Entrepreneurship
- Associate Professor of Instruction and Director, Center for Entrepreneurship
- Associate Professor of Practice and George Kaiser Family Foundation Endowed Chair in Enterpreneurship
- Associate Professor of Practice, Entrepreneurship & Innovation; Associate Director, Center for Innovation & Commercialization
- Associate Professor PhD, President of the University Image and International Cooperation Committee Senate
- Associate Profesxsor
- Associate Program Director
- Associate Teaching Professor
- ASST DIRECTOR
- Asst Vice Provost, Executive Director, Professor of Practice
- Chair
- Chair Department of Business Technology and Entrepreneurship
- Chair of the Department of Entrepreneurship and Director of the John W. Altman Institute for Entrepreneurship
- Clinical Assistant Professor
- Connector
- Coordinator

- Coordinator of Entrepreneurship Major & Assoc. Dir Center for Corp Innov and Entrepreneurship
- Crowley Endowed Chair of Entrepreneurship
- Dean of the College of Business
- Dean, O'Maley College of Business
- Department Chair
- Department Chair
- department chair and professor
- Deputy Director (Associate Dean) for Strategy, Innovation, and Impact
- Director
- Director
- Director
- Director
- Director
- Director
- Director
- Director - Center for Entrepreneurship & Innovation
- Director - New Ventures
- Director & J. Fielding Miller Distinguished Professor
- Director and Clinical Associate Professor
- Director and Department Chair Entrepreneurship and Management
- Director Entrepreneurship & Innovation Programs, Mike Ilitch School of Business
- Director Entrepreneurship Academic Programs
- Director for Entrepreneurship
- Director for the Centennial Center for Leadership, Entrepreneurship and Innovation
- Director Innovation and Professional Development
- Director of Academic Programs, Creative Media Industries Institute
- Director of Business Programs, Assistant Professor of Business
- Director of Entrepreneurship
- Director of Student Entrepreneurship and Blackstone LaunchPad
- Director of the CETYS System Business Incubator
- Director, Blackstone LaunchPad
- Director, Buckingham Enterprise and Innovation Unit (BEIU)
- Director, Center for Entrepreneurial Studies
- Director, Center for Entrepreneurship and Innovation
- Director, Center for Innovation and Entrepreneurship
- Director, Crews Center for Entrepreneurship
- Director, Entrepreneurship and Innovation Center
- Director, Entrepreneurship and Innovation Programs
- Director, Entrepreneurship, Innovation, & Undergraduate Research
- Director, EPICentre
- Director, Farrell Center for Corporate Innovation and Entrepreneurship

- Director, IEI Accelerator Programs
- Director, IGNITE
- Director, Innovation & Entrepreneurship Program, Beacom School of Business, USD
- Director, Institute for Innovation and Entrepreneurship
- Director, Institute for Music Leadership; Associate Professor, Music Leadership
- Director, ISU Pappajohn Center for Entrepreneurship
- Director, Keenan Center for Entrepreneurship, Innovation, & Creativity
- Director, Memorial Centre for Entrepreneurship
- Director, Operations & Special Programs
- Director, Professor of the Practice
- Director, Small Business Development Center (SBDC)
- Director, Student Engagement and Entrepreneurship Living Learning Community, Jim Moran College of Entrepreneurship
- Director, Student Entrepreneurship Programs
- Director, The Launch Pad
- Distinguished Chair of Entrepreneurship
- Distinguished Teaching Professor
- Division Chair/Professor
- Entrepreneur in Residence
- Entrepreneur-in-Residence
- Executive Director
- Executive Director
- Executive Director
- Executive Director
- Executive Director
- Executive Director
- Executive Director
- Executive Director
- Executive Director
- Executive Director
- Executive Director
- Executive Director and Clinical Professor
- Executive Director and Instructor
- Executive Director and Professor of Practice, Innovation & Entrepreneurship
- Executive Director Coleman Entrepreneurship Center
- Executive Director of the Kabara Institute for Entrepreneurial Studies
- Executive Director, Asst. Dean
- Executive Director, Baker Institute for Entrepreneurship, Creativity and Innovation
- Executive Director, Blackstone LaunchPad, Syracuse University
- Executive Director, Center for Regional Economic Advancement; Visiting Lecturer, SC Johnson College of Business and David J. BenDaniel Faculty Advisor, BR Ventures

- Executive Director, Director of Innovation, Professor of the Practice
- Executive Director, Innovation and Entrepreneurship
- Executive Director, Keller Center
- Executive Director, Lawrence N. Field Center for Entrepreneurship
- Executive Director, Steven Dorfman Center for Innovation & Entrepreneurship and Steven Dorfman Professor of Practice
- Executive in Residence
- Faculty Director
- Fellow & Assoc. Prof. of Practice
- Founding Director, Loyola Center for Innovation & Entrepreneurship
- Full Professor
- Full Professor and Co-Director of the Center for Innovation and Entrepreneurship
- Global Programs Manager
- Harvey Kinzelberg Director of Entrepreneurship in Engineering
- Head of Innovation Business & Entrepreneurship Lab
- Hilton Chair of Entrepreneurship
- I.H. Asper Executive Director
- Interim Director
- Interim Vice Chancellor for Research (and Professor)
- Jack C Massey Chair & Professor of Entrepreneurship
- Kirzner Entrepreneurship Center Coordinator
- Lead Innovation Coach
- Lecturer
- Lecturer
- Lecturer
- Lecturer
- Lecturer Ph.D.
- Lecturer, Ph.D
- Lecturer, PhD.
- Manager
- Managing Director
- Managing Director
- Managing Director
- Managing Director
- Managing Director
- Managing Director - Assistant Teaching Professor
- Managing Director and Assistant Vice Provost
- Managing Director of student innovation center
- Managing Director of the Lowder Center for Family Business and Entrepreneurship
- Managing Director, Rice Alliance for Technology and Entrepreneurship
- Managing Directot

- Morris Professor of Entrepreneurship
- MSc Programme Leader, Entrepreneurship & Innovation Management
- Professor
- Professor
- Professor
- Professor
- Professor
- Professor
- Professor (Education)
- Professor and Chair, Department of Business and Leadership
- Professor and Director
- Professor and Program Director
- Professor of Business & Entrepreneurship
- Professor of Business Management & Strategy (Just left a long-term role as Chair, Undergraduate Business)
- Professor of Entrepreneurship, Director of Undergraduate Programs
- Professor of Management
- Professor of Management
- Professor Ph.D.
- Program Director
- Program Director
- Program Director, Incubation and Outreach, Entrepreneurship and Innovation Center
- Program Manager
- Program Manager / Instructor
- Research Faculty and Program Manager
- Senior Director
- Senior Director, Schulze School of Entrepreneurship
- Senior Enterprise Manager
- Senior Lecturer
- Senior Lecturer
- Senior Lecturer
- Senior Manager, Integrated Innovation Network (I2N)
- Senior Professoral Lecturer, Dept MGMT, KSB and Director, AU Center for Innovation
- Senior Specialist Professor
- Sr. Director - Keenan Center for Entrepreneurship
- Teaching Clinical Professor or Lecturer (Lecturer as permanent faculty position)
- Track Manager / Project Manager
- VanArsdale Chair For Entrepreneurship
- Vice President, Knowledge Enterprise; Founding Executive Director, J. Orin Edson Entrepreneurship + Innovation Institute
- Visiting Lecturer at Johnson and Director Rev incubator

- Visiting Professor

A6.) What percentage of your time in these roles is devoted to entrepreneurship (vs. other job responsibilities)?

0-25% of time	34 universities	16%
26-50% of time	34 universities	16%
51-75% of time	23 universities	11%
76-100% of time	118 universities	56%

A7.) If you are comfortable responding, please indicate your salary range (*in US dollars*).

Below $25,000 USD/year	18 individuals	10%
$25,001 - $50,000 USD/year	7 individuals	4%
$50,001 - $75,000 USD/year	18 individuals	10%
$75,001 - $100,000 USD/year	38 individuals	21%
$100,001 - $125,000 USD/year	28 individuals	15%
$125,001 - $150,000 USD/year	26 individuals	14%
$150,001 - $175,000 USD/year	12 individuals	7%
$175,001 - $200,000 USD/year	11 individuals	6%
Above $200,001 USD/year	25 individuals	14%

A8.) Does your university have an entrepreneurship center? (*Entrepreneurship center* is defined here as a university entity that specializes in co-curricular programming.)

| Yes | 182 universities | 85% |
| No | 31 universities | 15% |

A9.) Does your university offer entrepreneurship classes that count for credit toward a degree program?

| Yes | 205 universities | 96% |
| No | 8 universities | 4% |

A10.) Do you have knowledge of how entrepreneurship programming (curricular and/or co-curricular) is funded at your institution?

| Yes | 195 individuals | 92% |
| No | 16 individuals | 8% |

A11.) Do you have regular interaction with students (those enrolled in an undergraduate or graduate degree program)?

| Yes | 209 individuals | 99% |

Ain Center for
ENTREPRENEURSHIP
and **INNOVATION**

UNIVERSITY *of* ROCHESTER

No	3 individuals	1%

A12.) Does your institution have more than one entrepreneurship department?

Yes	61 universities	29%
No	146 universities	69%
Not Sure	5 universities	2%

A13.) If so, in which department are you located?

- Batten Institute, Darden School of Business
- Beall Applied Innovation (our Director reports to the Provost, not a school dean)
- Busienss College--Management and Entrepreneurship
- Business School
- Careers & Enterprise, focusing on co-curricular entrepreneurship
- Center of Excellence in Competitiveness and Entrepreneurship Mexicali
- Central administration
- Centre for Enterprise and Entrepreneurship Studies
- College of Business, Management & Marketing
- College of Engineering
- College of Engineering
- Creative Media Industries Institute
- Department of Business and Administration
- Department of Information Systems and Technology Management
- Economic Development Lab
- Entrepreneurial Leadership Institute
- Entrepreneurship and Innovation Institute
- Farley Center for Entrepreneurship + Innovation
- Graduate School of Business
- IEI which is part of the department of Strategic Management
- Innovation & Enterprise
- Innovation & Entrepreneurship Initiative
- Johnson Schoo of Business
- Johnson School
- Management
- Management and also within the Office of Research & Economic Development
- Management and Organization
- Management, Innovation and Entrepreneurship
- Memorial Centre for Entrepreneurship (focus on high-growth startup ideas)
- National Programs

- Not in a department or college. Institute reports to provost. UG entrepreneurship in dept of management in business college. Graduate program in technical entrepreneurship is in dept of mechanical engineering, college of engineering and applied science.
- Not located in a department - we are an interdisciplinary hub
- Not within a department
- Office of Entrepreneurship and Innovation
- Office of Innovation & Entrepreneurship
- Office of Vice President for Research & Innovation
- Pan-university
- Provost's Office
- Provost‚Äôs Office
- Research Office
- Research Office
- Rice Alliance for Technology and Entrepreneurship
- Robert H. Smith School of Business
- School of Management
- Simone Center
- Stanford Technology Ventures Program (STVP) in the School of Engineering
- Student Innovation Idea Labs
- The Centennial Center
- The Lowder Center for Family Business and Entrepreneurship
- The Rice Alliance for Technology and Entrepreneurship is in the Jones Graduate School of Business
- Trulaske College of Business
- Tsai Center for Innovative Thinking at Yale
- UCL School of Management
- University Wide Department, each college and school also have customized eship depts
- Warrington College of Business/ Management
- Warrington College, Entrepreneurship and Innovation Center
- We are a university-wide initiative, but there are also other entrepreneurship departments/initiatives on campus.
- We are ASPER-HUJI Innovate, the Center for Innovation and Entrepreneurship. The Business school also has an MBA track focused on strategy and entrepreneurship
- We are the only educational and co-curricular Center focused on innovation but there are other offices driving faculty/ alumni innovation.
- Whitman School of Management, School of Information Studies

Section B: Entrepreneurship Center (Co-Curricular)

B1.) What year was your entrepreneurship center founded?

1970 – 1979	3 universities	2%
1980 – 1989	8 universities	5%
1990 – 1999	22 universities	13%
2000 – 2009	52 universities	30%
2010 – 2019	88 universities	50%
2020 or after	2 universities	1%

B2.) How many full-time staff members does your entrepreneurship center employ?

0 to 5 FT Staff	79 universities	66%
6 to 10 FT Staff	24 universities	20%
11 to 15 FT Staff	14 universities	12%
More than 16 FT Staff	3 universities	3%

B3.) Please share the Mission and/or Vision Statement for your entrepreneurship center.

- The Dr. Edwin Cottrell Entrepreneurial Leadership Center fosters entrepreneurship across West Chester University and throughout Chester County by preparing students to contribute to the entrepreneurship ecosystem, providing access to a rich network of entrepreneurship resources and enhancing the startup and growth of new ventures to develop a strong WCU entrepreneurship culture and a vibrant Chester County entrepreneurship ecosystem.
- ASPER-HUJI Innovate - The Hebrew University‚Äôs center for innovation and entrepreneurship, leverages the University‚Äôs innovation potential to solve substantial problems through entrepreneurship. The center promotes the University as a supportive environment for entrepreneurship, cultivates an entrepreneurial mindset and skills among students, researchers and staff and serves as a catalyst for the development of startups and social enterprises.   Missions: 1. Ignite and cultivate an entrepreneurial mindset and skills 2. Create scalable ventures that solve substantial problems 3. Grow the Hebrew University entrepreneurial ecosystem
- At Lewis & Clark, studying entrepreneurship, leadership, and innovation is not just about starting a business. It is about using the entrepreneurial mindset to analyze, adapt, innovate, and advocate. Sometimes this results in a business. Hopefully, it always leads to you learning how to advocate for yourself and others on your path to a productive, thriving, and impactful life.
- At the Dingman Center, we create an inclusive environment where we educate, empower and equip students with the business skills needed to be an entrepreneur and the resources necessary to make their business ideas a reality.
- Create a diverse, inclusive culture that facilitates & celebrates entrepreneurship campus-wide, supporting students, faculty & researchers creating scalable solutions to meaningful problems.
- Create and foster an interdisciplinary community of Iona students who engage in entrepreneurial learning opportunities to develop an entrepreneurial mindset.
- Create positive societal impact through entrepreneurship, design and innovation.
- Create programs, platforms, and experiences that inspire, educate, and empower the next generation of entrepreneurs.

- Create societal impact through entrepreneurship, design and design thinking, and innovative education.
- Desarrollar vocaci√≥n emprendedora entre los j√≥venes universitarios que contribuyan a transformar a M√©xico y al mundo.
- Develop and encourage student's entrepreneurial spirit
- Develop insightful, effective entrepreneurial leaders and contribute to the expansion of knowledge about entrepreneurial leadesrhip
- Development of an ecosystem of innovation and entrepreneurship through the personal/professional development and formation of effective partnerships to launch and develop of innovative startups.
- Dream, Believe, Create
- Duke Innovation & Entrepreneurship inspires, educates, and empowers our community to turn ideas into action that can impact lives.
- Educating entrepreneurial-thinkers and innovative problem-solvers for the 21st century workforce
- Empowering the next generation of entrepreneurs and innovators
- Engage, Equip and Encourage UTC's innovators and entrepreneurs.
- Entrepreneurship at Cornell is a diverse, university-wide program that finds and fosters the entrepreneurial spirit in participants from every college, every field, and in every stage of life. We are grounded in the belief that individuals who exhibit an entrepreneurial spirit and have acquired entrepreneurial knowledge can add significant value to any working environment from the smallest startup to the largest business, from non-profits to government agencies. Also, we are committed to diversity, equity and inclusion in how we structure and execute our programing.
- Entrepreneurship at Miami University is a distinctive, internationally-recognized program emphasizing undergraduate teaching excellence and immersive, real-world learning opportunities in the areas of social, startup and corporate entrepreneurship
- Entrepreneurship is a structured process for problem solving.
- Entrepreneurship is one of the world‚Äôs most powerful forces for positive change. Georgetown Entrepreneurship seeks to instill an entrepreneurial mindset in students, to foster an entrepreneurial culture across the university, to support the successful growth of alumni ventures, and to leverage the power of entrepreneurship to make an impact in the world beyond Georgetown.
- EPICentre‚Äôs vision is to support the transformation of people into entrepreneurial thinkers, and innovative ideas into successful economic and social enterprises through training, mentorship and networking. EPICentre Missions are 1) to provide experiential entrepreneurial learning opportunities that enhance University of Windsor‚Äôs mission regarding education and research and 2) To provide skills, tools, and network to entrepreneurs and professionals to launch and grow economic and social initiatives.
- Finding and Fostering the Entrepreneurial Spirit in Every
  Cornell Participant.
  In Every College. Every Field.
  Every Stage of Life.
- Foster an entrepreneurial spirit, equip the community with entrepreneurial skills, and support ideas / projects

- Foster entrepreneurship as a viable career path.
- Fostering inclusive entrepreneurship and innovation.
- "Goals for the New Venture Accelerator include: ‚Ä¢   Providing an educational foundation and critical thinking skills for our students on the techniques for developing ideas for new products or services, evaluating whether those ideas represent a viable business opportunity, and understanding how to turn that opportunity into a successful business. ‚Ä¢   Providing physical space, workshops, mentoring, coaching, and experiential learning for our students to apply what they have learned and to accelerate the development of their new venture ideas while pursuing an undergraduate or graduate degree. That happens in our 7,000+ square foot New Venture Accelerator. ‚Ä¢ Assisting faculty members and the Auburn Research and Technology Foundation in their efforts to commercialize Auburn University research and intellectual property. ‚Ä¢   Linking to city and State of Alabama economic development activities and efforts to strengthen the entrepreneurial ecosystem in our state. "
- he office provides programming around innovation, education, venture creation, and making connections to support GW entrepreneurs and the Mid-Atlantic startup community.
- help our entrepreneurs and innovators identify problems worth solving and mobilize the people, resources, and networks to solve them
- Highly entrepreneurial Durham University graduates advancing global industry and society.
- Housed in the Lundquist College of Business, the center serves as a central node of the University of Oregon's innovation network through connections across campus and into the local community. Through programs, events, competitions, classes, and trips, the center provides activities for students to broaden their education with experiences, hands-on learning, and connections. With a strong network of mentors and alumni on the West Coast, the center provides an on-ramp to the entrepreneurship ecosystem in Oregon and beyond.
- https://www.smeal.psu.edu/fcfe
- Hunter Hub for Entrepreneurial Thinking is UCalgary‚Äôs community innovation hub that transforms lives and economies through fostering entrepreneurial thinking in students, faculty, and the community. Our vision is to cultivate the growth of the entrepreneurial spirit at UCalgary and beyond, using entrepreneurial thinking as a toolkit to transform the lives of Canadians and effect positive change in the Canadian economy. We want to see entrepreneurial thinking used by leaders and in organizations across the country, enacting ingenuity at every level‚Äîallowing early-stage ventures to grow and established organizations to adapt and innovate to thrive in an ever-changing world. By instilling entrepreneurial thinking in students, researchers and the community ‚Äì we help our community advance in their careers while also helping to bolster the Canadian workforce by creating future-ready leaders and doers. The Hunter Hub for Entrepreneurial Thinking is proud to support the University of Calgary‚Äôs vision to be the most entrepreneurial university in Canada.
- Increase Students Entrepreneurial Mindset
- Initiate innovation of students, Create wealth for society
- It is the long-term goal of the WU Entrepreneurship Center to help increase the number and especially the quality of entrepreneurial activities amongst WU students, alumni and faculty. We want to present Entrepreneurship as a life perspective and show what is possible when ideas are realized.

- LaunchNET advisors assist Kent State entrepreneurs & innovators from any major‚Äîstudents, alumni, faculty and staff‚Äîwho want to bring ideas, inventions, and businesses to life
- Located in Iowa State University‚Äôs Research Park, the Pappajohn Center for Entrepreneurship serves as a bridge among the university‚Äôs entrepreneurship courses, experiential learning opportunities, and venture creation resources. Founded under the premise that the center‚Äôs primary mission is to support and develop entrepreneurs in Iowa, the Iowa State Pappajohn Center for Entrepreneurship offers programs and services that broadly reach and connect students, community entrepreneurs, business professionals, and alumni.
- Mission   The mission of the Cal Poly Pomona Student Innovation Idea Labs (SIIL) is to create and maintain an ecosystem that fosters creativity, innovation, and entrepreneurship.
- Mission To guide Illinois Tech students on a direct path to becoming Chicago‚Äôs next tech leaders. Vision An evolved tech landscape in Chicago, shaped by a new generation of tech leadership who are more entrepreneurial, more community-minded and more diverse.
- Mission: The VCU da Vinci Center for Innovation is a unique collegiate model that advances innovation and entrepreneurship through cross-disciplinary collaboration. Vision: To impact communities through bold curiosity and intentional innovation.
- Our entrepreneurs develop solutions that address the biggest challenges in business and society, supported by a rigorous liberal arts education, dedicated alumni and parent mentors, and action-oriented programs. Our entrepreneurship programs challenge participants to solve complex problems, think creatively, communicate powerfully, persevere through failure, and most importantly take action.
- Our mission is to create and share expert and academic knowledge and resources that enhance the outcomes of our students ‚Äì as learners, as graduates, as entrepreneurial thinkers, as entrepreneurial doers
- Our mission is to inspire innovation, instill compassion and ignite an entrepreneurial mindset in the next generation of leaders.
- Our mission is to inspire students at The University of Mississippi to create innovative businesses through excellent teaching, exceptional service, and world-class research. Overall, our purpose is to provide students with the knowledge, skills, and experience necessary to become successful entrepreneurs who create innovative companies that provide valuable services, products, and employment.
- our mission is to inspire students from diverse backgrounds and disciplines to seek innovative ways to solve real-world problems.
- Our mission is to instill the entrepreneurship spirit in all of our students ‚Äì to encourage their curiosity, to provide them with essential business skills in entrepreneurship, and to help them become the business leaders and role models of tomorrow.
- Our mission is to provide the knowledge, environment and inspiration to unleash the spirit of entrepreneurship and innovation for students and staff at the University of Auckland.
- OUR MISSION: The Simone Center promotes innovation and entrepreneurial learning across the RIT community by leveraging RIT's strengths in multi-disciplinary and experiential learning. OUR VISION: The Simone Center is viewed as a national leader in multi-disciplinary and experiential education in the areas of innovation and entrepreneurship.

- Our mission: to be the premier entrepreneurship center in the world. Facilitating entrepreneurial knowledge through research, teaching, and practice. Acting as the hub for cross-campus entrepreneurial initiatives in the life sciences, biotechnology, informatics, law, music, and other areas. Advancing the understanding of entrepreneurial management and increasing the potential for entrepreneurial growth and development through information sharing.
- Our vision is to see the Hunter region leverage its industrial economy and the knowledge economy to grow new industries. Our mission is to advance the success of innovators and entrepreneurs to build significant and sustainable ventures by connecting them with community, coaching, customers, and capital.
- promote and support entrepreneurship and innovation as fundamental management disciplines that can be applied at any scale of enterprise, from start-up companies to global corporations
- Promote creation of student owned enterprises
- Promote entrepreneurship for students and faculty
- Promote the understanding and exercise of entrepreneurship in Guatemala through education, research, and generating connections between people and institutions.
- Promoting and consolidating the role our University, as a strategic partner in the development of the local and regional economy, in accordance with the needs of economic and social development of a knowledge-based society.
- Promoting, fostering and developing human potential of youth in all fields of social and economic life
- providing opportunities for students, faculty and the community to learn about entrepreneurship.
- Sparking the Entrepreneurial Spirit in all U of M Students
- STVP equips individuals, organizations, and regional ecosystems with the tools and training to develop breakthrough innovations and stimulate entrepreneurial success.
- Supports educational program
- Sustainability Through Entrepreneurship
- TEC helps students and faculty develop an entrepreneurial mindset to improve the world.
- The Baiada Institute translates the Close School of Entrepreneurship‚Äôs groundbreaking curriculum into disruptive ideas led by innovative companies, created by Drexel students from all academic disciplines.
- The Buckingham Enterprise and Innovation Unit has been established to play a pivotal role in contributing to the development of enterprises and innovation in the region.
- The catalyst and hub for student entrepreneurial activity.
- The Center for Entrepreneurial Leadership helps UCF students succeed by empowering them with entrepreneurial mindsets and skillsets. Entrepreneurial leadership capabilities are essential to creating value, making a difference, and experiencing personal and professional fulfillment. Entrepreneurial leaders make things better by creating and leading innovative startups, corporate ventures, and government initiatives that enrich our lives, our economy, and our society.
- The Center for Entrepreneurship and Innovation encourages and supports entrepreneurial learning among students, alumni and faculty. CEI directly assists and supports students and young alumni interested in building or growing an enterprise. This is accomplished through support, culture, competitions, events, education, research, and relationships within the business community.

- The Center for Entrepreneurship educates and connects entrepreneurs seeking to establish and grow high value, high growth companies. We integrate knowledge in aeronautics, aerospace, and adjacent technologies with business acumen to build world-class companies.
- The Center for Innovation and Commercialization will promote economic growth in a region that has been historically underdeveloped. This will be achieved by pursuing three key tasks: first, by assisting regional entrepreneurs in the ideation, development and acceleration of new business ventures; second, by developing the next generation of RGV entrepreneurs by providing students with experiential learning opportunities in new venture creation; and lastly, by becoming the nexus of the regional entrepreneurial ecosystem. In so doing we will drive the creation of innovative, scalable enterprises.
- The Center for Innovation and Entrepreneurship programs will ignite your entrepreneurial mindset, fuel desires with the resources and education to make their dreams a reality, and foster innovation across campus and the region. The Center for Innovation and Entrepreneurship was created in 2014 to be the hub for students across campus who desire more out of their college education. Students take ownership of their future through innovation and entrepreneurial activities both inside and outside the classroom.
- The center guides, mentors, and coaches student-based startup businesses, connecting those who are starting businesses to resources and networks within and beyond the Rensselaer community.
- The Coleman Entrepreneurship Center (CEC) supports our students, alumni and community members in developing an entrepreneurial mindset and skill sets to build sustainable business ventures that Do Good and Do Well in Chicago. We are the hub to empower, connect, educate and accelerate entrepreneurship and innovation in creating businesses with purpose and passion. Our experiential programs, vibrant ecosystem, academic curriculum and student focused community cultivates a foundation for entrepreneurial skills and success.
- The Crews Center exists to inspire, educate, develop, and support both aspiring and active student entrepreneurs.
- The focal point for enterprise education and research on campus
- The Harold and Pauline Price Center for Entrepreneurship & Innovation at UCLA Anderson School of Management is an internationally recognized leader in entrepreneurial education. With a distinguished faculty as its cornerstone, the Center oversees activities that advance the theory and practice of entrepreneurship as well as the related fields of technology and innovation, venture capital and private equity, and social enterprise. Well known for the impact of its experiential learning and management development programs, the Price Center fosters a spirit of innovation in individuals, enhances the managerial capacity of organizations, and prepares entrepreneurial leaders who will provide significant, sustainable and economic value to society.
- The IML Mission is to be a center to create, share, support, and implement innovative ideas and programs to ensure the relevance and impact of music in today‚Äôs world. We strive to engage all Eastman students, faculty, staff, and alumni to think broadly about new ways of making music vital, and to be leaders in the greater musical community of tomorrow.
- The Innovation and Entrepreneurship Institute (IEI) at the Fox School of Business promotes a bold entrepreneurial and daring innovative spirit across Temple University‚Äôs 17 schools and colleges. Through a combination of inventive classroom education, workshops, conferences, customized

- mentorships, and events, IEI provides students the skills, resources, and courage to disrupt business as usual.
- The Jim Moran Institute for Global Entrepreneurship cultivates, trains and inspires entrepreneurial leaders through world-class executive education, applied training, public recognition and leading-edge research.
- The Keenan Center will serve as the campus hub for coordinating, promoting and fostering entrepreneurial activity in the form of courses, lectures, competitions, and special programs across all disciplines.   It will bring together under one cohesive framework the many entrepreneurial initiatives that Le Moyne has piloted successfully in recent years and it will extend them to the entire campus for the benefit of all students.
- The Lyles Center for Innovation and Entrepreneurship at Fresno State uses its strategic position to leverage resources from the community to assist innovators and entrepreneurs in the development of their ideas into a business. The vision of the Lyles Center is to foster innovative thinking and entrepreneurial behavior.
- The main purpose of the Student Entrepreneurship Center is to support, develop and encourage entrepreneurship among students and graduates, in order to promote POLITEHNICA University of Bucharest as a supporter of business and student development, supporting the diversification of the university educational package by including a series of activities. . complementary to the university program.
- The Miller School of Entrepreneurship serves as a hub for preparing students to take an entrepreneurial mindset and skillset into their communities
- The mission of the Close School is to shape the future of entrepreneurship education through the teaching of the entrepreneurial mindset, process and practice through experiential methods, excellent teaching, thought leadership and creative programming, igniting students' professional and personal aspirations.Our mission is carried out through our shared values held by faculty staff, students, alumni, and partners: CURIOSITY the desire to know and to hold interests that lead to inquiry   EXCELLENCE achievement and engagement in learning, scholarship, creativity and service for students, faculty, staff and administration   INTEGRITY the commitment to moral, honest, responsible, fair and respectful trusting behavior   OPTIMISM the hope for, and confidence in, future success   RESILIENCE the capacity to adapt to stressful or challenging circumstances   COMMUNITY a feeling of fellowship and collegiality, and a sharing of attitudes, interest and goals
- The mission of the Keenan Center for Entrepreneurship is to grow and foster a culture of entrepreneurship for the Ohio State community through the creation and support of new ventures and the education and encouragement of their founders.
- The mission of the University of Arkansas‚Äô Office of Entrepreneurship and Innovation is to catalyze entrepreneurial activities and innovation across the university and throughout the state in order to build Arkansas‚Äô knowledge-based economy and support healthy, sustainable communities.
- The MSU E-Center empowers students to plan, launch and grow successful local and global companies based on new ideas or MSU invented technology. Our companies are graded in the real world ‚Äì by success or failure with actual, paying customers. We use applied learning to strengthen our pipeline of entrepreneurs from K-12 to college students to graduates. We have broad involvement of alumni and friends to help mentor, coach and invest in our startups. Our priority on

generating a track record of exits and profitable local businesses makes us a national leader in this field and motivates ever-increasing investor interest in these areas. These companies contribute to a thriving young professional community, cementing Starkville as the startup hub of the Southeast and propelling our expansion throughout Mississippi.

- The OSU Advantage team brings together unparalleled, holistic resources and activities to maximize OSU‚Äôs impact.
- The Program is an endowed initiative that seeks to develop the next generation of successful entrepreneurs.
- The Rice Alliance for Technology and Entrepreneurship (Rice Alliance) is Rice University‚Äôs nationally-recognized initiative devoted to the support of technology commercialization, entrepreneurship education, and the launch of technology companies.
- The Rice Alliance for Technology and Entrepreneurship (Rice Alliance) is Rice University‚Äôs nationally-recognized initiative devoted to the support of technology commercialization, entrepreneurship education, and the launch of technology companies.
- The Slippery Rock Sustainable Enterprise Accelerator (SEA) is a business consultation firm for businesses in and around Slippery Rock, Pennsylvania. We help new and established businesses with marketing, web design, SEO, event planning, public relations, and sustainability. We believe that our future depends on the choices we make today. If we desire better lives for ourselves and future generations, we must utilize the power of markets and commerce to make changes.
- The University of Cincinnati Center for Entrepreneurship mission is to provide a state-of-the-art entrepreneurship curriculum and research base not only for potential student entrepreneurs and scholars, but for people in the many organizations that interact with small, entrepreneurial, and family-owned businesses on a daily basis. The E-Center seeks collaborative efforts between students and faculty from across the university to remove barriers and create gateways for entrepreneurship.
- The UVU Entrepreneurship Institute empowers UVU students to start and grow their businesses through experiential opportunities, robust programming, resources and mentorship, and integration with the broader entrepreneurial ecosystem.
- The Wukich Center for Entrepreneurial Opportunities supports Seton Hill students who are interested in starting and running a business. The Center also assists with the introduction of entrepreneurial skills into every academic program.
- To arm every Ohio University graduate with an entrepreneurial mindset and skills.
- To be the EXPERIENCE in entrepreneurship for all students
- to challenge every Darden student to fulfill their entrepreneurial potential through transformative learning experiences and groundbreaking research in entrepreneurship, innovation and technology.
- To create a culture that encourages entrepreneurship and innovation; to provide the tools necessary for building and improving Iowa businesses
- to create a pipeline of exceptionally innovative, entrepreneurial and financially savvy change agents prepared to succeed in a complex world.
- to deliver a high quality extracurricular entrepreneurship programme to enhance the student experience, develop entrepreneurial mindsets and create high quality UCL graduate start-ups.
- To develop the high-impact talent that is necessary for the continued economic prosperity of the region. This is accomplished by providing transformative, community-engaged learning experiences.

- To educate students to the alternative to corporate America
- To encourage students to explore entrepreneurship and to enable students to treat our entire campus as a design studio to solve the challenges that matter to them.
- To help individuals discover and nurture their entrepreneurial potential for the creation of new ventures and the enhancement of their entrepreneurial spirit.
- To help students start up businesses
- To inspire & empower our students to turn their passion, purpose, and ideas into action.
- To prepare the next generation of great entrepreneurs in Hawaii
- To promote innovation and entrepreneurial mindset across campus and to program an incubator program to launch student startups
- To support and catalyze ideas that impact and benefit our world.
- To support and develop students‚Äô entrepreneurial initiatives as well as to consolidate an entrepreneurial ecosystem, by strengthening the relations with the business community.
- to support the entrepreneurship initiatives in the university
- To teach, coach and inspire students to be entrepreneurial throughout their lives.
- To train creative media students for entrepreneurship and 21st century digital storytelling.
- To unleash students‚Äô entrepreneurial mindsets, ignite their imaginations about what‚Äôs possible, and motivate them to innovate, create value, and elevate their impact on society
- Transformative student experiences through entrepreneurship.
- Transforming lives through innovation and entrepreneurship: Loyola's Center for Innovation and Entrepreneurship aims to nurture student innovators and make an impact in the Baltimore community through education, hands-on experiences, and creative experimentation.
- URI Launch Lab helps idea generators and problem solvers create value in the world through peer connections, venture creation, and interdisciplinary collaboration. URI Launch Lab is developing a community with the agency and confidence to explore their ideas.
- Vision Becoming a high-impact platform advocating entrepreneurial knowledge in the region. Mission To ceaselessly dispense pertinent, opportune, and targeted full-scale support for entrepreneurship advancement and innovation. VALUES Adaptability Creativity Integrity CEI: Capitalize Everlasting Innovation
- Vision Becoming a high-impact platform advocating entrepreneurial knowledge in the region. Mission To ceaselessly dispense pertinent, opportune, and targeted full-scale support for entrepreneurship advancement and innovation.
- Vision: ‚ÄúTo help Memorial University to become the leading entrepreneurial university in Canada‚Äù; Mission: To inspire and enable aspiring entrepreneurs.
- Vision: A globally recognized leader in entrepreneurial education, equipping students to make a difference as innovators
- Vision: To be a thought and action leader in entrepreneurship education, research, and outreach, with a global footprint for programs of measurable excellence. Mission: We are a global business incubation hub dedicated to fostering community wealth creation and economic health by adding value to a highly diverse clientele of students, entrepreneurs, policy makers and institutions through a unique blend of entrepreneurship education, research and outreach. We create and disseminate knowledge to facilitate innovation and enrich the futures of all those we serve.

- VISION: To become a leader in Baja California in developing qualified professionals with entrepreneurial skills and mindset, with the highest ethical standards, advancing science, technology and business for the benefit of society.
- Vision: To prepare entrepreneurial minded innovators to create individual and community value. Mission: Iowa JPEC develops critical thinkers, effective communicators, and visionary leaders to advance innovative solutions to benefit society.¬† Students, staff, faculty, and community members from all backgrounds will benefit from learning to apply entrepreneurial approaches to solve problems, create value, and maximize impact.
- Vision: Transform the greater Ball State University ecosystem into a proactive community of problem solvers and opportunity seekers. Mission: Provide dynamic thought leadership, resources, training, and education programs that develop entrepreneurial talents, skills, and knowledge, as well as an appreciation for the vibrancy of free markets. Purpose: Empower entrepreneurial behavior
- Vision: We envision a world where all BU Terriers are equipped with innovation skills and an entrepreneurial mind-set, and are prepared to create meaningful impact in their careers and communities.
- We accelerate new ventures of all kinds by providing Babson‚Äôs emerging entrepreneurs access to the opportunities, community, and critical resources that they need. We ignite the exchange of innovative ideas that will shape the future of entrepreneurship through our research and thought leadership.
- We advance innovation, entrepreneurship and social impact through our career-ready graduates, industry-engaged research, and connecting people and technology.
- We are a diverse, university-wide program that finds and fosters the entrepreneurial spirit in participants from every college, every field, and in every stage of life. We are grounded in the belief that individuals who exhibit an entrepreneurial spirit and have acquired entrepreneurial knowledge can add significant value to any working environment from the smallest startup to the largest business, from non-profits to government agencies.
- We are devoted to developing leaders and entrepreneurs who drive innovation and are capacity of solving significant challenges.
- We are transforming Orange County into a globally recognized startup ecosystem.
- We believe in Arizona State University‚Äôs charter of excellence with inclusion and impact at scale and its design aspirations including valuing entrepreneurship. Edson Entrepreneurship + Innovation Institute will make entrepreneurship accessible to everyone at ASU and in our greater community. Edson E+I Institute‚Äôs mission is to serve as the connecting and collaboratingresource acrossASU and thegreater Phoenix community, providingsupport and material resources for entrepreneurship while advancing ASU‚Äôs national and international reputation as an entrepreneurial institution of higher education.
- we build entrepreneurial leaders through academic courses and co-curricular programs and activities. We empower our students, alumni and community members to lead with impact through entrepreneurship and innovation.
- We contribute to the creation of an ecosystem of support, development and encouragement of entrepreneurship among students and graduates of the Technical University of Cluj-Napoca, in the first three years after graduation, in order to increase the competitiveness and visibility of higher

education in academia and business. We aim to facilitate the establishment of functional legal entities, among students and graduates of the Technical University of Cluj-Napoca, in the first three years after graduation.
- We create a diverse culture of education and venture acceleration that fosters creativity, experimentation and ideation.
- We create and consolidate new companies that apply and develop technological and innovation factors in their processes, products and services, to promote sustainable economic development in our region
- We don't have one.
- We enable the next generation‚Äôs new ventures.
- We fuel economic growth and diversity in Upstate New York through entrepreneurship and innovation. We support and empower people to start and grow new ventures.
- We partner with students, faculty, and alumni for success in entrepreneurship and in their careers.
- WE served students who want to make a difference in the world, build as startup, or develop professional skills.
- We strive to bring together students, faculty, community members and entrepreneurs to innovate, develop and grow the entrepreneurial spirit.
- We‚Äôre on a mission to inspire, educate and develop entrepreneurial leaders through world-class education, cutting-edge research and applied preparation, mentorship and public recognition.
- WPI's vision is to inspire and develop a diverse community of impact makers to spearhead value creation and life-changing impact for the greater good.

B4.) Is the leader of your entrepreneurship center:

Individual without a Faculty Appointment	70 universities	40%
Non-Tenure or Adjunct Faculty	43 universities	24%
Tenure or Tenure-Track Faculty	47 universities	27%
Other (please specify)	16 universities	9%

Other (please specify)

- 2 leaders (non-tenure or adjunct faculty + tenure or tenure-track faculty)
- Both a staff director and a faculty director
- controled by Foundation
- Director of Business Incubator CETYS University System
- Executive Staff; Faculty Affiliate
- faculty and ED
- Individual with a Faculty Appointment
- Individual with Professor of Practice
- Professional Academic Staff
- Senior Staff - reports to the Provost
- Staff with Adjunct Faculty assignment

- Tenured faculty
- Tenured Faculty Director and Staff Executive Director (shared governance model)
- Varies; we have had tenured and not
- Visiting Professor Status

B5.) In what type of institution is your entrepreneurship center housed? 178

Business School	88 universities	49%
Liberal Arts Institution	8 universities	4%
Research Facility	2 universities	1%
Technical School	3 universities	2%
University-wide	57 universities	32%
Other (please specify)	20 universities	11%

Other (please specify)

- Business school and engineering school with a pan-university mandate
- Business/Research
- College of Arts and Sciences
- college of engineering
- Dedicated School of Entrepreneurship
- Econ. Dev.
- Engineering School
- Engineering School at Research University
- In a center that focuses on career planning, experiential learnng, and advising.
- Main campus library
- Music School
- our mandate is to serve campus university-wide, but we're housed in/funded by the COB
- Research Affairs
- School of Engineering
- Separate building but serves TTU students, faculty, staff and community members
- The Charles D Close of Entrepreneurship is a stand alone degree granting school within Drexel University.
- Under the Provost
- We are a stand-alone center at a liberal arts college
- Within SEAS but for entire university community. PU is LA institution.
- workforce development, for now

B6.) To whom does your entrepreneurship center report?

- Associate Dean - College of Business

- Associate Dean in the Warrington College of Business
- Associate Dean, Integrative Learning
- Associate Vice Chancellor for Innovation & Commercialization
- Associate Vice President for Research, Innovation and Economic Development
- Business school dean
- Business School Dean
- Business School Dean and University Provost
- Center of Excellence in Competitiveness and Entrepreneurship - Business and Administration College - Vice Chancellor and Rectory
- College of Business
- College of Business
- Dean
- Dean
- Dean
- Dean
- Dean
- Dean
- Dean College of Business
- Dean of Business
- Dean of Business and Technology
- Dean of business school
- Dean of Business School
- Dean of Business School
- Dean of Business School
- Dean of business school
- Dean of Engineering
- Dean of the Business College
- Dean of the Business School
- Dean of the business school
- Dean of the Business School
- Dean of the business school
- Dean of the Business School
- Dean of the Business School
- Dean of the Business School
- Dean of the College of Business
- Dean of the College of Business
- Dean of the College of Business and Public Management
- Dean of the College of Business, President of the University
- Dean of the Faculty of Economics, Lomonosov Moscow State University
- Dean of the Kogod School of Business
- Dean of the Libraries, to the Provost

- Dean, College of Business
- Dean, College of Business
- Dean, Farmer School of Business
- Deans of the business school and engineering school
- Department Chair
- Deputy Director (Associate Dean) for Strategy, Innovation, and Impact
- Director Innovation and Professional Development who reports to the Dean of the Faculty of Business and Economics
- Dual reporting: Dean of College of Business and Vice President of Economic Development & Industry Relations
- Engineering Dean
- EVP - Research Innovation and Knowledge
- EVP, Knowledge Enterprise
- Executive Director of Gordon Institute
- Formally for annual review purposes college of business; advisory council includes university leaders (other deans, etc.), donors, alumni, entrepreneurs, etc.
- Jointly to vice chancellor of the Division of Economic Development and dean of Walton College of Business
- Management & Organization Dept at the Smith School of Business
- Office of Vice President, Research and Innovation
- Provost
- Provost
- Provost
- Provost
- Provost
- Provost
- Provost
- provost
- Provost and Tech Transfer
- School of Management
- Senior Associate Dean
- Senior Associate Dean
- the 12 deans of each of Cornell's 12 schools and colleges
- The Dean of the business school
- The Vice-Chancellor
- To the Deans of Business, Art, and Engineering, Humanities and Sciences, and the University Provost
- to vice rector responsible with the Business Environment Relationships
- University VP
- Vice President for Research
- Vice Provost of Research
- Vice-provost, Academic

- Vice-Rector for Research and Human Resources
- We have a sterring committee that includes the Rector, the university Director General, Deans and Reseachers. I report directly to the University Director General (CEO)
- We have multiple reporting relationships to the Chairman (Academics), Dean (strategic initiatives) and External Affairs (Senior Associate Dean).

B7.) What is the annual operating budget (in US dollars) of your entrepreneurship center? 133

$0 to $99,999	25 universities	19%
$100,000 – $199,999	12 universities	9%
$200,000 – $299,999	16 universities	12%
$300,000 – $399,999	7 universities	5%
$400,000 – $499,999	6 universities	4%
$500,000 – $599,999	8 universities	6%
$600,000 – $699,999	3 universities	2%
$700,000 – $799,999	3 universities	2%
$800,000 – $899,999	3 universities	2%
$900,000 – $999,999	0 universities	0%
$1,000,000 and above	41 universities	31%
Prefer not to share	1 university	1%
Unknown	8 universities	6%

B8.) What percent of your center's operating budget comes from:

Donor Gifts

0% to 24%	37 universities	42%
25% to 49%	18 universities	20%
50% to 74%	18 universities	20%
75% - 100%	15 universities	17%

Endowment(s)

0% to 24%	31 universities	55%
25% to 49%	10 universities	18%
50% to 74%	3 universities	5%
75% - 100%	12 universities	21%

Contracts & Grants

0% to 24%	26 universities	53%
25% to 49%	6 universities	12%

50% to 74%	6 universities	12%
75% - 100%	11 universities	22%

University Funds

0% to 24%	23 universities	26%
25% to 49%	22 universities	24%
50% to 74%	22 universities	24%
75% - 100%	23 universities	26%

Other

- earned revenues from programs
- Grant $
- Sponsorships 1%

B9.) Does your entrepreneurship center have a devoted physical space?

Yes	160 universities	90%
No	18 universities	10%

B10.) If so, does this space include:

Classroom(s)	73 universities
Meeting Room(s)	137 universities
Staff / Faculty Office(s)	142 universities
Student Workspace	126 universities
Makerspace	53 universities
Other (please specify)	33 universities

Other (please specify)

- A veranda over looking our main academic quad
- Access to (and priority over) adjacent co-working space and classrooms shared with rest of the School
- Baiada Center for Entrepreneurshhip
- Business rental space
- collaboration and teams rooms
- Commercial coworking
- coworking space
- Creativity lab, resource room

- Dedicated classroom for presentation practice, workshops, etc. (can't be used for other classes/programs)
- Digital editing and audio production suites
- Downtown incubator
- Event Space
- Event space
- Event spaces; residence hall
- Faculty/Student walkup Innovation site
- Growth Hub hot desk and meeting facilities for local startup and growth businesses
- Hatchery/Incubator
- ideation space
- Incubator
- Incubator suites
- kitchen
- Labs
- Labs
- Membership dues for the Family Business Center
- Mentor Suite
- Offices for startups
- rentable space for ecosystem tenants
- SBDC
- Small audithorium (60 people)
- space for alumni-led startups
- Speaker Event Space
- student residences
- we have one building plus multiple additional spaces in the engineering school. Spaces are about 1 mile apart.

B11.) Does your entrepreneurship center have an advisory council or board?

Yes	56 universities	67%
No	28 universities	33%

B12.) If so, are members of your advisory council or board members required to make a specific financial donation?

Yes	19 universities	35%
No	35 universities	64%
Not sure	1 university	1%

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B13.) Does this council or board serve a specific role, or are they more of a sounding board for center vision and goals?

Specific role	8 universities	14%
Sounding board	46 universities	82%
Other (please specify)	2 universities	4%

Other (please specify)

- Attend Board meetings, make a financial commitment and engage with students
- sounding board, financial support, strategic relationships

B14.) What constituencies does your entrepreneurship center serve?

Students	174 universities
Faculty	125 universities
Staff	100 universities
Alumni	126 universities
Broader Community/Region	109 universities
Other (please specify)	10 universities

Other (please specify)

- companies
- ecosystem partners both resident in our center and those in the community
- family businesses
- Global Community
- Other schools and programs both at UCLA and other universities
- Primarily students but we have a couple of programs for alumni. We mostly engage alumni as mentors.
- recent alumni
- TBA
- wounded veterans, returning citizens
- Youth (K-12)

B15.) Does your entrepreneurship center partner frequently with community (non-university) organizations?

Yes	137 universities	77%
No	29 universities	16%
Not sure	11 universities	6%

B16.) If so, what is your most impactful collaborations (*no more than 3*)?

- "ESO Monthly" - network of ESOs across the state that we convene each month
- we host 600 events per year, led by us or our ecosystem partners; (2) we lease space to ecosystem partners
- Statewide entrepreneurial programming/ecosystem building with other four John Pappajohn Entrepreneurial Centers at other institutions across Iowa; 2) partnerships with community-based Iowa accelerators and incubators; and 3) partnerships with regional and statewide economic development organizations
- Growth Accelerator program for SMEs in partnership with several levels of government and local service providers. 2. Collaborate with local non-profit entrepreneurship hub to bring education to community.
- Partnering with Office of Head Start to develop management development programs for leaders of Head Start programs that serve 1M children annually; partnership with J&J to develop management and leadership development programs for leaders of growing community health systems; partner with a range of corporate sponsors to offer programs for minority, women and veteran-owned businesses (Mgmt Development for Entrepreneurs and Entrepreneurship Bootcamp for Veterans)
- train the trainers program 2) acceleration programs 3) corporate innovation programs
- 15 local orgs hire our students for our internship class. Nearly 50 mentors, speakers, judges support our students during our Winterim program. Most are from local organisations.
- 1871 incubator 2112 incubator mHub maker space
- A community seed fund
- Aalto Entrepreneurship Society (Students), SLUSH (students)
- Academic projects; research
- Activation Capital and Jackson Ward Collective to connect black owned businesses with the university.
- Austin McChord
- Banking Institution, US Company
- Black Business Entrepreneur Accelerator, Kauffman Foundation, the 4 other John Pappajohn Entrepreneur Centers in Iowa
- Blackstone LaunchPad
- Blackstone Launchpad
- CGUI, various national accelerator programs
- Chamber, Techstars, SBDC
- City of Gainesville
- City of Newcastle (council), Hunter Young Business Minds
- Clearinghouse for later stage programs(accelerators, angel investment groups, etc.)
- collaboration with RevRoad a local incubator
- Community Accelerator/Incubators, Internships, Early Stage Capital Sources
- community service - working with women coming out of prison - soup kitchen0
- Companies, NPOs, social enterprises
- conferences, workshops, funding
- corporate sponsorship, community incubator, community accelerator

- Design and entrepreneurship programs.
- Early Stage Montana
- Economic development groups
- Entrepreneurship & Commercialization Center (2nd entrepreneurship center located at 2nd campus in Brownsville, TX)
- Epicenter Memphis
- Experiential learning, internships, events
- federal innovation agency, regional business agency
- Fellowship program supported by venture capital firms.
- gener8tor, SBDC, LegalCorps
- Georgia Film Academy
- Good Life Youth Foundation entrepreneurship boot camp, StartFast Accelerator, and More Good Jobs Foundation.
- Grinspoon Entrepreneurship Initiative
- High schools, community organizations
- ICORPS and SBIR / STTR workshops
- Incubator showcase, angel network, consulting projects
- Industry trade groups,
- Institute for Veteran & Military Families, Florida Small Business Development Center
- International case competition, International Hack, Entrepreneurship summit
- KC source Link/innovation center
- LaunchNY
- Law firms, and external mentors & guest speakers
- League for Entrepreneurial Women, Mid-Atlantic Diamond Venture Group, IRR
- Local businesses
- Local chamber of commerce
- Local community incubator,
- Local Economic Development Corp
- Local Enterprise Partnership and local networking groups
- Local ESO's; VentureWell; Kauffman
- Local Government Agencies, Central Government Agencies, Consultants,
- LOCAL HIGH SCHOOLS, ENTREPRENEUR ED PROGRAMS SUCH AS JA, DECA
- Loyola University and GCEC 2021, Innovation Works (city-wide social innovation lab), Urban Business Innovation Initiative
- Main Street program, county economic development office, local business
- Mass Challenge, Boston Harbor Angels,
- mentorships, internships, venture capital
- Mid-tier Accounting Firm co-creation partnership
- Minority entrepreneurship programs
- Monthly roundtable for sharing ideas/events
- Napa Institute Conference

- Nashville Entrepreneur Center, LaunchTN, Social Enterprise Alliance
- NC IDEA, NC Rural Center, local economic developers
- NJ Bankers Association; Uncommon Individual Foundation
- NKU Collaborative for Economic Engagement, Governor's School for Entrepreneurs, Inphlu
- North Forge (provincial government agency)
- NSF I-Corps Program; Center for Economic Growth HS Business Model Competition
- NSF I-Corps, Wells Fargo, and Arup
- Our collaboration with Capital One has provided visibility, conference support and critical event sponsorship
- Our partnership with the local chamber, score, co-working space, and Women's Magazine to bring a monthly Women's Forum with a panel of women business owners each month.
- Outreach to community. Outreach to industry. Outreach other schools to help develop their entrepreneurship programs.
- Participation in the Council of Young Entrepreneurs of Baja California and the Presidency of the Mexicali Chapter
- Partnering with local ecosystem building and economic development organization, Onward Eugene.
- Partnership for Community Development (local economic development organization)
- Partnership to boost resilience with small businesses in Bronzeville
- Pomona Unified School District
- Practice of Innovation, Kern Entrepreneurial Engineering Network, Massachusetts Digital Games Institute (MassDigi)
- Regional Accelerator Program
- Rev1 Ventures
- RIHub, URI Foundation
- SBDC, Silicon Slopes.ReveRoad
- SBIR/STTR informational sessions
- school districts, community based organizations, chambers
- Social Enterprise Track within our TTU Accelerator program. Partners are non-profit leaders in the community.
- Speaker Series, Hackathons, Guest Speakers
- speaker/lecture series, mentorship programs
- State funded incubators
- state-wide new venture competitions; Iowa SBDC, 1 Million Cups, USASBE
- Students doing experiential work for community organizations
- Successful collaborations with companies operating in the Cluj-Napoca business ecosystem
- talent development; solutions labs
- Tech Lounge (for Innovation Labs), Junior Achievement, The British Romanian Chamber of Commerce
- Texas Medical Center, WellsFargo, GOOSE Capital
- The collaboration with the City of Auburn has been particularly impactful as space has been secured to for graduated companies to be retained in the local area. Additionally, the center partnered with

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the Auburn Research and Technology Foundation, and the Economic Development Partnership of Alabama to bring a regional Alabama Launchpad startup competition to the greater Auburn area with a $100,000 prize pool in 2018.

- The Entrepreneurship Ecosystem; local incubator; local accelerators
- The everyday entrepreneur; often from marginalized communities
- The Fox Connection (partnership between regional universities in NE WI)
- The Jerusalem COMMUNICITY Hackathon with 25 city organizations, The World Entreprenurship Week, The Designing The Future Conference with Startup Nation Central
- Underresourced Larinx business owners
- United Nations, the U.S. Department of State, the Inter-University Council (IUC) of Ohio, Techstars¬Æ, Uncharted Learning and INCubatoredu, 1871 Chicago, Social Entrepreneur Corps, Faith-Driven Entrepreneur and Faith-Driven Investor, Wharton Social Impact Initiative and the Bridges Impact Foundation, the United States Association for Small Business and Entrepreneurship¬Æ (USASBE), the Global Consortium of Entrepreneurship Centers (GCEC), Social Entrepreneur Corps and Social EntrepreneurU, the Social Innovation Research Lab (SIRLab), Cintrifuse and CincyTech USA, and Flywheel Social Enterprise Hub, among many others
- University Business Incubation Program
- University of Baltimore (another university); Mentoring Mentors youth program; Innov8MD
- UNWomen- IFC/world Bank
- Venture Launch Weekend, Big Bad Entrepreneurship Speaking Series
- Voinovich School for Leadership & Public Service
- We have key sponsors of our Dingman Center Angels investor network. We could not support the network with out sponsors. Most are service providers. We also collaborate with local incubators.
- We run a consulting program that serves clients locally and nationally
- We share applications of our pitch competition to partner accelerators, incubators, media, etc.
- Weekly entrepreneurship meetup (1 Million Cups), Startup Week Chattanooga
- With entrepreneurs in community
- With Orland MakerSpace
- Women Economic Ventures
- working with the Arts In The Loop initaitive / collaborators

B17.) What types of programming does your center offer? (*Ex. training, incubator space, accelerator programs, etc.*)

- 1-on-1 mentoring/consult; student incubator; research accelerator; innovation center; bus. model/pitch/innoavtion competitons; women's innovation &new venture conference; virtual workshop series; arts entrepreneeruship
- Acceleration, funding, mentorship, intrapreneur internships, space, corporate training
- Accelerator program, business plan competition, 1:1 coaching, courses on community and industry innovation, prototyping workshops
- Accelerator programs, Co-working Space, Hatchery, workshops, Mentorship. Advisory office hours, Pitch Competitions,

- accelerator programs, incubator space
- Accelerator programs, maker space, incubator space, NSF I-Corps, mentorship, seed grants
- Accelerator; 1 on 1 advisement; 2 Student Leadership programs; Events--panels, hackathons, career treks, volunteer activities; Career referrals and introductions; Crisis business consulting @ pandemic; Loyola Angels Fund
- Accelerator; pitch competition; business skills workshops; entrepreneur advising hours
- Advising, workshops, courses, SBIR support, prototyping facilities, accelerator programs, incubator space, tax benefits
- affiliated courses, fellowship programs, lecture series
- All kinds, no real focus
- all of above
- Awareness raising, consulting, teambuilding
- Business idea development, workshops, conferences, mentoring
- Business Plan Competitions-Campus wide, Summer student Accelerator, Startup Weekends, Veterans Entrepreneurship Program, Pitch & Poster Competition-campus wide, Collegiate Business Plan Competitions, Pre-Seed Fund (up to $25K cash investment), limited # external Accelerator student Startup "memberships"
- campus-wide undergraduate and graduate academic programs, I Corps training, community-based entrepreneurial training, incubator space, accelerator programs, pitch and business model competitions, internships, consulting services, prototyping, ideation events, startup weekends, international entrepreneurship, K-12 entrepreneurship, mentoring, alumni events, special student learning academies, and more!
- Certificate, idea lab, accelerators, competitions, workshops, speakers, hackathons
- Classes / Grant Programs / Mentoring and Advising / Certificate Programs /
- Classes, accelerator, student founder program, competitions
- Classes, networking events, educational lunches, Seed Funding, Experts in Residence, pitch competition, Entrepreneurship Club, partnership with Babson Collaborative
- classes, networking lunches, seed funding, experts in residence, pitch competition, entrepreneurship club, partnership with Babson Collaborative
- classes, training, workshops
- Classes, workshops, consulting, speaker series, competitions, Arts Entrepreneurship, ENACTUS, mentoring
- co-curricular activities
- co-working, maker-space, accelerator, classroom
- coaching, mentoring, co-curricular offeriengs
- Competitions (Business models, pitching, etc.), Student Business trade show (Venture Con), Consulting, Training, Incubator Space, Women's entrepreneurship program (WELIFT), for credit lecture series
- competitions, accelerator programs, co-working space
- competitions, challenges, educational pop-ups, networking events and I-Corps training as well
- Courses for credit, incubator space, accelerator program, courses for zero credit, Coaching, community ideation and development.

- Courses in entrepreneurship and innovation at the MBA and undergraduate level; extracurricular activities, programs and conferences, both speakers series and experiential learning; Accelerator with co-working space, workshops, cohorts and Demo Days; research seminars, funding and academic conferences; management development programs for leaders of growing companies and organizations; custom sponsored research initiatives.
- courses, certificates, co-curricular programming for students, staff and faculty, makerspace, events
- courses, incubator space, accelerator program, internships, design thinking program, mentorship, events, research competitions, student project funding
- courses, minor, pitch competitions, incubator, student clubs, mentors, accelerator, alumni incubator, design labs, living-learning communities, maker space, angel network, awards programs, research support
- Courses, Venture Studio (resource center & co-working space), co-curricular learning opportunities, research in entrepreneurship
- coworking space, incubator program, speaker series, community meetups, Startup Weekends
- Cross-disciplinary Minor, Masters of Science, incubator space, contests, accelerator partnership...
- currently a $ grant if presention is sound
- Curricular (certificate), Accelerator Programs, Incubator space, Mini-grants, Student club support
- Curriculum, coaching, events, competitions, student incubator
- degree program, training, makerspace, accelerator programs
- Dolphin Tank Pitch Competition, StartFast Accelerator, Maker Space
- Education, training, competitions, funding and accelerator programs
- Education, training, mentoring, incubation and acceleration, inspiration
- Entrepreneur Coaching, Venture Coaching, Eship Panels, Entrepreneur Spotlights, Accelerator Program, Microgrants,
- Entrepreneurial educational programs, information sessions, speaker series, a lab, etc.
- Entrepreneurship Curriculum, Business Accelerator, High School programming, Business Acquisition, Mentoring/Guidance, Experiential Learning Opportunities, Internship and Job Placement, Student Organizations
- Events, academic courses (including a new MOOC), workshops, pre-accelertion programs, exploration programs, POC funding, community leaders uncubator, uncubator space
- Events, advising, courses
- events, workshops, summer incubator, regional accelerator
- extracurricular training, incubator space, acceleration programmes
- Finance clinic, legal clinic, venture capital funding, scholarships, executive education, innovation grants, online platform
- For credit enterprise modules and programmes
- Foundational Skills Workshops, Incubator Space, Maker Space, Rapid Prototyping Lab, Accelerator Program, Mentors-in-Residence Program, Value Creation Forums, Community Exchanges, Entrepreneurial Sandbox Experiences, Innovation Challenges/Hacks, Maker Space workshops/training, Internship Programs, Innovation & Entrepreneurship Fellowships, Innovation Awards, Entrepreneurial Mindset Consulting on Developing/Facilitating Course Modules,

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Innovation/Tinkering Seed Funding, Intersession Workshops, Commercialization Funding, Peer Mentoring, Open Spaces, Design Consulting

- funding, workshop, experts, incubator and maker spaces, accelerator
- Generation of business models, support in business incubation and physical incubation - support to validate business models and company constitution as well as protection of intellectual and industrial property and business acceleration processes.
- Graduate accelerator program, workshops, coaching, funding, networking events
- Incubation advisory process (but not no site), counseling, training, entrepreneurial promotion
- Incubation, Accelerator programs, training, academic program - very active in the entrepreneurial ecosystem
- Incubator and Innovation center
- Incubator program, accelerator program, other co-curricular workshops, guest speakers, co-working/meeting space
- incubator space
- incubator space, accelerator program, startup competitions, event space, lab space, co-working space, 3D printing.
- Incubator space, accelerator programs, markerspace, leadership programs and innovation sprints
- Incubator space, accelerator programs, pitch competition, mentorship opportunities, internship fairs, speaker events
- Incubator space, coaching/mentoring, $1,500 grant to each venture, workshops, competitions
- incubator space, pitch competition
- Incubator, entrepreneurship events, training
- incubator, training, workshops, hands-on human-centered design teams, graduate certificate in entrepreneurship
- Innovative Idea competition, Changemaker Challenge competition, Be Your Own Boss Bowl¬Æ competition, Workshops, Accelerator programs, Lori Hermelin Bush Women's Seed Fund program, Inventor's Club, Entrepreneurial Student Association, Women's Entrepreneurship Network
- Internally, we offer speaker events, pitch competitions, mentoring programs, and an internship program. Externally we offer training and speaker events.
- Lectures, business plan competitions, meetings with entrepreneurs
- Maker Space, student run business
- mentor training program
- Mentoring, guest speakers
- mentoring, internships, programming, conferences, hackathons, incubator program, accelerator program, funding, courses, classes/academic credit,
- mentoring, seed funding, competitions, networking, workshops
- mentorship, accelerator program, skill training
- Mentorship, guest speakers, events
- mentorship, incubator space, accelerator programs, events, internships, university wide eship marketing, awards

- mentorship, training, competitions, challenges, coworking space, accelerator program, pre-accelerator program, student-run venture fund, family business center, fellowships, speaker events, workshops
- micro grants (up to $5,000), incubator program, mentoring, co-working space, pitch competitions, speaker events
- mostly training for students, events, (business plan and/or pitching) competitions, once acces to grants - funded 74 startups
- none
- Numerous offerings
- ONE ON ONE ADVISING, WORKSHOPS, ACCELERATOR PROGRAM (STARTING SOON), COWORKING SPACE, COMPETITIONS
- Program funding and support of entrepreneurship students, research and scholarships
- programming.
- Ratcliffe Entrepreneurship Fellows, weekly how-to workshops, mentoring/coaching/training, incubator space, accelerator programs, 2 annual pitch competitions
- Seminars, speaker series, online curated content, workshops in entrepreneurship, venture contests, accelerator programs
- Small business executive training, Nonprofit executive training, Veteran entrepreneurship training, statewide conference
- Space, competitions, startup resources
- Speaker engagements, classroom mentors, campus wide events, business competitions, student experiential learning.
- Speaker event, startup weekend, idea pitch competition, incubator, incubator showcase, women leadership conference, family business program, minority business program, high school financial literacy program, personal initiative training to refugees and many others
- Speaker events, accelerator programs, mentorship programs
- Startup formation and pitch competition; Advising for students building businesses; Consulting (two versions: internal to campus and external (three versions: Sprint (short engagements during breaks); Summer (June/July); and Studio (in-semester)); Professional development opportunities; Bi-annual entrepreneurs conference for alumni and students; Post-graduation business advising; Speaker series, One-on-one meetings between students alumni; Design Thinking workshops; plus several other activities.
- Startup Workshops, Incubator, Accelerator, Design workshops
- Student Accelerator, Clean Energy Accelerator (community, post-graduate), iCorps regional training programs, Business Plan Competition, Investor Forums
- student competitions, accelerator programs, education classes, training, speaker series, seed funding
- talent development, access to capital, venture accelerators, educational programming
- talent development, cohort programming, university and community events, and supporting curriculum
- talks, workshops, training, advice and feedback, pre-incubation programs, matchmaking
- teaching

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- Teaching, accelerator, extracurricular
- The New Venture Accelerator offers training, workshops, competitions, accelerator programs, and incubation space.
- three courses supporting student ventures, one business plan competition
- training
- Training
- training
- Training
- Training
- Training
- Training and accelerator programme
- Training and incubation
- training and pre incubation
- Training and workshops, incubator, accelerator, experiential learning, classes, internships, scholarships, competitions, community events
- Training, accelerator programs
- Training, accelerator programs
- training, accelerator programs, venture competition, experiential immersion programs
- training, accelerator, hackathon, coworking, workshops, seminars, prototyping services, small business advisors, student club, conferences, competitions
- training, accelerator, pitch competitions
- Training, an accelerator program, events
- Training, co-working space, accelerator programs, office hours, community events, speaker panels, challenges/hackathons
- training, competitions, seminars,
- Training, events, competitions, incubator space, retail space, accelerator program, alumni business funding
- Training, incubation services, competitions, hackathons, summits and events
- Training, incubation, acceleration, advisory, research
- training, incubator space
- training, incubator space, accelerator programs, competitions
- training, incubator space, accelerator programs, funding, mentorship, and community
- Training, incubator space, accelerator programs, startup competitions, startup funding opportunities, mentorship programing. etc.
- Training, incubator space, and accelerator programs
- Training, incubator space, competitions, workshops, venture funding, courses, research, case initiative, conferences
- training, incubator space, maker space, accelerator program, competitions, guest speaker series
- training, incubator space, pre-accelerator program, mentoring program, networking events
- training, incubator space, pre-accelerator, micro-credentials

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- training, incubator space, student seed fund, industry-specific events, networking/mentorship programs, student club support
- training, lectures, mentorship
- Training, Maker Space, Incubator Space,
- training, mentoring
- Training, mentoring, funding for student businesses
- Training, mentorship, incubator space, accelerator programs, competitions
- Training, mentorship, seed funding, space, makerspaces, incubator programs, accelerator programs
- training, pre-acceleration programs
- Training, shark tank competitions
- training, some incubator space -- going through a transition and reshaping now
- Training, workshops
- Training, workshops, immersive experiences, competitions, incubation
- Training, workshops, incubator space, speakers
- training, workshops, maker sessions, leadership development programs
- Trainings (workshops, bootcamps, hackathons, speaker series), accelerator program (GW Summer Startup Accelerator), Entrepreneurship Competition (GW New Venture Competition)
- Trainings, pre-acceleration programs
- truly too many to list here
- Undergraduate Venture Creation Programme Postgraduate Applied Business Skills programme, Local Growth Hub
- venture competition, maker space and equipment training, curricular integration, early stage development programmes, corporate challenges, hackathons, mentoring, specific programmes for diversity groups
- What began as one entrepreneurship course first offered by the Farmer School in 1992, today includes forty-nine undergraduate courses and twelve graduate courses; nineteen co-curricular programs; one Entrepreneurship Institute‚Äîthe John W. Altman Institute for Entrepreneurship; two Entrepreneurship Centers‚Äîthe Thomas C. Page Center for Entrepreneurial Studies and the Center for Social Entrepreneurship, past winner of the United States Association for Small Business and Entrepreneurship¬Æ (USASBE) Model Program Award and internationally recognized for its award-winning programs that seek to apply innovative solutions to persistent social problems; the Leading the Integration of Faith and Entrepreneurship (L.I.F.E.) Research Lab; two undergraduate student-led investment funds‚Äî RedHawk Ventures, a $500,000 seed stage venture capital investment fund, and the $250,000 Art Collins Social Impact Fund, the first undergraduate student-led impact investment fund in the nation; three entrepreneurship competitions‚Äîthe Business Model Road Test Competition, the $25,000 RedHawk Venture Pitch Competition, and the $100,000 M.I.A.M.I. WOMEN Hawk Tank Competition; a funded internship program for entrepreneurship co-majors and minors‚Äîthe Altman Summer Scholars Internship Program; a startup accelerator program for Miami student-led startups, the RedHawk Launch Accelerator; World Creativity & Innovation Week/Day (WCIW/D), which is celebrated annually by hundreds of organizations in more than 50 countries and is recognized by the United Nations as an International Day of Observance; and campus-wide

programs like Techstars¬Æ Startup Weekend Miami, Social Innovation Weekend, the Venture Capital Immersion Program and Venture Capital Investment Competition (VCIC), and much more

- Workshops / training / venture coach support / competitions
- workshops, concept challenges, business plan competitions; we host on-campus, national, international competitions at our university, scholarship program
- workshops, consulting projects, accelerator, resource portal, pitch competitions
- workshops, courses, competitions, mentoring
- Workshops, incubator space, media training, advanced technology media content creation, podcasting training
- Workshops, incubator space, seed funding
- workshops, incubator, mentorship. coworking
- Workshops, Lunch & Learns, Annual Entrepreneurship Breakfast,
- Workshops, Mentor connections, Office Hours, Networking, accelerator
- Workshops, mentors, incubator, accelerator, pitch competitions, seed funding
- Workshops, pitch competitions, mentoring, internships to startups, incubator, innovation awards
- workshops, pitch competitions, training
- Workshops, training, coaching/mentorship,
- workshops, website with startup information
- Workshops; startup coaching; entrepreneurial work term/internship; funding ($500-$2,000-$25,000);

B18.) How do you market the programming/opportunities offered by your entrepreneurship center? (*Ex. social media, on-campus flyers, personal outreach, etc.*)

- A combination of word of mouth, social media, flyers, emails, etc.
- Ads
- Advertising in all our markets (radio and print), social media, personal outreach
- All
- all of above
- All of the above
- All of the above
- All of the above
- all of the above
- All of the above
- all of the above.
- all the above
- Annual Report, brochures, social media, podcasts, blogs, newsletters
- BEIU Website, Social Media. Word of Mouth (Personal Outreach)
- Campus Digital Boards, Through classes, Email to Students, Social Media
- campus flyers, emails
- campus flyers, website, social media

- College of business sales rep, social media, website, brochures, word of mouth, personal outreach
- cross-platform campaigns & traditional media
- Current students: via academic coordinators. Also social media, mostly.
- Curriculum, social media, faculty and staff outreach, email
- digital media; faculty partnerships; peer to peer outreach
- digitally, email list serves, personal outreach to clubs and student organizations, oncampus flyers/digital monitors,
- Email and social media
- Email lists, campus wide signage
- Email marketing, posters, social media, through student societies
- Email, newsletters, Slack channel, website, social media, personal outreach.
- Email, social media
- Email, social media, video monitors
- Faculty Classroom announcements, Student emails, Social Media, Campus posters, dedicated Center website, Walkup innovation assessment services
- Flyers and social media
- Internally vis a Community of Practice, social media, on-campus events, student ambassadors, via Faculty Deans & Vice Deans Enterprise & Vice Deans Research
- Marketing efforts of the New Venture Accelerator include social media outreach, campus signage, personal outreach, press releases, and newsletters.
- news letter, social media, WOM
- newsletter, social media, news releases, partners' digital communication, personal outreach, classroom visits, events, advising clubs
- Newsletter, social media, on-campus flyers and posters, personal outreach, partnerships.
- Newsletter, Social media, On-campus flyers, personal outreach and student ambassador program
- newsletter, social media, student ambasadors, startup tree (app)
- newsletters, personal outreach
- newsletters, social media, digital bulletin boards, traditional bulletin boards, personal outreach
- Newsletters, social media, digital signage around campus, flyers, personal outreach, classroom visits, admissions tours
- not well
- Numerous offerings
- on campus flyers, class visits, social media, e-newsletter
- On campus flyers, monitors, social media, website, personal outreach, peer to peer word of mouth
- on-campus flyers
- on-campus flyers
- on-campus flyers, facebook
- On-line, personal outreach
- Online promotion in website and social media
- Personal communication/outreach, classroom visits, electronic communication, on-campus flyers, social media

- personal outreach, campus marketing
- Primarily through a weekly digest to students and email./website
- SM, flyers, campus TV, club talks, classroom talks, direct emails
- Social Media
- Social media
- social media
- Social media
- Social media and university email
- social media campus fliers
- social media some print
- Social Media, Campus Electronic Displays, Flyers, Email, Marketing Department, Events, Programs, Classes
- social media, campus flyers
- social media, campus flyers, campus newspaper
- Social media, campus flyers, classroom talks, tables around campus, promotions within senior design programs
- social media, campus flyers, emails, personal outreach
- social media, campus flyers, listserv, alumni emailing
- social media, campus flyers, news bulletin, information sessions, faculty outreach
- Social media, campus flyers, personal outreach via faculty and students, email newsletters
- social media, campus flyers, personal outreach, biweekly newsletter, Blackboard
- Social media, campus flyers, personal outreach, university sites.
- Social Media, Campus Media Channels
- Social media, campus wide promotion including email, digital signage
- Social media, campus, college, department newsletters
- Social media, classes, alumni networks, university news outlets
- Social Media, Constant Contact email campaigns, StartupTree Community platform, posters
- social media, dedicated school website, school student organization announcement website, campus flyers
- social media, digital ads on monitors throughout campus, flyers, yard signs, Mail Chimp campaigns
- social media, digital flyers, weekly blasts, blog, student campus liaisons
- social media, e-mail list, signage on premises
- Social media, e-newsletter, campus newspaper, in-class presentations
- social media, e-newsletter, flyers, personal outreach, university-wide email announcements, student clubs, faculty, etc.
- social media, e-newsletters, personal outreach
- Social media, electronic newsletters, postings to campus sites, personal outreach, news stories, classroom visits, campus signage, partner marketing
- social media, email campaigns, affinity marketing, campus flyers, entrepreneurship platfor
- Social media, email newsletters, StartupTree platform
- Social Media, email, business school newsletter

- social media, email, campus flyer, word of mouth, podcast
- Social Media, Email, Intra-campus communications, personal outreach (public programs, meetings, presentations)
- Social media, email, person outreach, campus flyers
- social media, email, personal outreach
- social media, email, personal outreach, events
- Social Media, emails, announcements in active classes
- Social media, emails, flyers, outreach
- social media, emails, student organizations, class presentations
- social media, events, outreach, website
- social media, faculty partners, flyers, personal outreach
- Social Media, faculty promotion, promotion through partner organizations
- social media, flyers, email
- social media, flyers, email, personal outreach
- social media, flyers, events, tabling on campus
- social media, flyers, internet
- social media, flyers, personal outreach
- social media, flyers, personal outreach, in-class talks, influencers (advisors, faculty), student paper
- Social media, flyers, posters, faculty, newsletters, word of mouth.
- social media, flyers, student clubs and faculty
- social media, flyers, student organizations, direct interactions with students in class
- Social media, in person, flyers, personal outreach
- social media, in-class outreach, flyers
- social media, maling, web, personal outreach
- social media, newsletter, flyers, personal outreach, word of mouth
- social media, newsletters and direct emails
- social media, newsletters, campus communications
- Social media, newsletters, website, flyers, personal outreach, and more
- Social Media, on campus flyers, personal outreach
- social media, on campus flyers, personal outreach through faculty
- Social media, on campus, personal
- social media, on-campus flyers & banners, personal outreach, traditional media channels
- social media, on-campus flyers and posters, on-campus digital signage, personal outreach, paid advertising, email lists
- Social media, on-campus flyers and tabling, personal outreach.
- Social media, on-campus flyers and TV screens in each department, personal outreach, Chamber of Commerce, University faculty and leadership spreading the word, and campus announcement platform
- Social media, on-campus flyers, outreach
- Social media, on-campus flyers, personal outreach
- social media, on-campus flyers, personal outreach

- social media, on-campus flyers, personal outreach
- Social media, on-campus flyers, personal outreach
- social media, on-campus flyers, personal outreach, slides for profs to share in class, email newsletter
- social media, on-campus flyers, personal outreach, website
- social media, on-campus flyers, product marketing, brand marketing
- social media, on-campus, newsletters (ours and across university)
- social media, one-on-one, database
- social media, personal outreach
- social media, personal outreach
- social media, personal outreach
- Social media, personal outreach
- Social media, personal outreach - not enough!
- social media, personal outreach , netowrking
- social media, personal outreach,
- Social media, personal outreach, connections to innovation/entrepreneurship classes, flyers, tabling
- social media, personal outreach, email to students and alumni
- social media, personal outreach, newsletters
- social media, print ads, flyers, outreach, newsletter
- social media, sometimes personal outreach
- Social media, university channels, new
- social media, web page
- social media, web site, campus flyers, personal outreach, alumni mailings
- social media, website
- social media, website, flyers, info sessions, PR, personal outreach
- social media, website, on-campus publications, print ads, banners, fliers, lunch and learns, personal outreach
- Social media, website, on-site electronic signages, personal outreach
- social media, website, videos, flyers, strategic relationships
- social media; class presentations; flyers and emails to specific channels
- Social media; digital signage; email; signboard outside Center offices; outreach to faculty; Newsletter
- social media; university communications: alumni, students, faculty; personal outreach; support of community programs; multi-center collaborationion
- SOCIAL, WEB, FLYERS, WORD OF MOUTH, CLASS VISITS, PARTNER ORGS/OFFICES
- Sponsored events, social media, flyers, personal outreach, local news coverage.
- StartupTree, Faculty affiliates/champions program, newsletter, social media
- The Keenan Center has a part-time marketing director: social media, on-campus flyers, personal outreach, speakers
- Through entrepreneurship courses, ePosters, hanging posters
- Through our program sponsorship

- We have a website - information through university publications and participation in national and international entrepreneurship networks such as BABSON - SDNS Mexico - Santander X - Scholarships
- we have our own Marketing & Communication team that leverages social media, magazine, etc
- We use every marketing channel we can find. email, newsletter, t-shirts/SWAG, fliers, social media, personal outreach, 20-foot inflatable light bulb logo, professor announcements
- We use social media, our newsletter, and campus email blasts. Prior to the COVID pandemic, we also marketed using physical, on-campus public post spaces and resources.
- Web
- Web, SM, Flyers, Personal outreach, Events
- website, announcements in learning management system, social media, other university communication channel, external media
- Website, newsletter, Slack team, social media channels, media release for special announcements
- website, social media, newsletter, flyers, classroom pitches
- website, social, flyers, DIBs, personal outreach
- word of mounth, community outreach

B19.) Do the majority of your center's entrepreneurial coaches and/or mentors:

Provide their services pro bono	116 universities	67%
Receive some financial compensation	25 universities	14%
Serve as full-time employees	21 universities	12%
Other (please specify)	12 universities	7%

Other (please specify)

- #1 and #2 above.
- 50% full-time staff; 50% receive a per session compensation.
- coaches and mentors volunteer
- Coaches receive compensation; mentors are pro bono
- Don't know
- Everything has been pro-bono/volunteer
- mix of all of the above
- Not sure
- Pro bono; MIT Venture Mentor Service trained
- Pro bono/some compensation
- some get gifts and small financial compensation
- Some pro bono, others full-time employees

B20.) Does your entrepreneurship center provide programs targeted specifically to any of the following audiences?

Ethnic / Racial Minorities	78 universities
Individuals with Disabilities	22 universities
International Students	32 universities
Veterans	35 universities
Women	89 universities
Other (please specify)	30 universities

Other (please specify)

- 1st-gen students
- All of our porgramming is open to all students. We may market our programs in different ways to reach different audicences.
- All the above; But not as separate tracks and programs per se
- artists/creatives
- Faith in entrepreneurship
- first generation students
- Inclusion and diversity
- national and regional students
- no
- No specific programs but we have a series of initiatives focused on minority issues but they are open to everyone (by design)
- not yet, but planned
- Organizations working with underserved communities
- Retirees
- returning citizens
- rural businesses
- Under-resourced, low-to-middle-income students
- wanting to, working to make this possible
- We aim to encourage women and ethnic and racial minorities to get involved in enterprise and entrepreneurship. d
- We are a women's college with a commitment to creating a safe space for all constituents
- We are the leading Hispanic serving institution in the US
- we have separate Gender and Racial Programming through our sister Centers
- We include all of the above.
- we serve all audiences
- We serve the other markets, but not with specific programs for separate audiences
- We tend to everyone equally with a vision of inclusion
- Women-identifying students
- Working towards providing these types of programs.
- Youth

B21.) Would you consider these programs successful at engaging these groups? (*Please feel free to add commentary, if you choose.*)

Yes	102 universities
No	1 university
Not sure	18 universities

Additional Commentary

- Advancing Women in Entrepreneurship (AWE) and Ryan Family Scholars programs impact hundreds of students annually
- Annual Spring Veteran Cohort - Multiple week program
- Bimonthly sessions targeting wormen, but men are invited too.
- But always a work in progress
- but could improve
- for women; arts is a new program
- Highly targeted & tracked for impact
- increasingly so as center visibility grows
- Key to good outreach is working with credible partners
- our data shows diverse participation in our programs
- Our thrift store has been open for 11 years
- Programs are around scholarships and international education and training
- To a rasonable extent...there is always the ability to improve
- ut much work to be done
- We always serve people with different abilities in the best possible way
- we are expanding our diversity, equity and inclusion initiative
- We are funded by corporations to support minority business owners all year. Our women leadership conference is also successful.
- We have a broad mix of students who participate.
- We have offered some of these programs for 30+ years
- We include all groups above in all our classes and programs, some special consideration for our NTID students.
- we went from 18% participation from females students to 50% in five years
- we went from 25% to 33% to 39% of participation in workshops over three years
- within reason
- Working with local CBOs ensures the success of these programs.
- It's only a year old
- It's our 1st year launching these programs so not sure yet
- just kicking off
- Over the 15 we have been operating we have only been able to attract to our Venture Creation Programme about 30% women. Our racial and minority students have also averaged about 30%. i

- Plenty of room for development
- Too soon to tell
- We've seen an increase in diversity of participants, but it could always be better.
- work in progress, some success, but pushing for higher impact

B22.) Does your entrepreneurship center offer intercollegiate programs or competitions?

Yes	115 universities	66%
No	60 universities	34%

B23.) If not, would you be interested in doing so?

Yes	24 universities	41%
No	10 universities	17%
Not sure	24 universities	41%

B24.) How do you measure the impact of your entrepreneurship center? (*Can be qualitative and/or quantitative measurements*.)

- # of courses and variety, # of students in courses, # of majors, # of students who participate in co-curricular programming, repeat participation, # partners units on campus, # ventures launched, amount of funds raised
- # of interdisciplinary teams formed, # of "go" or "no go" decisions, funding raised, mentoring hours
- # of startups created, # job created # funds raised, acquisition of transferable skills (leadership, creativity, problem solving etc.)
- # of student ventures established, # of student teams participated in business competitions, # of students advised, # of participants funded, amount of cash prizes awarded, # of scholarships awarded, # of major and minor entrepreneurship students, # of entrepreneurship research articles
- # of students engaged, NPS per program/event, # of mentors engaged, # student innovation projects supported, qualitative information about how Tsai CITY impacted a students learning or career path post-Yale
- # of students engaged; enrollment in courses/degrees; student ventures started/funded; qualitative focuses on story telling
- # of students engaging in our events, #students enrolled in our classes, #of students graduating with our entrepreneurship minor, #of alumni engaged in our events, NPS scores post event and classes, downstream ventures launched, money raised, jobs created
- # of students impacted, # of startup teams, # of mentor engagements, $$$ awarded startup teams, # of external competitions won, success of students post graduation (startup, employment, grad school)
- # of students reached, # of student engaged, # of meetings, success stories

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- # of students who participate in activities, apply to leadership programs, declare minor in I&E; achievements of these students; # of applicants to accelerator and progress of those companies; funds raised; press received
- # of students, alumni engagement
- # of students; # of companies accelerated; media coverage; donations
- Amount of people reached.
- annual assessment
- Annual survey modelled on UBI Global metrics
- both
- both
- Both qualitative and quantitative
- Both qualitative and quantitative
- both qualitative and quantitative. Our key measurements are entrepreneurial intentions, openness to ideation, and other metrics associated with the goals of each program we run.
- both quantitative and qualitative
- Both through qualitative and quantitative means
- Both, rankings like the Times of Entrepreneurship largest entrepreneurships competition, number of students who participate in our programs, additional financing for our teams.
- Business Models generated - Strategic Business Projects involved - Companies Created - Jobs generated - Investments made - Funds Managed - Intellectual and Industrial Property Generated - Scholarships Awarded - Contests Held - Students attended - Community impacted with entrepreneurial events
- by the varierty of programs and the students/individuals that are helped
- Check out our annual reports on https://www.epicentreuwindsor.ca/epic-impact/
- Completions, financing, starts, jobs
- counseling hours, program participation, funding/revenue generated
- course enrollment, event attendee size, etc
- Course registrations; enrollments; number of majors and minors; participation in competitions; community involvement; startups; funding
- Cross campus diversity, gender and multidisciplinary participation, Ventures launched, revenue generated, funds raised, NPS
- Donations received, businesses started, jobs created, student/alumni participation at events, applications for competitions, mentor/mentee connections, number of internships
- Econ Dev metrics: revenue generated, capital raised, jobs created; Engagement and Developmental esp for students; community impact - ASU as a pipeline and resources
- engagement
- Engagement numbers
- Engagement with faculty, students, staff and broader community and how many women and underrepresented people we serve.
- Enrollment
- Enrollment, funding support, student surveys, rankings, start-up metrics
- enrollment, retention, student participation in programming, fundraising

- Entrepreneurial Mindset, Opportunity Recognition skills, and Student Success
- event evaluations - quantiative
- Experiential learning is first (students learn how to start a business). Commercial success (revenues or funds raised) is 2nd
- fin'l & human resource support from colleges across campus; community contacts and feedback; students, entrepreneur, and community contacts
- graduates of programs, successful programs and projects
- Graduation rates and academic program assessments; tracking of students served. new ventures launched
- Grant KPI
- Historically they have not done well; funding for new initiatives we helped to launch
- Impact is poor
- Impact measures include students engaged at various depths, mentorship hours, student funding, paid WIL experiences, community engaged
- Impact measures include the number of startups produced, the amount of external funding awarded, the number of jobs created, the number of participants in center events, the amount of prize funding awarded, and more.
- Impact metrics related to students and community served, launches, etc
- Improvement of entrepreneurial skills, team formation, internships and jobs achieved
- In the UK we have mandatory reporting to the Higher Education Statistics Agency for jobs, investment, sustainability of graduate startups, therefore data is captured for every event
- Job placement; Total first-year compensation (salary + signing bonus); Number of student-led startups; Funding Raised by student-led startups; Number of investments made and amount invested by student-led venture funds
- Main indicators: By August 2024, MCE will have been instrumental in the growth of 90 highly entrepreneurial students who will have created at least 25 new startups with high-growth potential. Those startups will have gained early traction and the potential to generate more than $1,000,000 in annual sales (each). ; Intermediary indicators: Awareness. Students who have opt-in to at least one MCE service. Foundational training. Students who participated in at least two MCE workshops or events. Startup projects. Startup projects supported through startup coaching or/and funding. Percentage of startup projects that originated from workshops or events. Percentage of startup projects with a female student.
- Metrics
- mostly qualitative. we collect metrics on events held, funding provided, mentorship hours provided, mentors engaged, startups assisted.
- multiple measures on impact and reach
- No real metrics are used.
- Not sure
- Not sure - Director put together an Annual Report
- number & engagement of participants; DEI representation, colleges represented, teams formed and functioning, companies launched

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- number of companies started, funds raised by companies from the ecosystem, number of teams at ICORPS national program, number of teams that open offices at research park
- Number of entrepreneurs coached per year
- Number of Hatchery/Incubator tenants (their growth - revenues, etc.) / number of workshops and number of attendees / size and number of contracts
- Number of Initiatives - number of beneficiaries - Funds raised
- Number of majors and minors, pitch competition placement/funding
- number of participating students; number of business ideas
- number of people engaged, number of new ventures created, interviews with the participants
- number of people reached/taking part in events/programs, number of projects initiated/supported
- Number of program participants, new ventures formed, capital raised, jobs created, new revenue (the usual metrics that folks like NYSTAR, EDA, NSF, etc. ask for)
- Number of projects that are served by the incubation process. Number of students participating in entrepreneurship promotion activities
- number of spin-offs
- Number of start ups (student run businesses)
- Number of student and community member engagements in our programs, number of students/community members pursuing entrepreneurship, business launches.
- Number of student beneficiaries, Number of Credits, Number of Enrollments, Student Testimonials, Entrepreneur Testimonials
- Number of student Startups, $ Startup Capital raised, # Enterpreneurship Degree & Minor students, $ Collegiate Business Plan Awards, # Internship placements, # Summer Accelerator participants
- Number of student teams supported, number who launch with 18-months of runway, funding raised by teams.
- Number of students accessing our services, startups, external funding recieved, number of jobs created, case studies
- Number of students engaged and qualitative feedback from students
- Number of students engaged with, number of event attendees, number of startups, amount of funding raised
- number of students engaged, prize money given at competitions, businesses accelerated, number of events for UG/G/Alums
- Number of students enrolled, number of programs and trainings and some figures about grants
- Number of students graduating with the Entrepreneurship major or MBA concentration. Student startups success (launch to exit) and community engagement (# of mentors engaged).
- Number of students impacted/participants in competitions. Eventually startups formed, investment dollars
- number of students in programmes and distribution by faculty and diversity groups, number of activities students participate in, number of courses that integrate I&E content, net promoter score of programmes, awards and impact cases
- Number of students involved
- number of students involved, number of events, money raised
- number of students involved, number of students working/starting startups, number of events

- number of students participating, number of start ups, funding
- Number of students touched per semester across all platforms; classes, consults/mentorship, contests, guest speakers series, incubator...
- number of successful event, #international participants, #training and mentoring sessions
- Number of trained students; Number of student teams that participate in competitions; Number of start-ups created
- Our lead donor asks for 3 metrics, # of businesses started, # of jobs created, # of participants in program. We also track statewide impact and overall change in the eco system such as how many graduates are remaining in Iowa, still engaged in their startup, etc.
- outreach: page views on our online content platform
- Participation and interdisciplinarity
- Participation in Events, Completion of Programs, Number of Startups Created, Student Teams Participating in Competitions outside campus
- Participation, student development, venture development
- Participation, ventures created, competition awards, funding awards for companies, employment, satisfaction surveys, returning clients
- participation, ventures started, $ raised
- participations numbers, prizes, connecting across the campus (different majors involved), startups
- percentage of students served
- percentage of students served, impact on admissions, success of entrepreneurship students post college.
- Placement, VC raise, new venture creation, entry job success
- popular and successful
- Primary impact measure is Princeton Review Entrepreneurship Program Rank....#25 5 years after founding and now #12 after 7 years.
- Qualitative measurements
- qualitative measures that include real time feedback, end of program/term/post grad surveys and focus groups. We also track student follow on experiences in professional world that are other than starting a company
- quality of teaching scores, equivalent full-time student load, net revenue, number of start-ups
- quantitative reach
- REPEAT FUNDING, NUMBER OF CLIENTS ASSISTED, FEEDBACK FROM CLIENTS & PARTNERS
- Retention rates, diversity percentage and retention rates, assessment of target learning outcomes
- Several KPIs, but mostly qualitative
- simply by the people who are impacted
- Standard KPIs like number of participants, how many finish the programs, number of teams, number who go on to get funding, amount of funding. On the qualitative area we look for changes in perception about entrepreneurship, satifaction, will they recomend etc
- Startup Creation
- startups funded and # of employees hired
- Student and advisory board feedback, program enrollments
- Student engagement

- student engagement in terms of numbers, and this can be tricky to count!
- student engagement, number of active startup companies based on university-owned IP, amount of capital raised by our startups
- student enrollments, ventures started
- Student learning assessment, student/alumni startup success, program participants' increase in business revenues/profits, student engagement
- Student participation, NPS for certain programs, progress of venture teams, external accelerator/competition results, funding raised by teams
- Student side: it includes number and diversity of student enrollments, number and diversity of graduates of various academic programs, number of majors/colleges represented in classes, quality of job placements for those going into industry, number of successful startups for those launching companies, number of internships, number of consulting projects completed, etc.; for entrepreneurship programming it includes: number of successful startups, number of program participants, number of individuals trained, amount of money raised and jobs created by companies, success in competitions, number of mentors engaged, etc.
- Student startups, revenue generated vs. investment, enrollment
- Student success through job placement or successful startup businesses
- Student surveys and engagement in our programs
- Student testimonials, growth in engagement, i.e., event attendees, program participants
- Students engaged in an academic year
- Students engaged is the main metric but we measure annual giving; advisor engagement; and courses offered.
- Students leaving with increased Entrepreneurial intentions and skills
- students participating in programs and courses, faculty supported, scholarships awarded, courses offered, company starts, company funding and jobs created, feedback and evaluations
- Students report they have better skills, networks, and confidence to start a company or engage in entrerpreneurial activiites than when they started their education.
- Surveys, data analysis, metrics, interviews
- testimonials and surveys, participation numbers
- The Entrepreneurial Attitude Orientation (EAO) measures the entrepreneurial mindset, the number of students enrolled in classes, program graduates,
- The number of small businesses we serve and the success of those businesses.
- Track data through the IncuTrack Platform, survey startups and tenants and track their progress with capital raised, revenue, employees, IP, etc.
- Varies by program
- Ventures launched, funding received, teams accepted into other programs or accelerators, participants in workshops, submissions to competitions, as of 2020 DEI participation,
- Visitor traffic
- we are just reshaping it because it wasn't working very well. Will use quant. measurements for new startups, attendance at workshops, etc.
- we are working through developing these assessments

- We don't and struggle with this. a number of ventures that were incubated at our center have gone to become fully funded with multiple millions of dollars secured in venture funding.
- We don't have a measure (yet).
- We have 5 pillars of focus with specific activities supporting each pillar. Every activity has metrics attached - both qualitative and quantitative
- We have a variety of measures we track, most revolve around programming offered, student participation, alumni participation, etc.
- we house corporate engagement, industry-sponsored research, research translation and new ventures into a single organization, so there's truly too many measures to list here
- We measure a wide variety of qualitative and quantitative data.
- We measure the growth of our programs in number and participation from students, the rest of RIT and the community.
- We measure the results of our students on the Venture Creation Programme over the last 15 years.
- We produce semi-annual reports to founders that include data analytics as well as qualitative program reports
- We publish an impact report
- We struggle to find a good measurement tool for our programs
- we struggle with metrics. we measure activities and NPS, but we have trouble with outcomes.
- We track participation metrics for events. We use startuptree software at www.startuptree.co
- We use a combination of outputs and outcomes. In the classroom, we track enrollment, but also competency based learning outcomes. For research, publication, citations and job offers. We look at number of businesses launched, still operating, revenues, # employees and funding raised. We look at gifts and volunteer service from alumni. We track participants in management development programs to see if they have grown as a company (revenues and/or employees) and/or strengthened their margins.
- We use participation metrics; post-event surveys; and student/staff/faculty/alumni startup metrics
- We've established ourselves as an experiential learning provider on campus along the likes of the Center for Global Education and the Center for Community Engagement and Service Learning.
- wide range of qualitative and quantitative measures of engagement, entrepreneurial activity, attitudes, etc.
- working on that; lots of surveys; would love more info here
- Year-over-year growth in participation, number of alumni start-ups, funding raised by alumni 5 and 10 years after graduation (we participated in the Princeton Review undergraduate entrepreneurship survey)

Section C: Entrepreneurship Program (Curricular)

C1.) How long has your university offered entrepreneurship courses?

| 0 to 4 years | 8 universities | 4% |
| 5 to 9 years | 28 universities | 16% |

10 to 14 years	30 universities	17%
15 to 19 years	29 universities	16%
20 years or more	83 universities	47%

C2.) Does your university offer undergraduate programs of study in entrepreneurship? If yes, please specify.

- 3 courses: introduction to innovation, entrepreneurship in practice, critical perspectives on entrepreneurship
- a Certificate through the Arts Leadership Program; this encompasses entrepreneurship, though isn't 100% focused on entrepreneurship
- A five course curriculum resulting in a transcripted/accredited certificate.
- a major in Family Business and Entrepreneurship
- A major in the BCom on innovation and entrepreneurship, a module available to students in Arts and Sciences, general education courses
- an entrepreneurship minor
- B. A. in Business and Entrepreneurship
- BA and BBA
- Bachelor of Business Administration - Business Intelligence and Innovation - Commercial and Business Management
- Bachelor of Business in entrepreneurship
- Bachelor of Science in Business Administration, Concentration: Entrepreneurship & Innovation
- BBA in Entrepreneurial Management; BA in Enterprise Leadership (CLAS); Cert. in Entrepreneurial Management (campus-wide); Technological Entre. Cert in Engineering
- BBA with Emphasis in Entrepreneurship
- Both a major for students in the Business College and a minor open to students from any discipline on campus.
- Certificate and minor degree
- Certificate in Entrepreneurship & Innovation
- Co-Major, Minor, three certificates in Entrepreneurship
- Concentration in the Management Major
- Corp ENTR, ENTR acquisition, ENTR Finance, ENTR law, ENTR leadership, ENTR management, ENTR marketing, ENTR operations, ENTR strategy, Social ENTR, Family Business, Intro to ENTR, International ENTR, New business venture, new product development, venture capital, BLAW 301 Legal Environment of Business, CATH 340 Church & Culture: The Vocation of the Entrepreneur, MUSC 160 Introduction to Music Business, MKTG 430 Marketing Research, MUSC 263 Entrepreneurial Careers in Music, MUSC 363 Emerging Models in Music Industry, MKTG 375 Product Innovation and Marketing, REAL 360 Real Estate Property Management, HONR 480 American Healthcare
- Cross-campus Minor in I&E, BBA Concentration in I&A
- DESIGN THINKING, NEW ENTERPRISES, MODELING FOR ENTREPRENEURS, ENTREPRENEURIAL COMMUNICATION, FINANCING THE STARTUP VENTURE, ENTREPRENEURIAL STRATEGY, SOCIAL

ENTREPRENEURSHIP, STUDENT VENTURE FUND: EVALUATING STARTUP INVESTMENT OPPORTUNITIES, PITCHING NEW IDEAS

- ENT emphasis for business majors, ENT minor for all other majors
- Entrepreneurship concentration in MGMT degree
- entrepreneurship major (business), entrepreneurship certificate (non-business)
- entrepreneurship major, social entrepreneurship major, entrepreneurship minor, tracks in partner programs
- Entrepreneurship Minor
- Entrepreneurship Undergrad major
- entrepreneurship/innovation track in management major, entrepreneurship minor to all majors
- Entrpreneurship/Small Business Concentration: Business Administration - Associate in Science Degree
- in business school, engineering, communications, music, and arts & sciences
- Initial focus of the founding of the Close School was granting undergraduate degree in entrepreneurship.
- jA minor for business students, a minor for non-business students, and a certificate program.
- Major & Minor
- Major and a Minor
- Major and minor
- Major in entrepreneurship & innovation
- Major, minor
- major, minor and three interdisciplinary majors
- major, minor in entrepreneurship in bSchool. minor in venture startups in iSchool, certificate in innovation in LAW
- Minor
- Minor
- minor
- Minor and Certificate in Entrepreneurship
- Minor in Entrepreneurship and Leadership
- minor, major, certificate
- N/A
- No
- No
- no
- no
- no
- no
- No
- No
- No
- no

- no
- No
- No
- No
- no
- No
- No
- No, but our Management program integrates Social Entrepreneurship & Sustainability
- No, but they can earn a certificate in entrepreneurship (similar to a minor)
- No, but we do have an entrepreneurial pathway leading to a certification on a student's transcript
- No, only courses
- Not as a major, I don't believe, but many courses, minors, etc.
- Not now. In development.
- Not yet- working on it
- Only a minor--considering bringing back a major
- only entrepreneurship courses
- Option in Entre
- Small Business Management courses, Management in Non-Profit Organizations
- Small Business Management-2 year program; 1 year Entrepreneurship Certificate.
- The Marshall School of Business offers three minors 1- Entrepreneurship (for students outside of the Marshall School), 2- Social Entrepreneurship and 3- Performance Science. Our interdisciplinary minors include 1-Media Entrepreneurship & Economics (in partnership with USC Annenberg School of Communication and Journalism); 2- Technology Commercialization (in partnership with USC Viterbi School of Engineering); 3- Innovation: The Digital Entrepreneur (in partnership with USC Viterbi), 4- Game Entrepreneurship (in partnership with USC School of Cinematic Arts)
- There are courses and co curricular programs in entrepreneurship, but students cannot "major" in entrepreneurship...if that's what you mean by programs?
- Undergraduate major in entrepreneurship; media entrepreneurship; social entrepreneurship
- undergraduate minor in ENT
- university wide minor in entrepreneurship
- We have a minor in Entrepreneurial Studies
- We offer a 9 credit undergraduate minor.
- We offer a BS Entrepreneurship degree and an UG Entrepreneurship Certificate
- we offer a minor and a certificate--we previously offered a major as well, but we decided to move to focusing on prioritizing the minor and certificate
- We offer an Entrepreneurship Minor consisting of 4 required entrepreneurship classes (3 credits each) and two electives from a choice of 6 courses.
- We offer Business Administration undergraduate programs, that include entrepreneurship classes. These programs are offered at the School of Economics, which I am not part of, so I don't know more details
- Whitman School of Management Entrepreneurship and Emerginf Enterprise program

- Yes
- Yes
- yes
- yes
- Yes
- yes
- yes
- yes
- Yes
- yes
- YES
- Yes
- Yes
- yes - a major - mandatory intro entrepreneurship program that all commerce students must take to satisfy degree requirements
- yes - a major and a minor
- yes - AAS degree and Certificate
- Yes - BS in Entrepreneurship (separate "School" within the College of Business)
- Yes - Business school offers a concentration in Strategy and Entrepreneurship
- yes - current a certificate, soon a minor
- Yes - Interdisciplinary entrepreneurship minor, undergraduate major
- Yes - Major & 2 minors
- Yes - Minor in Entrepreneurship and Innovation Management
- Yes - multiple entrepreneurship minors, tracks and course sequences across schools and colleges.
- Yes - university-wide Minor in Entrepreneurship comprised of approx 15 undergrad courses
- yes - we are a business school specializing in entrepreneurship
- yes -- entrepreneurship and innovation concentration of BComm, minor in engineering and entrepreneurship (for engineering students only; embedded certificate in entrepreneurial thinking (for credit towards degree); non-credit certificate in entrepreneurial thinking as co-curricular program in engineering
- yes (across all 7 colleges)
- yes as certificate, minor, co-major
- Yes B.Sc.
- yes Bachelor of Business (Entrepreneurship and Innovation) Major
- Yes BSBA Entrepreneurship
- Yes certificate in entrepreneurship
- Yes major and minor
- yes minor in Innovation & Entrepreneurship
- Yes- Minor in Entrepreneurship (available for all undergraduate students across campus) and B.S.B.A in Entrepreneurship Major
- Yes,

- Yes, a 6-course minor/specialization in e'ship
- Yes, a cross-campus minor in entrepreneurship
- Yes, a minor
- Yes, a minor
- Yes, a minor in entrepreneurship
- yes, a specialization in Entrepreneurship and Innovation (similar to a major)
- Yes, A.A.S.
- Yes, and ENI minor (Entrepreneurship 'n Innovation)
- Yes, B.A. degree
- Yes, BA in Entrepreneurship, Minor in Entrepreneurship for Business Majors, Minor in Entrepreneurship for Non-Business Majors
- Yes, bachelor
- yes, but just courses
- Yes, College of Business offers a concentration in entre. and they have a minor that serves students across campus and five or six colleges offer their own undergraduate entre. courses.
- yes, Concentration and major
- Yes, concentration and minor
- Yes, diploma destination, minor, major
- yes, enrolling over 700 undergrads per year, with an undergraduate minor that has become the most popular undergraduate minor at the unviersity
- Yes, Entrepreneurship major and minor. Technology commercialization minor in engineering
- Yes, Entrepreneurship Minor , Entrepreneurship Elective modules. All pan-university
- yes, Essential of Entrepreneurship & Innovation
- yes, in COEng and COBus, bachelor's degree in Innovation, Leadership and Engineering Entrepreneurship (COE) and minor/major in entrepreneurship (COB)
- Yes, it's a track in the management degree program.
- yes, major
- Yes, major and mino
- yes, major and minor
- yes, major and minor
- Yes, major and minor entrepreneurship,
- yes, major and minor in Entrepreneurship as part of a Business degree
- yes, major for the business school and minor and certificate for students from outside of business school
- Yes, major, minor and certificates
- Yes, major, minors, and certificates
- Yes, minor and certificate
- yes, minor and concentration
- Yes, Minor in Entrepreneurship
- Yes, Minor in Entrepreneurship
- yes, minor program

- yes, minor, degree
- Yes, new venture creation module offered to all students via our business school
- Yes, our BSc in Business Enterprise Venture Creation Programme.
- yes, our CREATE-X program
- Yes, sevearl undegraduate courses
- Yes, several across many schools
- yes, several schools including business, engineering, arts and sciences
- Yes, the university offers a minor in Entrepreneurship and Family Business as well as a minor in Business Engineering Technology.
- yes, there is a minor
- Yes, through the Jim Moran College of Entrepreneurship (separate entity)
- Yes, we have a major and a minor option in entrepreneurship.
- Yes, we have a major with 300 students enrolled
- Yes, we have an Innovation and Entrepreneurship Minor
- Yes, we have bachelor's degrees in commercial, retail and STEM Entrepreneurship.
- Yes, we offer a BBA in Entrepreneurship.
- Yes; BS - Biotechnology and Bioenterprise BS - Technological Entrepreneurship and Management BS - Health Entrepreneurship and Innovation BS - Food and Nutrition Entrepreneurship BS - Business Entrepreneurship BAS - Applied Science (Health Entrepreneurship and Innovation) BAS - Applied Science (Food and Nutrition Entrepreneurship)
- Yes; certificate program
- yes; entrepreneurial certification
- Yes; we currently offer a minor in entrepreneurship
- yes: intro, bus. model, applied (capstone); corporate; social; e'neurial mrktg; e'neurial finance; Retail & event service; agricultural e'ship; Engineering e'ship; Liberal Arts & Science Academy
- Yes.
- Yes. A minor and a certificate program
- Yes. Both specialization (Major) and Minor
- yes. concentration and minor
- Yes. Entrepreneurship Minor. Entrepreneurship Fellowship.
- Yes. Innovation and entrepreneurship
- Yes. Major, Minor, Minor for non-business
- Yes. Minor and Certificate Program (mini-minor)
- Yes. Minor in Entrepreneurship and Leadership
- Yes. Pan University Undergraduate Minor
- Yes. We have an entrepreneurship minor.
- Yes. we offer a minor subject for the undergraduate students
- yes...both major and minor

C3.) Does your university offer graduate programs of study in entrepreneurship? If yes, please specify.

- Aalto Ventures Program Minor, Masters in Entrepreneurship & Innovation (Business School)
- Acton MBA.
- Advanced Certificate
- Again, the ALP Certificate; also, the MA in Music Leadership; both encompass entrepreneurship, though neither are 100% focused on entrepreneurship
- Although the university doesn‚Äôt offer a formal graduate program of study in entrepreneurship, we do offer graduate coursework in both the ENFB and BET programs.
- business/mba only
- Courses in global entrepreneurship & innovation
- courses, but not a specific degree
- Emphasis on the MBA program
- ENT emphasis for MBA, single ENT course for EMBA in USA and Europe
- Entrepreneurship
- Entrepreneurship Course in online MBA
- Entrepreneurship Electives and Micro-credential for MBA and Master of Social Work Students
- graduate certificate in ENT
- graduate courses and a certificate in innovation
- http://www.misp.tuiasi.ro/en/innovation-and-entrepreneurship/
- Innovation in Health Care
- Introduction to Entrepreneurship
- It is a big part of the MSc in Strategy, Innovation, and Management Control
- Master in Entrepreneurship and Business Design
- master in strategy & innovation
- Master of Administration in Entrepreneurship
- Master of Business Development with a technology commercialisation option, Master of Bioscience Enterprise
- Master of Science in Entrepreneurship and Innovation and Master of Science in Social Entrepreneurship
- Master's in Technical Entrepreneurship, Venture track in MBA
- Masters of Entrepreneurship and Emerging Technology (MEET)
- MBA
- MBA concentration, graduate certificate
- MBA concentration, interdisciplinary masters
- MBA courses; graduate certificate; masters of e'ship
- MBA emphasis
- MBA focus
- MBA program with entrepreneurship concentration; Entrepreneurship graduate level certificate (cross-campus)
- MBA with concentration in Entrepreneurship
- MGM - Global Management and Entrepreneurship MFA ‚Äì Theatre Arts Entrepreneurship and Management MS ‚Äì Innovation an Venture Development MA ‚Äì Creative Enterprise and Cultural

Leadership Music Entrepreneurship (Grad Cert) Social Entrepreneurship and Community Development (Grad Cert)

- MS programm in innovation management
- N/A
- NA
- No
- no
- No
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- no
- No
- No
- No - there are graduate level courses but not a concentration
- no but our Management of Innovation, Sustainability and Technology masters degreee is pretty close
- No only courses
- no program, only courses
- No specific degree program in entrepreneurship per se, but it's a big part of many programs and there are minors and certificates
- No, not yet.
- no, we do offer individual
- No.
- None
- not really
- one entrepreneurship program
- One required course in the MBA program
- Only as an MBA concentration
- Resident masters, online masters, executive MBA, online certificate program
- some courses but not a degree
- Somewhat - as part of the MBA
- stackable certificate in business venturing with MBA, OMBA, Professional MBA, Masters in Management
- study/ emphasis

- There are many courses and co curricular programs in entrepreneurship, but grad students cannot "major" in entrepreneurship...if that's what you mean by programs?
- There is a Master's in Tech Entrepreneurship from the Engineering School; An Entrepreneurship Certificate is being launched by the business school
- We have a new Master's of Science in Management
- We have some entrepreneurship courses as part of our MBA program.
- We offer a 32 credit MS in E-ship.
- We offer a graduate certificate in Entrepreneurship.
- We offer MBA graduate programs, that include entrepreneurship classes. These programs are offered at the School of Economics, which I am not part of, so I don't know more details
- We will be.
- Yes
- Yes
- yes
- yes
- Yes
- yes
- yes
- yes
- Yes
- yes
- yes
- YES
- Yes
- yes
- Yes
- Yes - Certificate in Innovation and Entrepreneurship
- Yes - Master of Business Creation degree
- Yes - Masters degree in Entrepreneurial Leadership
- Yes - Masters in IT & MBA concentration
- Yes - MBA with Entrepeneurship concentration
- Yes - multiple entrepreneurship minors, tracks and course sequences across schools and colleges.
- Yes - online graduate certificate in entrepreneurship and innovation, PhD in entrepreneurship, Master in entrepreneurship (launching 2022)
- yes - see above
- Yes - within the MBA program - in addition working on a Masters of Entrepreneurship
- Yes in the MBA and Meng programs as well as at a Phd level
- Yes Master of Entrepreneurship and Innovation (MEI)
- Yes MBA concentration
- Yes MBA with specialization in entrepreneurship
- yes, (across all 7 colleges)

- Yes, a MBA concentration in Innovation and Entrepreneurship and a Graduate Specialization open to any graduate student on campus.
- Yes, as part of a MS degree in Innovation and Management
- Yes, but it is not well known, may in fact be defunct
- Yes, certificate program
- Yes, concentration in entrepreneurship
- Yes, DBA, MS-Entrepreneurship and Graduate Minor in Entrepreneurship
- Yes, different schools at BU have graduate programs of study in entrepreneurship.
- Yes, Entrepreneurship
- yes, focus in MBA
- Yes, graduate and graduate certificate courses
- yes, graduate certificate
- Yes, Innovation Management masters degree
- Yes, M.S EEE
- Yes, M.S. degree
- Yes, major, minors, and certificates
- yes, master of engineering programs with entrepreneurship elements in the college of engineering
- Yes, Master's in tech entrepreneurship
- Yes, Masters degree.
- yes, Masters in Innovation & Entrepreneurship
- Yes, Masters of Science Innovation and Management (MSIM)
- Yes, MBA
- Yes, MBA and micro MBA certificate.
- Yes, MBA in Entrepreneurship, MS in Entrepreneurship
- Yes, MSc Management and MBA both with entrepreneurship specialism, Biological Enterprise Module
- Yes, our MSc in Applied Business Skills
- Yes, through the Jim Moran College of Entrepreneurship (separate entity)
- Yes, two classes in entrepreneurship.
- Yes, we have a MS in Entrepreneurship; also Entrepreneurship concentration at the MBA level
- Yes, we have four master's programs: product development, textile and apparel testing, hospitality and social and sustainable enterprises.
- Yes, we offer entrepreneurial electives in each of our MBA programs; a certificate in the Executive MBA program and a specialization in the fulltime and fully employed MBA programs. Our medical school is developing a 3rd year innovation track as part of the new medical school curriculum, and select students participate in our Biodesign Program.
- Yes; certificate program
- Yes; we offer a MS degree in innovation and entrepreneurship; two certificate programs; and a concentration in innovation and entrepreneurship in conjunction with UT Dallas's MBA programs.
- Yes.
- Yes. Concentration in Entrepreneurship/Innovation at Graduate School of Business

- Yes. Entrepreneurship Masters, Entrepreneurship collaborations with other faculties.
- Yes. MBA Entrepreneurship Focus.
- yes. several schools including business, engineering, arts and sciences
- Yes. They are across campus: MBA: https://entrepreneurship.rice.edu/mba-courses; E-Labs: https://entrepreneurship.rice.edu/e-labs; Graduate: https://entrepreneurship.rice.edu/graduate-courses
- Yes. Track in MBA
- Yes. we provide some courses for graduate students
- yes...certificate

C4.) Please list the most popular entrepreneurship courses your university offered in the past two years.

- (Basics of / Introduction to) entrepreneurship
- 1 Entrepreneurship Development - 2 Entrepreneurship Development - 3 Business Model Development
- Managing Growing Enterprises 2) Formation of New Ventures 3) Startup Garage
- 2500 Creative Thinking, 3170 Entrepreneurship
- All are popular based on ratings/enrollment so difficult to select any one or two.
- All of our courses are very popular often receiving awards.
- Art and design practice is inherently entrepreneurial. Most popular classes in this vein are disciplinary / interdisc. professional practice classes
- BA 260 intro to entrepreneurship
- Bus 110 Entrepreneurial Studies 1
- Business Entrepreneurship
- Business Incubator, Entrepreneurial Finance, Entrepreneurial Marketing, Entrepreneurial Acquisition
- Business Plan Lab and Intro to E-ship
- Business planning
- Collectively, across ~14 undergraduate courses in entrepreneurship, have enrolled ~700 students per year, with course and instructor ratings above the university average
- Commercial Ideation and Idea2Venture
- Commercialization and Design Thinking
- Competitions: Big Rowdy Idea; CITE Competition
- Contemporary enterprise , Business Simulation
- Corporate Entrepreneurship Creativity and innovation, Technology focus
- Creativity & Entrepreneurship (1600 annual enrollment)
- Creativity & Innovation, Global Entrepreneurship, Innovative Business Models
- Creativity and Entrepreneurial Thinking, Creativity and Organizational Innovation
- Creativity, Innovation, & Entrepreneurial Thinking course has 28 sections per semester and 7 faculty members
- Design Thinking, Mindset, Internship
- Design Thinking; Managing Innovation & Entrepreneurship

- Designing New Ventures - NBA 3000 (Undergraduate) and NBA 5640 (Graduate) Versions
- Developing an Entrepreneurial Mindset
- Digital marketing ~800 students per year
- Dilemmas and Debates in a Gig Economy and Design Thinking and Innovation
- do not know - entrepreneurship courses are taugt by all of our colleges
- E&I Garage (cross-university startup course)
- Endgame of Entrepreneurship - 75 students
- ENFB 3140 ‚Äì Essentials of Entrepreneurship
- Enrollment: (1) our intros at the grad and undergrad level, (2) undergraduate course The Entrepreneurial Mindset - Taking the Leap; All of our courses get great ratings. Among our highest rated are the undergrad course Founder's Dilemmas and the graduate course Founder's Dilemmas: Anticipate and Avoid Startup Pitfalls
- ENT 200 - Intro to Entrepreneurship
- Ent in the 21st Century,
- Enterprise Development & Sustainability, our Enactus program, and a customized course called the Managers Toolbox
- ENTP 1010 (Startup: An Introduction to Entrepreneurship), LPPS 3050 (Intro to Social Entrepreneurship), GBUS 821 (Starting New Ventures). There are others.
- ENTP 201- Entrepreneurial Mindset
- ENTP 3301 (Intro to Innovation & Entrepreneurship) and ENTP 4340 (Entrepreneurship in the Social Sector)
- ENTR 2500 -- Creativity and the Entrepreneurial Mindset, ENTR 3170 --Entrepreneurship and Feasibility analysis.
- Entrepreneurial Creativity and Discovery, Entrepreneurial Thinking
- Entrepreneurial Development; Business Model Generation.
- Entrepreneurial Experience (Intro course)
- Entrepreneurial Management (required course on our MBA and Executive MBA programs)
- Entrepreneurial Marketing, Entrepreneurial Finance
- ENTREPRENEURIAL MINDSET
- Entrepreneurial mindset
- Entrepreneurial Mindset, Business Plan Development
- Entrepreneurial Mindset, Principles of Entrepreneurships
- Entrepreneurial mindset, Understanding entrepreneurial opportunities
- Entrepreneurial Studies I and Entrepreneurial Studies II
- Entrepreneurial Thought Leaders Lecture Series
- Entrepreneurship & Innovation (first course in the minor and major - oversubscribed by all disciplines), then it's a toss up between Engineering Entrepreneurship Product Development, Agricultural Entrepreneurship, or Entrepreneurship for Apparel, Hospitality and Event Management
- Entrepreneurship 100 (intro course taken by all undergrad business majors)
- Entrepreneurship 101 , Tourism Entrepreneurship
- Entrepreneurship 2030 and 2020 and New Venture Creation

- Entrepreneurship and Innovation
- entrepreneurship and innovation - corporate and family and social entrepreneurship
- Entrepreneurship and society
- Entrepreneurship and Venture Initiation; Business Plan Development; Business Creation Option (BCO) - two quarter capstone program in lieu of a master's thesis
- entrepreneurship essentials and new venture launch
- entrepreneurship fundamentals
- entrepreneurship in management - undergrad and grad, also in economics
- Entrepreneurship New Venture Creation; Entrepreneurship & Strategy; Venture Capital (new)
- Entrepreneurship, Creativity and Innovation
- Entrepreneurship, Project management, Research Methods in Entrepreneurship Studies
- ESP 201 (Business Models), ESP 401 (Startup Accelerator), ESP 461 (Corporate Innovation and Enterprise Consulting)
- Essential of Entrepreneurship & Innovation & Micro MBA
- ETR 1100 Engineering Innovation and Entrepreneurship
- Experiences in Entrepreneurship, Business Plan Design, Creating Value Through Customer Acquisition
- Failure, Entrepreneurial Thinking, Who is your customer? Entrepreneurial Finance, Digital Business Models
- Foundations in Entrepreneurship ‚Äî 600+ students per year
- Freshman Seminars in Entrepreneurship. 400 Level Entrepreneurship
- Fundamentals of Entrepreneurship (compulsory for all 3rd year students)
- Fundamentals of Entrepreneurship; Principles of Business
- Fundamentals, Entrepreneurial Finance
- Idea generation and creativity, Business model development and innovation
- Ideas to Impact
- IDS301: Whats the Big Idea, IDS302 Idea2Startup, IDS430 iLaunchPad
- Innovation & Entrepreneurship; Strategic Venture Development
- innovation and business model, entrepreneurship, entrepreneurial finance.
- Innovation Management, Entrepreneurial Business Planning, Entrepreneurship & Digital Economy
- Innovation Management; Entrepreneurship in Engineering; Innovation Engineering and Management
- Intro course (The Entrepreneurial Experience), Art of the Pitch, Sales and Business Development
- Intro to Design Thinking, Sales & Fundraising, Digital Marketing, Non-Profit Leadership, Venture Creation
- Intro to E'ship (Bus. College); Retail & Event Services (Human Sciences)
- Intro to Entrepreneurship
- Intro to Entrepreneurship for non-business students, Entrepreneurship and Innovation course
- Intro to Entrepreneurship,
- Intro to entrepreneurship, entrepreneurial finance
- Intro to Entrepreneurship, Funding for Entrepreneurship

- Intro to Entrepreneurship, Technology Entrepreneurship, Corporate Innovation
- Intro to entrepreneurship; New Venture Creation
- Intro to Entrepreneurship; New Venture Planning
- Introduction to Entrepreneurship
- Introduction to Entrepreneurship
- Introduction to Entrepreneurship & Innovation
- Introduction to Entrepreneurship, Angel Investing
- Introduction to Entrepreneurship, Entrepreneur Internship
- Introduction to Entrepreneurship, Opportunity Assessment
- Introduction to Entrepreneurship; New Product Service Design & Development; Social Enterprise
- introduction to innovation
- Introduction to Innovation and Entrepreneurship
- Introduction to Innovation and Entrepreneurship 101 - a digitla MOOC
- Introductory Entrepreneurship, Creativity, Venture Finance
- Largest (~1,000/Semester) Introduction to Entrepreneurship
- Launch It, Innovation Ecosystem, Ready Set Fail, Entrepreneurship Essentials, Life Strategies
- Leadership Issues in Music, Entrepreneurial Thinking in Music
- Leadership, Innovation, and Industry Practicum: Marketing
- LehighSiliconValley (immersion/travel based pre-covid) Design Thinking for Innovation
- MEI
- MGMT 335 - Launching New Ventures, MGMT 635 - Opportunity Recognition
- MGMT 382: Entrepreneurship and Innovation and MGMT 383: Entrepreneurship Business Plans
- MGMT 632 - Technology Commercialization; MGMT 627 Strategic Entrepreneurship
- MGT 325 Entreprenuership
- MGT270 Intro to Entrepreneurship MGT370 Business Plan Development MGT570 New Venture Creation
- MIE 419, Entrepreneurship Clinical Practicum
- Mindset (Intro course)
- Most are required of majors
- New product development; Business communication
- New Venture Creation
- New Venture Creation (We offer over 3 dozen courses, so it depends on the course of study)
- New Venture Development (graduate)
- New Ventures (working on actual venture with other students) and Learning to Fail
- Online masters in corporate innovation and entrepreneurship
- Principles of Entrepreneurship, Creative Problem Solving
- product development, and introduction to engineering entrepreneurship
- Senior Capstone
- Side Hustle class, Lean Startup
- Small Business Management
- small business management - hospitality management - entrepreneurship

- Starting Up a New Venture and Practicum
- Starting your own business module - 670 enrolments
- Startup Experience, Opportunity Prototyping, Design & Innovation in Context
- Startup Factory. Venture Capital.
- Startup Lab
- Survey and Intro course
- Sustainability Entrepreneurship and Innovation; Entrepreneurship Consulting
- The Entrepreneurial Method - 350 students annually.
- The essentials toolkit, Entrepreneurial finance
- The Vocation of Business (ENT 118)
- too many to list -- multi-section introductory courses for all undergrads and for some graduate programs; dozens of electives across campus
- UG new venture creation module and Biological Enterprise Module
- Venture Capital / Entrepreneurial Finance, and the General Entrepreneurship class
- venture creation, introduction to entrepreneurship, introduction to design thinking
- we do not have the same system as American universities
- We only offer 2 courses: Exploring Business Opportunities, and Entrepreneurship
- We only offer our BSc in Business Enterprise and our MSc in Applied Business Skills.
- What's The Big Idea?

C5.) Are the majority of your university's entrepreneurship instructors:

Individuals without a Faculty Appointment	20 universities	11%
Non-Tenure or Adjunct Faculty	90 universities	48%
Tenure or Tenure-Track Faculty	79 universities	42%

C6.) Is your curricular entrepreneurship program housed in a:

Business School	144 universities	75%
Liberal Arts Institution	9 universities	5%
Research Facility	1 universities	1%
Technical School	4 universities	2%
Other (please specify)	34 universities	18%

Other (please specify)

- all colleges have an entrepreneurship class; business school offers a minor
- all of Cornell's schools and colleges offer eship courses
- Branch Campus Business Program
- BSc Business Enterprise in the Business School. MSc in Applied Business Skills in Buckingham Enterprises and Innovation Unit.

- Business School w/ Courses from all Liberal Arts disciplines
- Careers and Enterprise Department
- Close School of Entrepreneurship
- College of Engineering
- college of engineering
- Cooperation betweeb Business and the faculty of Naturatl Sciences
- Courses are offered at seven schools (business, engineering, policy, education, architecture, liberal arts
- Degree programs housed in business colleges, but courses span all of campus
- distributed
- Engineering School
- Equally Business, Engineering, and others
- Housed in business but serve campus-wide
- in several schools
- In Technical School, IN Business Scholl and Research Facility
- Independent Academic Entity
- Management and Economic Engineering Department
- Multiple schools within the university
- multiple units across the university
- Music School
- nearly all faculties contribute to university programs
- One in the business school and the other (the one I'm connected with) in Arts & Sciences
- School of Engineering
- School of Entrepreneurship
- SEAS
- several
- Stand-alone College of Entrepreneurship
- the entire college is a business school
- UCL has literally dozens of curricular entrepreneurship programmes across all 11 faculties
- University wide

C7.) Are all matriculated students able to take the offered entrepreneurship courses at your university?

Yes	146 universities	74%
No	33 universities	17%
Not sure	17 universities	9%

C8.) Does your curricular entrepreneurship program work closely with any on-campus entrepreneurship centers that specialize in co-curricular programming?

| Yes | 105 universities | 54% |

No	36 universities	18%
Not sure	18 universities	9%
Both are handled by the same unit	37 universities	19%

C9.) How do you measure the impact of your curricular entrepreneurship program? (*Can be qualitative and/or quantitative measurements*.)

- \# Degree Students, # Minor Degree Students, # Startups, $ Capital raised by Startups
- \# minors, # enrolled in courses, course reviews, quality of final presentations
- \# of courses, breadth of courses, # of seats, # of majors, # of students enrolled, % of students who take 1 course and then take at least 1 more, # of students who engage in BOTH curricular and co-curricular programming
- \# of enrollment
- \# of students
- \# of students participating, Net Promoter Scores, and increasing rate of enrollment
- \# of undergraduate majors & minors, along with the number of students in the entrepreneurship graduate and graduate certificate programs.
- \# start-ups, employment, investment raised
- ABET review for engineering entrepreneurship classes
- Academic Success, Co-curricular involvement, job placement, graduation, competency demonstration
- acceptable and meaningful
- again, this is something we are developing this year
- Alumni Survey
- Amalgam - assessment of learning, bragging rights - number of startups, funding raised
- Amount of students enrolled, amount of new businesses created by students, amount of jobs provided by businesses created by students.
- Annual assessment
- both
- both
- Both
- both quantitative and qualitative
- Career outcomes and
- Changes in the Entrepreneurial Mindset using the EAO, Student enrollment, graduates
- Competency based learning outcomes, student evaluations, enrollments
- Course enrollments; student evaluations;
- course level assessment
- Demand and # if sections offered
- employment / new business rate
- Enrollment
- Enrollment

- Enrollment
- Enrollment
- enrollment
- Enrollment in courses and number of graduating students with either the minor or the major.
- Enrollment numbers.
- Enrollment numbers. Course evaluations.
- Enrollment, degree completion, company formation
- enrollment, degrees conferred, majors served, career placement
- enrollment, graduate rate and starting salaries
- Enrollment, Interdisciplinary participation, completed degrees, involvement in co-curricular, rankings
- Enrollment, rankings, funding support, start-up metrics
- Enrollment, student surveys of entrepreneurship classes
- enrollment; donor support
- Enrollment; Number of Minors issues; Number of certificates issues
- enrollments
- Enrollments, # startups
- enrollments, satisfaction, alumni and community engagement
- Enrolment numbers
- Evaluation scores, number of non-ENTR majors in our courses, electives taken
- every semester
- External Assessments, Internships, Employment
- Fair
- Feedback from students and Advisory Board.
- good
- Graduated students, startups created, projects at partnercompanies
- graduates of program, sgraduates who have chosen entrepreneurship as a career track
- graduation levels
- Graduation rates, responses to surveys regarding entrepreneurial intention, internship rates
- I am not involved in any of the curricular entrepreneurship programs, but I assume that the impact is measured by number of students that graduate from these classes and the marks that they get
- I do not have first hand knowledge beyond number of students who successfully complete the minot and track in Mgmt major
- I don‚Äôt know
- I measure by business starts. The Dean measures only by enrollment.
- idk
- Impact measures include the number of academic departments participating in the entrepreneurship minor, the number of students and diversity of majors enrolled in entrepreneurship courses, the number of participants in campus entrepreneurship events, and more.
- It is not a curricular entrepreneurship program, but an entrepreneurship course offered as part of a curricular program - number of students involved, who passed the exam

- It is our most popular minor on campus with over 200 students.
- it would include number and diversity of students taking courses; number of different majors/colleges represented; number completing official programs; placement data for those going into industry, and startup success for those launching ventures
- Job placement; Total first-year compensation (salary + signing bonus); Number of student-led startups; Funding Raised by student-led startups; Number of investments made and amount invested by student-led venture funds
- learning objectives
- lots of surveys
- majors, minors, alumni success
- Minor in entrepreneurship is very popular with other schools/majors.
- n/a
- N/A
- N/A
- No. of Beneficiaries(stududents), no. of startups, no of partnerships with the Companies/NPOs, how long this partnerships were taking place, events
- Not done at this time
- Not exactly sure, I would need to consult our academic director who manages all the eship courses.
- not sure
- not sure
- not sure
- Not sure
- not under me, i don't know
- Number of alumni students
- number of applications to the program + alumni careers
- number of entrepereneurs
- Number of Events, Number of Participants, Cross Institutional Participation
- Number of extra-curricular and experiential activities students are engaged in, number of graduates, average GPA, time to graduation...
- Number of graduates/enrolled.
- Number of majors and minors
- Number of participants, number participating in followup activities, satifcation, recomendations
- Number of startups created, number of dollars raised
- Number of student beneficiaries, Number of Credits, Number of Enrollments, Student Testimonials, Entrepreneur Testimonials
- Number of students enrolled
- Number of students enrolled, student retention, students progressing to another entrepreneurship course, student course evaluations
- Number of students enrolled.
- Number of students participating
- Number of students served, degree recipients, students minoring

- Number of students, improvement in pre and post testing for entrepreneurial mindset and competencies
- Numbers of participants and number of partipants who move on to a second ent course or experience
- Participation metrics, student feedback
- participation over time; participant feedback
- percentage of students served
- percentage of students served, impact on admissions, success of entrepreneurship students post college.
- Projects generated and Students immersed in entrepreneurial activities as competitions - courses and contests
- Qualitative and quantitative
- Qualitative surveys and part of overall quantitative assessments
- quantitative
- quantitative
- Quantitative based on number of degrees
- See above
- Several KPIs, but mostly qualitative
- Size and diversity of enrollment, businesses started
- Social media visibility. LOL. Professional placement (probably). Measurement is contested.
- startups formed, capital raised, jobs created
- startups, funding, etc (you asked this question already.)
- Student assessment (qualitative and quantitative)
- Student counts
- student employment, student numbers, company engagement, community engagement, publicity
- Student enrollment
- Student enrollment
- student enrollments
- Student evaluations
- student evaluations
- Student feedback and our Enactus teams performance at National Competition
- Student Ratings
- student reviews and feedback
- student rosters, course evaluations, alumni founders
- Student satisfaction at the course level, Alumni focus groups at the program level
- Student satisfaction, employability of graduates
- Student surveys
- Student surveys
- Students enrolled
- students enrolled

- Students evaluation and the number of students who successfully set up their own businesses or manage other businesses
- Students registered in the major
- Students report having better skills, networks, abilities to start a company or participate in entrepreneurial activities than when they began their educaiton
- successful student placement
- surveys
- Teaching reviews
- that's not part of my center
- There is nothing in particular set in place to measure the impact.
- unit hours of instruction delivered
- Unsure
- Unsure, not my area of expertise
- Ventures launched, funding received, competition participation
- We apply an assessment methodolgy in which we consider entrepreneurship as a professional competence, and measure performance as students progress through their program.
- We are working towards finding a way to better track this since its not housed in our entrepreneurship center.
- We do not
- We don't
- We have not devised a solid measurement tool
- we have not to date conducted follow up research
- We use the academic results of the students.
- Weak
- You'll have to ask them.

C10.) Does your university offer certificate programs in entrepreneurship?

Yes	100 universities	51%
No	88 universities	45%
Not sure	8 universities	4%

C11.) Are the courses for the certificate program given in person or online?

In person	32 universities	32%
Online	14 universities	14%
Hybrid (a combination of in person and online)	54 universities	54%

D1.) Has your institution continued to offer entrepreneurship programming throughout the COVID-19 pandemic?

Yes – curricular and co-curricular programs	174 universities	84%
Yes – only curricular programs	20 universities	10%
Yes – only co-curricular programs	6 universities	3%
No – no entrepreneurship programs offered	3 universities	1%
Other (please explain)	4 universities	2%

Other (please explain)

- Yess offered; moved to online; now in hybrid format
- Yes, we are co-curricular before, during, and currently
- yes, not sure of all
- We added programs to help the 300 students who lost their co-op experiences they needed to graduate.

D2.) If yes, how have your offerings changed in the past year? What do you hope to maintain moving forward?

- 1 per month + business accelerator
- 100% virtual with limited engagement.
- 2020-21 - mostly hybrid; 2021-22 - 100% in person
- A lot became virtual. We hope to continue using virtual options where they seem most beneficial.
- All co-curricular programs have been virtual. Classes have now moved back to in-person.
- All courses are offered online
- All events moved online - we are keeping them online for the time being
- All hybrid
- all move on line - will be hybrid in the future
- all online for now
- all programmes both curricular and extracurricular transformed for online delivery, the best features of both will inform our future development
- all programs offered online / future: finding the right balance between offline and online
- all virtual
- Angry activism is replacing entrepreneurship. This is distressing.
- better more diverse mentorship and guest experts in residence when all was remote...we will continue that
- Both curricular and co-curricular offerings were offered online COVID. Fall 2021 student are back on campus attending in person classes. The majority of co-curricular programming remains online
- Both curricular and co-curricular programmes moved online during periods when in person events/classes was restricted.

- Classes moved to hybrid. Co-curricular speaker events and competitions moved to virtual on-line events.
- CO-CURRICULAR FOR US: PIVOTED SOME THINGS TO VIRTUAL, RETHOUGHT AND RECREATED SOME EVENTS/ACTIVITIES ALL TOGETHER
- Co-curricular programs have been online, moving to in-person this academic year
- Continued with the same offerings but moved everything virtually. Larger variety of speakers that can join our programming virtually
- Delivered mostly online (during lockdowns)
- Due to Covid, all courses while in person, are encouraged to have an online option for students testing positive for Covid.
- During the pandemic almost everything moved to the online enviroment
- Entrepreneurship Development - Business Models and Entrepreneurs as well as business incubator services
- everything migrated online last year; this year, we are approaching with hybrid programs - a mix of in person and online
- Everything moved online without a gap. We hope to remain online for workshops because they allow greater participation from Alumni
- Everything was in ZOOM for 18 months. Now that we are back on campus, more events face-to-face live. Likely to use more hybrid sessions.
- everything was online during pandemic
- expanded access (non-students can participate). Maintain digital presence for the purpose of reach.
- fewer events, less interaction between faculty and students
- For 2021-2022 maintaining
- Going remote allowed us to dramatically increase the breadth of volunteer speakers and mentors we could bring in from the alumni community and we hope to continue that going forward. In one of the main entrepreneurship classes for example we have 3 guest speaker days (out of about 26 class sessions) and these 3 will be on Zoom, as opposed to the other 26 in-person. We also will be holding more regular keynote webinars with guests and featuring students as MCs and interviewers.
- growing number of courses; developing extensive graduate programs
- Heavy bias to online.
- hybrid classes; virtual workshops; hybrid incuabator & accelerator. We will continue virtual workshops and some hybrid programming
- Hybrid courses
- Hybrid model
- I hope we can organize the courses in such a way so that they are fit for online teaching also.
- I'm not sure
- In-person to on-line experiential learning (co-curricular) activities were a tough adjustment to make, but we did it.
- Like everyone we shifted to virtual offerings last year in response to COVID. We'll be offering a hybrid approach going forward.
- lots of zoom; positives are coaches/mentors/speakers are more accessible; no need to run around campus

- Many more online offerings that allow us to engage more students and alumni who are geographically distant. We are hoping to continue with a hybrid approach for many offerings moving forward, technology infrastructure permitting, but it will also require additional staffing.
- many more virtual events and classes. going forward, plan on continuing to leverage virtual events as they attract wide attendance
- More accessible via remote. We will offer hybrid moving forward.
- More and broader reach since most have been virtual. Virtual conferences and competitions.
- more engagement by all stakehokders because commute time has been eliminated.
- More implication of the businesses and social enterprises to support programs with the students.
- More online courses
- more online curriculum
- More online offerings
- More virtual engagement
- More virtual events - maintaining greater variety of speakers enabled by virtual attendance
- More virtual mentoring and coaching - will keep this going forward as it's more convenient for students and mentors. We saw higher participation eliminating need for face-to-face. Our co-curricular participation numbers increased in the 2020-2021 year.
- more virtual offerings
- More virtual opportunities and plans for training
- More virtual or hybrid
- Most in-person offerings were offered in an online format- but opened many new opportunities as well. And looking to continue as many in-person opportunities supported by online options
- Most moved online
- Most of our programming was offered through Zoom which allowed us to engage some of the alums from outside the area. Hopefully we can continue engaging folks from outside the region using technology.
- Mostly online or hybrid offerings
- Mostly remote and online education, transitioning back to in-person and online options
- Mostly virtual and we expect this will be more critical moving forward.
- Mostly virtual one on one support/mentoring
- move to virtual; will maintain hybrid
- moved competition online as well as most courses. Returning to campus this fall
- moved everything on line - we were able to have more people participate in programming globally due to the virtual nature of the programming
- Moved everything online. Will keep the option for online 1:1 coaching sessions online
- moved online via Zoom
- Moved Pitch Competition to Zoom presentations. Hope to resume face to face.
- Moved to on-line learning. In August 2021, we moved back to in-person learning and hope to maintain that.
- moved to online
- moved to online and hybrid

- Moved to ZOOM and other virtual platforms to accommodate COVID-19 protocols at Miami
- moved virtual, hybrid offerings in the future
- moving back to f2f now.
- Much less events, especially with personal interaction
- Much was virtual and although we hope to return fully to in person we will keep some meetings virtual
- New offerings have been added
- New web platform. New online networking events for students and entrepreneurs, new online panel debates. Online student projects. We will keep the engagement of entrepreneurs online in the classroom as our engagement increased and we could engage a wide range of entrepreneurs outside out city. We will turn most other events back to physical or hybrid.
- No
- No
- No
- NO
- No
- No change
- No change
- No change
- No change
- No change as o fyet
- No change in offering, only delivery.
- No in person anything
- no permanent change, on-campus teaching resuming
- no significant changes. Online was added as an option for those quarantined.
- No, we have only one master programme on entrepreneurship with the same curricula.
- Not much; just moved virtual
- Obviously, many more virtual offerings. Will keep some of the virtual offerings, but we missed being in person.
- of course, we had to change. As we go back to in-person events, we'll continue offering online/hybrid alternatives.
- Offer more classes
- Offered across the range of in-person, online, and hybrid
- Offered mostly online, but now moving to hybrid modalities.
- Offered the courses digitally
- Offerings (courses & training) have remained the same, content is constantly changing
- offerings have moved to mostly online
- Offerings stayed the same but went virtual. We hope to maintain the varied speaker pool you can use virtually.
- Online
- Online and hybrid

- Online business plan competition in April 2020
- Online content and platforms, virtual classrooms, hybrid classrooms, blended programs
- Online courses, programming. Hope to have a mixed modality going forward, in person and live Zoom.
- Online talks have been very successful
- Online teaching and evaluation instead of in person, we have used more interactive platforms / tools (like SprintBase, Miro). We hope to maintain the use of different tools (software)
- Our competition changed to an on-line format last year but we're back to campus this fall and face-to-face events
- Our small business and nonprofit programs were virtual and then hybrid. We are back to in-person now and plan to stay that way.
- Our summer accelerator program was held virtually in 2020 and 2021
- Programming remains the same except they are offered virtually instead of in-person. We hope to offer a hybrid of virtual and in-person programs in our entrepreneurship centre.
- shifted to online delivery
- Significant reduction in in-person programs, but now rebounding
- SLUSH - World's largest student run entrepreneurship event - attracted 25.000 participants pre COVID
- some programs went virtual
- Started using Zoom for speaker events
- Still discerning
- The ease of engaging judges has improved, but the student participation has declined.
- The major entrepreneurial events (ex: pitch competitions) were transitioned to a virtual format last year; currently, they are moving forward with an in-person format for this year. Regardless of format, these events will continue to be held going forward.
- The move to mostly digital / online
- The offering didn't changed
- There were fewer pitch competitions to attend
- They have not changed with the exception of some additional online delivery options.
- They were offered as hybrid and remote programming last year, but we have come back to all in-person programming.
- Throughout the pandemic we offer 100% plus of what we would normally offer virtually. We are just returning to campus now, but I anticipate we will continue to provide some offerings virtually.
- university courses & programs went to online teaching; now we in hybrid format; eventually going back to in-person depending on covid
- Very little has changed, we moved our required work online but still maintain interactivity
- Virtual but everything offered
- Virtual competitions and coaching/mentoring meetings, some of this flexibility will continue
- Virtual delivery vs. in-person
- virtual delivery, same
- virtual offerings

- Virtual through Google suite. Maintain accessibility of getting speakers from around the world. Maintain efficiency of virtual check-ins with students.
- We adapted to a fully remote environment in the Spring of '20 and offered in-person and remote programming during the '20-21 academic year (85-90% of our students were on campus last year). Consulting was an outgrowth made possible by COVID and has become one of our successful programs popular with students, alumni, and Friends of Denison.
- We added a co-op credit full-time course, Innovation Fellows, that we have continued into this Fall semester.
- We added more in-class activities and discussion
- we are continuing our webinar series that started during Covid; great engagement
- We are probably going to remain hybrid because we were able to enage so many more alumni by going virtual. Students seems to be gravitating back to in person but some still want the virtual offering. We aim to have both. The content was not changed that much, just the delivery.
- We changed the delivery method (we have moved the classes and co-curricular programs online), but the content was more or less the same
- we developed and offered microcredentials Online
- We focus more on digital skills
- We had an increase in virtual attendance, our programming offered stability for our students during the uncertainty of Covid.
- We have adapted to fully remote environments.
- We have always offered curricular programs both live and in-person for many years, so only change was moving all classes to online for a year due to Covid. The co-curricular became hybrid, and we have found that offering some of those online has created opportunities for select audiences to participate when they might not have when only offered in-person. We will continue to study that to see how/when hybrid and/or online only should be included (beyond in-person).
- We have done everything virtually
- we have further leveraged technology to expand our reach
- We have had to be more flexible with on line and in person modalities
- We have shifted many programs and courses into the online format
- We have shifted to online classes and zoom speaker series.
- We have taken just about everything online. Very few in person meeting for anything now. We expect to continue using zoom meetings to bring in a larger variety of resources for our students. Looking forward to in person classes again though.
- We have used several virtual platforms to deliver our programming, both curricular and non-curricular
- We incorporated Zoom calls. It was much easier to recruit industry mentors.
- We introduced on-line workshops to replace dace to face workshops.
- We kept all our offerings, moved everything online. We added two new programs to meet the unique needs challenges of COVID.
- we launched a new program (Innovation Scholars) for graduate students unable to access their labs

- We moved all of our programs online. We found that we've had greater reach across the campus and across the colleges within the University system and will continue to offer a virtual option as best as we can.
- We moved everything online in the pandemic. We are now holding classes in person, and our events (such as pitch competitions) are likely to be in hybrid formats. Mentoring is likely to continue in both in-person and hybrid.
- We offered it online and to International students - More reach
- We offered remote and hybrid programming and classes. We are moving back to in-person, however we continue to offer remote access if necessary.
- We offered remote startup coaching and remote workshops in partnerships with other entrepreneurship centres.
- We reorganized and expanded our offering.
- We went 100% virtual. We will do a combination of virtual and in-person.
- We went from 100% in person to 100% remote. Now we are hybrid, which is a game-changer for us, as our program is heavily based on alumni participation, so they no longer have to come to campus.
- We will maintain best practices gained during COVID
- Yes - everything is hybrid (both virtual and in-person) and will likely remain that way for the future.
- Yes . We offer more of hybrid programmes and also Computer Based Business simulation. Guest speakers sessions are also recorded and uploaded online.
- Yes, more virtual
- yes, some reduction in physical events, major increase in virtual
- Yes, transitioned many into "virtual" mode.
- Yes, we moved all the activities online.
- Zoom baby!
- Zoom panels allowed for more diverse speakers and dynamic breakout sessions; zoom volunteer events (with local high schoolers) also facilitated connection across barriers

D3.) Please list the most popular programming topics in entrepreneurship your university has seen in the past year.

- Entrepreneurship Learning Community
- A course that lets students build and validate their startup (Startup Studio and Accelerator)
- Accelerator programs
- Accelerator programs, pitch competitions
- Accelerators, competitions, challenges
- AI, Startup Finance, Hackathons
- Alumni speaking engagements - success stories
- an online women entrepreneurs certificate program (free) has a waiting list of 1,000s
- an outreach entrepreneurship program for veterans
- annual innovation conference
- Arts Entrepreneurship, social Entrepreneurship
- BABSON Collaborative Initiative - Global Sillicon Valley -

- Big Rowdy Idea; CITE Competition
- business idea competition; business plan competition
- Business Model Creation
- Business plan competition, technology innovation challenge, entrepreneurial career fair
- Business plan competitions
- Business planning
- Business Simulation Course
- Check in Friday‚Äôs
- Commerce planning
- Commercialization
- competitions, ideation workshops, accelerator training
- Courses only, business plan competition cancelled
- Creative Problem Solving
- Creativity, Innovation, and Entrepreneurial Thinking; Introduction to Business Models; Startup Accelerator / New Ventures
- Cultural entrepreneurship
- customer acquisition strategies; pitching in the digital environment; startup financials
- Customer Discovery, Business Model Canvas Overview, Negotiations, Teamwork
- design thinking
- Design Thinking, Prototyping
- Developing an Entrepreneurial Mindset
- Developing pitches, venture funding, IP
- Digital Entrepreneurship, Social Entrepreneurship
- Digital marketing for entrepreneurs
- Digital revenue strategies; digital marketing
- Direct support
- Discover Business Tax Secrets, Marketing 101
- Dk
- Drexel Startup Fest
- Entrepreneur Spotlight Series
- Entrepreneurial leadership, diversity in entrepreneurship, sustainability/climate, AI
- ENTREPRENEURIAL MINDSET
- Entrepreneurial mindset.
- Entrepreneurship amongst doctoral students wishing to commercialise their research
- Entrepreneurship for the Common Good.
- Entrepreneurship Guest Speakers Stories, Steps to Starting a Business, Opportunity Recognition,
- Essential of Entrepreneurship & Innovation
- ethics in entrepreneurship
- Everything from ideation, business model, team development, funding, ...
- Financial literacy, innovations in sustainability & food
- financial planning

- Financing Startups
- Fowler Business Concept Challenge, Women Entrepreneurship Week events, Amplifying Black Women Entrepreneurs speaker series
- Funding, business model digitalization, marketing
- funding, developing investment pitch, lean startup
- Fundraising, building a brand, no code training,
- general entrepreneurship, technology entrepreneurship, various specialty areas including social and women's entrepreneurship
- Get Seeded - micro grant funding
- hackathons remain very popular as judged by number of attendees, as are pitch competitions.
- Happy Hour with an Entrep.; mentoring students interested in entrep.
- healthcare, pivoting through a crisis
- How to present yourself and your ideas virtually
- How to start a bussiness
- idea generation & business model
- Ideation & validation
- If for credit, unsure. If co-curricular, Venture Mentor Service and Navigator (our 3-day program for HDRs and EMCRs)
- Innovation
- Innovation
- Innovation in the context of a growth-oriented company. Intersection of tech and entrepreneurship.
- lean launchpad
- Lean startup
- Managing through Uncertainty seminars
- marketing and customer discovery
- Marketing your Startup and Imposter Syndrome
- Marshall Greif Incubator, Venture Fund and anything related to investing, University Venturing Summit, New Venture Seed Competition
- Mentoring programs, competitions with monetary prizes, incubator/hatchery…
- Minority entrepreneurship programs
- Music Industry Summit (over 3000 attendees worldwide)
- n/a
- NA
- Navigating the ongoing pandemic and post pandemic uncertainty.
- New Business Venturing, Innovation Management, web development
- New venture creation and corporate innovation
- New venture creation, New product development
- Not sure
- Not sure
- Not sure
- not sure

- ONline mentoring/coaching
- Opportunity Recognition
- Our BEAR Innovation Competition was the most popular programming topic/event.
- Our entrepreneurship challenge leading into the venture competition had the most entries in its almost 20 year history.
- Our programming is designed to be hands-on, experiential, and engaging. We experiment constantly, and do more of what works and stop doing what does not work.
- Pitch competitions and guest speakers
- Planning and pitching your business
- Purpose Pitch Competition, Student Innovation Awards, Startup Internship Program
- Resilient Mindsets
- Robotics, AI, Therapeutics, Medical Devices
- sector related interests have emerged (e.g., fintech, healthtech) as well as social impact
- Seed Fund investments, diversity and inclusion, social sector entrepreneurship
- Series on finding and launching ideas as feeder into annual venture competition
- Side hustle class
- Small Business Management
- Social Entrepreneurship
- Social entrepreneurship, Technical entrepreneurship
- Social impact, environmental impact, DEI topics
- Social justice / activism as entrepreneurship
- Speaker events, networking events
- Starting a new business
- Starting your own business, small business consultancy modules.
- Startup & Standout Month Long Entrepreneurship Celebration. Hack-for-a-Change competition
- Startup coaching
- Startup Lab for undergrads
- Startup Sunday events - over 5,000 paricipants
- Startup Weekend, Incubator Showcase
- startups' entrepreneurs talks
- Student Accelerator Demo Day, College-by-College Pitch Off, Innovation Prize, Women Who Create event, Startup Factory
- Student founder program
- Student Leadership opportunities; working in VC
- Successful entrepreneurial alumni sharing successes and failures
- Sustainability
- Sustainability, Social Entrepreneurship, Small Business Development
- Team formation, product execution, project management, customer acquisition
- Technology
- The Big Idea Business Plan Competition, The Women's Entrepreneurship Summit
- The Marketing Plan.

- venture capital, competitions
- Venture capital; legal aspects of entrepreneurship;
- venture competition, venture accelerator
- venture creation
- Venture in Action, Venture Planning
- VentureCon, Student owned business trade show,   Creativity and Entrepreneurial Thinking (Gen Ed Class(
- We have offered several seminar topics and one of the most popular was "Raising Capital".
- We included a course Introduction to entrepreneurship to all 11 schools in the university
- We only offer two courses as business electives
- we've only had a speakers' series
- With a chance to win non-dilutive funding, competitions are annually the most popular offering from our entrepreneurship programs.
- Women as entrepreneurs
- WOMEN OF COLOR COHORT CLASSES; FEMALE ENTREPRENEURS MEETUPS; MINI-GRANT OPPORTUNITIES

D4.) What do you consider to be your university's signature offering in entrepreneurship? (*Could be a course, a co-curricular program, an incubator, etc***.)**

- Curricular - Masters in Innovation & Entrepreneurship, (2) Beall Applied Innovation programs and services
- #1 in country for graduate entrepreneurship education (per Princeton Review); Rice Business Plan Competition
- a course
- A course titled: Start Up and Small Businesses
- A general course in Engtrepreneurship
- A special class with a serial entrepreneur called "Inside the Entrepreneurial Mind"
- A special fund called "Fondo Francisco Gallego Monge" which is a grant donated by a family. From that fund, every year a special prize is awarded to our best company start up project.
- A week long entrepreneurship camp culminating in a pitch competition called Winterim.
- Accelerator
- Accelerator
- Accelerator program Vlab and International competitions and case competitions
- Accelerator programs offered by the entrepreneurship centre
- Access to IncubatorWorks
- All roads lead to CYstarters summer accelerator
- An applied, problem-based learning approach
- an entrepreneurial university has stuff going on all over the place; we don't have a signature, we have multiple signature programs
- an incubator

- Asia‚Äôs longest running intercollegiate startup competition (bbc.Sasin.edu)
- AU Center for Innovation Incubator Program. 100% experitential learning which is key at AU.
- B. A. in Business and Entrepreneurship curriculum that can be taken in up to 3 different countries.
- B.Sc. degree and Ignite Lab
- Baker INstitute's immersive learning programs
- Baltipreneurs Accelerator; new course "Stories and Lived Experiences of the Black Entrepreneur"; 1 on 1 mentorship
- BaseKX Incubation Centre
- Big Idea business plan competition and the Gator Hatchery student business incubator.
- Big Idea Competition (BIC) is our
- Biggest brand is associated with the Cornell Tech campus on Roosevelt Island
- Blackstone LaunchPad
- Blackstone LaunchPad
- Bobcat Seed Fund
- bootcamp
- BS Entrepreneurship degree and Pirate Entrepreneurship Challenge
- BSc Business Enterprise
- Business Idea Competition
- Business plan competition
- Campus-wide nature of our program; we have students from over 100 majors taking courses. Our CLAS major, enterprise leadership, has been a huge success. It is an interdisciplinary major that has grown dramatically and offers a great alternative to students not wanting to be in the business school but want to study entrepreneurship.
- Center of Excellence in Competitiveness and Entrepreneurship - Center of Excellence in Design and Innovation and Business Incubator
- Certificate courses
- CIE Scholars - Scholarship student application capstone graduate Course comprised of interdisciplinary graduate & PhD students that design a Startup business around an innovative new technology.
- CIENT major and the intercollegiate minor
- Co-creation between reachers, industry, students and faculty. Encubation = incubation ¬¥+ education
- Co-curricular Accelerator Program
- Commercial Ideation- a course entirely devoted to having students identify potential new business ideas,
- Competitions. We are also now a Blackstone LaunchPad campus.
- Comprehensiveness - we are at a scale!
- Concentration and Minor
- Course

- Courses focus on social enterprise, family ventures and SME ventures; extracurricular includes the iChallenge year long program of startup weekend, ideas pitch competition and business plan competition with involvement of Student Entrepreneurship Club
- Cross Campus Entrepreneurship Minor
- Digital Project Development where students work on corporate challenge related to digital marketing
- Dolphin Tank competition
- e-Fest (nationwide competition) and/or Schulze Innovation Scholars program
- eLab
- eLab - Credit Bearing Student accelerator program
- eLab - student business accelerator program, which is a 4.5 credit course
- Elevator pitch competition, small business training webinar series
- ENT200 Creativity, Innovation and Design/ eLab accelerator, Tiger Challenge, Princeton Startup Immersion Program
- Entrepreneurial Marketing
- Entrepreneurial Mindset
- ENTREPRENEURIAL MINDSET
- Entrepreneurial work terms and internships (we did 140 in five years). https://www.mun.ca/mce/Programs/EWT.php
- Entrepreneurship Avenue (co-curricular program)
- entrepreneurship course
- Entrepreneurship Fellows
- Entrepreneurship for the Common Good. Hacking for Humanity.
- entrepreneurship minor and one-on-one student help
- Entrepreneurship Scholars - an accelerator program for students and community
- Entrepreneurship with a focus on positively impacting on society
- ETR1010 Entrepreneurship: The Mindset & Skillset - open to all majors and all grade levels - classified as a GenEd class.
- Experiences in Entrepreneurship class where they have to start a business and annual business model competition for entire campus
- fellowship programming
- Foundations of Management and Entrepreneurship (FME), an internationally recognized yearlong course, required for first-year students, where they create, develop, launch, and manage a real venture.
- Gillespie Business Plan Competition
- Hackathons and Fellowship
- having four tracks
- He have courses, incubator and projects financed by EU founds
- High quality, intensive experiential learning programs, several of which have been in place for 30+ years.
- https://create-x.gatech.edu/

- o Corps
- IGNITE Graduate Business Innovation Prorgamme
- ImagineU intercollegiate accelerator program
- IML Grant and Mentorship Program
- Incubator program
- INKUBATOR (business accelerator for students/alumni) and Entrepreneurship Minor for students across campus
- Innovation and Entrepreneurship Course
- Innovation Labs - a nation-wide pre-acceleration program for tech start-ups and Sibiu Impact Makers - an interdisciplinary social entrepreneurship programm
- Innovation Pathway (an incubator)
- Innovation, Design, and Startups program -- minor, and the LaunchPad Center that supports student ventures
- Integrated Innovation Network (I2N which offers a suite of programs and events
- interdisciplinary, team-based graduate certificate in ENT
- Intro 2030 / 2020
- Introduction to Entrepreneurship course. It is very popular and attracts students from all majors
- IPRO (Startup Studio and Accelerator)
- Kiuas Student Accelerator
- Lassonde Studios (incubator space, makerspace & dorm) and Master of Business Creation degree
- Launch Your Business Program
- LaunchPad (full service founder program)
- Main Street Entrepreneurs Seed Fund
- Marshall Venture Fund, New Venture Seed Competition, Athena Women‚Äôs Entrepreneurship Initiative, Marshall Greif Incubator
- Master of Entrepreneurship and Innovation course and its capstone unit Venture in Action
- Mentor program and Hatchery
- minor curriculum, Center programming, especially student incubator & research accelerator
- MS-Entrepreneurship Program
- national business model competition for undergraduate womxn founders
- new innovation and design hub
- New Venture Championship Business Plan competition. https://business.uoregon.edu/nvc
- New Venture Creation
- None
- None - we are striving for a unversity-level integration and signature offering
- not sure
- Online masters in corporate innovation and entrepreneurship
- Operating in a brand-new facility and with a track record of success, the New Venture Accelerator would likely be considered the signature entrepreneurship offering at Auburn University.
- Opportunity to complete in The Launch Your Business (LYB!) Program. Open to Students,Alumni and community

- Our Accelerate program
- Our community based projects via Enactus
- Our community seed fund program
- Our Digital Spark program pairs undergraduate students with startups and small businesses to provide digital marketing services.
- Our entrepreneurship center The Launch Pad was the inspiration for the Blackstone Launch Pad organization.
- Our incubator
- Our institute offers a non curricular program called Gen:i: Generation Innovation. While it is new, it is immersive, flexible, innovative, engaging, intimate, and very well-funded.
- our major in entrepreneurship
- Our Maker Spaces and programming surrounding them
- Our minor
- Our OPEN Venture Creation Studio
- Our overall 4 year curriculum for Entrepreneurship Majors, our MS in Entrepreneurship and Sustainable Innovation, Family Business Program, Ascend LA Minority Business Owner Training Program, Business Incubation course, our hyperactive Center
- Our Purpose Pitch Competition, focusing on the Purpose of the business not just about making money.
- over the year I have been here...I would say business idea competition.
- Participation in a national pre-accelerator
- Pitch Competition each spring
- Pre-Accelerator Program and Demo Day
- President's Buckeye Accelerator
- Prince Entrepreneurship Leaders Program
- Re the media entrepreneurship program I work in (apart from our Business School's general E program): Training for the creative media industries with specializations in advanced technology media production
- Resilient Mindsets
- Saunders Student Accelerator
- Small Business Institute program
- social change promoter trough entrepreneurship
- Social entrepreneurism
- Social Entrepreneurship Summit consisting of a the Changemaker challenge competition and social impact program with panelists and speakers.
- Startup Accelerator series
- Startup Garage (hands-on experiential course where students evaluate a new venture idea of their own creation) and Venture Studio (resources and co-wokring space to support any Stanford graduate student in evaluating a new venture idea as part of their education), Formation of New Ventrues (a case-based course giving a broad overview of entrepreneurship), and Managing Growing Enterprises (a unique case and role-playing course focused on the leadership challenges associated with rapidly scaling a company)

- Startup Hokies Incubator & Accelerator programs
- stronger emphasis on technology than most universities
- Student Business Launch competition ($60k at stake to "invest" in student startups)
- Student consulting
- Student Enterprise Zone
- Student Entrepreneurial Society with students working as volunteers within the center for assuring its openness and apeal towards students.
- Summer Fellowship (full time summer accellerator)
- The business plan
- The course previously mentioned
- The Entrepreneurial Method Course, our summer accelerator (B-Lab) and our annual Venture Prize Competition- BVP ($25,000)
- the Entrepreneurship Clinic
- The entrepreneurship ecosystem complimenting the programmatic objectives offered by each subdivision.
- The GW New Venture Competition (Ranked #3 in the U.S. w/466 participants and $500,000 in cash and prizes)
- the Innovation Labs program, the EU funded project through which we managed to train 650 people and fund 74 startups
- The Pitch Contest
- The Student Entrepreneurial Society - has been created, in order to establish an appropriate framework for supporting, developing and encouraging the entrepreneurial spirit among the TUCN students and alumni.
- The Women's Entrepreneur Forum
- theoretical knowledge in business administration
- Titan Accelerator Program
- too many to narrow down to one
- Training
- TREP Expos
- TTU Accelerator Program- we provide $25,000 to 7-8 companies annually.
- Undergrad Minor and Summer Incubator
- Undergraduate and graduate degrees specifically in entrepreneurship.
- Undergraduate certificate in I&E (2nd most popular certificate program at Duke)
- Undergraduate Entrepreneurship Co-Major
- Undergraduate Majors and Intro course as option in our core curriculum
- Undergraduate three course sequence
- Various topical "labs" in many dept's, examining social structure with "action" and intervention. Disruption.
- Velocity - $100K venture competition
- venture competition
- venture competition, venture accelerator

- Vocation of Business course
- we are known for our highly experiential co-curricular offerings
- we are starting a grant program for local startups, funded by a gift from a donor
- We consider our Red Frame Lab (the umbrella under which we operate) to be our signature offering, and all of the programming, internal and external opportunties, co-curricular class engagement etc. to define us.
- We have several entrepreneurship center on campus.(Rady School of Management, Jacob School of Engineering IGE etc.)
- Winterim - pitch competition
- With Enterprise - our minor in enterprise which is offered at a number of faculties.
- Year-long incubator

D5.) The University of Rochester plans to conduct this survey every two years and report the results to those who participate. What additional questions would you like included for the next survey?

- 1.- Associations, networks or consortia to which they belong. 2.- Questions regarding the state of entrepreneurial research on their unviersities.
- a few options to select greater than one choice. For example, we have both non-tenure track and tenure track faculty
- A question to the effect of, ‚Äúplease highlight some recent success stories of students, who have been involved with your entrepreneurship program‚Äù may be helpful to include in the next survey.
- Additional information can be found https://www.epiclab.itam.mx
- age, gender, race/ethnicity of students
- Are there any classes or co-curricular programming efforts you anticipate closing in the future? What programs are you looking to start?
- Assessing the impact of faculty-led vs student-led initiatives -- we have lots of experience in the latter and I think the pace of new development there laps that of faculty
- At a university the size and diversity of Penn State, many of your questions were not directly applicable because we have two Centers on campus. You should clarify the type of center at the onset and specialize questioning in that direction.
- Can't think of any at the moment
- Collecting stats on number of entrepreneurship courses directly developed by an ENT center,
- Define or offer model descriptions of "entrepreneurship".
- Do centers provide funding to ventures affiliated with the center? If so, what is a typical investment and does the university take an ownership stake in the business?
- Does your university offer an Undergraduate Venture Creation Programme? See www.vcplist.com
- Effectiveness of outside coaches/mentors, Effectivenss of an advisory board.
- How can a larger institution like U of R involve students at small institutions like mine?
- how do you collect and organize data about student participants?
- How has your Entrepreneurship Center changed over the past 2-4 years?
- How is your entrepreneurship center funded? Do you have a dedicated development officer?

- How large is the staff that runs the incubator, accelerator? What square footage is dedicated to entrepreneurship activities, programs and resources? What are top 3 best ways to engage donors and sponsors? Do you run a business plan competition and who can participate? How many mentors/coaches do you have to support startups? too many other questions :)
- How universities run and fund accelerator programmes on campus
- I suggest interview technique
- I would like to have more data on salaries for eship leaders/center directors. If I can show my dean what peers are paid, it can help me get a raise. The more info, the better (tenure vs non-tenure, teaching vs non-teaching, responsibilities, etc.). I would also like to know how other schools manage/measure DEI impact. THANK YOU for doing this.
- I'd be interested in learning more about Center's focus between on-campus and off-campus activities -- how do they balance their programming and resources.
- I'll think about it
- If and how our institutions connect with local communities
- If money and/or resources were not a constraint, what entrepreneurship program would you launch.
- Is there a growing institutional emphasis and student interest in entrepreneurial mindset and skill set for coping with future uncertainties??
- it would be interesting to see a list of relevant courses by name of the course
- Mentoring Programs and Internship programs, more questions on sources of funding and donor relations
- More data on personnel and staffing.
- More detailed questions about how entrepreneurship centres are governed and their funding arrangements.
- more questions about multidisciplinary campus programming and community impact
- N/A
- NA
- Networks that Entrep. Centers' directors are part of -
- No idea
- None
- None
- none
- not sure
- Number of staff at your center, number of faculty in your department, number of ENTR undergraduate majors at your institution, if you have an on-campus accelerator
- Number of students who become entrepreneurs
- Pedagogical questions. What teaching methods are used -- Text & Test, Experiential, online, Student centered, etc.
- Perhaps a question about new courses, programs or initiatives, and allow for a link to be included -
- Perhaps a question about the support that the entrepreneurship center receives from other parts of the campus and the administration.
- Questions about incubator, accelerator, and gap funding programs

- Questions about mentoring program design
- Questions concerning how centers and other entities constitute entrepreneurial ecosystems at the university
- Questions for universities with Centers that provide campus-wide programming and courses. Also campuses with distributed entrepreneurship offerings.
- Questions regarding the use of/pivot toward virtual programming and its efficacy
- Race/ethnicity and gender of institute/center leadership and also of venture teams.
- ratio of staff to students
- Some sort of measures to see "volume" of students or clients supported.
- SOMETHING ABOUT RELATIONSHIP BETWEEN A NON-AFFILIATED CENTER AND BUSINESS FACULTY
- Sources of funding (private foundations, government programs...). This probably changes with geography, but a master list of all the funders of entrepreneurship programs would be so useful. Yes, I understand some won't want to share.
- sources of program funding
- Staff pay and org structure
- Staffing levels of entrepreneurship centres
- Student competitions used to be the go-to for any entrepreneurship program. That seems to have shifted a bit. I liked to learn how many hav abandoned such competitions and why.
- There are entrepreneurship programs with a vision of international cooperation - If so, what type of program and what has been its impact
- This is pretty comprehensive; I can't think of other questions!
- UCL has witnessed an exponential growth in demand for entrepreneurship within doctoral students are others experiencing this? or are there any areas of enterprise which are attracting more attention in your institution such as social enterprise?
- We have two centers - one co-curricular, one curricular. Your survey could be better structured to allow for this in terms of questions about the make up of the centre. I only answered for one here.
- What ar ethe most effective marketing methods by course
- What are the challenges you see in   your University in implementing new approaches/ practices to support Entrepreneurship.
- What have you stopped doing recently and why?
- What ideas have worked for you to allow you to generate revenue for your center?
- What is your biggest challenge right now?
- What relationship does your center have with the VC / Finance ecosystem in your area
- What technology systems and tools do the centers use for data needs (CRM, analysis, marketing, coaching hour scheduling, competition submission evaluation)?
- What things are done by a Center (curricular and Coke curricular)?
- What trading do staff of the centre undertake to be more productive
- What types of businesses does your center see?
- Who funds the Center activities and what are they
- Would be interesting to know how centers track impact metrics/success metrics

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D6.) Would you be willing to have a short conversation regarding your entrepreneurship center or program via phone or email?

Yes	158 universities	80%
No	40 universities	20%