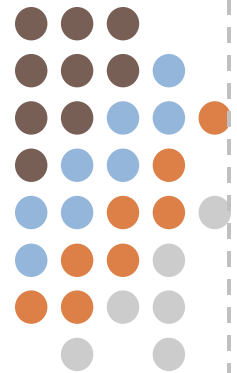


# Building an Entrepreneurial Living-Learning Community



*The guide to creating a successful work and play  
community for student innovators*

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## The Definition and Purpose of a Living-Learning Community (LLC)

Though the University of Illinois at Urbana-Champaign currently has nine active LLCs, the oldest of which was established in 1971, it is still common to find faculty and community members who have no idea what you do when you say that you work with a Living-Learning Community. Therefore, one of the first things to do if you hope to establish a successful LLC is to have the answers to these two questions prepared.

### ⇒ What Is a Living-Learning Community?

Living-Learning Communities will look slightly different at different institutions, based on the needs of the students, the size and guiding philosophies of the institution, and many other factors. However, many housing professionals agree on a definition set forth in a 2007 in The National Study of Living-Learning Programs (<http://hdl.handle.net/1903/8392>) :

⇒ *Living-Learning programs were defined as programs in which undergraduate students live together in a discrete portion of a residence hall (or the entire hall) and participate in academic and/or extra-curricular programming designed especially for them.*

A living-learning community may have an academic focus that is based around a specific college, major, or related group of academic programs (ex. Business, Engineering, Health Professions); a shared interest theme focus (ex. Sustainability, Leadership, Diversity, Entrepreneurship); an affinity group focus (African American, Native American, International Student, etc.); or some combination (ex. Women in Math, Science & Engineering). Students are offered courses and programming on site in their residence hall that helps them to explore their chosen focus.

### ⇒ What is the benefit of a Living-Learning Community?

Students and faculty report a wide variety of benefits to living-learning communities. According to the same study, when compared to their peers who are not in LLCs, students in LLCs:

- ⇒ Find the social and academic transition to college easier.
- ⇒ Engage in course-related faculty interactions and experience more frequent faculty mentorship.
- ⇒ Attend classes more regularly & spend more time doing homework.
- ⇒ Engage in more community service activities.
- ⇒ Are less likely to participate in binge drinking.



Students at Innovation LLC's Fall Orientation, August 2012

# Our Story: University of Illinois Urbana Champaign

## TEC



**TECHNOLOGY ENTREPRENEUR CENTER**  
ENGINEERING AT ILLINOIS

The Technology Entrepreneur Center (TEC) provides students and faculty with the skills, resources and experiences necessary to become successful innovators, entrepreneurs and leaders who tackle grand challenges and change the world.

## Innovation LLC



**innovation llc**

inhabit. inquire. innovate.

Though TEC has developed many successful programs over the years and helped to mentor many students who went on to create world-changing innovations, we noticed that students were frequently engaging in our programming and resources very late in their college experience. Frequently, students would not connect with the program until their junior or senior year. The transience of these older students sometimes made it difficult to provide the entrepreneurial foundation and ongoing mentoring and support that is important to successful ventures. Therefore, TEC began to seek out ways to connect with students at an earlier stage in their entrepreneurial development, providing them with the foundations that would allow them more opportunities to flourish as they developed more technical skills over the course of their academic experiences.

Thus, the Innovation LLC was created (appendix reference: Original Proposal). Formed as a partnership between TEC and University Housing, one purpose of the Innovation LLC is to connect students with the many opportunities that are available through TEC, including competitions, workshops, and events. We also work to provide our students, mostly freshmen and sophomores from many different disciplines, with resources that can help to make their creative and entrepreneurial visions a reality (appendix reference: Current Student Breakdown). The program includes on-site classes and workshops with faculty and area business leaders revolving around the themes of creativity, innovation, and entrepreneurship. The Garage, a dedicated work space within the community, is available for use by residents as they develop their new businesses and projects. On-site staff members are also available to assist residents as they navigate the ample entrepreneurial and creative resources on the University of Illinois campus and within the Champaign-Urbana community.



Student at the Innovation LLC's Extreme Entrepreneurial Lock-in, April 2012.

## The Guide

As we approached the development of a community that merged the goals of two distinctly successful departments (TEC and University Housing), we benefitted from a wealth of institutional knowledge. We built on the successful entrepreneurial programming at TEC, and we gained insights from the many established, successful living-learning models in University Housing. We have also been able to benefit from the knowledge and expertise of a core group of other colleges and universities with programs similar to ours, taking trips to visit entrepreneurial LLCs at the University of Waterloo, the University of Maryland, the University of Wisconsin at Madison and the University of Iowa. We also hosted the Entrepreneurial Living-Learning Community Roundtable in Chicago in July 2012 in order to bring together similar programs from all over the country. All of these inputs were extremely helpful to us. However, much of what we learned, we had to learn through our own experiences (like all entrepreneurs).

As of 2012, there are still a relatively small number of living-learning communities with a specific focus on entrepreneurship and innovation. However, as entrepreneurship and innovation continue to gain greater relevance in our complicated and ever-changing society, it will become more and more important to prepare students to think creatively as they approach their future endeavors. We expect that we will see the numbers of entrepreneurial living-learning communities growing rapidly over the coming years. We would like to use this guide as an opportunity to share what we have learned developing our program with the hope that it will be useful to other colleges and universities as they begin to consider developing their own entrepreneurial LLCs.



# Creating an Entrepreneurial LLC at Your Institution

## 1: Understand Your Institution

To truly create a successful program, you must know what the institutional structures are that you are working within. Entrepreneurs have been known to break the rules sometimes, but it is always valuable to know what the rules and structures are, even if (especially if) you may someday need to break or change them.

If you work in a small, private, conservative religious institution, you may have some clear boundaries as to the sorts of businesses your students can be involved in (and still be students). If you work in a large, research-based institution, there may be a well-established patent and copyright policy that could affect student businesses developed with the use of university resources. If you work at an urban commuter campus, where housing is underutilized, you may have to set up your program differently than traditional LLC programs in order to retain students. The more you know about your institution, the better you will be able to address the needs of your specific students.

Some important considerations might include:

- ⇒ The size, structure, and focus of your institution.
- ⇒ The core values of your institution (strategic plan, etc.)
- ⇒ The housing structure at your institution:
  - ⇒ Is your campus primarily residential or commuter?
  - ⇒ Are there other LLCs, and how are they structured?
  - ⇒ What is the typical student population in your residence halls?
    - ⇒ Are they mostly from the United States, or is there a significant international student population?
    - ⇒ Are they mostly freshmen and sophomores, or do you have a large number of upper class and/or graduate students?
    - ⇒ Are they typically housed together by major? By student preference? At random?
  - ⇒ Will you have any control over the housing assignment process?

*In our case:*

*Our institution is a large, public institution with both graduate and undergraduate programs, valuing research, teaching, and public engagement. The University Library is one of the largest public university collections in the world. In the 2007 Freshmen class, students in the middle 50 percent had ACT scores between 26 and 31 and 55 percent ranked in the top 10 percent of their high school graduating classes.*

- ⇒ *The Graduate School of Library and Information Science's program is tied for 1st in the nation. (2009)*
- ⇒ *The College of Engineering is ranked 6th in undergraduate and 5th in graduate programs nationally.*
- ⇒ *The College of Business is ranked 14th in undergraduate programs nationally.*
- ⇒ *The College of Education is ranked 22nd in graduate programs nationally.*
- ⇒ *The School of Social Work is ranked 16th nationally.*
- ⇒ *The Ph.D. Chemistry program is ranked 6th in graduate programs nationally.*
- ⇒ *The Ph.D. Computer Science program is ranked 5th (tie) nationally.*

*The campus has a robust University Housing system, including nine different living-learning options, in addition to theme communities and more traditional housing. In lieu of special circumstances, students are required to live in University housing or private housing certified by the University for their first year on campus. Roommate and housing selections are made through a combination of student preference, random assignment, and community selection. Students who are especially interested in a living-learning community option are encouraged to complete an essay explaining why they would like that particular housing option, and students who complete an essay demonstrating solid affinity to the community generally have a stronger chance at being selected.*

*Our LLC is designed to have approx. 130 students. Approximately 50% of our students are female and approximately 50% are male (by design). Approximately 50% of our students are engineering majors and the other 50% are from a wide variety of different majors (by chance). Approximately 35% of our students (in spring 2012) identify as international students with the largest population of those students coming from China (by chance, though this is consistent with trends on campus).*

## 2: Articulate Your Goals (appendix reference: logic model)

Every living-learning community will have a slightly different model, based on the needs of the students and the philosophies, goals, and challenges of the department. It is important to be able to articulate these philosophies, goals and challenges as you get started. It will also be important to continually revisit them as your community grows and changes over time.

Some important considerations might include:

### What is your Mission Statement?

- ⇒ Make sure that it is general enough to allow some room for growth and change within the program, but specific enough to truly guide the direction of your program.
- ⇒ Make sure that your expectations and goals are realistic and achievable.

### *In our case:*

*We did not come up with a formal Mission Statement until after we had been in operation for about a year. This statement may have helped to guide our decision-making in the first year in a bit more structured way. On the other hand, after having some experience running the community and seeing first-hand what our strengths and weaknesses were, it was a little bit easier to articulate a mission that was ambitious, yet realistic within the context of our program. If we had it to do over, we would have started with a Mission Statement, but it is always important to re-visit these guiding documents as you gain new knowledge about your program.*

### *Our Mission Statement:*

*The Innovation LLC's mission is to allow students to explore the entrepreneurial process and to give students the resources to further develop their ideas. Whatever your major, Innovation LLC can help you:*

- ⇒ *Locate key resources on-campus and in the community to make your ideas a reality (mentors, funding, etc.)*
- ⇒ *Generate ideas and assess opportunities and goals*
- ⇒ *Expand your creativity and participate in positive risk taking*
- ⇒ *Broaden your entrepreneurial awareness*
- ⇒ *Connect with other students who share similar interests in innovation, technology and entrepreneurship*



### How many people are participating?

- ⇒ Look at other LLCs on your campus, if available. What size are they?
- ⇒ How much space is realistically available for your students?
- ⇒ What size floor or facility can you fill in your first year? Realistically, your housing department will want/need to fill all the beds that they have available. If your space is too big for you to fill it with interested students in your first year, you will end up with students in your community who do not want to be there. This could create programming challenges.
- ⇒ On the other hand, if you have too few students in your program, you may find it difficult to get the kind of turnout you need to make your programming and courses feel successful.
- ⇒ Many housing professionals consider a program successful if about 10-15% of the intended audience (floor, building, LLC, etc.) attends. If this is the case on your campus, and you only have 30 people in your community, be prepared to embrace VERY small programming (3-5 people) or to collaborate often with other campus student organizations, LLCs, entrepreneurial offices, etc.

#### *In our case:*

*Our community has about 130 people, which allows us to have intimate programming and classes with about 10-20 students, allowing for a great deal of one-on-one feedback and meaningful networking. When we want to expand our attendance at competitions and presentations, we provide priority enrollment dates for our students and open up to the larger community through the Technology Entrepreneur Center mailing list if there are still spots available after the programming deadline. This has allowed us to expand our turnout to 50-80 for some key events.*

### Are there opportunities for growth?

- ⇒ If you decide to start with a community of 50 students, will that be a permanent cap, due to space constraints, or will you have room to grow in the future if your program becomes extremely successful?

#### *In our case:*

*We started with 130 students, but it soon became clear that we had more interest than space. It is likely, down the road, that we will expand our program to include additional students, but this will require over a year of planning. On our campus, envisioning these long-term changes well in advance is always beneficial.*

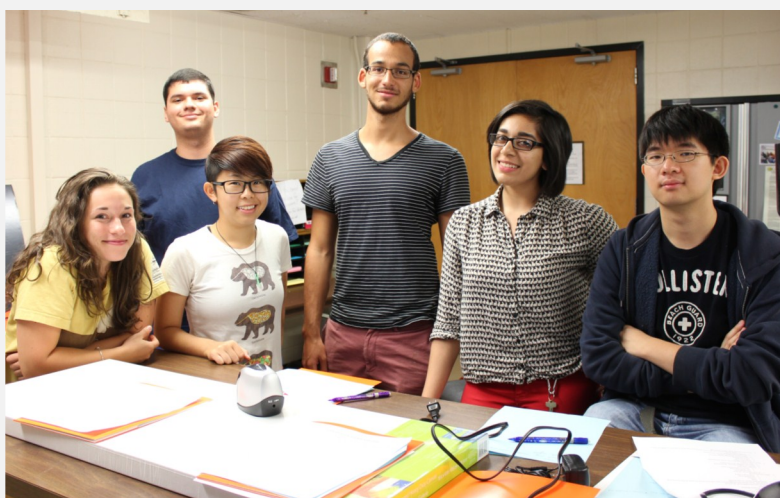
### How will you work to retain students?

- ⇒ Retention is a big concern within most university housing programs. With challenges in the economy, the rise of educational expenses, and the increase in unique housing options, many programs (even those that never had difficulty with retention in the past) are having difficulty retaining students in traditional residence halls beyond the first year. Therefore, your housing partners will, most likely, ask you how you intend to inspire students to return for a second (and possibly third and fourth) year to your program.
- ⇒ Beyond the need to make sure that housing is operating at capacity, however, returning students can be your greatest allies. The best returners help to foster a sense of excitement and camaraderie. They help newer students get acclimated to the campus and to your community, and they help to maintain some institutional knowledge that ensures the continued success of your best programs.

#### *In our case:*

*Over 30% of our students from the 2011-12 school year have committed to return for the 2012-13 school year. There are several factors that may have played a role in this retention:*

- ⇒ *Selection – We work with University Housing to take an active role in selecting the students who are the best fit for this community in the first place. Students who are passionate about the program and what it has to offer are more likely to stay for more than one year.*
- ⇒ *Peer Leadership – We incorporated a wide variety of opportunities for students who wanted to take on more of a leadership role in the community. Our peer leaders take part in:*
  - ⇒ *Leading events at new student orientation.*
  - ⇒ *Planning and coordinating events and workshops throughout the school year.*
  - ⇒ *Taking part in our student advisory team throughout the school year.*
  - ⇒ *Individual Communication – We incorporated a wide variety of communication approaches, including direct communication with students who were especially interested in specific topics or resources.*



Peer Leaders for 2012-13.  
Student leadership plays a key role in Innovation's retention and involvement strategies.

### How will you measure success?

- ⇒ Once you have established some of the basics of your community, you will want to consider what success will look like. As we began to evaluate this for our community, we found a variety of different models:
  - ⇒ In one model, the primary gauge of success might be how many start-up companies come out of the community and how well those startups succeed as businesses.
    - ⇒ This model might be most appropriate for programs that include upper class and graduate students, who have the skills, confidence, and life experience necessary to prepare them to initiate startups that will continue after graduation.
  - ⇒ In another model, the primary gauge of success might be whether students are prepared, after completing the living-learning program, to be competitive applicants for their college program of choice.
    - ⇒ This model might be most appropriate for colleges in which freshmen do not officially choose a major until they are accepted into a specific college in their sophomore or junior year. Therefore, the living-learning community becomes a preparation ground for programs in business, engineering, etc.
- ⇒ Develop Learning Outcomes (make sure that they are measurable & specific)
  - ⇒ The goal, in this case, is to take your Mission Statement, and your general goals for your community and answer the questions:
    - ⇒ What is success? (see above for some ideas)
    - ⇒ How do we know IF we have achieved it and to WHAT DEGREE?

### *In our case:*

*Most of our students are freshmen and sophomores, relatively new to entrepreneurship and just beginning their educational careers. We did not feel that pushing them to form startups at this stage was an appropriate choice (though we certainly support and encourage any startups that do develop organically out of the community).*

*Further, most of our students know their major and have already been accepted into a college and major and do not need to apply once they are on campus, so a model of preparation for a specific major was not a good match for our institution either.*

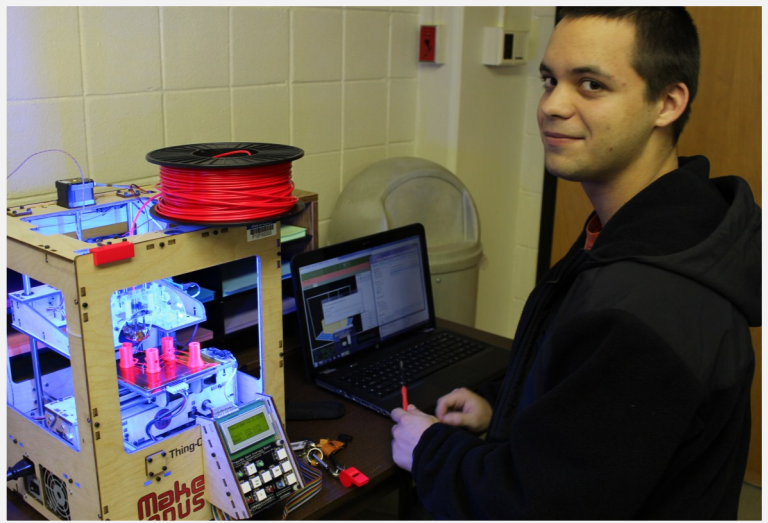
*In the end, we decided that our primary goal was to give students a solid foundation in entrepreneurship and support to try out new ideas. To demonstrate success in these less tangible areas, we had to really work to develop strong Learning Outcomes for our community (appendix reference: Learning Outcomes). It is our goal that these Learning Outcomes will help to guide our community assessment and assist us in building clear metrics that will continue to gauge our success and shape the direction of our community in the future.*

### 3: Anticipate Challenges

Any time you are developing a new program, challenges can be expected. If some of these challenges can be anticipated and mitigated before they happen, it will help to establish a stronger overall program.

Some possible challenges include:

**Metrics** - What metrics will you use to determine how well you are meeting your Learning Outcomes?



Student using the MakerBot in The Innovation Garage

*In our case:*

*We assess on an ongoing basis using:*

- ⇒ *Informal student interactions*
- ⇒ *Our student advisory board*
- ⇒ *Tracking student event and class participation*
  - ⇒ *Over 90% of our students participated in at least one event or LLC course in the 2011-12 academic year.*
- ⇒ *Tracking student use of our Garage space*
  - ⇒ *More than 1/3 of our students used the Garage work space at some point during the 2011-12 school year.*
- ⇒ *Tracking student involvement in Technology Entrepreneur Center (TEC) programming while in the LLC and even after they have moved on to other living arrangements.*
- ⇒ *Tracking student retention to the LLC from year to year.*
  - ⇒ *Approximately 8% of our 2010-11 students reassigned to the Innovation LLC for 2011-12, but over 30% of 2011-12 students have reassigned for the 2012-13 year.*
- ⇒ *End-of-Year surveys that are conducted with all living-learning community students on the University of Illinois campus. (appendix reference: University of Illinois LLC Survey)*



**Space** – What are your space needs and how will they be met? What departments need to be involved in this process?

- ⇒ Space that is too good can be as problematic as space that is considered undesirable.
  - ⇒ For example, if you have top-of-the-line suite style housing or a perfect location for your community, will students choose your community for its perks instead of for the programming that you offer? This can be a problem, because students who are only interested in the location or the fancy suite may not be as engaged in the community as a whole.

*In our case:*

*The Technology Entrepreneur Center worked closely with University Housing to determine:*

- ⇒ *Where our 130 students would be housed. Considerations included:*
  - ⇒ *A desire to be relatively close to the Engineering Campus.*
  - ⇒ *A desire to have all of our students together on one floor, if possible.*
  - ⇒ *Space for both male and female students in a 50/50 split.*
- ⇒ *Where we could locate the Innovation LLC Garage (work space). (appendix reference: What is the Garage?) Considerations included:*
  - ⇒ *A space that was large enough to serve multiple purposes.*
  - ⇒ *A space that had locking doors and could be limited to our students via card swipe or key, as we had plans to include computers, tools, big screen television, etc.*
  - ⇒ *A space in which there could be an office (or cubicle space) for our onsite Program Specialist.*
- ⇒ *Where we could host on site classes.*
  - ⇒ *This was our simplest issue to solve, as the building that we were assigned to had ample classroom space that was being somewhat underutilized during the daytime/afternoon/early evening.*



Students use the Innovation Garage to prepare for an event. The Garage is on site at the Illinois Street Residence Halls, where some of the students' classes also take place.

**Funding/Sustainability** – How are you funding your living-learning community, and how will you *continue* to fund it over time? Some possibilities:

⇒ Grant Funding

- ⇒ Pros – Grant funding can come with some contacts that have a vested interest in your success. Grants can open doors to opportunities that might not otherwise be available.
- ⇒ Cons – Grants are usually available on a short term basis. They do not assist with the long term sustainability of your program. The grant writing process can also be daunting for some organizations that are just getting started.

⇒ Departmental Funding

- ⇒ Pros – Having a specific department invested in your program is great for more than just financial reasons. A department that is engaged in the success of your program may be more likely to help you establish classes, partner with you on programming, etc.
- ⇒ Cons – If multiple departments are invested in the program (financially or in kind), you may be dealing with some competing goals and philosophies. You will need a staff member who is dedicated to bridging these differences and maintaining the valuable partnerships between the departments. It is also important to be aware that educational funding can be volatile. Having a department behind you is very valuable, but becoming dependent on funding from a department that is not self-sustaining as budgets for education ebb and flow significantly over time, can be dangerous.

⇒ Private Funding

- ⇒ Pros – Many of your most successful business partners and alumni entrepreneurs will be excited to get on board with something as tangible and timely as an entrepreneurial living-learning community. They may be willing to make financial or in kind contributions in exchange for the recruiting opportunity that a community of this nature poses for them.
- ⇒ Cons – Frequently, Universities have very clear policies on how to engage with alumni and many departments desiring money from the most successful alums. Though alums may be extremely interested in connecting with your students, there may be limitations on how you approach them. Further, companies and individuals that give money may expect to have some control over the direction of your community in the future. Their goals may or may not align with the goals of your home department, students, and other partners. Knowing how you will balance these goals and terms is very important for the success of your program and ongoing partnerships.

⇒ Student Fees

- ⇒ Pros – This is one of the best ways to make your program sustainable through times when other funding sources dry up. A small fee may also encourage students to participate and commit more fully to the program.
- ⇒ Cons – An additional fee may make a program cost prohibitive for students who are already struggling to meet the ever-increasing financial obligations of a college education. To achieve true inclusivity, it may be valuable to provide some mechanism of support for students who want to participate but cannot afford the fee. [This is still an ongoing area of discussion within our Housing Division.]



*In our case:*

*We received a grant from the NCIIA to assist us in visiting other schools that had programs similar to ours so that we could learn from their experiences. Through this grant, members of our team took trips to the VeloCity program at the University of Waterloo and the Hinman CEOs program at the University of Maryland. These visits were extremely helpful in our planning process and lead us to visit and reach out to various other schools as we continued to develop our program.*

*In addition, we receive a generous portion of our funding from the Technology Entrepreneur Center and the Office of the Vice President for Research (formerly the Office of the Vice President for Technology and Economic Development) along with significant course funding from the Office of the Provost and in kind support (administrative support and space) from University Housing. We are lucky that all of these offices are relatively financially stable, even in these difficult financial times, but we are always alert to opportunities that will allow us to become more self-sustaining.*

*We also received funding from IllinoisVENTURES a local venture capital firm that has supported numerous start-up businesses in the area. In return, we agreed to display information on their organization and the companies that they have supported in the Innovation Garage.*

*Finally, Innovation LLC students pay a \$250 fee, which helps to support programming and provide additional resources (tools, supplies, etc.). On our campus, students involved in LLCs typically pay fees range from \$150-310 per academic year, so our rates are comparable to similar programs.*



Students enjoy a speaker in the *How I Failed...* lecture series, one of many programs partially sponsored by the Technology Entrepreneur Center in the College of Engineering.

**Getting the right students** – Who will be your students, and how will you select them?

- ⇒ Will they be primarily freshmen, sophomores, juniors, seniors, or grads?
- ⇒ Will they be from a particular major or from all different majors?
- ⇒ What key characteristics would you like for your students to share?
- ⇒ How will you assure that you get the students who will be the best fit for your program?
- ⇒ Will you have student staff for your community? If so, how will they be chosen? What role do you play in this process?

*In our case:*

*We wanted a group of undergraduate students, primarily freshmen and sophomores, who were from all different majors, so as to bring in a wide variety of perspectives and skills to the entrepreneurial process. We wanted students who were all interested, in one way or another, in exploring creativity, innovation, and entrepreneurship.*

*However, the selection process when we began our program made it difficult for us to recruit those students and assure that they were assigned to our program.*

*At the time, all students who signed a contract for housing through University Housing had the opportunity to complete an optional essay to express interest in a specific living-learning community. This was in addition to a more traditional priority check box system that allowed students to preference specific communities (including LLCs) or living arrangements (single room, substance free, etc.). Students also had an opportunity to preference a roommate, if desired.*

*Through this process in our first couple of assignment years, we discovered that several students had been placed in our community who had no interest in the community. Others were assigned who had listed us as a housing preference in the checkbox but never completed an essay. Still more were not being assigned to our community in spite of excellent essays and a strong desire to be part of the community.*

*Since then, we have worked with our assignments office to develop a system that gives communities more control in selecting exceptional students who want to be part of the communities. In the initial changes to the system, we have already noticed a HUGE change in student involvement.*

*Lesson Learned: If you CAN have a say in the selection of students for your community, do so. Try, to the degree possible, to work toward including students who will be most engaged in and benefit most from your program.*

*Similarly, we have given thoughtful feedback to our resident director on the selection of Resident Advisors (live-in student staff) for the Innovation LLC floor. In addition to the traits sought by Residential Life that help to create a positive living environment, our building's Resident Director seeks Resident Advisors for our floor who have an active interest in creativity, entrepreneurship, and innovation. This helps to assure that the student staff on the floor contribute to the development of the living-learning programs.*

**Student Involvement** – How do you avoid becoming white noise in a population of very busy students on a campus with lots of activities?

- ⇒ What marketing methods will you use?
- ⇒ What will you do to produce programming that will consistently keep students engaged?
- ⇒ Will you require registration for events? How will you handle it when students don't show up?

*In our case:*

*This was a serious challenge in our community in our first year. We are on a campus with over 1100 registered student organizations, and the students in our community are extremely active across campus.*

- ⇒ *On our campus 10-15% community turnout for an event is considered good. (You may want to find out what is common on your campus.)*
- ⇒ *In our first year, it was common for us to have fewer than 4% of our students at any given event. It was also common to have to cancel events altogether, due to low registration. Worse yet, students would frequently sign up for events and not come.*
- ⇒ *In 2011-12, we averaged 13% attendance for any given LLC event, not including the large number of students from the campus community who attended some of our more popular events. We did a number of things that I believe may have helped increase participation, and we continue to look for ways to involve more students. Examples of successful tactics include:*
  - ⇒ *Get interested students in the community in the first place (see above).*
  - ⇒ *Student Advisory Board – In 2011-12, we started a student advisory board (named ACT 2 – Advisory Council for Townsend 2) which helps to guide and promote programming in the community. We are working toward getting students in this group more engaged in taking the lead on activities, as we think that this will continue to improve involvement in the community.*
  - ⇒ *Social Media – Many of our students use Facebook, so we have a very active presence there. We have discovered that we get the most traffic to the site when we create multimedia posts.*
  - ⇒ *Get a captive audience – We started producing a newsletter for our community in our first year, but we found that very few people actually read it. Then, we started posting our newsletter in the bathroom stalls. It is not elegant, but every student that we have talked to says that this is an effective method to get their attention. We profile a student in our newsletter each month who is doing interesting work and the students joke about who gets to be in all of the bathroom stalls. Having a sense of humor about these things really helps.*
- ⇒ *For the Fall 2012, we are incorporating a required 1 hour credit course, Introduction to Innovation, which will allow students to explore campus resources and various creative approaches as part of a class. It is our hope that this will give students the chance to get credit for the valuable entrepreneurial exploration that they would otherwise have to find time to do entirely on their own. Further, this gives us the opportunity to see our students face-to-face on a more regular basis and encourage them to take advantage of opportunities as they arise.*



### *In our case (cont.)*

- ⇒ *Personal contact* – We have always used e-mails, social media, newsletters, flyers, etc. for promoting events, and these methods can work, but we have found that the more personal you can get in your contact, the more likely someone will attend. Examples:
  - ⇒ Follow up with an e-mail about a student's idea after s/he shares it at a gathering.
  - ⇒ Find out students' interests through a beginning-of-the-year survey and follow up with personal e-mails about specific events that will be of interest to them.
  - ⇒ Find out who is participating and make sure that they know about every event.
  - ⇒ Find out who is not involved about half way through the semester, and speak to them about what you can do to get them involved.
  - ⇒ Go low tech – Hand write notes. Make individual phone calls.
  - ⇒ Go high tech – Get together a texting list of key people who will come to events and help promote them.
  - ⇒ ALWAYS use mail merge or similar program when sending out mass e-mails or mailings, and ALWAYS include the recipient's name at the beginning of the message. People are much more likely to read e-mails that appear to be to them and them alone than mass e-mails.
- ⇒ *Fee for Non-Participation* – Students are required to register for many of our events. On the registration, they now sign a commitment to participate statement that says that the event is free, but that they may be charged (usually \$5-10) if they do not attend once they have registered.



Innovation LLC students attended a presentation by a former LLC student. Keeping past participants engaged who are working on projects and doing great things is a great way to get current students excited about what they can achieve in the LLC. They will see the potential of the experience and be more likely to be involved.

## 4: Identify Key Collaborators

Besides your community staff and students, who is going to help to make your program a success?

**Faculty & Community Engagement** – How will you involve key people from your campus and your community in your LLC?

- ⇒ Sponsors (see pg. 14 for possible options)
- ⇒ Academic Departments/ Faculty
  - ⇒ Building positive relationships with academic departments and/or faculty can be of great value to your program.
- ⇒ Alumni Entrepreneurs
  - ⇒ If you are lucky enough to have successful alumni entrepreneurs, try to engage them in your program. They will enjoy the opportunity to have a meaningful impact on your students, and the students will benefit greatly from their real-world knowledge.
- ⇒ Student Organizations
  - ⇒ If there are student organizations working to involve students in entrepreneurial activities, ask if they would like to partner with your community on some events. This raises awareness of your community on campus, and it connects students with a variety of on campus options where they could continue to grow their skills and gain leadership experience, even after they have moved on from your community.
- ⇒ Community Businesses
  - ⇒ Depending on the layout of your campus, students may be unaware that there is really a world outside of the Campustown area. Area businesses are frequently anxious to connect with students, while students could gain valuable insights by interacting with innovative real world businesses.

### Programs at Other Universities

- ⇒ There is value in collaborating with other programs that may have encountered some of the same challenges that you are facing. These collaborations can build over time into great partnerships that will help to improve entrepreneurial education, not just in your program, but across the country.



In July 2012, Innovation LLC hosted several other schools with Entrepreneurial Living-Learning Communities at a roundtable program in Chicago, IL. This networking opportunity was extremely valuable in the continued development of our programming.

*In our case:*

*We have involved faculty as instructors for on site for-credit classes and non-credit workshops. We have also used instructors as judges for various competitions and advisors to our staff and our community. We have found that it is beneficial to have these faculty relationships in many different departments.*

*In addition, we are very lucky to have a substantial number of upper class student entrepreneurs and recent graduates who are interested in working with our students. They act as speakers in classes and workshops, lead break-out sessions and speak on panels during our Fall Orientation, act as judges for competitions, and generally act as solid mentors for our students. Our students really love these interactions, because the entrepreneurs are close to their age and therefore, really accessible. One of our most active alumni partners speaks eloquently about how much he values the mentorship that he received from the many entrepreneurial resources on our campus, and that he sees it as a responsibility and an honor to have the opportunity to provide that sort of mentorship to the next generation of entrepreneurs. It is this perspective and attitude that makes him an excellent resource to our students.*

*We are also working toward involving many of our more established alumni in the Silicon Valley area and around the country. They are very interested in getting involved, and our students are interested in their companies, but they have posed some unique challenges. Being more established can also make these alumni less accessible. We have to work to make these individuals relevant and accessible to our students so that both the entrepreneurs and the students will get the most out of the interaction. Our *How I Failed...* series (see Pg. 22) has really helped to humanize these successful entrepreneurs for our students in a meaningful way. More established entrepreneurs also tend to have more hectic schedules and to be called upon for many speaking engagements. Working out the details can be difficult, but Skype and other videoconferencing tools have made this process much simpler for us. We have a large screen television in our student workspace that has been helpful for these long distance interactions.*



Professors Deana McDonagh and Joyce Thomas from Industrial Design, teach a workshop on Empathic Design and understanding your customer to the LLC students. Students get to experience daily life as a visually impaired person would to understand how products would need to be different for them.



*In our case (cont.):*

On top of our relationships with alumni entrepreneurs, we make an effort to maintain solid connections to current student groups. Student groups have worked with us as presenters for events and judges for competitions. We have also allowed them to host meetings on site to better recruit LLC students, and we promote their events across campus on our Facebook page.

Further, we are lucky to be at the center of Champaign and Urbana, both communities in which creativity and entrepreneurship are truly valued and resources are abundant. We made it one of our goals in our second year to start connecting students with businesses outside of the immediate campus community. The C-U Community Fab Lab (<http://cucfablab.org>) hosted us for part of our fall orientation. Though this fully functioning fabrication lab is technically on campus, many students would not know about it, because it is not sponsored by a campus unit and, therefore, not promoted heavily on campus. This is an extremely valuable resource for students who are thinking about prototyping or just wanting to tinker around in a place where they can get access to tools and knowledgeable guides. The SODO Theatre ([www.sodotheatre.com](http://www.sodotheatre.com)), a local theatre company, also hosted a group of students during our fall orientation. They took a group of our students through an improvisational workshop, which helped them to think creatively. Though this might not be the first thought when considering teaching entrepreneurship and innovation, the students seemed to really benefit from this freeing, creative process. We will definitely continue to share events with students that get them to try creative things that they might not have considered otherwise. We were also able to connect with the I.D.E.A. Store ([www.the-idea-store.org](http://www.the-idea-store.org)), a local social entrepreneurial venture that our students explored during a creation workshop. They learned about how the business is setup to support the local public schools and some creative ways that recycled materials can be used in innovation. Luckily, this is just a small sampling of the many collaborations that we have been able to establish in our area. We look forward to many future opportunities to expand our students' awareness of the resources available in the nearby communities, and we are thankful for the support of our local businesses and organizations.

Finally, we took time to establish relationships with programs outside of our school and community. We knew that it was important to approach collaboration from all angles as we established our program, and every encounter that we had truly helped us to learn more about what we wanted our program to look like and how we might avoid future pitfalls or solve current problems. With the primary purpose of building relationships we visited other campuses with Entrepreneurial LLCs including University of Waterloo, University of Maryland, University of Wisconsin at Madison, and the University of Iowa. Additionally, members of our staff attended the ACUHO-I Living-Learning Communities Conference and networked with other schools at that event. Through these interactions, we decided to develop the Entrepreneurial Living-Learning Community Roundtable ([www.tec.illinois.edu/llc-roundtable](http://www.tec.illinois.edu/llc-roundtable)), which is an annual gathering of entrepreneurially based living-learning communities. Our first meeting took place in July 2012, and it was a great success, giving us the opportunity to connect with more than a dozen other schools who either have or are working on establishing programs similar to ours. These connections will help allow us to coordinate with other schools as we continue to build our program and tackle challenges that arise.

## 5: Design Your Implementation Plan

WHAT will you do, HOW, and WHY? It helps to think ahead and envision your semester/year in terms of programming and classes, while still leaving room for opportunities that arise along the way.

*In our case:*

*We have found that our programming is most successful if it is hands-on and offered at a time that is convenient to our students (usually evenings and weekends/not at the very end of a semester). We have also learned to look at programming in terms of the quality of the experience that our students have and not always in terms of the number of students who attend. Some of the programs that we deem successful are ones in which a fairly small number of students have had a truly life changing experience (by their own accounts).*

Some of our most successful **programs** include:

- ⇒ Orientation (appendix reference: our orientation schedule from 2012)
  - ⇒ This is the first event with our students, and most of our students (approximately 70%) attend. It is designed as:
    - ⇒ Part introduction to campus (campus scavenger hunt & new student Q&A, etc.)
    - ⇒ Part group bonding (bowling/billiards, shared meals, etc.)
    - ⇒ Part introduction to entrepreneurship & innovation (brainstorming, speed teaming, entrepreneur panel, elevator pitches, etc.)
- ⇒ Entrepreneurial Information Session
  - ⇒ This event is an introduction to resources on campus for entrepreneurs, including campus offices, student groups, etc. It includes:
    - ⇒ Information fair/networking reception to allow campus organizations to present their programs
    - ⇒ Opportunities for guests to give elevator pitches on their organizations/services
- ⇒ PitchFest
  - ⇒ At this event, students are given two minutes, a dry erase board, and a dry erase marker, and they are asked to pitch an idea to a panel of judges.
  - ⇒ Winners are given funds and resources to help them begin developing their ideas (and bragging rights).
  - ⇒ This is an event that we hold on site and give our students priority registration on, but we also open up any remaining spots to student entrepreneurs from outside the community. We have standard 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place awards, and an audience choice award, but we also have an award that is only available to an Innovation LLC competitor.
  - ⇒ Students who participate in this event have the advantage of judges' feedback, a valuable networking opportunity and a chance to win funds to support an idea, but they also have the invaluable opportunity to be inspired by much of the other great student work that is taking place on our campus.

- ⇒ *How I Failed... Series (appendix reference: How I Failed)*
  - ⇒ *Many of our students have been extremely successful, academically, leaving them very risk averse, terrified to do anything that might not end in success. This is a serious challenge to creating a vibrant entrepreneurial community, since entrepreneurship is all about taking calculated risks and learning from mistakes.*
  - ⇒ *In this series, students meet successful entrepreneurs (live or via video chat) and hear about all of the challenges they faced and the failures they experienced on the road to success.*
- ⇒ *Krannert Center Programming*
  - ⇒ *We are right across the street from a world renowned performing arts facility. Tickets for their events have been extremely popular with our students. Frequently, I will offer up free tickets and the tickets will be spoken for in less than 20 minutes.*
  - ⇒ *Whenever possible, we have also tried to give students the opportunity to see the innovations behind a production with backstage tours, visits with directors/designers, etc.*
- ⇒ *Founders Bowl Competition*
  - ⇒ *We participated in this event as a collaboration with Notre Dame, who started this competition and just recently expanded it to include other Universities.*
  - ⇒ *Students were asked to give a creative presentation on an entrepreneur who is an Illinois alum (other schools at regional finals presented on entrepreneurs from their own schools).*
  - ⇒ *We advanced two teams to the regional finals for this competition in 2012-13. Both teams received positive feedback from the judges, and the students who participated this year are anxious to participate again next year. We hope to expand this program in the future, as it helped the students who participated to improve their confidence and skill in public speaking and expand their knowledge of entrepreneurship at the University of Illinois, while also acting as positive ambassadors for our school on another campus.*
- ⇒ *Full Day Workshops*
  - ⇒ *We have found that students in our program tend to be more readily available to participate in programming on weekends. These workshops were once divided out over several evenings, and it was hard to get students to participate in the full series. When the programs were presented as full-day intensive workshops on a weekend, more students were willing/able to participate. All workshops are very hands on and practical.*
    - ⇒ *Design Workshop – helps introduce students to empathetic product design and creative brainstorming/design processes.*
    - ⇒ *Marketing Workshop – helps introduce students to the basics of creative, inexpensive marketing, especially geared toward new startups.*
- ⇒ *Extreme Entrepreneurial Lock-In*
  - ⇒ *In this overnight competition, students were assigned an apartment, a Big Problem, mid-process mentorship, and 24 hours to come up with an invention or business that addresses some aspect of the problem.*
  - ⇒ *Each team presented an idea at our End-of-Year Banquet (see below) and an Audience Choice Award was granted to the winning team.*
  - ⇒ *The winning team currently plans to pursue the idea as a business in the year to come.*
  - ⇒ *This is a program that we intend to build on in the years to come.*
- ⇒ *Innovation LLC Banquet*
  - ⇒ *This end-of-year event included a semi-formal dinner, dance and awards ceremony, attended by LLC students and staff, their invited guests, and campus and community partners.*
  - ⇒ *At this event, we also distributed our end-of-year awards, including certificates that students earned through our certificate program (Appendix Reference: Certificate Program)*

Some of our most successful **classes** include:

⇒ **Foundations of Entrepreneurship**

- ⇒ This course is a 100 level Business Administration class geared toward introducing students to the foundations of entrepreneurship.
- ⇒ This course has been popular both due to the subject matter, but also due to the popularity of the instructor, who is very knowledgeable and passionate about the topic.

⇒ **Leisure and Consumer Culture**

- ⇒ This course is a 300 level Recreation, Sport & Tourism class that provides an examination of contemporary patterns and meanings of leisure in a consumer society. It is geared toward helping students develop an understanding of the impact of consumption on expressions of identity, gender, social class, race and ethnicity.
- ⇒ Once again, this course seems to be popular both due to the fresh take on the topic of consumerism, but also due to the popularity of and innovative teaching style of the professor, who really puts forth an effort to make her topics personally meaningful to students.

⇒ **Lectures in Engineering Entrepreneurship**

- ⇒ This is a guest lecture series aimed at introducing students to a variety of experts in entrepreneurship. Guests include start-up entrepreneurs, venture capitalists, business attorneys, etc.
- ⇒ This was an off-shoot of a large lecture class with similar themes, but ours was a small seminar class, just aimed at our students early in the entrepreneurial process.

⇒ **Introduction to Innovation**

- ⇒ This course is newly required for incoming freshmen in Fall 2012. However, it is notable that many of our returning students (who are not required to take the class) are also participating.
- ⇒ This course introduces students to campus resources and creative exploration techniques.



Adam Booher of Illini Prosthetic Technologies guest lectures in the Lectures in Engineering Entrepreneurship course. Booher speaks on his experiences of starting a company as a student and the challenges/advantages the team had. Students get to hear from entrepreneurs and professionals with diverse areas of expertise and knowledge.



## 6: Act Entrepreneurially!

Learn from what works and what doesn't and plan for the future. As is the case with any new venture, it will take some time to build the program into the picture that you envisioned, and frequently, that picture will change over time. Set the example for your students by taking risks and learning from mistakes.

### *In our case:*

*We found that, with 130 students in our program, it has been hard to assure that students all get to take full, personal advantage of the options that are available to them. Starting in Fall 2012, we will have a required 1 hour for credit course entitled Intro to Innovation that will allow students will expand their knowledge of resources related to innovation, entrepreneurship, and creativity, with a primary focus on campus and community resources. They will also participate in activities to encourage creative thinking and inventive problem-solving. Fundamental concepts of entrepreneurship, creativity and innovation will be explored in new and existing businesses. Weekly topics will vary, but typically include: business ideas in general; brainstorming concepts; marketing; navigating through campus and community resources. By having regular contact with the majority of our students, we hope to increase awareness of our programming offerings, increasing full participation in the community.*



2012-13 Innovation LLC Residents during their summer Orientation.

## 7 : Tell your story!

Even if nobody is reading every word that you write right now, make sure that you are documenting your progress, activities, etc. This can be very useful when promoting your program to new students, alumni, etc. Diversify the way that you share your message so that it appeals to a wide variety of different audiences (prospective students, current students, alumni, etc.).

### *In our case:*

*We have used a variety of different methods when sharing our story including:*

- ⇒ Website – [www.tec.illinois.edu/innovation-llc](http://www.tec.illinois.edu/innovation-llc) - This site is primarily for promotional purposes, geared toward prospective students. Some of our students are exploring the possibility of adding a separate section that is more geared toward current student residents in the LLC.
- ⇒ Facebook – [www.facebook.com/innovationllc](http://www.facebook.com/innovationllc) - This page is, generally, used to help promote our programming and share pictures and stories from our current students.
- ⇒ Newsletter – We distribute a newsletter (usually about one double-sided page) once a month to publicize upcoming events, celebrate the previous month's accomplishments, and share the story of one of our current residents. (appendix reference: sample newsletter) This year, we will also be sending out a weekly e-newsletter to update students on that week's events (see below).
- ⇒ Webinar – We presented in the webinar “Engaging Entrepreneurial Students Through Innovation-Based Residence Hall Programs” put on by the National Council of Entrepreneurial Tech Transfer in May 2012, along with our colleagues from University of Maryland and Iowa State University.



A sample of the weekly e-newsletter students in the LLC receive.



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**“dormcubator”**  
**Innovation, Creativity & Entrepreneurship Living Learning Community**  
**Proposal**  
**Date: September 6, 2012**

In October of 2006, *BusinessWeek* magazine featured an article about how, “desperate to innovate, companies are turning to design schools for nimble, creative thinkers.” The programs that produce these highly-sought graduates are interdisciplinary, integrating engineering, design, business, and the social sciences. By providing this type of interdisciplinary learning opportunity earlier in the University of Illinois’ students’ campus life, we could better prepare them to think innovatively and entrepreneurially, leading to a new generation of Illinois entrepreneurs and innovators.

Several colleges and universities are now offering students the chance to learn by immersion in an interdisciplinary and hands-on manner via “dormcubator” facilities. For example, the University of Maryland offers undergraduate students with a strong interest in entrepreneurship the Hinman CEOs Program, which is an award-winning living-learning program launched in 2000. The CEOs program, managed by Maryland’s school of engineering, is campus wide, and focused on experiential learning opportunities. Another example is the newly established VeloCity mobile + media incubator at the University of Waterloo. VeloCity is designed to help fuel the entrepreneurial spirit of Waterloo’s students, and to support innovation through teamwork and product/venture development in the IT market. A final example is the W1 initiative at MIT, wherein a group of students is in charge of planning an incubator-style dormitory on that campus, set to open in 2010.

A similar style Living Learning Community (LLC) at Illinois focused on entrepreneurship and innovation would provide our distinctive student body access to resources like courses, programming, and incubator space that are necessary in getting ideas to viable product or company opportunities. In addition it would capitalize on students’ interests and cultivate skills associated with effective entrepreneurship in all its forms, helping them to realize that they can be valuable contributors to entrepreneurial ventures at many levels.

### **Goals of the LLC**

The overarching goal of this LLC is to enable the free flow of ideas among undergraduate students from across many disciplines, combined with easy access to interaction with experts from inside and outside the Urbana campus, thus allowing them to build products or to launch commercial or social ventures around those ideas. The dormcubator will provide students with the interpersonal and networking skills to move forward with their plans more quickly than they would without access to the LLC. Therefore, the primary goals of the dormcubator LLC can best be described by a “culture and capture” core. The University of Illinois has a long history of producing visionary entrepreneurs, but one could say that these entrepreneurs succeeded in spite of the culture here, not because of it. The LLC could serve as the next step in continuing to evolve the culture of the University so that it is not only more hospitable to the aspiring entrepreneur, but more visible. In order to further the entrepreneurial culture of the University, it is necessary to find and nurture the aspiring entrepreneurs earlier in their academic career; that is, to “capture” their interest earlier. It is critical to give them resources and instruction in entrepreneurship, creativity and innovation before they’re ready to

author a business plan or to fully launch a new venture; essentially, to get the wheels turning sooner. The dormcubator LLC will strive to provide a launching pad for their entrepreneurial endeavors.

Specifically, the goals are to:

- (a) get students together with like-minded peers from other disciplines that they may not otherwise even meet, let alone form relationships with, on this vast campus;
- (b) get students' ideas into the pipeline at an earlier stage, so that they can better take advantage of existing resources; which until now been geared toward more mature ideas and concepts;
- (c) provide a space in which students can build their idea "around the clock" and through punk manufacturing as entrepreneurs and innovators are wont to do, thus the idea of the company born in someone's garage, basement, or apartment. The goal of the IELLC is to create a milieu that's similar to the "garage" concept, and the living learning community serves that function, giving students constant access to one another, mentors and resources necessary for innovation and product or company creation;
- (d) create an incubator formed of very young fledgling companies, all in one place. This makes it easier to bring the information to the student entrepreneurs and innovators, instead of trying to get them to the information;
- (e) provide a clear pipeline, and serve as the first step in that pipeline, for student companies to get to the point in which they could rent space in the campus' business incubator, EnterpriseWorks; and
- (f) give under-represented/under-served populations an introduction to entrepreneurship, as they may not have as many role models in their community. Provide them with the opportunity to be exposed to and contribute to entrepreneurship and innovation, to catalyze their interest, and to provide access to activities in entrepreneurship.

### **Potential dormcubator LLC Participants**

Entrepreneurship and innovation are interdisciplinary by definition. Therefore, the dormcubator LLC will operate with the goal of uniting students in as many areas of study and expertise as possible. This will allow for well-rounded teams, and will give the students the opportunity to live, study, and work together; creating a safe environment for brainstorming and idea generation and development for commercial or social ventures.

Likely core student targets are incoming engineering, business, ACES, LAS and FAA students interested in entrepreneurship, creativity and innovation. We anticipate that the bulk of student interest will be from engineering and business, but students from other areas of campus will provide a broad range of expertise, interests, and perspectives; forming the true interdisciplinary environment. Students looking to entrepreneurship as a mechanism to change society will also be sought. The LLC will also target students in under-represented and under-served populations and will actively recruit them into the incubator (dormcubator LLC).

The primary participants will, by virtue of the residence hall population, be first- and second-year students. Students who have “graduated” from the LLC will be incentivized to continue to participate in projects by allowing access to the space, resources, mentors, prospective employees for their ongoing projects, and residence hall meal plans.

Students wishing to live in the dormcubator LLC will be screened by adding essay questions to the current housing application. An illustrative list of questions is:

- Please tell us about an initiative or project in which you have been involved that you think demonstrates your interest in entrepreneurship, creativity and innovation.
- Please tell us about an experience that you have had in working with a team of people from diverse social, economic, cultural and academic backgrounds. What was your role in that team?
- What are you looking to gain from your experience living in the dormcubator? What will you need to contribute to other residents of the dormcubator to make it a meaningful team experience?

The marketing for the IELLC will need to expose students to a virtual mirror that will show them how they relate to entrepreneurial skills and opportunities in a broad sense. It will also need to encompass clear messages about what the students can expect if they live in the IELLC.

### **Potential participating units**

We have identified the following potential participating units, with the goal of providing exposure to as many of the entrepreneurship, creativity, and innovation activities and programs on campus.

- Technology Entrepreneur Center, College of Engineering
- Academy for Entrepreneurial Leadership, College of Business
- iFoundry, College of Engineering
- College of Engineering
- College of Business
- College of Fine and Applied Arts (specifically, School of Art & Design)
- College of Agriculture, Consumer and Environmental Sciences (ACES)
- Office of Sustainability; Student Sustainability Committee
- Office of Public Engagement; Office of Corporate Relations
- Office of the Vice President for Technology and Economic Development (OVPTED)
- Office of Student Affairs

- Campus Career Center/participating units' career centers
- DesignMatters lecture series
- East St. Louis Project
- IllinoisVENTURES
- Community Informatics Project
- Social Entrepreneurship Summer Internship
- Other entrepreneurship and innovation centers, programs on campus (TBD)

### **Dormcubator LLC Components and Strategies**

- (a) Provide incoming students the opportunity to come into immediate and consistent contact with others that share their interest in entrepreneurship and innovation, fostering teams to implement ideas.
- (b) Allow increased contact between students and entrepreneurial faculty, graduate students, and alumni to broaden students' understanding of entrepreneurship and innovation.
- (c) Provide the opportunity for undergraduate students to get more involved with entrepreneurship on Urbana campus at an earlier stage in their academic career, and encourage students to pursue their entrepreneurial endeavors through other existing units on campus upon "graduation" from the LLC.
- (d) Provide opportunities for Illinois alumni to engage with the LLC as mentors and advisors, or project suppliers.
- (e) Provide opportunities to undergraduate students via awareness of and participation in entrepreneurial events and programs on campus and in the region.
- (f) Encourage the emergence of natural leadership team to determine research/focus areas, and to help implement them by working with teams of LLC members. These students will determine projects and program content necessitated by the nature of the businesses that they're developing (software, venture funding, social enterprises, green/clean technology, etc.).

### **Benefits to Student Participants**

- (a) Students will have the opportunity to be mentored by partnering mentors in entrepreneurship and innovation. These mentors will be community business leaders, innovators, social and commercial entrepreneurs, and other entrepreneurial students that are further along in the new venture or product development process.
- (b) Seminars and workshops will be offered to all members of the dormcubator LLC and will cover a vast array of topics involved in entrepreneurship and innovation. These will prepare students for the challenges associated with entrepreneurship and innovation, better equipping them to face these challenges.
- (c) Students who do not wish to start their own venture will be better prepared to lead a team, or to contribute in a more meaningful way when joining an already-established venture.

- (d) Students in the dormcubator LLC will be better prepared, and the dormcubator LLC will provide a network of competitions at other schools, in a regional, national, and international scope. By beginning their endeavors at an earlier stage in their academic career, the dormcubator LLC will enable them to have multiple exposures to a competition, so that they may continue to hone their planning and pitching skills.
- (e) Create a welcoming and productive living/learning environment that will help transition students to college life, and will help to retain those students interested in entrepreneurship and innovation.

### **Programming Initiative Possibilities**

- (a) Offer students a foundations course in entrepreneurship, innovation and product development to expose them to the many facets of starting a venture. This course would better prepare students for more advanced entrepreneurship courses on campus, and would allow them to have a design experience early in their academic career. The course would feature guest lectures by entrepreneurs and innovators that may also be lecturing in other entrepreneurship courses on campus, but at a higher level. Their lectures for this course would be geared specifically to students very early in the entrepreneurship process.
- (b) Seek permission from other units and faculty that offer courses in entrepreneurship, innovation and product design to offer sections of those courses at the LLC site. Specifically, Academy for Entrepreneurial Leadership Faculty Fellows, those teaching Technology Entrepreneurship Center courses, faculty engaged in the proposed entrepreneurship minor, and iFoundry Faculty Fellows are likely collaborators.
- (c) Offer weekly programming via seminars and films, to expose students to entrepreneurship and innovation in a cultural and social context.
- (d) Create special events for dormcubator LLC students around already-established entrepreneurship activities such as: Invention to Venture workshop; Cozad New Venture Competition workshops and events; Idea to Product Competition; IdeaBounce; EWaste Competition; Dell Social Innovation Competition; and others. In addition, guest lecturers in these events could stay on the premises of the LLC to serve as experts-in-residence, in exchange for a free stay on campus.
- (e) Seek an entrepreneur- and/or innovator-in-residence to hold office hours at the dormcubator LLC site, so that students will have regular access to (an) established mentor(s) on a recurring basis. This/these mentor(s) would be able to advise students on a vast array of entrepreneurial endeavors, including those in social entrepreneurship.

### **Resources needed to initiate dormcubator LLC**

- (a) We anticipate that students living in the dormcubator LLC would be charged an additional fee to support programming and activities of the LLC.
- (b) We would ask the Colleges of Engineering, Business, ACES, FAA and LAS to provide faculty and administrators to serve as guest lecturers and mentors to dormcubator LLC students. We would also seek similar relationships with entrepreneurs and innovators outside of the University, including alumni of the colleges and units mentioned above, and the companies in the Research Park.
- (c) We propose that advising be a collaborative effort between the TEC, and the participating colleges' career centers/offices, and the Campus Career Center.



- (d) We would propose that at least one floor in a suitable residence hall such as the Illinois Street Residence Halls, Scott Hall, or other suitable hall, be devoted to the dormcubator LLC. The dormcubator LLC will also require a common “laboratory” space with moveable walls, and workstations where students can set up their projects, interact with one another, and brainstorm. In addition, a library and resource center that students would have constant access to is requested. Finally, an apartment for experts-in-residence on the premises is requested.
- (e) Once established, we would propose that space in Ashton Woods be evaluated for the “next step” in the venture pipeline, so that older students and graduates of the dormcubator LLC would have access to living-learning incubator space. This community is quite close to the Research Park and would therefore be a good location for companies eventually moving into EnterpriseWorks.
- (f) Decisions about who would be admitted to the dormcubator LLC will be made by a volunteer committee that will review the students’ responses to the admissions questions.

### **Anticipated Outcomes**

#### Short-term:

- Dormcubator LLC students come into immediate contact with others that share their interest in entrepreneurship and innovation.
- Increased contact between students and entrepreneurial faculty, graduate students, and alumni.
- Opportunity for undergraduate students to get more involved with and exposed to commercial and social entrepreneurship on the Urbana campus at an earlier stage in their academic career.
- Increased awareness and participation of LLC students in entrepreneurial endeavors and entrepreneurship and innovation activities on campus.
- Understanding of different paths in entrepreneurship and the skills required to be an entrepreneur in any form.
- Publicity opportunities in the general press related to the dormcubator, and opportunities for faculty research and publication in academic journals.

#### Intermediate term:

- Increased visibility of entrepreneurship on campus, and therefore in the external (alumni, media) community.
- Increase in number of student-led startups on Urbana campus.
- Emergence of natural leadership team to determine research/focus areas, and to help implement them.
- Connection between the proposed entrepreneurship minor and the LLC to foster a holistic entrepreneurial environment on campus.

#### Long term:

- A grassroots and organic shift in culture and reputation: make University of Illinois synonymous with entrepreneurship as much as it already is for innovation.
- Create for entrepreneurial alumni a long-term connection to the campus and image that the University of Illinois is a place where new ideas begin and are supported.
- Increase the retention of startups in Urbana.
- To create an entrepreneurially-focused campus that inspires its students to create companies centered on their innovations developed at Illinois.

#### Issues to Resolve

##### (a) Resolve conflict with campus policy and rules

- CITES Rules concerning e-commerce,
- Servers location and domain, etc.;
- Code of Student Conduct and
- Hallmarks issues related to student businesses in the residence halls.

##### (b) Business case for this new program

- Determine the appropriate level and type of staffing given the community goals
  - i. Staffing reporting lines and support
- Recommendation to include someone to fundraise for the community
  - i. Would this be part of the program coordinator's job?
  - ii. A strong effort should be made to find corporate sponsorship

##### (c) Final name of the LLC. We realize that the term "dorm" is not one embraced by Residential Life, so a one-word name or easy-to-understand acronym should be determined.

- One suggested name is Incubator denoted as **IN**<sup>3</sup>bator: **In**habit, **In**quire, **In**novate

##### (d) Marketing the community to prospective students

- What is the prototypical profile of the student?
- Provide a mirror in which the student can see themselves as entrepreneurial, innovative, or creative as they define those terms
- Translational outreach, particularly for underrepresented populations
- What's the background and interest of the students?

(e) Location

(f) Governing board/advisory committee

(g) Courses

- Entrepreneurship minor as a way to connect students to the LLC and vice versa

## Our Student Population

In 2011-12, we had approximately 125-140 students in the community at any given time throughout the year (130 + 2 RAs is the maximum occupancy when the floor lounges are not in use for temporary housing – lounges are used for temporary housing at the beginning of the school year and during breaks).

Approximately 39% of our students were female and 61% were male.

According to student self-reporting during Fall Orientation (with approx. 93 students in attendance):

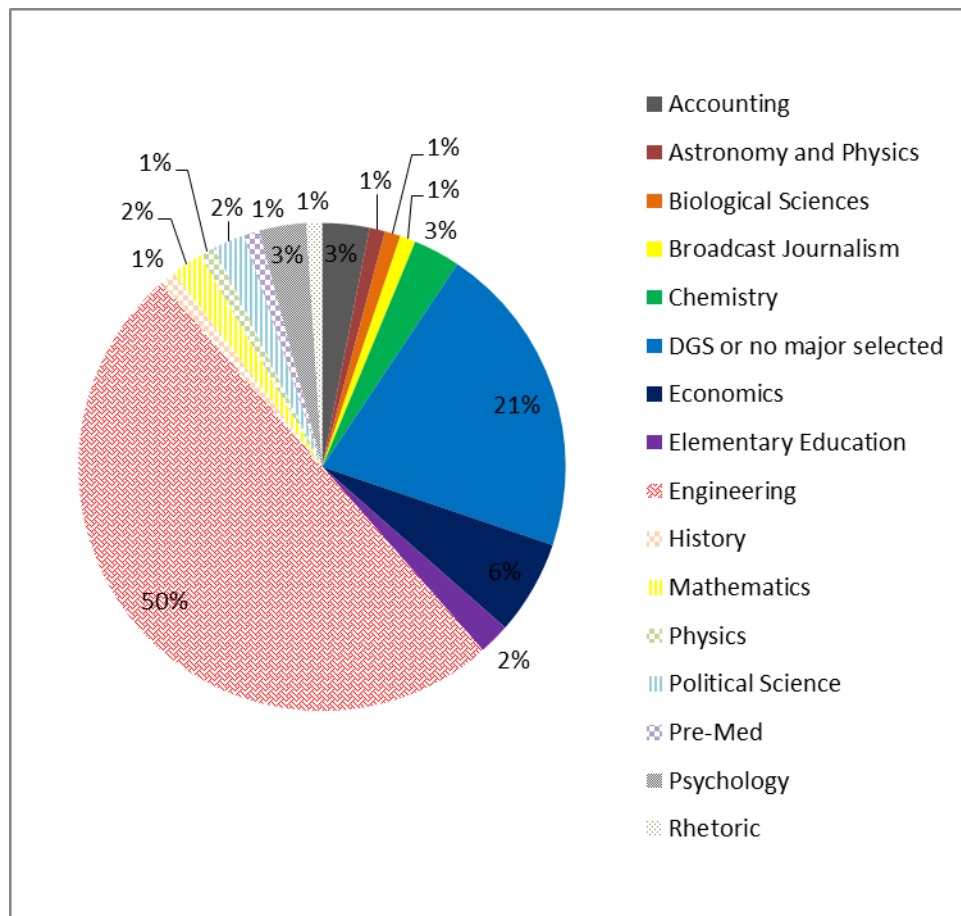
Approximately 74% of students list their home address in the United States, while 18% list a home address in China, and 4% list a home address in India. Other countries listed are Russia, Singapore, and Taiwan.

Also according to student self-reporting during Fall Orientation (with approx. 93 students in attendance):

Approximately 50% of students are Engineering majors (of these approx. 29% are Computer Science, 17% are Computer Engineering, 10% are Electrical Engineering, 10% are General Engineering, 10% are Materials Science and Engineering – see chart below). Our remaining students come from a wide variety of majors with a significant population not listing a major, or listing their major as DGS (Department of General Studies – for students who are searching for a major).

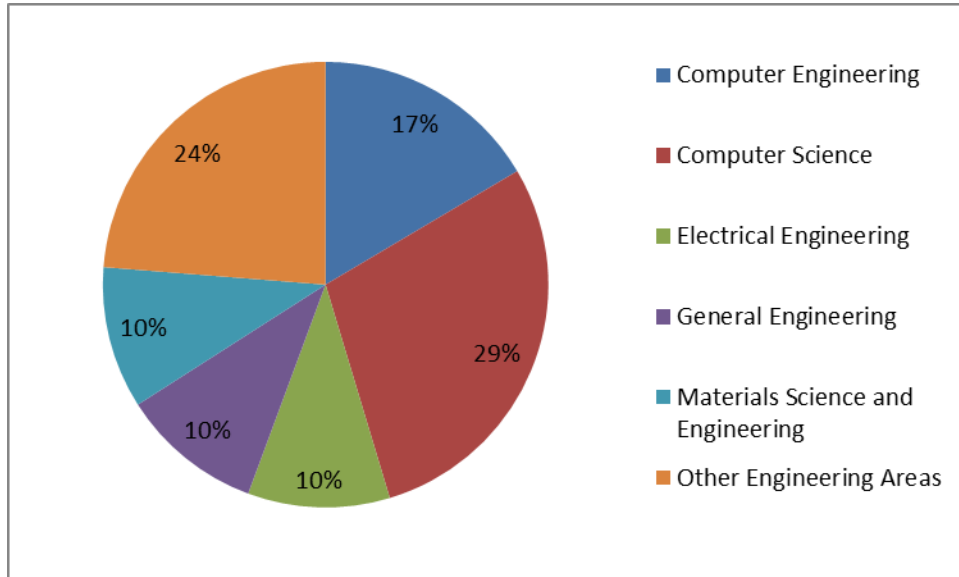
### Breakdown of Majors

(self-reported from those who attended Fall Orientation 2011)



## Breakdown of Engineering Majors

(self-reported from those who attended Fall Orientation 2011)



## Innovation LLC – Program Logic Model

Inputs (Resources)	Program Components & Services	Workload (Outputs)	Short Term Outcomes	Intermediate Outcomes	Long Term Outcomes
<b>Staff</b> <ul style="list-style-type: none"> <li>Program Coordinator (50%)</li> <li>Resident Director</li> <li>Program Secretary</li> <li>RA Staff</li> </ul> <b>Collaborators</b> Technology Entrepreneur Ctr Illinois Ventures Academic Departments  <b>Facilities</b> <ul style="list-style-type: none"> <li>Townsend Hall</li> <li>2nd floor</li> <li>Entrepreneurship space in ISR Library</li> <li>"Garage" lab space (ISR basement)</li> <li>Staff office in "garage"</li> <li>Use of classroom space in 110 Wardall</li> </ul> <b>Fiscal Resources</b> <ul style="list-style-type: none"> <li>Student fees</li> <li>Provost's Office</li> <li>TEC</li> <li>VPTED</li> <li>Illinois Ventures</li> <li>Potential NCTIA grant funding (Mar 10)</li> </ul>	Common Living & Learning for Innovation LLC students  Innovation LLC entrepreneurship Orientation  Innovation LLC Programming	130 students living & learning in Innovation LLC  Three days orientation for 130 students  Weekly programming of seminars, films or workshops @ 1 to 2 hours in duration  EUR/IR events/stays at LLC	Innovation LLC students come into immediate contact with others that share their interest in entrepreneurship and innovation.  Increased contact between students and entrepreneurial faculty, graduate students, and alumni.  Opportunity for undergraduate students to get more involved with and exposed to commercial and social entrepreneurship on the Urbana campus at an earlier stage in their academic career.  Increased awareness and participation of LLC students in entrepreneurial endeavors and entrepreneurship and innovation activities on campus.	Increased visibility of entrepreneurship on campus, and therefore in the external (alumni, media) community.  Increase in number of student-led startups on Urbana campus.  Emergence of natural leadership team to determine research focus areas, and to help implement them.  Connection between the proposed entrepreneurship minor and the LLC to foster a holistic entrepreneurial environment on campus.	A grassroots and organic shift in culture and reputation: make University of Illinois synonymous with entrepreneurship as much as it already is for innovation.  Create for entrepreneurial alumni a long-term connection to the campus and image that the University of Illinois is a place where new ideas begin and are supported.  Increase the retention of startups in Urbana.  To create an entrepreneurially-focused campus that inspires its students to create companies centered on their innovations developed at Illinois.
Entrepreneurship Minor (administered by Acad for Ent Ldrship)  Project development resources and mentoring  Mentoring  Library resources & garage space  Marketing materials		Attendance at existing workshops and programs on campus  Variety of academic courses each semester both on- and off-site  To launch FA10 or SP11; certificates in entrepreneurship offered by TEC in interim  On an individual as needed basis  24 hour access  Website, information in viewbooks, recruiting materials, etc	Student understanding of different paths in entrepreneurship and the skills required to be an entrepreneur in any form.		

# Learning Outcomes

## Our Mission

The Innovation LLC's mission is to allow students to explore the entrepreneurial process and to give students the resources to further develop their ideas. Whatever your major, Innovation LLC can help you:

- Locate key resources on-campus and in the community to make your ideas a reality (mentors, funding, etc.)
- Generate ideas and assess opportunities and goals
- Expand your creativity and participate in positive risk taking
- Broaden your entrepreneurial awareness
- Connect with other students who share similar interests in innovation, technology and entrepreneurship

## Assessment

### 1. Students will locate resources on campus and in the community

#### a. Realistic

i. TEC and the Innovation LLC have already established relationships with many of the great resources on campus and in the community, and they are willing to connect with Innovation students. They include:

1. Successful alumni-run companies including (ex. Intelliwheels, Illini Prosthetic Technologies, PrintEco, Illinois Green Business Association)
2. Campus offices (ex. Academy for Entrepreneurial Leadership, EnterpriseWorks, Office of Technology Management, The Career Center, Krannert Center for the Performing Arts)
3. Campus entrepreneurial leaders (ex. Rob Valli – Business, Deana McDonagh – Design, Joyce Thomas – Design, Rhiannon Clifton – Media)
4. Registered Student Organizations (ex. i-Invent, OTCR, Salsapreneurship)
5. Community businesses (ex. C-U FabLab, I.D.E.A. Store, Class Act/SoDo Theatre)

#### b. Actionable

i. Several of our current programs and courses work to connect students with campus and community resources. They include:



1. Fall Orientation
  2. Entrepreneurial Information Fair
  3. RA Programming (ex. Resume Workshop)
  4. TEC Programming (ex. Cozad New Venture Competition, Idea to Product, Invention to Venture, etc.)
  5. Marketing Workshop (w/Rhiannon Clifton)
  6. Design workshop (w/Deana McDonagh & Joyce Thomas)
  7. ENG/TE 360 Engineering Entrepreneurship (guest lecture series)
  8. BADM 199 Intro to Entrepreneurship (w/Rob Valli)
- ii. We currently use our web presence (esp. Facebook, blog, calendar, etc.) to let students know about interesting entrepreneurial/creativity events, resources, topics and opportunities.
- iii. We also seek to add additional courses and programs that will connect students with campus and community resources. They include:
1. TE 298 Intro to Innovation (new required course, Fall 2012)
- iv. The garage space (on site at ISR) is filled with useful resources for students (tools, on site staff, computers, etc.).

**c. Measurable**

- i. Track student participation in workshops and courses with the goal of increasing participation on an ongoing basis.
- ii. Track current student and alumni participation in TEC programming over time with the goal of increasing participation on an ongoing basis, keeping our Innovation students engaged even when they have left the LLC.
- iii. Track through student self-reporting in end-of-year LLC survey.
- iv. Document use of garage (through key checkout OR someday through card swipe) – if possible, also begin getting quantitative data on what students are using the space to do

**2. Generate ideas and assess opportunities and goals.**

**a. Realistic**

- i. Through courses, workshops, and connections with creative partners and entrepreneurs, TEC and the Innovation LLC are able to empower students to experiment with and assess new ideas.

**b. Actionable**

- i. Several of our current programs and courses work to help students generate new ideas and assess opportunities and goals.
  - 1. Fall Orientation
  - 2. PitchFest
  - 3. Design Workshop (w/Deana McDonagh & Joyce Thomas)
  - 4. TEC Programming (ex. Cozad New Venture Competition, Idea To Product, etc.)
  - 5. Courses (ex. BADM 199)
  - 6. ACT2 (student advisory board)
- ii. We currently use our web presence (esp. Facebook, blog, calendar, etc.) to let students know about interesting topics and opportunities.
- iii. We also seek to add additional courses and programs that will help students generate new ideas and assess opportunities and goals They include:
  - 1. TE 298 Intro to Innovation (new required course, Fall 2012)
  - 2. Guest-in-Residence program
- iv. Student access to the garage space allows them to try new ideas in a relatively low-risk environment.

**c. Measurable**

- i. See tracking from Heading #1.
- ii. Document student idea development (through blog, student profiles in newsletter, student presentations, use of LLC funds and prize money for idea development)

**3. Expand creativity and participate in positive risk taking**

**a. Realistic**

- i. Through courses, workshops, and connections with creative partners and entrepreneurs, TEC and the Innovation LLC are able to empower students to expand their creativity and participate in positive risk taking.

**b. Actionable**

- i. Several of our current programs and courses work to help students expand their creativity and participate in positive risk taking.
  - 1. Fall Orientation
  - 2. PitchFest
  - 3. Design Workshop (w/Deana McDonagh & Joyce Thomas)
  - 4. TEC Programming (ex. Cozad New Venture Competition, Idea To Product, etc.)
  - 5. Krannert Center for the Performing Arts Productions
  - 6. ACT 2 (student advisory board)
- ii. We also seek to add additional courses and programs that will help students generate new ideas and assess opportunities and goals They include:
  - 1. TE 298 Intro to Innovation (new required course, Fall 2012)
  - 2. *How I Failed...* Lecture series
  - 3. Guest-in-Residence program
  - 4. Ropes Course (at Allerton 4-H Camp)
- iii. Through access to the garage space, students have a space (similar to a small business incubator) that allows them to try out new ideas without spending excessive funds.

**c. Measurable**

- i. See tracking from Headings #1 & 2

**4. Broaden Entrepreneurial Awareness**

**a. Realistic**

- i. Through courses, workshops, and connections with creative partners and entrepreneurs, TEC and the Innovation LLC are able to broaden student entrepreneurial awareness.

**b. Actionable**

- i. Several of our current programs and courses work to help students broaden their entrepreneurial awareness.
  - 1. Fall Orientation
  - 2. PitchFest
  - 3. Design Workshop (w/Deana McDonagh & Joyce Thomas)
  - 4. Marketing Workshop (w/Rhiannon Clifton)
  - 5. TEC Programming (ex. Cozad New Venture Competition, Idea To Product, Invention to Venture, Startup Weekend, Innovation Celebration, etc.)
  - 6. Courses (ex. BADM 199, ENG/TE 360)
  - 7. Entrepreneurial Information Fair
- ii. We currently use our web presence (esp. Facebook, blog, calendar, etc.) to let students know about interesting entrepreneurial topics and opportunities.
- iii. We also seek to add additional courses and programs that will help students broaden entrepreneurial awareness
  - 1. TE 298 Intro to Innovation (new required course, Fall 2012)
  - 2. *How I Failed...* Lecture series
  - 3. Guest-in-Residence program

**c. Measurable**

- i. See tracking from Headings #1 & 2

**5. Connect students who share similar interests in innovation, technology and entrepreneurship**

**a. Realistic**

- i. Innovation LLC is able to use our many courses, workshops, programs, and resources to help connect like-minded students.

**b. Actionable**

- i. Through our selection process, we seek to bring students into the Innovation LLC who are especially interested in innovation, technology and entrepreneurship. This allows students a context for meeting other like-minded students from a variety of majors.

- ii. Through courses, workshops, and social events, students are given many structured opportunities to meet.
- iii. Through access to a dedicated student space (the garage), students have a chance to share ideas with, study with, and hang out with other like-minded students.
- iv. Through our web presence (esp. Facebook & blog), students have the opportunity to share their experiences and comment/connect in a low-pressure environment.

**c. Measurable**

- i. See tracking from Headings #1 & 2
- ii. In addition, tracking Innovation LLC retention rates (with the hope of increase) may demonstrate, somewhat, the quality of the interpersonal experience in the LLC.

# What is the Innovation Garage?

The Garage is a work space located in the Illinois Street Residence hall where Innovation LLC students can go to develop ideas and put their plans into action. We hope to work closely with you as LLC students to find out what items and materials would be beneficial to you as we continue to develop the space.

## **Where is the Garage?**

The Garage is in 15 Wardall Hall, located in the SW corner of the Wardall hall basement, across from the laundry room.

## **How do I get in to the Garage?**

Only students who are current members of the LLC will have access to the garage by using their i-Cards to swipe in. The garage is located across the hall from the Wardall laundry room.

## **What's in the Garage?**

- A big screen TV, set up to interface with your laptop or gaming system.
- Program Specialist Jennifer Bechtel's office. [Office hours M-F 8:30am-5:00pm and by appointment.]
- Work tables and work space.
- Asst. board games/ creativity builders
- Dry erase boards
- Information about local organizations and resources that might be useful to entrepreneurs.
- Opportunity for business mailboxes.
- Video Conferencing equipment (Coming Soon)
- A SMART Board (Coming Soon)
- Arduinos
- Hand Tools
- Xbox 360
- Copy machine (for small jobs only)
  - **Open Door Tools\*** (tools available to anyone who has access to the Garage) NOTE: Please ask for assistance if you do not know how to use something properly
    - Basic hand tools (pliers, screwdriver, etc.)
    - Soldering tools



- Makerbot 3D Printer
- Sewing machine
- Crafting tools (cutting board, modeling clay, glue gun, etc.)
- Office Supplies
- **Closed Door Tools\*** (tools available by special arrangement with Innovation LLC Staff)
  - PC Laptop computer with Adobe Suite
  - Mac Laptop computer
  - Canon Powershot digital camera
  - 3 Canon Rebel DSLR digital cameras

\* Note: Location of tools (to open door/closed door) may change without notice. If you have questions, please see Innovation LLC staff

### **How do tools, computer programs, etc. get added to the Garage?**

If you have a need for a resource that is not currently available, please let us know and we will see if we can get it for use in the Garage or connect you to a facility on campus or in the community that can fill your need. We are here to help you!

### **Garage Open House, August 21<sup>st</sup> 6:30-9:30pm**

There will be scheduling help session in the garage, so come down for scheduling help or just to check out the space. Also come down to contribute to the group paintings that we will be hanging up in the Garage, play games, and receive a gift.

**The first 90 students to come check out the Garage during the open house or regular business hours Friday, August 22nd will get an Innovation gift bag!**

## Important Rules & Information

As a member of the Innovation LLC community, you have access to many valuable tools, resources and programs that may not be available to other students. In order to continue to take advantage of these extra privileges, you must follow some simple rules.

### **In the Garage**

- **YOU are responsible for the proper treatment of the garage during the time that you have the key checked out,** even if you are not the only one using it.
- **YOU are responsible for the proper treatment of any equipment that you check out through the LLC.**
- **All drinks must be in containers with lids. Food will be allowed in the North side of the Innovation garage as long as students are responsible and clean up after themselves.**
- **Clean up your messes.**
- **Nobody works alone.** If you are working on a project that involves sharp tools or tools that require batteries or electrical outlets, you should not be working alone.
- **Wear your safety goggles.**

### **Programming**

- **If you register for a program, please be ON TIME.**
- **Be respectful of the speaker and stay for the full program.**
- **Participate to the best of your ability.**
- **Register for programs that require advanced registration.**

**Note:** Most programs sponsored by the LLC are FREE to LLC students. However, we incur costs whether you attend or not. Therefore, **if you register for a program and do not attend, we reserve the right to charge you a late cancellation fee** (to be determined for each program).

# Innovation LLC Orientation

## Day 1

**Date:** Tuesday, August 21, 2012

**Location:** Illinois Street Residence Hall (ISR)

- 9:00 – 4:00pm      **Check in for Students**  
*Resident Advisors and Peer Leaders*  
ISR Lobby
- 4:00 – 5:00pm      **Parent Information Session and Q & A**  
*Jennifer Bechtel and Erin Heraty*  
Townsend Lounge C
- 4:00 – 5:00pm      **Student Information Session and Q & A**  
*Thomas Webb, Peer Leaders and Resident Advisors*  
Townsend Lounge B
- 5:00 - 6:00pm      **Dinner for Students**  
ISR Dining Hall
- 6:00-7:30pm      **Free time – Settle In**
- 7:30-9:30pm      **Student Social Activity**  
Bowling & Billiards at Illini Union  
[meet in the ISR lobby at 7:20pm to walk to Illini Union as a group]

## Day 2

**Date:** Wednesday, August 22, 2012

**Location:** Illinois Street Residence Hall

**All Programs in Townsend Lounge B, unless otherwise noted**

- 9:30-10:00am      Breakfast for Students  
ISR Dining Hall
- 10:00-10:30am      **Welcome/Introductions** to Innovation LLC  
*Jennifer Bechtel, Program Specialist*
- 10:30-11:30am      **Idea Break-out Sessions**  
*Leaders: Scott Daigle & Marissa Siebel (Intelliwheels); Adam Booher (Illini Prosthetic Technologies); Michael McCarty (Prawg & Transplants Without Donors); Clarence McCray (Inswé)*

11:30am-12:00pm	<b>PitchFest Introduction</b> How to Pitch Your Idea [Sign up for mini PitchFest over lunch]
12:00pm-1:00pm	<b>Lunch/PitchFest Planning &amp; Sign-up</b> ISR Dining Hall
1:00-2:30pm	<b>PitchFest</b> <i>Jennifer Bechtel, Peer Leaders &amp; YOU (up to 25 individuals or teams may pitch)</i>
2:35-3:45pm	<b>Speed Teaming</b> Townsend Courtyard <i>Jennifer Bechtel, Program Specialist &amp; YOU</i>
3:45-4:45pm	<b>Young Entrepreneur Panel Discussion</b> <i>Facilitators – LLC Peer Leaders</i> <i>Panelists – Scott Daigle &amp; Marissa Siebel (Intelliwheels); Adam Booher (Illini Prosthetic Technologies); Michael McCarty (Prawg &amp; Transplants Without Donors); Daniel Borup (HigherMed); Clarence McCray (Inswé)</i>
4:45-5:30pm	<b>What Now?</b> Student Entrepreneurial Opportunities <ul style="list-style-type: none"> <li>• <i>Stephanie Larson, TEC</i></li> <li>• <i>Jennifer Bechtel, Upcoming LLC events</i></li> </ul>
5:30-5:45pm	<b>Small group feedback</b> <i>LLC Peer Leaders – group assignments TBA</i>
5:45pm-6:15pm	<b>Dinner</b> ISR Dining Hall
6:30pm-9:30pm	Optional: <b>Innovation Garage Open House</b> (15 Wardall Hall) <ul style="list-style-type: none"> <li>• <i>Game Night</i></li> <li>• <i>Scheduling Assistance</i></li> <li>• <i>Gift Bags</i></li> <li>• <i>Painting Project</i></li> </ul>

### Day 3

**Date:** Thursday, August 23rd  
**Location:** Across Campus- Entrepreneurial Resources

9:30-10:00am **Breakfast**  
ISR Dining Hall

10:00 – 10:30am **Group Picture**  
Meet at the gateway on the corner of Illinois St. and Lincoln Ave.  
Wear your Innovation LLC t-shirt

- 10:30am-12:00pm     **Scavenger Hunt**  
*Peer Leaders and Resident Advisors*  
Become familiar with the main campus
- 12:00 – 1:00pm     **Lunch/ Business Tour/Q&A**  
The Bread Company  
706 S. Goodwin Ave.  
*Scott Aikman, owner*
- 1:15-2:00pm     **Presentation: Demystifying the Office of Technology Management**  
*Steven Wille from OTM*  
CSL Auditorium, basement (1308 W Main Street, Urbana, IL)
- 2:30-5:00pm     **You will be assigned one of the following break-out locations:**  
Option #1 – *Campus Fab Lab*  
Option #2 – *Enterprise Works (start-up incubator)*  
Option #3 – *MakerBot 3-D Printer Training in 15 Wardall Hall*  
Option #4 – *Makerspace at the Independent Media Center (IMC)*  
Option #5 – *I.D.E.A. Store*
- 5:00pm     **Open Dinner**  
ISR Dining Hall or any Dining Hall





innovation llc

STERLING, ILL. 60155

Before I was successful, I tried lots of things. Some of them worked. Some of them didn't. I have lots of great stories about the adventures that I had and the risks that I took on the way to becoming a entrepreneur. Lots of people I succeeded. I could you...

**Failed**



Stories and words of wisdom from:

**Lori Patterson**

co-founder

Pixo

**Monday, September 10, 2012**

**8-9pm ISR Garage**

RSVP at:

[www.goillinois.edu/failpatterson](http://www.goillinois.edu/failpatterson)

...and turned it  
into success!

## Foundations of Innovation and Entrepreneurship Certificate

The Foundations of Innovation and Entrepreneurship Certificate honors students who make an effort to involve themselves in the Innovation LLC and the entrepreneurial community and expand their understandings of entrepreneurship, innovation, and creativity. Students who wish to obtain this certificate must fulfill the following requirements:

- Complete a class on site in the Innovation LLC (must receive at least a B in the class). Options may include:
  - AGED 230: Leadership Communications (3 hours)
  - BADM 199: Foundations of Entrepreneurship (3 hours)
  - HIST 264: Technology in Western Society (3 hours)
  - RST 330: Leisure and Consumer Culture (3 hours)
  - ENG/TE 360: Lectures in Engineering Entrepreneurship (1 hour)
  - ENG/TE 298: Introduction to Innovation (1 hour) *fall 2012*
- Attend an extended (full day or longer) workshop put on by the Technology Entrepreneur Center and/or Innovation LLC. Options may include:
  - Charm School (fall)
  - Silicon Valley Workshop (winter break)
  - Design Workshop (spring)
  - Invention to Venture (spring)
  - Marketing Workshop (spring)
  - Chicago Workshop (spring break and/or summer break)
- Participate in an additional eight (8) Innovation LLC or TEC events AND/OR pre-approved outside entrepreneurial events. Options may include:
  - Fall Orientation
  - *How I Failed...* Lectures
  - LLC Sponsored Krannert events
  - Competitions (PitchFest, Founders Bowl, Cozad New Venture Competition, etc.)
  - On site workshops (MakerBot, tools training, etc.)
  - ACT 2 Meetings
- Submit the following materials upon completion:
  - Application form (<http://go.illinois.edu/foundationscert>)
  - Transcript of the course completed toward the certificate (unofficial printout is acceptable)
  - Supporting documents, as necessary (for events not explicitly sponsored by Innovation or TEC)

*Special Notes:*

- *We may, at our discretion, request interviews from students who are under consideration for the Certificate programs.*
- *Offerings change from year to year. If you are not sure if the class or workshop you wish to sign up for counts, please see Jennifer Bechtel (Program Specialist).*
- *You must be a resident of the Innovation LLC in the semester that you apply for full consideration. All materials must be submitted to: Jennifer Bechtel (Program Specialist). Certificates will be granted at the Innovation LLC end-of-year celebration.*

## **Student Leadership in Innovation and Entrepreneurship Certificate**

The Student Leadership in Innovation and Entrepreneurship Certificate honors students work to assert themselves as leaders in the Innovation LLC and the entrepreneurial community. These students continue to expand their knowledge of entrepreneurship, innovation, and creativity, but they also work to make their mark through peer mentoring and tangible innovative contributions. Students who wish to obtain this certificate must fulfill the following requirements:

- Complete all requirements for the Foundations in Innovation and Entrepreneurship Certificate PLUS...
- Compete in at least one Entrepreneurial Competition. Options may include:
  - Founders Bowl
  - PitchFest
  - Cozad New Venture Competition
  - Idea to Product
- Organize and lead at least one innovative/entrepreneurial event at the Innovation Living-Learning Community (must be pre-approved for full consideration). Options may include:
  - Workshops
  - Lectures
  - Discussions
  - Competitions
  - Etc...get creative!
- Take on an ongoing role in the leadership of the Innovation Living-Learning Community. Options may include:
  - Work as the Resident Advisor
  - Active participation in ACT2
  - Volunteer as a Peer Leader
- Take a leadership role in developing an idea (for a business, product, etc.) beyond the idea stage and demonstrate that you have done so in a tangible way. *Special consideration given to individuals who use LLC resources and involve other LLC students in their planning and development.* Options may include:
  - Demonstrating a working prototype
  - Producing a basic business plan
  - Sharing a detailed presentation (Powerpoint, Prezi, video, etc.) that shows your plan
  - Showing your product or idea in action (in the hands of a customer or end user)
  - Etc....get creative!
- Submit the following materials upon completion:

- Application form (<http://go.illinois.edu/leadershipcert>)
- Transcript of the course completed toward the certificate (unofficial printout is acceptable)
- Supporting documents, as necessary (for events not explicitly sponsored by Innovation or TEC)

*Special Notes:*

- *We may, at our discretion, request interviews from students who are under consideration for the Certificate programs.*
- *Offerings change from year to year. If you are not sure if the class or workshop you wish to sign up for counts, please see Jennifer Bechtel (Program Specialist).*
- *You must be a resident of the Innovation LLC in the semester that you apply for full consideration.*

All materials must be submitted to: Jennifer Bechtel (Program Specialist). Certificates will be granted at the Innovation LLC end-of-year celebration.

## EVENTS AT A GLANCE

**Thurs. Sept 6 (7-8:30) Career Fair**  
**Prep Series:**  
**Resume Workshop**  
**(Garage)**

**Thurs. Sept 6 (4-5pm) Silicon Valley**  
**Trip Info Session**  
**(Garage)**

**Sun Sept 9 (7-8:30pm) Career Fair**  
**Prep Series:**  
**Business Fashion**  
**Show**

**Mon Sept 10 (8-9pm) How I**  
**Failed... Lori**  
**Patterson (Pixo)**

**Tues. Sep 11 (7-8:30pm) Career Fair**  
**Prep Series:**  
**Interview Skills**

**Thurs Sep 13 (7-9pm)**  
**Entrepreneurial Info**  
**Session**

**Tues Sept 18 (7-8pm) Intro to Social**  
**Entrepreneurship**  
**(Garage)**

**Thurs Sept 27th (7-8:30pm) University**  
**to Business: Cyclone**  
**Extinguisher**



# innovation llc

inhabit. inquire. innovate.

VOLUME 3, ISSUE 1

SEPTEMBER 2012



## In This Past Month

Students moved into Innovation this past week. We had a great turnout for orientation, with over 90 students moving in early to participate in orientation activities.

Orientation spanned three days and included many activities. Students met entrepreneurs; Scott Daigle and Marissa Siebel from Intelliwheels, Adam Booher from Illini Prosthetic Technologies, Daniel Borup from Higher Med, and Michael McCarty from Prawg and Transplants Without

Donors. Students worked with these entrepreneurs on Idea Break out Sessions, and heard their experiences through a



panel discussion.

Following the Idea Break out Sessions students signed up to present in a mini PitchFest. With 26 students presenting,

competition was tough. The peer leaders came to their final decisions and announced the winners; Jay Mulakala, Meher Bharucha and Steven Yang, and Violet Zou.

On Thursday, students got to explore campus on their scavenger hunt, and then visit different locations around campus. Students laser etched water bottles at the Campus Fab Lab, toured the start-up incubator at Enterprise Works, trained on the Makerbot, learned to solder at Makerspace, and repurposed Altoid tins at the I.D.E.A. store.



### Do you need a mailbox for your business?

Resident Hall policy prohibits you from having business mail directed to your individual room.

However, as a member of the Innovation LLC, you may claim a mailbox in the Innovation Garage for your business.

### Interested?

Contact Jennifer at [bechtel@illinois.edu](mailto:bechtel@illinois.edu)

**“The principle goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done— men who are creative, inventive and discoverers”**

- Jean Piaget

## How I failed...



Coming up this month our first How I Failed... lecture features, Lori Patterson, President of Pixo.

Lori Patterson is a Mechanical Engineering graduate from the University of Illinois. She co-founded Pixo in 1998. Learn more about Pixo at [pixotech.com](http://pixotech.com).

Register to attend this event at [go.illinois.edu/failpatterson](http://go.illinois.edu/failpatterson)



## Student Profile: Kelly Kaufman

Kelly Kaufman is a transfer student from New York City. She is majoring in

Communication. After attending a small liberal arts college of 2400 students, Kelly decided a small school wasn't for her. She found the atmosphere she was looking for at the University of Illinois. Kelly was also impressed by the number of entrepreneurs who have graduated from the University of Illinois, including her favorite, Hugh Hefner.

Kelly is well on her way to following in their entrepreneurial footsteps. She is currently working on a business with her younger brother, Sean. Over the summer they worked together to create a website which will offer videos of workout routines and information

on health and nutrition. The project is centered on the Kaufman family's passion for health. Her brother Sean is an Olympic athlete and ISSA certified, and her mother is studying nutrition and holistic medicine. Sean developed the workout routines. Kelly used her love of drawing to create the website design, and work with the web designers. Their goal is to create a website where information on health and nutrition can be found in one place and from reliable sources. Kelly has acted as the spearhead of the business; she is in charge of the direction of expansion.

Kelly is excited about living in the Innovation LLC. She looks forward to attending the How I Failed... lecture series. She is excited to hear from entrepreneur's who have had their share of failures as well as successes.

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## Weekly Newsletter



Week 1

8/28/12

The first week of classes has begun, I hope everyone is getting settled into Innovation, and into their new schedules. We had the chance to meet a lot of great people at orientation, and hope to continue to meet students as the semester begins. Here is a look at some of the upcoming events you should mark on your calendar.

**Upcoming Events:****Makerbot Training**

Wed. Aug. 29th, 8pm- 10pm  
Innovation Garage

**Innovation Talent Show**

Fri. Aug. 31st, 7pm-10pm  
Lounge B

**No Class Labor Day, Mon. Sept. 3rd**

**Career Fair Prep Series: Resume Workshop**

Tues. Sept 4th, 7pm-8:30pm

**TE 298 Important Dates:**

**Sept. 3-7,**  
No TE 298 Classes Meet this week

**Sept. 13 7pm-9pm,** Attend Entrepreneurial Information Session at Levis Faculty Center 2nd Floor, across the street from ISR

Sept. 17-21, Mind Maps due during your class session

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