



ENTREPRENEURIAL MINDSET Committee Report

April 2020



Dr. Bob Kolvoord, Chair
Dean, Integrated Science & Engineering
& Chief Innovation Officer

Ms. Audrey Barnes
College of Visual & Performing Arts

Dr. Keith Holland
Interim Vice-Provost,
Office of Research & Scholarship

Dr. Patrice Ludwig
College of Science & Mathematics

Dr. Fariss Mousa
College of Business

Dr. Jennifer PeeksMease
College of Arts & Letters

Dr. Laura Trull
College of Health & Behavioral Studies

Mr. Patrick McQuown
Former Executive Director,
Gilliam Center for Entrepreneurship

“The central challenge of our time...is to make everyone a changemaker.”

Bill Drayton, Founder and CEO, Ashoka: Innovators for the Public





CONTENTS

I. Introduction & Charge	4
II. Theory of Change - Identify, Enhance, Connect, & Convey	6
III. Vision & Mission	9
IV. Student Learning Objectives - Identify & Connect Across the Curriculum	11
V. Faculty Goals & Value Proposition	12
VI. Recommendations	14
VII. Conclusion	16

I. Introduction and Charge

The Entrepreneurial Task Force assembled at the behest of the Provost in the Spring of 2019 to consider how Entrepreneurial Mindset might be integrated across the curriculum.

Our charge from the Provost asked us to consider how to identify opportunities and approaches that span the campus to enhance students' understanding of, and facility with entrepreneurial mindset. Quoting from the Provost's invitation:

"Many of us across campus, in different ways, approach our teaching, scholarship and service with an entrepreneurial mindset. JMU has articulated a set of goals around embedding an entrepreneurial mindset across our curricula, our collaborations and our engagement. We might assume that much of this work fits most naturally in the College of Business, yet our vision is to build bridges and expand connections across campus as broadly as possible.

Recent philanthropic gifts are providing us with some exciting potential for building on our existing strengths and the list below names, in no particular order, our most obvious assets to date:

1. Innovation, Creativity, Collaboration, Entrepreneurship Initiative
2. Major Laboratory for Innovation, Creativity, Collaboration & Entrepreneurship
3. Department of Management
 - a. Minor in Entrepreneurship
 - b. Zane D. Showker Professor of Entrepreneurship
4. Entrepreneurship Faculty Fellows Program
5. Leslie Flanary Gilliam Center for Entrepreneurship

I would like to see us further connect with one another, enriching what we can offer our students and partners. We have an opportunity to greatly expand our impact on future students and programs in new ways, creating a richer, more widely infused and more diverse approach to entrepreneurial mindset at JMU. I am writing to you now to invite you to serve on a new Entrepreneurial Mindset Task Force in order to identify these opportunities and approaches, and proactively strategize how best to galvanize our considerable resources."

With this charge in hand, we undertook our work, beginning in Spring 2019 and finishing in Spring 2020. The Task Force spent a lot of time exploring what entrepreneurial mindset could mean for JMU, what other colleges and universities are doing in this area, and developing a set of recommendations to help move JMU

forward and make entrepreneurial mindset a much more significant part of the student experience.

Our recommendations assume that a large percentage of our faculty and students—often inspired by “Being the Change”—already engage in pedagogy and other activities that develop an entrepreneurial mindset, although it is often not acknowledged as such. Thus, the theory of change, the vision, objectives, and value propositions offered in this report aim to strengthen work already occurring across academic and student affairs that develops entrepreneurial mindset and fosters a unique brand of “JMU ChangeMaker.”

WHAT IS A CHANGEMAKER MINDSET?



Problem
Discovery



Opportunity
Identification



Responsive



Feedback



Teams



Resources



Empathy



Values &
Ethics

II. Theory of Change - Identify, Enhance, Connect, and Convey

We build our recommendations on a theory of change that emphasizes resonance and connection, rather than supplanting existing practices. Our adoption of the language of “ChangeMaker” rather than “Entrepreneurial” mindset exemplifies this emphasis. The ChangeMaker moniker not only connects with the university’s “Being the Change” motto, it also has stronger resonance with academic units across campus.

Our emergent model of organizational change (See figure 1) emphasizes efforts to **identify, enhance, connect, and convey** existing and potential ChangeMaker activities in order to firmly establish the ChangeMaker identity as a central, unifying, and distinguishing feature of the James Madison University experience.



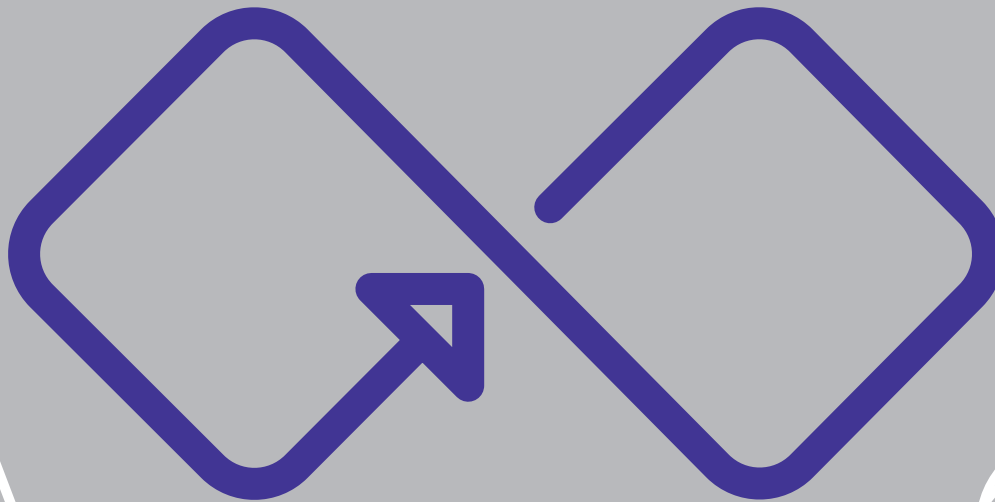
IDENTIFY

Identify existing practices & potential across academic and student affairs that resonate with the critical skills & learning objectives of the ChangeMaker mindset.



ENHANCE

Provide additional support for ChangeMaker activities across campus, potentially including: academic resources, financial resources, administrative support, collaborative space, & professional development



CONVEY

Internal & external communication of the core tenants, learning objectives, skills, & value of the ChangeMaker Mindset, as well as successful ChangeMaker activities & impacts.



CONNECT

Foster common opportunities for collaboration & connection by facilitating, development of a common language, collaborative research & teaching opportunities, community engagement, & cross divisional opportunities.

Figure 1: Model of Organizational Change to Establish Student ChangeMaker Identity.



Vision

JMU ChangeMakers enact positive transformation in their organizations & communities using an entrepreneurial mindset guided by principles of ethical reasoning and social responsibility.

III. Vision & Mission

We engaged in a broad discussion about what entrepreneurial mindset could mean and how other campuses were addressing the challenge of augmenting their students' capabilities in this area. As our conversations progressed, we realized that the concept of changemaker mindset encompassed the key facets of entrepreneurial mindset and was better aligned with both the vision of James Madison University and practice across campus.

Vision

JMU ChangeMakers enact positive transformation in their organizations and communities using an entrepreneurial mindset guided by principles of ethical reasoning and social responsibility.

Mission

To develop the knowledge, skills, and resources students need to be positive ChangeMakers and hone their sense of problem/opportunity finding. They will have the grit and perseverance to enact impactful, ethical change in their communities.

A sunset over a town and mountains. The sun is low on the horizon, casting a golden glow over the sky and the landscape. The sky is filled with soft, white clouds, and the mountains in the background are silhouetted against the bright light. The town below is visible, with a prominent white tower or steeple.

Mission

To develop the knowledge, skills, & resources students need to be positive ChangeMakers & hone their sense of problem/opportunity finding. They will have the grit & perseverance to enact impactful, ethical change in their communities.

IV. Student Learning Objectives - Identify and Connect Across the Curriculum

To accomplish the mission and realize our vision, we have identified four major learning objectives that span the curriculum. By helping *faculty and students connect already existing practices to these four objectives*, we can foster learning across the curriculum and more intentionally develop the unique JMU ChangeMaker identity built on "an entrepreneurial mindset guided by principles of ethical reasoning and social responsibility."

OPPORTUNITY IDENTIFICATION	<i>Students will have experience/practice identifying areas for positive change making</i>
RESPONSIVE TO FEEDBACK	<i>Students will generate and implement solutions as they adapt to emerging challenges, needs, and demands</i>
TEAMS & RESOURCES	<i>Students will be able to strategically assemble diverse teams and resources to implement solutions</i>
EMPATHY & VALUES	<i>Students will integrate ethical reasoning throughout their change-making efforts</i>

V. Faculty Goals and Value Proposition

To integrate entrepreneurial mindset and foster the ChangeMaker identity across the curriculum we offer a secondary vision for faculty:

The ChangeMaker mindset offers synergistic benefits for all stakeholders.

Faculty are passionate about their roles and overburdened by their responsibilities. For this initiative to be successful, faculty must see its value and be able to see themselves within the spectrum of involvement; because they are the implementers. We propose three strategies specific to faculty: connect, amplify, and impact that directly reflect the ChangeMaker actions: identify, enhance, connect, and convey.

Amplify (Identify and Enhance)

Faculty members put careful consideration into their teaching and full course redesigns are resource intensive. The process of embodying the ChangeMaker mindset encourages faculty to identify and enhance their existing efforts that align with the ChangeMaker mindset. ChangeMaker mindset allows a directed/focused amplification of our pedagogies, strategies, frameworks and philosophies, not an overhaul. Faculty can enhance rigor because the focus on ChangeMaker mindset allows for meaningful repetition and not reteaching the fundamentals. Teaching ChangeMaker approach to problem identification translates across disciplines. An example of how we can amplify our impact by working together on a shared framework for the university is the ChangeMaker approach to reading scientific literature. Units that teach the reading of scientific literature can align their insights and approaches to include identifying poignant questions, how to “map” the article, how to find out more about the topic, how to not get bogged down reading an article for 3 hours, and how to interpret figures and graphs. Students’ achievement of taking a course that specifically teaches the ChangeMaker approach to scientific literature will be credentialed in their ChangeMaker portfolio.

Connect (Connect)

ChangeMaker mindset stitches together concepts throughout a liberal arts education. Students learn skills, behaviors, and attitudes in one course that can be easily integrated and built upon in other courses. This transfer of knowledge sets us apart from other programs in that ChangeMakers become more creative, innovative problem solvers across disciplines. Faculty can connect across campus in collaborations because they are highlighting similarities and unique perspectives. ChangeMaker mindset also allows faculty to focus teaching tools and activities toward developing the mindset, rather than all-encompassing student development.

Impact (Convey)

Synergistic with connecting and amplifying the faculty’s current effort, the ChangeMaker mindset provides a framework to concentrate our efforts and observe

and convey our impact. Engaged students who are demonstrating their developing ChangeMaker skills reinforce the faculty's effort creating a virtuous cycle of investment because the participants can observe the changes. The value to the faculty regarding the impact of ChangeMakers is both direct and indirect. We can directly observe and make "safe assumptions" about our students' experiences and check these assumptions by reading their ChangeMaker story. Students can write their story and provide evidence of their growth and credentials. Students can use this as a part of their portfolio of evidence to potential employers, or professional and graduate schools. Writing their story further reinforces the liberal arts education that we value at JMU. We can directly measure the impact of the ChangeMaker framework by identifying entrepreneurial thinking in their story. Indirectly, we will attract students who are committed to the ChangeMaker identity to JMU. This situation also produces students who are educated in transferring their liberal arts education to the modern workforce.

Thus, the value for faculty of the ChangeMaker mindset is the engaged student who develops a set of skills around being a ChangeMaker so they are not re-learning different flavors of skills, but can apply a skill set across the curriculum to deepen their learning in each class. Faculty gain the opportunity to facilitate this learning, which is rewarding, and efficient while facilitating connection and amplifying our efforts. We can measure the student outcomes relative to the ChangeMaker objectives and tracking students' ChangeMaker progress differentiates JMU's programs and sets our graduates apart in a 21st century market.

These three strategies foster inclusive practice as they acknowledge the many ChangeMaker stories students can bring and create. Entrepreneurship in the past has been much more exclusive, and the move to a focus on ChangeMaker aligns well with current campus initiatives on diversity and inclusion.



IDENTIFY



ENHANCE



CONNECT



CONVEY

VI. Recommendations

We believe the next step should be to establish a new task force with representation across academic and students affairs to plan implementation, identify strengths, and surmount barriers. We propose that the task force should be charged with simultaneously pursuing the following three “tracks” to integrate and sustain the ChangeMaker Mindset across the JMU experience.

TRACK ONE:

Building Infrastructures to Initiate and Sustain ChangeMaker Mindset

Gathering the people and resources to successfully identify, enhance, connect and convey the ChangeMaker mindset on campus.

Identify or create an administrative home that will be responsible for supporting, maintaining, and facilitating ChangeMaker efforts across campus for the long term.	Identify, Enhance
Identify academic and student affairs units that have natural overlaps with the ChangeMaker mindset, and clarify each unit’s unique contribution, possibly including but not limited to: Colleges, Center for Faculty Innovation, Gilliam Center for Entrepreneurship, Community Service-Learning, Center for Civic Engagement, JMU X-Labs, Institute for Creative Inquiry, Student Activities, Career and Academic Planning, and Orientation.	Identify, Connect
Recruit and define roles for partner units that will need to support ChangeMaker initiatives, possibly including but not limited to: University Advancement, Center for Assessment and Research Studies, and Office of the President.	Identify, Convey
Determine the resources needed to initiate and maintain the ChangeMaker mindset across campus, including but not limited to finances, personnel, and space.	Enhance
Identify and develop sources to provide the necessary resources.	Enhance
Develop structures, processes, or practices that foster and support cross campus collaboration, including efforts across Academic and Student Affairs.	Connect

TRACK TWO:

Establishing and Supporting Existing ChangeMakers Across Campus

Identifying our current strengths and potential, and making them stronger through institutional support.

Work with key academic and student affairs leadership to build understanding, buy-in, and values propositions for distinct units across the university.	Identify, Convey
Survey stakeholders, including students and faculty	Identify
Create Professional Development for Faculty	Enhance
Support early adopters with incentives	Enhance
Develop CM assessment to evaluate student learning	Enhance, Convey

TRACK THREE:

Integrating Programmatic Infrastructure for Long Term

The *development and implementation* of institutionalized keystone programs that anchor the ChangeMaker experience at JMU.

Determine programmatic priorities.	Identify
Build ChangeMaker stories, values, skills and successes into internal (Administrative communications, award and grant programs) and external communications (Admissions, Advancement, etc.)	Convey
Create ChangeMaker microcredentials for students that work across the curriculum, as well as Academic and Student Affairs.	Enhance, Connect
Integrate and sustain ChangeMaker Mindset as part of the General Education curriculum, perhaps through course designations, a "ChangeMaker" track in GenEd, modules that can be used in multiple classes, or creating learning communities.	Enhance, Connect
Integrate ChangeMaker Mindset into Capstone requirements.	Enhance, Connect

VII. Conclusion

In a world that is seeing innovation and technological change occur faster than ever before and transforming the way we do everything in our lives, major institutions are grappling with the best response for such challenges. From automation and machine learning to artificial intelligence and more, human tasks are being replaced at an ever increasing rate. All these changes are being combined with the shock from the current pandemic, where organizations and individuals are forced to shift the way we connect, work, and evaluate what is important in our lives. Creating and empowering future leaders requires universities more than ever to strive to help their students develop these unique skills and abilities. Preparing our students to be ChangeMakers will help them face this ever changing and uncertain world.

Future leaders must exploit a ChangeMaker mindset to overcome the complexities that they and their organizations will face. The awareness and ability of being a changemaker and knowing how to leverage these skills are essential in preparing our students to lead productive and meaningful lives in the workforce of the future. Infusing the entrepreneurial mindset in this way, so that it influences all our students across campus, would add tremendous value to a JMU education. We envision this effort providing JMU with a recruiting advantage over other institutions and positioning JMU well for what lies ahead.

