



PROMOTING INNOVATION AND ENTREPRENEURSHIP WITHIN A COLLEGE SETTING



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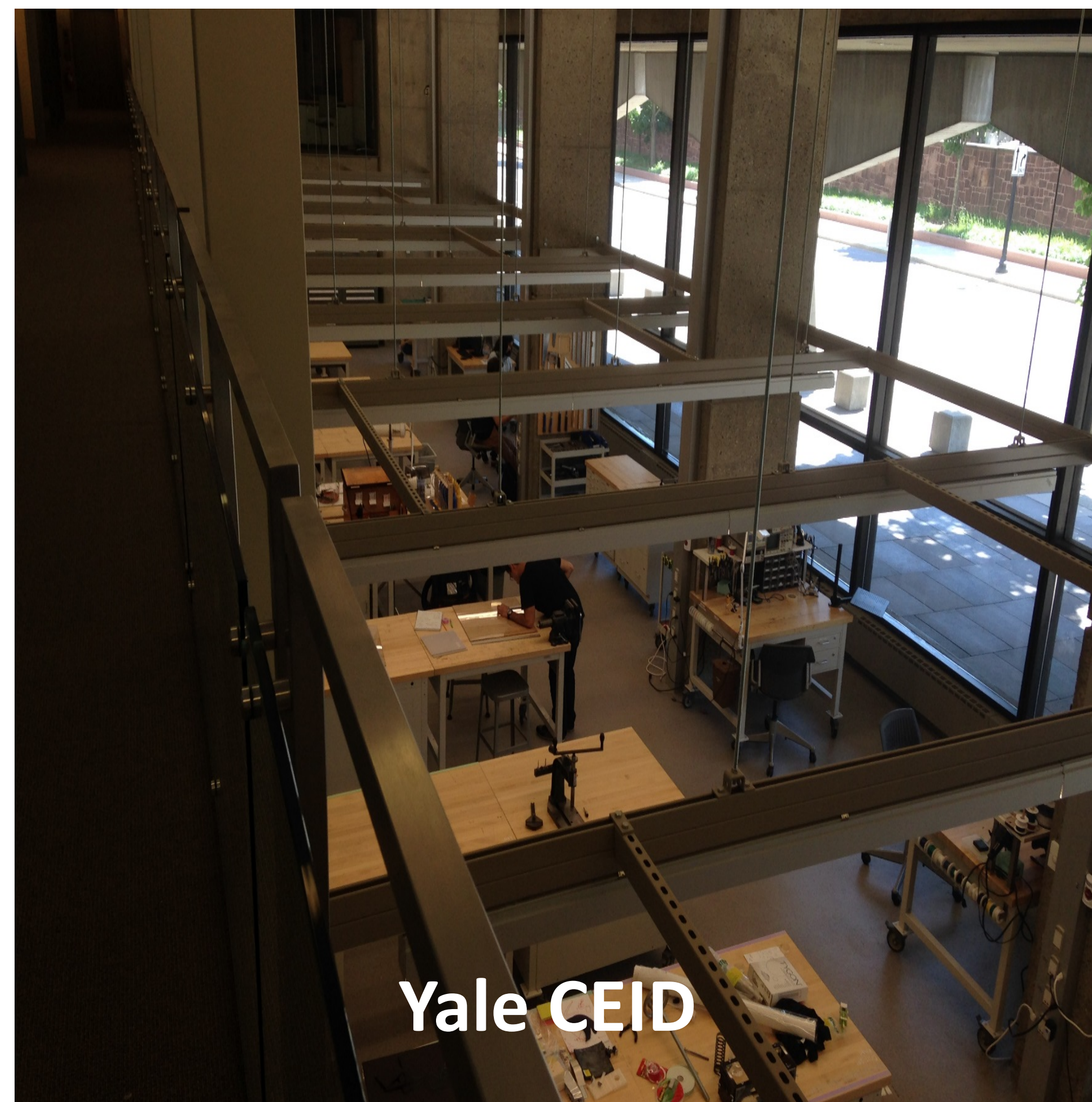
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Project Aims

- Examine how organizations promote innovation and entrepreneurship (I & E) through innovation centers
- Understand how to promote a stronger innovative and entrepreneurial ecosystem at UNH

Research Question

How do innovation centers promote innovation and entrepreneurship within their organizational settings?



Yale CEID

Data and Analysis

Data

- Documents (e.g., websites and news articles)
- Observation notes taken during guided tour
- Semi-structured interviews with administrators (audio-taped and transcribed)

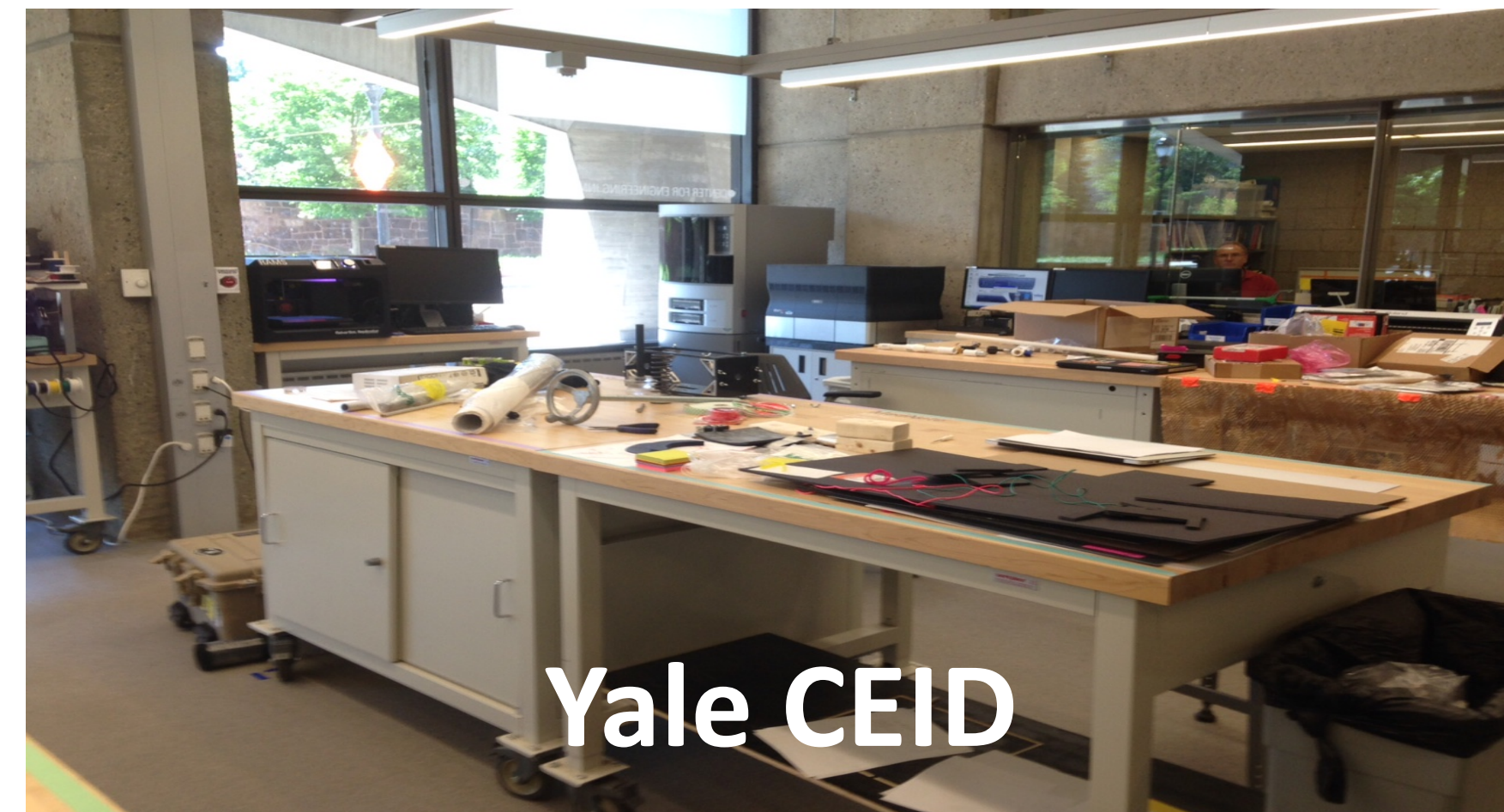
Analysis

- All data sources were coded to identify common themes (ways to promote I & E)
- Comparison matrix was constructed to show how each university promoted I & E

Comparative Case Study

Yale University

- **Center for Engineering Innovation & Design (CEID)** (One facility operated out of the Engineering School)



Yale CEID

Rensselaer Polytechnic Institute (RPI)

- **The Innovation Hub:** Rensselaer Technology Park, Emerging Ventures Ecosystem, and the Office of Intellectual Property, Technology Transfer and New Ventures (Tenant companies & multiple technologies, including biomed)
- **OT Swanson Multidisciplinary Design Lab** (School of Engineering)
- **Student Sandbox** at the Severino Center for Technological Entrepreneurship (Lally School of Management)



Design Lab at RPI

RESULTS

YALE CEID	RPI Innovation Ecosystem
Diversity	
“We are a very interdisciplinary space; there isn’t a single user category.” 2000 current members spanning over 50 different academic disciplines	“We are all for the most part engineers, but in different disciplines.” Broad diversity of technologies Business partners as sponsors
Community	
“You see students working hard, working late, laughing, having a good time.”	“We use that space as a venue for people to get together.”
Guided Learning Experiences	
“Students have access to working alongside their friends, engineers.” “We just informally walk around and support projects. We have faculty from other disciplines come in and have office hours a couple times a week.”	“What’s innovative is the education process. We teach them about the design process and engage them in activities.” “A good mentor has connections and a wealth of knowledge for your venture.”
Innovation Process	
Time > Idea Generation: “They didn’t come up with the idea until 4 weeks (into the course).” Process: For a humanitarian project, “they generated hundreds of concepts of how to create an innovation that would (document children’s medical records).” Innovation: “We provide tools, space, programming, and staff for them to develop the innovation they come up with, and do what you want to do. That’s how we foster innovation.”	Time > Problem Solving: “You have to get going and solve the problem.” Product: “You translate ideas into a complete unambiguous unique description, with artifacts that can be used.” Entrepreneurship: “When it catches on, that’s when it is an innovation. . . .From a financial standpoint, on one side, it’s good to have a lot of ideas. But then you have to move forward and implement the solutions.”

Conclusion

Both universities offer space(s), tools, and guidance for promoting I & E

- Yale’s Engineering School offers a single space that invites the entire academic community.
- RPI offers several distinct spaces for different purposes, including business “start ups” and venture partners.
- Yale focuses on creating a culture of innovation for humanitarian purposes.
- RPI fosters a culture of entrepreneurship focused on product development and dissemination.



RPI Machine shop

References

Rensselaer Polytechnic Institute: <http://rpi.edu>
 Yale Center for Engineering Innovation and Design: <http://ceid.yale.edu>

Acknowledgment

Thank you to Amanda Becker for help designing the poster