Campus-wide Entrepreneurship

SPEC Survey
Webcast Series
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ASSOCIATION
OF RESEARCH
LIBRARIES

Introductions

Vera Keown

Afra Bolefski

Presentation Outline

Background

- Why we chose this topic for a SPEC survey

- Background information on Campus-Wide Entrepreneurship

- Objectives of the survey

Results

- Details of selected results

Recommendations & Conclusion

Questions & Discussion

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Background

- Why Campus-wide Entrepreneurship for a SPEC survey

- Campus-wide entrepreneurship education

- Many different views about what entrepreneurship is

Objectives

- How are ARL member libraries supporting campus entrepreneurship?

- Services, resources, funding models, administrative support, assessment, and challenges

Response

- 48% response rate (60 libraries)

- Lots of open-ended questions – lots of comments!

Campus-wide Entrepreneurship Priorities & Organization

Strategic Priority

- 83% identified expanding innovation and entrepreneurship as a strategic priority

Coordination of Entrepreneurship Activities

- Leaders include business schools and engineering faculties

- Strong areas include law and medicine

- Lack of coordination

- Libraries are not leading campus coordination

- Faculties/Schools
- Various Stakeholders
- Other

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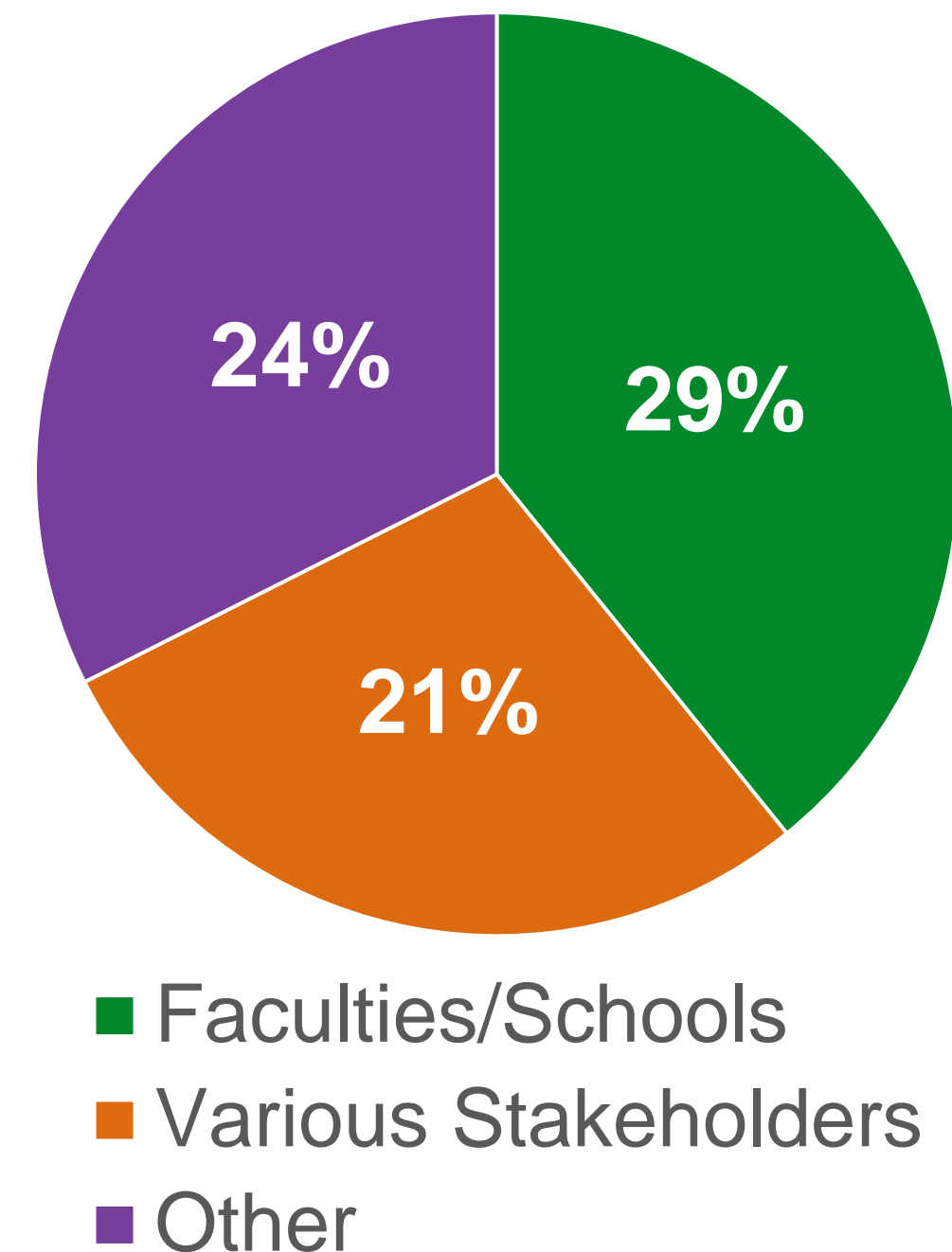
Library's Support for Entrepreneurship Activities

82% of libraries are providing support and/or services to campus

entrepreneurship activities

- Often provided by the business librarian

- Classroom instruction, instructional materials

- Space and equipment, e.g. makerspaces

- Staff expertise

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Library Staffing

Coordinating Library Services

- 64% have not created coordination positions

- 10% had no plans to create position

- Usually coordinated by a liaison librarian

Other Library Positions

- 7% created other positions

- 12% had no plans to create positions

- Existing positions typically support entrepreneurship activities

- 3D modeling, digital media, makerspaces, computer science, design, etc.

Entrepreneurship is multidisciplinary

All subject specialties, knowledge and skills are needed

Team approach is required

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Resources Purchased for Entrepreneurship

Please indicate which kinds of resources the library has purchased or licensed specifically to support entrepreneurship activities. Check all that apply.

Bar chart with y-axis from 0.0% to 90.0% in 10% increments:
- Books: ~85%
- Databases (for market research,...): ~78%
- Reference material (directories,...): ~71%
- Periodicals (trade publications,...): ~69%
- Data and statistics: ~53%
- Software (Bloomberg, data...): ~47%
- Equipment (audio/visual,...): ~35%
- Other resource, please briefly...: ~31%

Sources of funds:

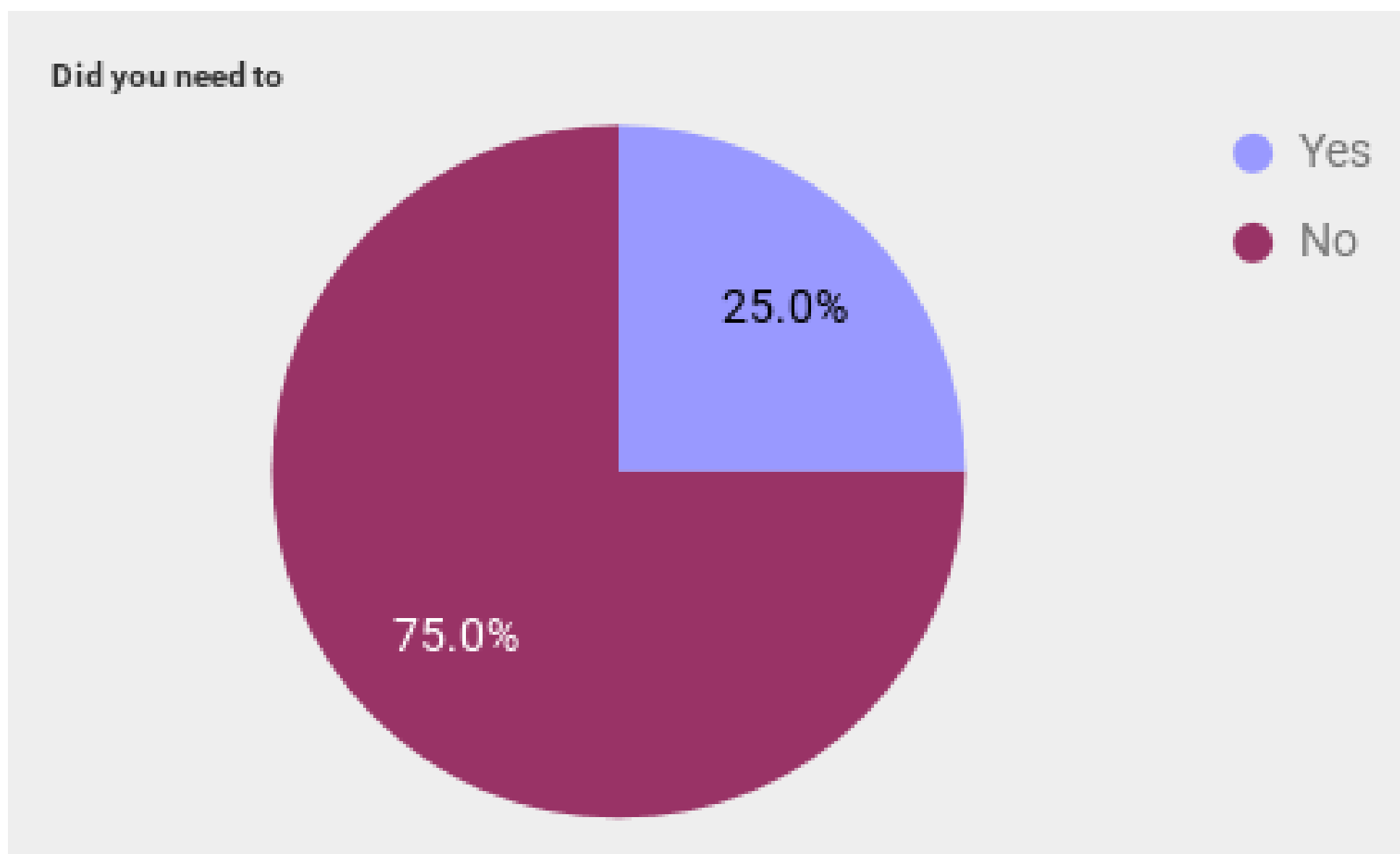96% of funds come from main/central library's general budget

Location of resources:

Resources are overwhelming located in the main campus library and online

Key Users:

Students, faculty, and staff

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Online Resource License Restrictions

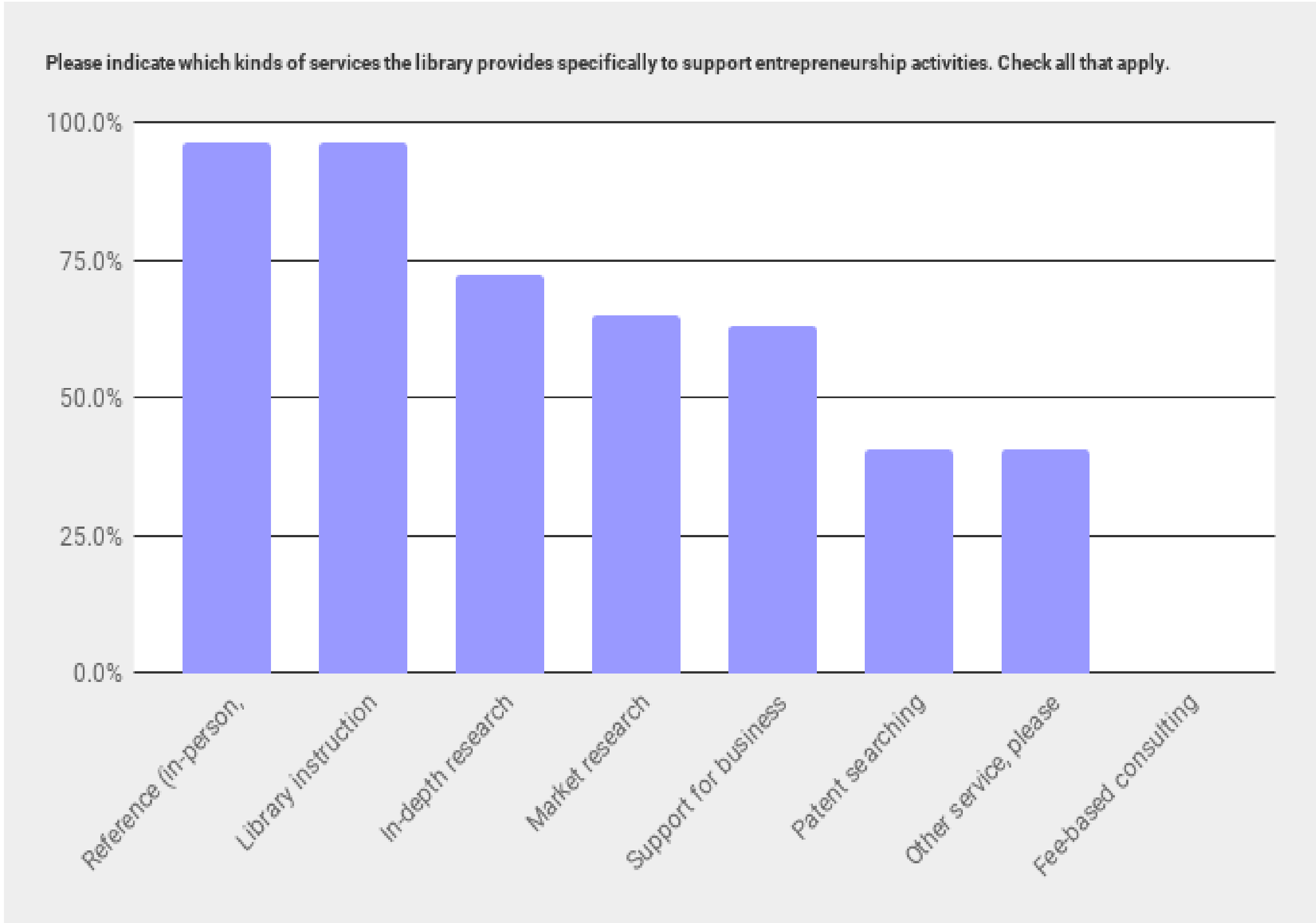Majority did not need to revise their license agreements or clarify limitations of use

Most common resource restrictions:

- restricted access by IP range (26 or 74%)

- restricted to non-commercial uses (23 or 66%)

- in-library use only (18 or 51%)

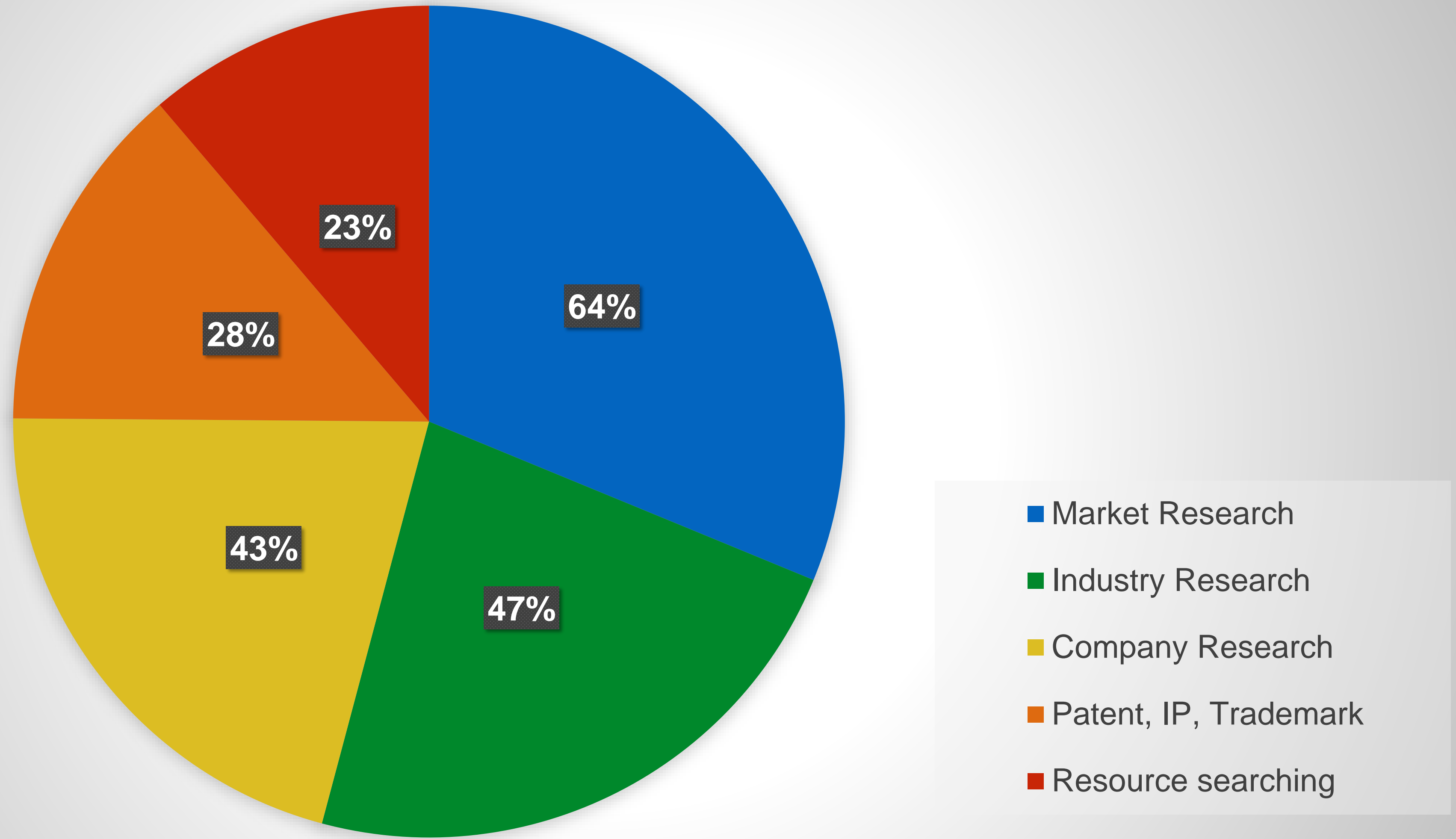**Recommendation: Include a "walk-in" clause in license agreement**

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Library Services for Entrepreneurship

Please indicate which kinds of services the library provides specifically to support entrepreneurship activities. Check all that apply.

These services are typically offered in the main library.

Core users: students, faculty and staff.

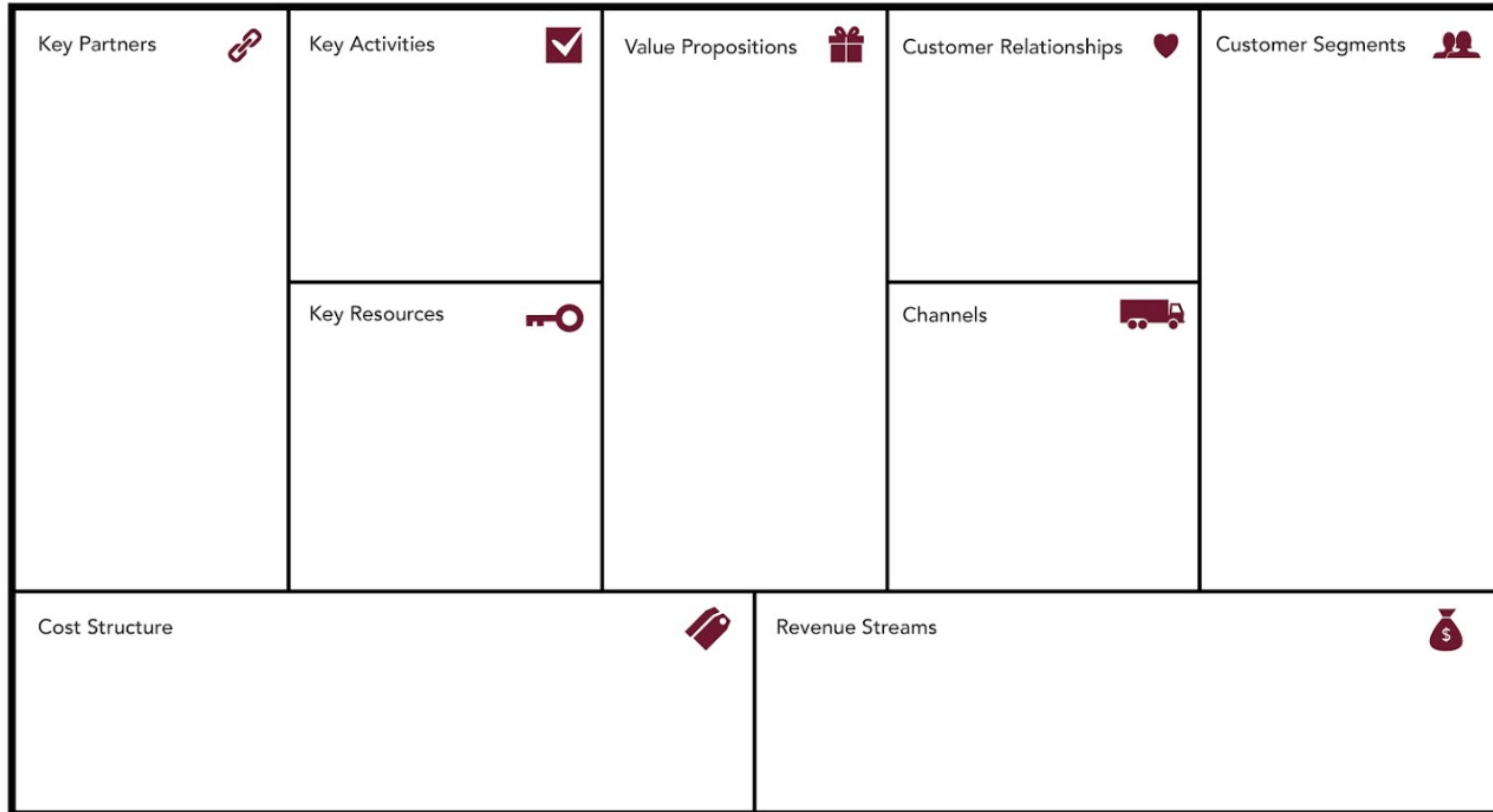# Topics Commonly Covered through Library Instruction

Market Research — 64%
Industry Research — 47%
Company Research — 43%
Patent, IP, Trademark — 28%
Resource searching — 23%

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Example of Library Course Material

Funding, Partners, Promotion, and Assessment

New Funding

- Designated for purchasing resources, spaces, equipment

- Not specifically to support entrepreneurship

Notable Library Partners

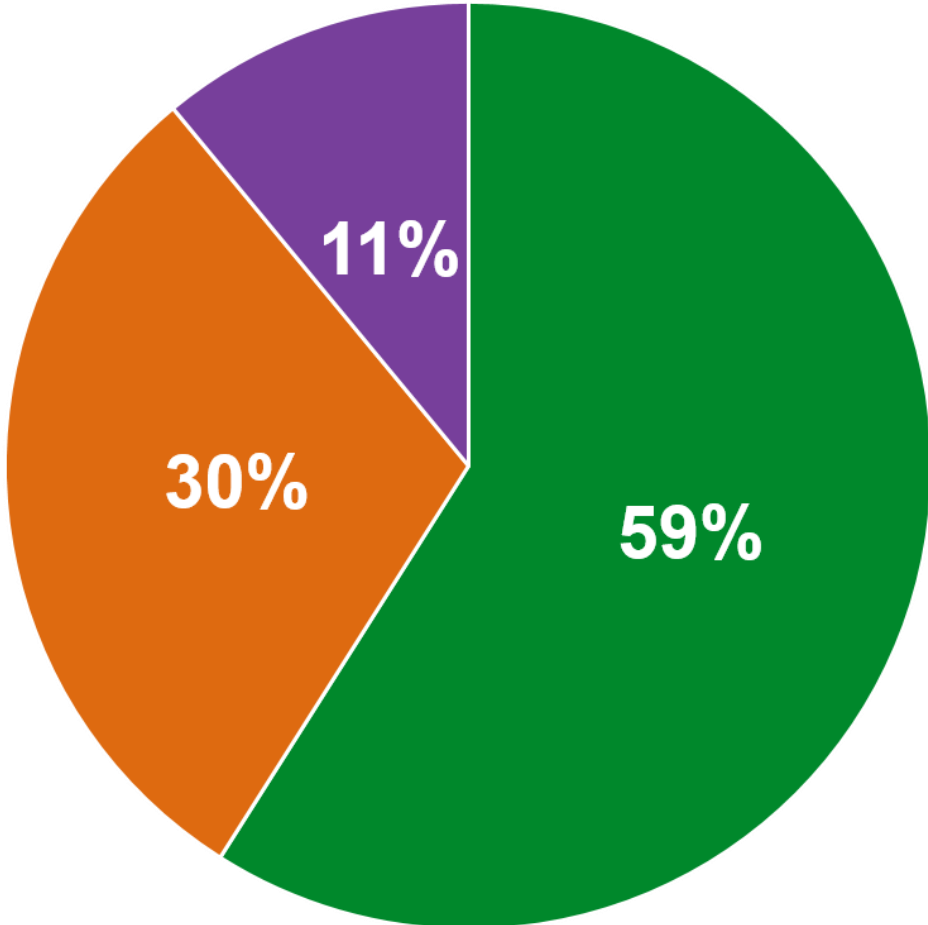- Tech Transfer, faculties, entrepreneurship centers, teach and learning

Promotion

- Liaison, networking, communications, contests, cross-promotion

Assessment

- Evaluations of instruction, output statistics

- Future metrics ➡️ Measuring impact and value

Assessment of Library Support

- 59% — No assessment
- 30% — Plan to assess
- 11% — Assessed

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Challenges

- Budgets and funding

- Staffing

- High cost of resources

- Licensing issues

- Coordinating library services and support

- Promotion

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Conclusion & Recommendations

- Understand your institution's entrepreneurship programs

- Assess your library's strengths

- Identify opportunities to contribute

- Review license agreements

- Develop a strategy for library support

- Staff training

- New avenues for promotion of services

- Assess!

Questions & Discussion

Join the conversation by typing questions in the chat box in the lower left corner of your screen

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Thank you!

SPEC Survey Webcast on Campus-wide Entrepreneurship

1. Welcome (Lee Anne)

Hello, I am Lee Anne George, coordinator of the SPEC Survey Program at the Association of Research Libraries, and I would like to thank you for joining us for this SPEC Survey Webcast. Today we will hear about the results of the survey on Campus-wide Entrepreneurship. These results have been published in SPEC Kit 355.

Announcements (Lee Anne)

Before we begin there are a few announcements:

Everyone but the presenters has been muted to cut down on background noise. So, if you are part a group today, feel free to speak among yourselves.

We do want you to join the conversation by typing questions in the chat box in the lower left corner of your screen. We will answer as many questions as possible at the end of the presentation. I will read the questions aloud before the presenters answer them.

This webcast is being recorded and we will send registrants the slides and a link to the recording in the next week.

2. Introductions (Lee Anne)

Now let me introduce today's presenters from the University of Manitoba Libraries:

Vera Armann-Keown is Associate University Librarian, Academic Engagement Services, and

Afra Bolefski is Acting Head, Albert D. Cohen Management Library and Liaison to the Asper School of Business.

Use the hashtag ARLSPECKit355 to continue the conversation with them on Twitter.

Now, let me turn the presentation over to Vera.

3. Presentation Outline (Vera)

Thank you Lee Anne. Welcome and thank you all for choosing to spend the next 45 minutes with us to talk about campus entrepreneurship. Afra and I are very excited to be able to share the results of the survey with you.

To get started, here's a quick outline of what we will cover today. We'll start with some background information on why we chose this topic and provide some context around entrepreneurship education at universities. We'll then delve into some selected results, wrap up with some recommendations, and then have some time for questions.

4. Background (Vera)

- **Why Campus-wide Entrepreneurship for a SPEC Survey**

So why did we choose this topic?

Our university, like many others in North America is undergoing many changes in its approach to education. Experiential education is one area that our university has identified as a strategic focus in their current 5-year plan. Experiential education can encompass many different pedagogical approaches including service-level learning, co-op programs, undergraduate research, study abroad programs, and entrepreneurship. There had been a previous SPEC survey on library support for Study Abroad Programs, but the other areas of experiential education had not been studied. Afra and I both had many years of experience working with business information and entrepreneurs and saw campus entrepreneurship as a growing trend on campuses that we felt needed to be studied from a library perspective.

- **Campus-wide entrepreneurship education;**

So what is campus-wide entrepreneurship and how big is it on university campuses.

Entrepreneurship education can take many forms, all with the goal of creating the right environment and providing the necessary supports to faculty, staff, and students so that they may develop entrepreneurial knowledge and skills and/or launch new companies or ventures, both inside and outside of the classroom. Activities can include formal courses and programs, as well as co-curricular or extracurricular activities such as bootcamps, business plan competitions, or internships. These activities and programs may be dispersed around and even off-

campus, residing in multiple faculties, departments, or facilities, including incubators, accelerators, or SmartParks. They may be centrally coordinated by a separate office of campus entrepreneurship or be a loosely coordinated set of offerings by various campus stakeholders.

How big is entrepreneurship on campus?

According to a report by the Kauffman Foundation, in 1975 colleges and universities in the US offered a hundred or so formal programs (majors, minors, and certificates) in entrepreneurship. By 2006, that number had grown to 500. In addition, the number of courses offered went from 250 in 1985 to more than 5000 in 2008. According to the report "... well over 400,000 students a year take courses in the subject, and almost 9,000 faculty members teach it."[1] One-third of the about 1250 business incubators in the US are based at universities.

So, as you can see, it's an important area of university education that is growing rapidly.

- **Many Different Views about What Entrepreneurship is, how it's defined and taught**

However, one of the challenges around campus entrepreneurship is the history and stereotype around the word "entrepreneurship". There are a vast number of students on campus that either do not identify with the term or see it as a negative concept. These are generally students outside of the business school who see themselves as engineers, designers, artists, health care professionals, etc., not necessarily as potential entrepreneurial professionals within their chosen field. This creates a challenge for universities. How do you balance the desire to expose and engage all students in entrepreneurship, while at the same time recognizing the unique aspects of entrepreneurship found in disciplines outside of the business school? A lack of consensus on campus as to what entrepreneurship actually is, how it should be defined, taught, funded, and who exactly is an entrepreneur, contributes to the confusing and usually decentralized nature of the campus programs and activities.

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[1] Kauffman Foundation (2013). *Entrepreneurship Education Comes of Age on Campus: The Challenges and Rewards of Bringing Entrepreneurship to Higher Education* (p. 1). Kansas City, Missouri. Accessible at http://www.kauffman.org/-/media/kauffman_org/research-reports-and-covers/2013/08/eshipedcomesofage_report.pdf).

- **Objectives & Response Rate**

Given all of these challenges, how are libraries managing in their support of campus entrepreneurship? That's what we wanted to find out.

The purpose of this survey was to investigate how ARL member libraries are supporting campus entrepreneurship, both inside and outside of the classroom. It asked about the types of library services and resources, funding models, staffing and administrative support, assessment, and the unique challenges of supporting these programs. These results are based on responses from 60 of the 124 ARL member libraries (48%). With regards to the response rate, I would like to note that the survey was specifically developed for ARL member libraries that serve universities. As such, there were a few ARL libraries that were not specifically targeted nor could complete the survey. Finally, the survey asked a lot of open-ended questions in order to capture the unique and varied nature of library support of campus entrepreneurship, so you will notice that the majority of results are qualitative, rather than quantitative in nature.

5: Campus-wide Entrepreneurship Priorities & Organization (Vera)

- **Strategic Priority**

Of the 60 responding libraries, 83% indicated that their institution has identified expanding innovation and entrepreneurship opportunities and support throughout the university as a strategic priority. While some institutions mention entrepreneurship in a very general or high-level way, others identify specific goals and objectives, complete with metrics, such as increasing research commercialization, technology transfer and licensing, public-private partnerships, and growing the number of start-ups arising from their institutions. The benefits to expanding campus entrepreneurship identified by institutions included working more closely with the business community both locally and globally in order to create opportunities for student internships, alumni employment, develop collaborative spaces, and access equipment to help develop ideas. Campus entrepreneurship was also seen as a means of attracting students, faculty, and staff to their organization.

- **Organization of Entrepreneurship Activities on Campus**

As you can see, the coordination of entrepreneurship activities on campus is fairly evenly split amongst separate entrepreneurship centers in different faculties or schools (29%), various stakeholders that loosely coordinate activities (21%), and other structures (24%). From the many comments received, it's clear that coordination of these programs is generally lacking on campuses. Leading faculties for programs include the business and engineering schools. Law schools were mentioned as providing programs and support in the areas of intellectual property and business law. Newer entrants into the entrepreneurship arena include information schools, architecture, music, and social sciences faculties, and libraries. Some programs are focused on specific types of entrepreneurship or entrepreneurial populations, such as social entrepreneurship, and programs aimed at supporting women entrepreneurs, and veterans and their families. Three-quarters of responding libraries indicated that the library does not play a role in directing or coordinating campus entrepreneurship activities. However, in some cases, library staff are members of campus entrepreneurship programs' advisory boards or steering committees

6: Library's Support for Entrepreneurship Activities (Vera)

The overwhelming majority of responding libraries (82%) are providing support and/or services to campus entrepreneurship activities on an ongoing basis. These services are mostly provided by the business librarian and involve support for the entrepreneurship course curriculum in the form of classroom instruction, instructional materials—such as handouts, subject guides, and tutorials—and research consultations. While not specifically created for entrepreneurship activities, library makerspaces and their associated technologies were often mentioned as providing support to campus entrepreneurship activities.

7: Library Staffing (Vera)

In terms of library staffing to support entrepreneurship activities on campus, coordination of support and services is usually the responsibility of the business or engineering librarian, mirroring the pattern seen on campuses where these two faculties are leaders in developing entrepreneurship programs. Few libraries have created other positions specifically to support entrepreneurship activities. Instead, positions already supporting makerspaces, design studios, new media centers,

digital scholarship, etc., support entrepreneurial activities as a natural extension of their duties. Due to the multidisciplinary nature of campus entrepreneurship and the goal of providing opportunities to all faculty and students, regardless of major, library support requires a team effort. The skills and expertise provided by all subject liaison librarians, GIS, digital scholarship, visualization, makerspaces and media centers specialists, etc., are all required to fulfill the needs of faculty and students entrepreneurship endeavours.

Now I will turn the presentation over to Afra who will talk about library resources and services for campus entrepreneurship.

8: Library Resources Purchased for Entrepreneurship (Afra)

This section focuses on questions 10 to 13, which encompass types of resources purchased, source of funding, location, and users of resources specific to entrepreneurial activities.

- **Types of Resources**

55 respondents identified the top three resource types purchased to support entrepreneurship as books at 86% (47), specialized databases (43 or 78%), and reference material (39 or 71%), shown in the graph. It should be noted that a few institutions stated that although they had purchased or licensed these library resources, they were not specifically acquired to support entrepreneurship activities but to support more broadly "academic use".

- **Funding for Resources**

51 of the 53 responding libraries (96%) indicated that the main/central library's general budget was the primary source of funds for purchasing library resources specifically supporting entrepreneurship activities. A minority of respondents identified other sources of funds, including the business library's budget (20 or 38%), another branch/unit library budget (30%), an academic department/unit budget (28%), or an endowment fund (25%).

- **Location of Resources**

Resources are overwhelming located in the main campus library and online (both with 47 responses or 89%). The branch or unit library more likely to hold library

resources for entrepreneurship activities is the engineering library, the science library, or the medical/health sciences library. Surprisingly, the business library was ranked fourth (19 or 36%). Of the small minority that listed "other location," the most commonly mentioned site was a lab such as an "IdeaLab" or "Rolls Royce Rapid Prototype Lab."

- **Users of Resources**

Students, faculty, and staff are the top three categories who may use library resources. The general public, alumni, and members of the business community round out the top six users of library resources. The exact pattern continues when resources are further divided into resource types such as books/journals/databases, data, equipment, etc.

9: Online Resource License Restrictions (Afra)

This section focuses on questions 14 to 16, which asked about a need to revise license agreements or to clarify limitations of use due to expanded entrepreneurial activities, imposed resource restrictions, and additional details on licensing agreements unique to entrepreneurship resources.

The majority of responding libraries (42 or 75%) did not need to revise their license agreements or clarify limitations of use for online resources because of expanded entrepreneurial initiatives. For the small minority that did revise their agreement or clarify terms of use for online resources, they identified the online resource as a "business database" or they named specific products.

Of the 35 respondents who had resource restrictions imposed, the most common restrictions are restricted access by IP range (26 responses or 74%), followed by restricted to non-commercial uses (23 or 66%), and in-library use only (18 or 51%).

There were a few comments to the question requesting additional details that mentioned how they were able to negotiate a "walk-in" clause for certain licenses. This is a good recommendation for those considering revising their license agreement—include a "walk-in" clause to allow for expanded access to unaffiliated institutional users.

10: Library Services for Entrepreneurship (Afra)

This section draws attention to questions 18 to 21, which cover the kinds of services libraries provide to support entrepreneurial activities, location and users of these services, as well as description of topics covered by library instruction.

The majority of responding institutions identified the top three services provided as reference, which may include consultation appointments and office hours (52 or 96%); library instruction, for example "a series of free workshops covering topics such as copyright and intellectual property…" (96%), and in-depth research, for instance conducting database searches in preparation for an appointment (39 or 72%).

Some examples of notable library services I'll mention by name due to timing are: Michigan State's Selma D. and Stanley C. Hollander MakeCentral: Makerspace and University of Wisconsin-Madison's Wendt Commons Library that has patent librarians who offer patent & trademark info and searching help. A thorough list of library services can be found in the representative documents section of the SPEC Kit.

The main campus library is the primary location that offers entrepreneurship services. This is followed by online. Of the responding institutions whose services are offered at another branch/unit library (26 or 48%), engineering, medical/health sciences, and science libraries—also known as STEM libraries—were most commonly reported. The business library followed closely in fourth place.

The core users of library resources are the same as for library services: students, faculty, and staff. Alumni, the general public, and members of the business community are the second tier of users of library services. A few respondents mentioned that anyone could use library services.

11: Topics Commonly Covered through Library Instruction (Afra)

47 respondents answered this question and quite a variety of library instruction topics are offered. The top five categories given: market research (64%), industry research (47%), and company research (43%), followed by patent, IP, and trademark searching (28%), and general resource overview with searching strategies (23%).

12: Example of Library Course Material (Afra)

Here is a notable example of course instructional materials, a business model canvas from Florida State University. This template gives students a visual of how to think about and organize info into a business model.

Now Vera will describe the findings on funding, partners, promotion, and assessment.

13: Funding, Partners, Promotion, and Assessment (Vera)

- **New Funding**

Libraries have not received much new funding that was specifically earmarked to support campus entrepreneurship. Any funding received was usually designated for purchasing resources, space development, or equipment, such as those for makerspaces. Funding came from alumni, corporate or private donors, endowments, and the university.

- **Notable Library Partners**

The most notable partners for libraries include the Technology Transfer or Commercialization Offices, faculties and/or departments, incubators, accelerators, established campus entrepreneurship centers, and centers for teaching and learning.

Partnership activities include presentations and instruction, collaborating on events, co-funding of business resources, cross-promotion, business plan competitions, and hackathons.

- **Promotion**

Promotion of library resources and services for entrepreneurship mirrors that of typical promotion efforts employed by libraries for other resources and services.

- **Assessment**

The majority of responding libraries have not assessed the impact or success of the services they provide to support campus-wide entrepreneurship. When assessment is done it typically takes the form of feedback or evaluations of instruction sessions

or workshops, standard output statistics, or surveys about space and services. Libraries that are planning to assess their support for campus-entrepreneurship are considering how to measure impact and value.

14: Challenges (Vera)

The challenges to supporting campus entrepreneurship won't come as a surprise, as they include all of the typical challenges faced by libraries. Budgets and funding were at the top of the list, as well as staffing. Staffing challenges include not having enough staff to keep up with demand for the ever expanding number of entrepreneurship programs on campus, as well as having staff that possess the needed competencies and specialized knowledge and skills to support the wide range of needs of entrepreneurs. The cost of market research was often cited as a real hindrance for libraries. In addition, there were issues around licensing of electronic resources for use by entrepreneurs, as the line between course-work or non-for-profit activities and commercial activities is very blurry. Libraries are finding it challenging to coordinate their support for campus entrepreneurship activities due to the lack of coordination, collaboration, or strategic direction of their institution. Finally, getting the message out to campus groups, faculty, and students about what the library can offer would-be entrepreneurs is an ongoing challenge.

15: Conclusion & Recommendations (Vera)

- **Conclusion**

I think with this survey, we've only begun to scratch the surface of the breadth and depth of entrepreneurship activities on university campuses. With the rampant underemployment of our university graduates, entrepreneurship may be an important avenue to meaningful employment. Today's generation views work differently than their parents. Millennials value work that provides them an outlet for their creativity, flexibility and balance between their work and personal lives, and more control over their future. Entrepreneurship is seen to be able to provide all of these important aspects.

Entrepreneurship education is by nature, varied. There is no standard template or curriculum. It is multidisciplinary, relying on the knowledge and expertise of a number of academics, mentors, employers, investors, and inventors, both inside and

outside the university. As a result, no single approach works for every campus. Programs must be dynamic and fluid, taking into account changes to a state or country's economy as well as the needs and aspirations of students, faculty, and the community. So too must our library support for these programs.

- **Recommendations**

To close, we'll leave you with some recommendations to bring back to your libraries for further discussion and planning:

- Understand your institution's entrepreneurship programs—talk to anyone on campus who can help you better understand how entrepreneurship is playing out at your institution. Invest the time and energy to inventory your campus' entrepreneurship programs, identifying missions and visions for each, target audience, services offered, and sources of sponsorship and support.

- Assess your library's strengths—what do you have to offer that specifically addresses the strategic goals of your institution around entrepreneurship.

- Identify opportunities to contribute—find the gaps in entrepreneurship support that the library is uniquely positioned to fill.

- Review license agreements.

- Develop a strategy for library support—based on all of the information you've gathered, start developing the library's strategy to support campus entrepreneurship. It was clear from the responses, libraries have neither the funds nor staff available to support all campus activities. The multidisciplinary nature of entrepreneurship means that all unit libraries and library staff need to play a role in supporting entrepreneurship on campus. Opportunities exist in the areas of instruction in patent and trademark searching, market research and industry data searching, and sourcing local data.

- Don't forget about staff training. Encourage all subject librarians to learn about entrepreneurship in their disciplines and industries, as entrepreneurs can be found in every discipline.

- Given that the results showed that libraries are still using traditional methods of promotion, yet also indicating that getting the word out about library support has been a challenge, it's time to look at new avenues for promotion. Sponsoring innovation contests and events is a good way of showcasing how the library can contribute to entrepreneurship endeavours.

- And finally, assess—like any service we provide in libraries, we need to do a better job of assessing the value of our support.

16. Questions & Discussion (Lee Anne)

We welcome your questions. Please join the conversation by typing questions in the chat box in the lower left corner of your screen. I will read the questions aloud before the presenters answer them.

17. Thank you (Lee Anne)

Thank you all for joining us today to discuss the results of the campus-wide entrepreneurship SPEC survey. You will receive the slides and a link to the recording in the next week.