Developing an Entrepreneurial Education in a Residential College: An Exploratory Case Study

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Entrepreneurship is a source of innovation, job creation, and vibrancy for local and regional economies. As a direct result, there is a profound interest in creating an infrastructure that effectively encourages entrepreneurship and incubates entrepreneurial endeavors. Western State University has responded to this call by developing the Harvey Entrepreneurship Program, which is integrated in the Enterprise Residential College. The Harvey program provides a socially embedded experiential learning approach to entrepreneurial education. Faculty, students, entrepreneurs, and technical experts are drawn together in an environment that provides space for business incubators and an entrepreneurially focused curriculum. In this article, we present a case study in which we use qualitative research methods to explore the benefits and challenges of creating such a program. The delivery model that Enterprise Residential College provides for entrepreneurial education is examined through the perspectives of program administrators, faculty, and students. The findings reveal evidence that a residential college can form a powerful nexus of formal instruction, experiential learning, socialization, and networking to influence entrepreneurship. We discuss relevant findings that may aid others considering similar endeavors

Keywords: experiential learning, residential college, entrepreneurship

Success will be demonstrated by the number of businesses that have started at Western State and that show a direct link to our program.

—Dean Klein[1]

As a source of innovation and job creation, policymakers and political leaders look to entrepreneurship for its capacity to deliver economic growth and vibrant communities (Garavan and O'Cinneide 1994). Consequently, there is intense interest in programs that effectively encourage and support successful entrepreneurial ventures. Higher education is often viewed as a supportive resource (see for example Bechard and Gregoire 2005). Institutions of higher education and their constituents have responded by building entrepreneuri-

ally focused academic programs, and directed supportive scholarly attention to such important tasks as identifying the characteristics of the business environment (e.g., political environment, culture, industry structure) and the qualities of the individual entrepreneur that impact entrepreneurial success (see for example Collinson 1999; Delmar and Davidson 2000; Cooper and Dunkelburg 1987).

There is a general understanding that the requirements of entrepreneurial education differ from the traditional business curriculum (see for example Busenitz and Barney 1997; Fiet 2000; Shane 2000; Maranville 1992). Despite considerable efforts, entrepreneurship education is often criticized for its lack of impact and efficacy (see for example Kolvereid and Moen 1997; Garavan and O'Cinneide 1994). The harshest critics argue that there is no real connection between education and entrepreneurship. The compelling concern is an underlying sense that fundamental aspects of entrepreneurship cannot be taught but instead relate to innate or idiosyncratic qualities as personality, life experiences, or even access to resources like capital or social networks (see for example Abbott 1988; Cooper and Dunkelberg 1987; Dobrev and Barnett 2005; Driessen and Zwart 1999; Kolvereid, Lars, and Moen 1997; Newton and Shreeve 2002; Ronstadt 1988; Vesper 1980).

Such criticism has pushed educators to think more creatively and to be more entrepreneurial in their own approaches to program development and delivery (cf. Kolvereid and Moen 1997). For example, business schools are finding new partnerships with diverse programs that are engaging in entrepreneurship education including engineering, medicine, and the arts (Katz 2006). Another notable development has been the emergence of living and learning communities (Zhao and Khu 2004) that focus on entrepreneurship (Shinn 2005). The underlying premise of these residential colleges is that there is tremendous value to be found in immersing students in a living community that shares common interests, integrates programmatic educational experiences, and fosters productive relationships with faculty and professionals (Shinn 2005).

This article reports an exploratory study of an innovative university program designed to encourage entrepreneurship and address perceived shortcomings of traditional approach-

es to entrepreneurial education. This program involves the creation of a residential college devoted to providing a socially embedded experiential approach to entrepreneurial education. In addition to meeting the usual expectations of higher education regarding the formal curriculum, the residential college draws together faculty, students, entrepreneurs, and technical experts in a living environment that includes active business incubators, professional mentorship, and an informal curriculum. As the current study explores this innovative educational approach, we hope to identify ways in which program-related decisions, actions, and activities bear upon the educational experience in order to inform and assist others in their efforts to encourage and development of entrepreneurship.

Methods

In that our research interest is an exploratory investigation of a contemporary academic program as it exists in its contextual environment, the case study method was deemed an appropriate research approach (Yin 1994). In that our desire is to broadly understand the experiences and interactions of relevant stakeholders (including students, faculty, and administrators), qualitative research methods are best suited for this study (Yin 1994; Stake 1995). The following discussion introduces the fundamental contextual information with regard to the research setting and describes our research methods.

Research Setting: Enterprise Residential College

Interest in a residential college and related entrepreneurship programs at Western State University came from discussions between the Dean of the College of Engineering and the Provost. There was a sense among these campus leaders that the university needed to contribute in more compelling ways to economic development and commercialization of technological innovation. These discussions led to a broader initiative that brought together the leaders of the College of Business (COB) and the College of Engineering, the business community, and the leadership of University Housing and Dining Services (UHDS). This effort energized the evolution of Enterprise Hall, a dormitory that had fallen into disrepair and had been unused for more than a decade, into the Enterprise Residential College (ERC) and home of the Harvey Entrepreneurship Program (HEP). In 2004 a Harvey family gift of $4 million was dedicated to the renovation of Enterprise Hall and development of physical spaces to support entrepreneurial education. Our data collection was conducted during the second year of operations for the ERC and HEP.

The ERC is centrally located on the Western State University campus. College leadership promotes the fact that the ERC is the largest residential college devoted to entrepre-

neurship in the country, housing 290 students; similar programs typically have fewer than fifty students (Shinn 2005). Currently the student population is evenly divided by gender. Twenty-five percent of the residents are undergraduate engineering students, a similar portion are business students, and the remaining students are from other campus programs. The student population is divided into five living groups that are served by seven student Residential Assistants (RA). In addition to the typical amenities of student housing, residents have access to incubator spaces for business start-ups, a library, a board room for meetings, classrooms, and a coffee shop. In the second year of operation, the incubator spaces housed three student-created businesses and a consultative entity that partners business faculty with students to assist the business community.

In addition to the spaces dedicated to students and educational experiences, the ERC provides living space for a Resident Faculty (a tenure-track business faculty whose apartment lies within the hall), temporary lodging for Visiting Fellows (usually successful entrepreneurs), and office space for the program director and staff.

Qualitative Methods

To broadly explore the development of this entrepreneurial program and to accomplish triangulation of data, we employ multiple methods: in-depth interviews, participant observation, and a review of informational media (Miles and Huberman 1984). Our research deliberately focuses on the shared contributions of the leadership team, Resident Assistants (RAs), and students. Recruited for their diverse perspectives, we engaged 13 key informants in a series of in-depth interviews that explored broadly the experiences of the participants. These interviews occurred through two academic quarters. The sample included the HEP leadership team (see Figure 1): Dr. Feather (Program Director), Dr. Andrew (ERC Resident Faculty), Mandy Flower (Program Manager), Katie Getty (Assistant Director of University Housing and Dining Services), Dr. Klein (Dean of the College of Business), and Brandon Stipe (Resident Director). We also interviewed seven student informants (see Table 1), three of whom are RAs. Our interviews with RAs reveal the way that these service providers influence the program as they work closely with students to deliver elements of the HEP. Our interviews with students are also instructive as they "co-create" the program and are important to its success (see for example Arnould and Price 1993). Key informant data are supplemented by participant observation data, which the research team collected at Enterprise Hall events. These events included "fireside chats" and dinners with visiting fellows that are designed to provide students opportunities to interact with successful entrepreneurs and business leaders. We also observed and interacted with the key informants
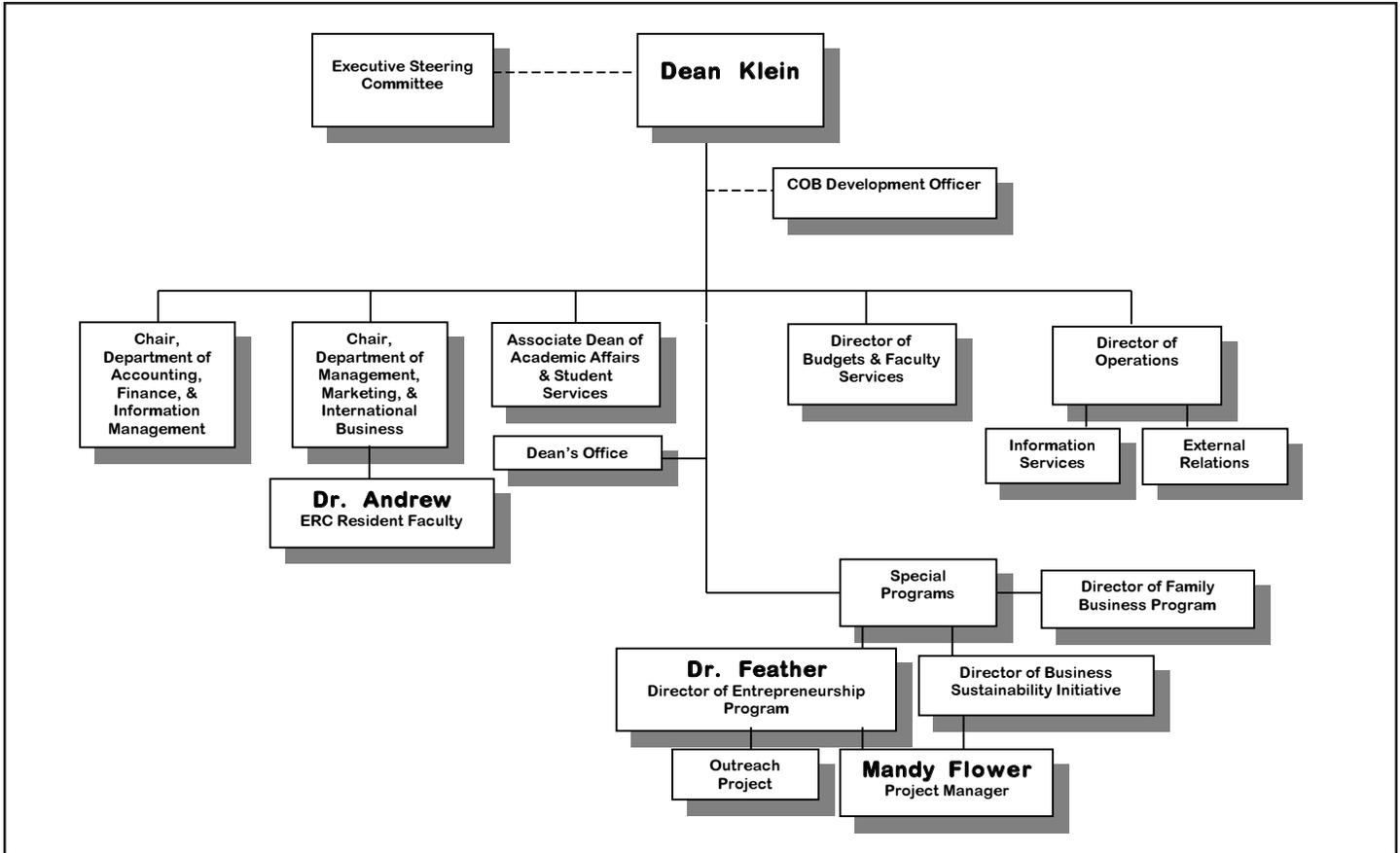
Figure 1. College of Business Organization Chart

that we interviewed and other students in routine settings (for instance, coffee shop, dorm rooms, and lounges). We closely reviewed informational media developed by the administration and students, including websites and press reports.

Our data consists of videorecorded interviews, transcripts of interviews, field notes, memos, and archival materials. Data analysis was emergent, as our mixed-gender research team engaged in a process of constant comparative analysis throughout the study (Glaser and Strauss 1967). As findings emerged and developed thematically, we engaged in a process of devil's advocacy (Schouten and McAlexander 1995) in which findings were contested and exceptions explored and resolved. As we developed the manuscript, we shared the document with informants as a means of conducting a member check (Belk, Wallendorf, and Sherry 1989) to gain informant perspectives regarding the way in which our findings correspond with their experiences and perceptions. We organize the discussion of our findings around the perspectives of key program stakeholders. We find that priorities and perceptions are strongly impacted by the participant's role in the process. It is from the points of convergence and divergence of these perspectives that we gain our most valu-able insights into the challenges of program development.

Findings

Although the initial impetus for the HEP and its integration into the Enterprise Residential College came from discussions among a broad range of stakeholders (e.g., leaders at the University level, College of Engineering, and business community), the leadership team of the COB has assumed primary responsibility for refining the concept, designing programs, securing necessary capital, and overseeing implementation. The leadership team aptly describes the subsequent development of the HEP itself as an "entrepreneurial venture." As Dr. Feather, the director of the HEP explains:

the program is very young . . . so in a lot of ways I kind of think of myself as modeling entrepreneurial behavior and sort of thinking about the program the way an entrepreneur might. That is, what are the right opportunities to go after? How do we get resources to pursue those opportunities? [How do we] build the team to do more activities and to create this long-term self-sustaining program that will overall grow in its impact?

Table 1. Student Informants

Year in School	Major	Year in Enterprise	Level of Activity	Alias
Freshman	Exploratory Studies	First	High	Lauren
Junior	Industrial Engineering	First	Medium	Sam
Senior	Business Administration	First	Medium	Kris
Freshman	Pharmacy	First	Low	Alex
Sophomore	English	Second	High	Val
Sophomore	Business Administration	Second	High	Pat
Freshman	Undeclared	First	Low	Drew

Brief Bios of Participants:

- Lauren: At the beginning of the year he was in exploratory studies but then switched to a business major. He was first attracted to the building because of its magnificent architecture and location. In addition to the appeal of the building, Lauren also has an entrepreneurial background, being an active entrepreneur throughout high school. He became heavily involved in the program and continued the following year as an RA.

- Sam: Had minimal interest in the program before living here and was actually pulled from a different residence hall to live in the residence college. After being reassigned to the hall, he learned about the program and became active as far as his time commitments would allow. He stayed on for his senior year as an RA in the program.

- Kris: Kris decided to become an RA and live on campus for her senior year because of the program within this hall. She has an active interest in the program and feels it provides prestige to the building and that it is more than just another residence hall.

- Alex: Alex chose the building because of its features and location, and has very little interest in the programs. He has joined a fraternity and will not return next year.

- Val: Val is in her second year in the building. She chose this building because her roommate and good friend wanted to live here. She is highly active in the program, and enjoys the time she spends working in it. She plans on moving off campus next year, as her roommate is studying abroad and cannot live in the building next year.

- Pat: Pat is in her second year in the building. She initially chose this building because of the entrepreneurship program and sincerely enjoys being a part of it. She will be studying abroad next year, so cannot live in the building. She intends to remain an active participant in the program.

- Drew: Drew is an undeclared freshman. She chose the building because of the features and location, and has no interest in the entrepreneurship program. She has joined a sorority and does not plan on returning to the building next year.

As entrepreneurs, the leadership team recognizes that the success of this venture is dependent on establishing a collaborative network that can obtain the essential social, economic, and political resources necessary for building the academic program that have not been sufficiently provided by the university or other interested stakeholders.

Perspectives: Program Leadership

The COB leadership team views the success of the HEP as a strategic imperative. Among the most important hurdles confronting the leadership team is the challenge of building and maintaining support among faculty for the HEP initiative. Faculty members were initially resistant as they were concerned that the allocation of scarce resources (faculty time and college budgets) for a new initiative would come at the expense of the needs of existing and strained programs. Overcoming this hurdle required the development of a coalition of a supportive faculty that perceived the compelling interest of stakeholders (including the university administration and donors) and the potential value of this opportunity to the college for finding additional resources. These faculty members aided in the design of curriculum and building sup-

port among colleagues. Through the combined efforts of the leadership team and facilitating faculty, the entrepreneurship program has made progress. An important marker of success to the leadership team has been the approval by the faculty of a minor in entrepreneurship designed by a task force of interested faculty in both the COB and College of Engineering.

To develop a highly ranked and nationally prominent program is viewed as the ultimate marker of success. The college leadership team is optimistic about their ability to achieve this goal. They feel that the distinctive capacity of the residential college to integrate formal instruction, experiential learning, and social networking can provide a unique environment to address the needs of entrepreneurial education. Further, as Dean Klein looks forward, she expects a broader impact among the college's students in that "every graduate with a College of Business degree will understand the entrepreneurial process."

As they work to accomplish the vision, the leadership team recognizes considerable additional challenges. Important among them is the feeling that there is no real "roadmap" to guide them. The leadership team observes that there are no other programs of the size and scope of the HEP, denying access to models or mentors that can provide "next steps." The leadership team feels tremendous pressure as it faces the complex challenges of simultaneously developing infrastructure for new academic programs in entrepreneurship and building a supportive culture of faculty and students within the residential college.

Important stakeholders also have lofty expectations that add stress. University leadership, for example, anticipates that the HEP will contribute to the process of technology transfer in ways that will generate institutional profit. Another stressor is that the renovation of the physical facility moved more quickly than the college's ability to develop and approve new curriculum, recruit faculty, and develop student recruitment plans. As a result, despite an application process that sought to prioritize students with entrepreneurial interests (students were required to write an essay conveying their interest), most students that live in the residential college have no real entrepreneurial interest; economic realities dictate that the dorm rooms must be filled. Also, with a curriculum that is still evolving, Dean Klein laments, "How do we set up the game when time is a scarce resource?"

Establishing Infrastructure: Acquiring Capital.
According to reviews sponsored by the AACSB, the accrediting agency for the COB, the COB has long been underfunded. As a result, the pursuit of the HEP initiative requires identifying and securing alternative funding sources. A significant capital campaign targeting COB alumni and supporters raised $6 million that was dedicated to the building renovation. The university has not provided or promised supple-

mental funding for the programs of the HEP. The COB has "boot-strapped" the HEP by subsidizing the eEnterprise program at a very modest level, with a current year expense of nearly $250,000.[2] The COB anticipates an annual investment in the next few years of $750,000 as additional faculty are hired to deliver the formal curriculum upon its approval by the faculty. As this budget allocation may compromise other college programs, this funding source is deemed unsustainable. As with many entrepreneurs, the college has sought alternative sources of funds (with a goal of acquiring an additional $7 million endowment).

As another source of funding, the COB has proposed program fees for HEP students. College leadership seeks to assess an annual fee of $750 for each of the 290 resident students, which would generate about $215,000. As long as students perceive value, administrators believe that students will accept the fees. The leadership team also believes the new fee may deter students with little interest in the curriculum from living in Enterprise Hall. They feel that the current mix of students is a burden to the program's development and a more focused student body would be advantageous. Nonetheless, the proposed fee does not fully provide for the program's economic needs, so the leadership team is seeking funding from corporate sponsors, grants, donations, and fee for service revenue streams.

Establishing Infrastructure: The Residential College.
Although technically owned, managed, and controlled by UHDS, Enterprise Hall is a key component of HEP's infrastructure. The historic building itself is a visible and iconic campus landmark. Its distinctive architecture and central location give the building a unique position in the minds of alumni and the campus community. As one informant describes, "Enterprise provides a tangible, unique resource to build a program." The history of the hall is rich with entertaining and inspiring stories of entrepreneurial student activities and the production of successful entrepreneurially oriented graduates.

Dr. Andrew, HEP Professor in Residence, values Enterprise Hall with its 290 residents for its capacity to be a "Big Tent." Conceptually, the Big Tent presents an opportunity to introduce fundamental concepts of entrepreneurism to large groups of students as they begin college careers. Dr. Andrew sees the Big Tent as a desirable alternative to the smaller and more focused programs that are the norm. Dr. Andrew observes that students can develop entrepreneurial interests at any point in life. He sees the Big Tent as serving students who may immediately develop new businesses and, also, by building "sleeper capital," those who generate new ideas and businesses much later. Dr. Andrew suggests that "success could be years out and the seemingly most unlikely seed could germinate."

Establishing Infrastructure: Academic Programs.
The entrepreneurship curriculum has both formal and infor-

mal elements. The formal curriculum began with the design of the minor that was launched during the HEP's second year and that is structured especially for the perceived needs of engineering students (see Figure 2). An undergraduate entrepreneurship option (similar to a major) has been proposed but has not yet received university approval (see Figure 3). In the coming year, the college will introduce two new courses offered exclusively to Enterprise Hall residents. The first is a one-credit class that provides "an introduction to life on campus and in an entrepreneurial dorm." The second is a class describing "the entrepreneurial process" that is required for all business and entrepreneurship minors.

The informal curriculum is perceived as fundamental to introducing student residents to entrepreneurship. As initially conceived, the essential elements of the informal curriculum were to include presentations and meetings provided by visiting fellows, student participation and leadership in clubs (such as Students in Free Enterprise, known as SIFE), and special events. Dr. Feather (HEP Director) feels that the success of HEP rests in the program's ability "to attract students willing to engage in informal curriculum." Unfortunately initial student participation was very disappointing, something that Mandy Flower (Program Manager) attributes to the fact that "the majority of students here are not independent entrepreneurs. Only a few are drivers that have the 'entrepreneurial gene.'" To encourage student participation, Dr. Andrew (Resident Faculty) devised what has become the centerpiece of the informal curriculum, the "Team, Individual, Community, and Knowledge" competencies, most commonly called TICK (see Figure 4). As curriculum, TICK is designed to help students develop interpersonal skills and the skills to work as a team to solve problems. TICK helps to build social networks among students and with business professionals in order to find complementary talents and facilitate mentoring.

The mechanics of the TICK curriculum have students participate in a "blog-and-bank" process of logging learning experiences over the Internet. These experiences include participation in seminars (most often provided by entrepreneurs, faculty, and industry leaders), completion of reading assignments, programmed events (e.g., fireside chats), coursework, and experiences in campus activities. The online tracking system provides students a tangible, structured, and progressive record of achievement. The completion of TICK competencies results in the provision of a certificate. HEP leadership feels the certificate has value to students. As explained by Mandy Flower, TICK "gives students a running start on applied resume experience" that demonstrates relevant experiences.

Continuing Challenges. The HEP leadership continues to work toward curriculum development and building additional and stronger ties to the business community. There

Required classes		
Required Courses—24 Credits		
BA 215	Money and Investment: Manager, Lender, Investor Viewpoint (4)	
BA 260	Introduction to Entrepreneurship (4)	
BA 351	Managing Organizations (4)	
BA 360	Introduction to Financial Management (4)	
BA 390	Marketing (4)	
ECON 201	*Introduction to Microeconomics (4)	
Elective: Select one of the following courses		
BA 230	Business Law I (4)	
BA 440	Corporate Finance (4)	
BA 442	Investments (4)	
BA 452	Leadership and Team Building (4)	
BA 453	Human Resources Management (4)	
BA 460	Venture Management (4)	
BA 463	Family Business Management (4)	
BA 467/		
ENGR 467	New Venture Laboratory (4)	
BA 492	Consumer Behavior (4)	
BA 495	Retail Management (4)	
BA 497	Global Marketing (4)	
Total=28		

Figure 2. Entrepreneurship Minor

have been disappointments. In a college that has been underfunded and understaffed, faculty members have been slow to embrace new programs. In faculty meetings, some voice skepticism regarding perceived additional burdens of supporting a new curriculum and related business outreach expectations in ways that they feel may threaten existing programs and scholarly efforts. This faculty reticence places a burden on the HEP leadership team as they have the additional task of building faculty support while they reach out to encourage student participation and create the formal and informal curriculum.

Participation in HEP's informal curriculum has still been weak and the Visiting Fellows are unhappy with poor student turnout at their presentations. TICK participation rates are low as only 35 out of 290 (12%) Enterprise students have submitted any TICK competencies. Of the 35 contributors, only 25 have made significant progress toward the professional certificate. Very similar to the dean's description of her leadership team's efforts to build the HEP program, the program director laments that "learning how to convince and engage students in the value of an entrepreneurship endeavor makes Enterprise an entrepreneurial endeavor." Despite low participation, there is continued optimism about the TICK program. Dr. Andrew states, "The measure of success is by exposure to entrepreneurial processes—providing students with the broad TICK exposure. The system and model is right, [we] just need to follow through."

	REQUIRED COURSES	NUMBER OF SECTIONS		
		F07	W08	Sp08
BA 260	Introduction to Entrepreneurship (4) (Sophomore standing)	1	1	1
BA 464	Venture Financing (4) (students graduating 2007, take BA 440) (BA 260, BA 360, Senior standing)	-	-	-
BA 458	Product & Service Development (4) (BA 357, BA 390, Senior standing) (students graduating 07, take BA 468)	-	-	-
BA 460	Venture Management (4) (BA 360, BA 350, BA 390, Senior standing)	2	-	1
BA 467	New Venture Lab (4) (BA 458, BA 464, BA 460, Senior standing)	-	1	-
BA 406	Entrepreneurship Colloquium (3 times, 1 credit each) (See advisor or Entrepreneurship faculty for details)	1	1	1
SELECT ONE (1) ADDITIONAL COURSE FROM:				
BA 440	Corporate Finance (4) (BA 360, Senior standing)	-	4	2
BA 447	Topics in International Business (4) (BA 347, Senior standing)	1	1	1
BA 463	Family Business (4) (Senior standing, Instructor approval)	-	-	1
BA 468	Technology Commercialization (4) (BA 460 previous term, Senior standing)	-	1	-
BA 491	Personal Selling (4) (BA 390, Senior standing)	1	-	2

TOTAL: 27 credits + Senior Core Courses

Figure 3. Proposed Entrepreneurship Option

The HEP leadership also notes that too few Enterprise Hall residents are interested in entrepreneurship and too many are attracted only to the dorm's central location and aesthetic appeal. They also observe that nearly 60 percent of residents are freshmen and that these young students have many compelling personal agendas and adjustments that compete for program participation time and energy. The leadership notes that even the more experienced students encounter mid-term exams, projects, and assignments that require personal flexibility and time commitments that hinder participation in HEP activities. Retaining more senior students is also difficult, as students are drawn to off-campus apartments, fraternities, and sororities.

Finally, the college leadership team perceives that even though HEP began as a collaborative university effort, a disproportionate share of the development burden has been placed on the College of Business. Economic and programmatic support from stakeholders on campus has not been forthcoming to the degree that was anticipated.

Perspectives: The Resident Assistants
Among those with formal program responsibility, the RAs maintain the closest bonds with the students. Like their colleagues in other residential halls, the RAs in Enterprise Hall are accountable to UHDS. Their appointment is unique, though, in that they are also accountable to the HEP program. This dual accountability has resulted in role confusion among the RAs. As the HEP and ERC continue to evolve, the RAs' role and performance expectations also change, creating additional stress.

An Evolving Agenda: Responsibilities. The RAs in the ERC are well aware of the fact that their position is much dif-

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What Is TICK?

We are proud and excited to launch the Harvey Entrepreneurship Program at Enterprise Hall informal curriculum this Fall! Throughout the past academic, the Harvey Entrepreneurship Program partnership has designed a robust and cutting-edge curriculum, structured to both enhance the residential college experience in Enterprise, and provide learning opportunities designed to complement classroom learning that will enable residents to gain the competencies (outside the classroom) that are necessary to meet the challenges of today's (and tomorrow's) dynamic business and societal landscapes.

The HEP-TICK curriculum is focused on four pivotal areas that will prepare students with a comprehensive skill and knowledge base.

       Teamwork
       Individual development
       Community building
       Knowledge related to entrepreneurship
            ...HEP-TICK

Each area consists of competencies that, once achieved, will better prepare Enterprise residents for the challenges of entrepreneurship and/or to be especially ready for a career in innovative companies, where creativity, self-confidence and dynamism are key. Enterprise residents will stand out from the crowd.

Competency development is evaluated by exhibited cognitive development and practical application. Residents will observe, attend and participate in, a variety of forums, then discuss and reflect on their learning outcomes before preparing and submitting a one-page comprehensive but succinct demonstration that each competency has been achieved. There are 12 competencies.

As students develop their competencies, their portfolio will develop, as will their competitive edge. Students will track their competency development through HEP-TICK, the web-based curriculum interface.

Curriculum Key Elements:

- Competencies are developed through participation and reflection in seminars, readings, programmed events, coursework, and personal experience including involvement in across-campus activities.
- Online competency tracking and portfolio development.
- Incorporates entrepreneurs, business professionals, industry leaders and real-world applications by offering multiple levels of commitment to participants. That is, Weatherford "Dreamers that Do," learning from "Doers"
- Effort = Achievement
- Curriculum suited for all disciplines and academic interests.

Figure 4. TICK Program: Promotional Example

ferent than that of other RAs on campus. As one noted: "The responsibilities for Enterprise include more stuff than just a regular RA. In other halls, RAs have just the usual stuff. Here, you have to do all that, plus host visiting fellows, inform students about TICK, and make sure they do competencies."

The HEP leadership also expects RAs to serve as business mentors to the residents. One of the RAs mentioned that while it is not necessary for an RA to have a business background, a basic understanding of business and the HEP are practical necessities.

The Challenge of Freshmen Residents. Like the leadership, the RAs feel their position is complicated by the large portion of freshmen residents. As one of the RAs said, "As far as curriculum goes, freshmen just aren't interested. I don't blame them. We all know how it goes. First time you're on your own, you don't think about starting a business."

The RAs are well aware of the stresses and new opportu-

nities that freshmen confront. The RAs mentioned that their biggest challenge is to get the attention of the students and motivate them to participate in the program and events. Charged with maintaining enthusiasm within the Hall and creating excitement for the program, the RAs have found that some freshmen are more interested in parties and dances than they are in entrepreneurship. As one RA put it, the freshmen at Enterprise have "...more of a party attitude." Another RA explained, "If students hear the words 'learning opportunity,' it is not an enticement to attend." The RA further noted, "Enterprise is not a dorm of MBA students, it's a dorm of freshmen."

Enterprise Hall. While the HEP and university leadership appreciate the iconic values of Enterprise Hall, the RAs feel that the popularity of the building itself creates challenges. The problem, as described by one RA, is that "a lot of students just BS the application to be able to live here."

Although the students profess a passion for entrepreneurship on the application, their only real interest is in living in the renovated Hall, which makes it difficult to generate excitement about programs. The RAs acknowledge, though, that the building's appeal does help attract some dedicated students and that they, themselves, enjoy residing in the Enterprise Residential College.

The RAs cite the historic reputation of the building for housing entrepreneurial and creative students as key to the Enterprise Hall culture and that the specialized facilities are also supportive to the program. They laud the lounge areas as they facilitate group work, the apartments that provide living spaces for the Resident Faculty, and the Visiting Executive Suite and conference rooms that host Visiting Fellows. One RA explained that each residence hall on campus has a unique character and that, over time, Enterprise will create its own distinctive niche in entrepreneurship.

Emergent Programs. RAs perceive the integration of the HEP into Enterprise Residential College as a unique combination that has no precedent. They feel tremendous pressure to succeed in their responsibilities to build the program. RAs comment that they lack a blueprint to guide them as they assist the administration in the creation and implementation of new programs or even as they seek to define their own roles. As the program develops in a fluid and dynamic way, the RAs feel stress as their working environment is one in which "there's something new right after another." The introduction of the TICK program was an illustration of this difficulty. The RAs had not had the chance to complete it themselves and were learning about it in tandem with the residents, which challenged their mentoring responsibilities.

The newness of the residential college and HEP also came up when the RAs discussed the ways in which the academic and local community perceives them and the programs. Though they are optimistic about the future, the RAs voice concern that the program lacks reputation and, as a result, participation would not make that much of a difference with prospective employers of its graduates. They feel, though, that as the program matures it will attract students with more focus and motivation and continue to improve.

Communication Frustrations. The RAs often mention that communication problems complicate their jobs. Communication with the residents is frequently described as a frustrating process. RAs complain of "poster-blindness," a term they use that reflects the inability of residents to notice or acknowledge informative posters placed around the building. One of the RAs remarked, "Lack of communication has been the biggest reason that the students don't know about the offices in Enterprise. I think if Madonna came to talk, the lack of communication would cause them to not know."

In response to poster-blindness, RAs work to create new and exciting posters that they hope will attract student atten-

tion. The RAs describe other ways they communicate, which include knocking on doors and talking with students in the halls. One RA described an event in which he was told that the speaker was an especially important and visible executive and that resident attendance was critical. He sensed the attendance would be low, so he went around knocking on student doors pleading for students to come to the event. In the end, attendance was adequate but still not impressive. The RA expressed deep disappointment with the attendance in light of his considerable efforts. Another RA explained his frustration with the pressure he receives from administrators to motivate students. "If we knew why the students don't know things, we would be doing something different," he explained. RAs also voiced concern over an "ethical" line between doing their duty and placing undue pressure for resident participation in activities.

Another important flow of communication is between RAs and the leadership. RAs are generally pleased with the frequency and quality of their communications with the HEP director and the resident faculty member, especially with regard to student life in the building and events. There are times, however, when communications are not quite as effective. These communication problems seem most prominent when the RAs are dealing with the more dynamic issues of program development as the HEP leadership developed new initiatives to address emergent issues. One often-cited example had to do with the assignment of Hall Mentors (who are outside professionals) to assist RAs with their interactions with hall residents. When the mentor assignments were made, RAs were given little guidance regarding the mentor's intended responsibilities. For most of the RAs this confusion created a situation where most of the mentors were unable to effectively engage with students.

The Student Experience

Our interviews confirm a population with varying degrees of entrepreneurial enthusiasm. While the students recognize the essential symbolic fusion of Enterprise Hall and HEP, in practice, with only 35 students actively engaged in HEP programs, students feel that they are separate entities. Personal enthusiasm for entrepreneurship influences strongly the way in which students approach living in the residential college and participation in the curriculum. Nonetheless, nearly all students share an appreciation for Enterprise Hall.

It's About the Building. Drew is typical of those students who have no interest in the programs associated with the residential college. These students typically reside in Enterprise Hall owing to its "newness, location, and beauty." Drew knew very little about HEP upon achieving residency. A virtual tour suggested that Enterprise Hall was nicer than the other dorms, and she was attracted to its private bathrooms, and cleanliness. Despite having to prepare an essay

articulating personal interest in entrepreneurship as a prerequisite to admission into ERC, Drew feels no connection to the HEP curriculum. She reports that "others talk about it as inspiring or really boring," but she is "not really into it like others."

Like Drew, Alex was attracted to the physical features of Enterprise Hall. He found it to be an alluring place to live because it was a "super new" building. For Alex, though, the RA has been influential in developing a connection between the facility and the HEP curriculum. He has shown interest in the entrepreneurially-oriented opportunities available to him. Extracurricular interests (e.g., intramural sports), however, remain higher priorities and Alex has completed only 3 TICK competencies of the 17 required for a certificate. This is of no concern to Alex, for he does not feel that HEP has a significant part in either his current studies or future career.

Students with a keen interest in entrepreneurship appreciate the history and related symbolic meanings of the building. Loren emphasized those connections when he indicated that the HEP could not exist without Enterprise Hall. He cites the value of the facility's spaces, such as the suites for visiting fellows and incubator spaces as they foster constructive community interaction. Sam similarly shared how the spaces of Enterprise Hall make it easier for him to "get to know people," a process that he has been taught is essential to entrepreneurial success. Sam reported, "There is a lot of social and business networking going on here at Enterprise. It is a good venue to partner with engineers or whoever."

The varied levels of interest in the HEP expressed among students sometimes lead to stress, resentment, and frustration. The core issue is that the entrepreneurially oriented students feel that the presence of other students diminishes the quality of their own experiences and places greater program responsibilities upon them. Participating students complain that other students are not willing or open to doing the "extra work," even when that work does not seem overly burdensome. Sam notes, "A core group of resident entrepreneurs runs the risk of being spread thin by regularly being part of the 7–15 people in attendance to meet a visiting fellow." Kris voiced frustration about students who openly say "I'm not interested." She stated, "People should not live here if they are not going to be involved." She feels that even students who do not have a current desire to become entrepreneurs should be able to find value in the program, and noted that "the purpose of Enterprise is not to make entrepreneurs but to make students think in terms of entrepreneurship and networks." Val denigrates nonparticipating students as "freshman in-fill."

The Programs Matter. Students who have taken the initiative to participate see themselves as partners in the process of developing the Enterprise Residential College. Students have found inspiration and gained knowledge through the informal curriculum. Sam sees the TICK program as important for its broad contributions to his education, "It applies to life as well as business." In a similar vein, Loren remarked, "You will take what you learned and use it here. Once you have done it you will know it forever. It's like riding a bike. The class is the bike and the TICK program teaches you how to balance and turn pedals."

The dynamic ways in which the curriculum has unfolded have produced other valued experiences. For example, inspired by one of Dr. Andrew's weekly entrepreneurship sessions, a student suggested the creation of an e-challenge. The e-challenge was structured as a competitive entrepreneurial venture for students. Living sections within Enterprise Hall formed teams to develop small start-up ventures to see who could build and maintain a successful venture (in this case, garbage disposal for residents) for the term. The successful teams were able to assess resources and build networks quickly. An informant reported, "The E-challenges provide a venue to show what was learned."

Other residents have participated in a chapter of SIFE. As an organization SIFE encourages education and experiential learning to benefit students and the community. SIFE supports the spirit of Enterprise Hall and serves as "a student component generating ideas for experiential learning." One such opportunity is the "Business in a Box" concept (a 10-step process to aid in the business paperwork for a start-up business). SIFE also offers a "Preparing All Students for Success" (PASS) session to high school students. The PASS session is presented as a formal dinner to provide students an introduction to proper dining etiquette and social interaction with business professionals. The dinner also provides the students an opportunity to meet ERC administrators.

Information Deficits. Despite the efforts of administrators and RAs, students perceive information deficits. Drew notes that she is aware of "fireside chats" and visiting fellows, but does not know how to find the library where the chats occur. Some indicated that, prior to moving into the Hall, they knew very little about the programs housed within the residential college. Most had a basic understanding that living in Enterprise meant participating in entrepreneurial learning, but the elements of the program were not understood. One student indicated that others do not even see the connection between Enterprise Hall and the HEP. Other students are challenged by the way in which new programs are revealed. Val felt that she was caught off guard when TICK was introduced without prior knowledge. She feels that "students need to know this information before coming in."

Some of the entrepreneurially oriented students note that they did not have a clear understanding of the HEP's focus or "culture" prior to enrollment, which has led to dissatisfaction. These students were looking to entrepreneurship as a socially responsible alternative to the "scary" domination of corpo-

rations and greed. Val, for example, finds that the visiting fellows often give the impression that entrepreneurship is about the "one big cash-in." To her, the program seems to be focused on "one big money-making idea rather than starting and maintaining small businesses." Students such as Val find that the program is different from what they expected and feel left out and intimidated.

Discussion

It is evident that all of the players involved in the HEP's launch feel a need to accomplish much, as quickly as possible, and with limited resources. The university and HEP leadership are responding to the expectations and demands of business and governmental leadership to produce entrepreneurs who will launch ventures soon after graduation, provide assistance with timely commercialization of innovation, and in other ways contribute to economic development. RAs feel pressed by the challenges of evolving responsibilities of their positions and delivery of emerging programs to a mix of students, some of whom whose presence comes from nothing more than a need to fill empty dorm rooms. This is especially difficult for the program as students share responsibility as creators of curriculum and resident life experiences.

By framing their experiences in the HEP as the embodiment of entrepreneurial activity, the program leadership and RAs have been able to moderate feelings of frustration or dissonance. As a result, the experiences of building the program are viewed as a vital part of the educational program itself. This mindset has produced creative solutions to "growing pains." The TICK program and e-challenge are two such examples created to address issues of student disengagement and the need for programs to deliver entrepreneurial experiences and knowledge.

Given the emergent nature of the program, it is much too early to gauge its success in terms of cultivating a new generation of successful entrepreneurs. However, participants in the program report a growing sense of an entrepreneurial culture and enthusiasm, as reflected in Pat's reflections on her experiences as a student:

> It's always an evolving process. It gets better every year. Growing up I didn't know what entrepreneurship was. Putting it all together, I've learned so much. Makes me look back, and apply these concepts to it. . . . We're going to be running companies some day, so us planning and doing things now, will develop our skills to achieve our goals. These objectives are being accomplished. They are moving to the right direction.

The incubator spaces in the residential college that contain entrepreneurial ventures developed by students, RAs, and faculty are also tangible demonstrations of success. There is evidence of entrepreneurial enthusiasm. Nonetheless, as HEP leadership considers the ventures that have occupied incubator space, they have begun to recognize that these student-generated enterprises are not likely to evolve into the types of businesses that will be of the nature or scope that was initially envisioned. Further, a significant portion of residents have not been actively engaged in the HEP, the formal curriculum after two years is still limited, and the program has had limited success in generating strong faculty support, suggesting that much still needs to be done.

Lessons Learned

Our research highlights a number of important issues that bear upon the development of entrepreneurial education in a residential college and may be helpful to others seeking to pursue similar endeavors.

Lesson 1. The most important finding from our study is evidence that a residential college can form a powerful nexus of formal instruction, experiential learning, socialization, and networking. Although the HEP is still unfolding, the leadership team, faculty, students, and business community have begun to realize the integrative value of the residential college (as evidenced by the enthusiastic participation of Visiting Fellows, use of incubator spaces, informal student comments, and the increasing numbers and value of financial gifts).

Lesson 2. The hurdles of creating an entrepreneurially focused residential college are considerable. These include the design and creation of appropriate physical facilities (e.g., incubators, places to accommodate social interaction); development and implementation of formal and informal curriculum; recruitment of motivated and talented faculty; recruitment and training of enthusiastic and knowledgeable RAs; and the recruitment and selection of interested and capable students. It is inevitable that the development cycles of these important program components will vary. Of particular importance, too, is the perception of the HEC leadership that they are working without role models or roadmaps. No doubt, these perceptions play a part in the dynamic and sometimes frustrating ways in which this program is unfolding. It would appear that the successful launch of similar programs would benefit from a well-developed and necessarily adaptable project management plan. Hopefully, the design of such a plan can benefit from the insights developed from the HEP experience.

Lesson 3. A Resident Faculty member is important to success. This faculty member is an important liaison between the College of Business and the programs of the residential college. The Resident Faculty member serves as both a student mentor and instructor. Important, too, is the fact that this faculty member is close to the students in a way that allows for dynamic adaptation of the program and timely intervention when problems appear.

Lesson 4. There must be a good fit between the targeted student population and the program's goals. The social needs and educational deficits (including core business knowledge) of the younger students really suggest that the residential program would be better served by recruiting more mature students (juniors, seniors, and graduate students). Even so, programmatic goals that emphasize the production of successful entrepreneurs in the immediate future are not really within the control of the program; as the entrepreneurship literature reveals, successful entrepreneurship is typically associated with characteristics that include personality (cf. Markman et. al. 2002; Newton and Shreeve 2002), personal experiences (Abbott 1988; Cooper and Dunkelberg 1987; Dobrev and Barnett 2005; Ronstadt 1988), and access to instrumental personal and financial resources (Vesper 1980). Further, identifying and successfully recruiting the ideal "target market" students is clearly a daunting prospect. Absent the resources and enrollment controls that would be necessary to successfully identify and recruit these students, the program's goals should be established in ways that acknowledge other diverse markers of success. As others have noted, entrepreneurship education is not always about launching new businesses, it has other valued and broader outcomes (Kolvereid and Moen 1997). A redirection of program objectives and markers of success into realms provide for goals that are "educational" and/or relevant to building an entrepreneurial culture are receiving strong consideration among the HEP leadership.

Lesson 5. Student motivation and satisfaction are influenced strongly by their peers. One could argue that it is desirable to recruit students who share a strong interest in entrepreneurship. Our student entrepreneurs were quick to suggest recruitment strategies that would accomplish that task, like recruiting students from high school DECA or FBLA programs. However, there is intuitive appeal to what Dr. Andrew describes as the "Big Tent." In a facility as physically large as Enterprise Hall, a resolution of the paradox of successfully meeting a need for homogeneity in academic focus and a desire to influence a broader group can perhaps be found in strategically segregating these different populations. They can be physically segregated within the Hall and programs can be designed into components that serve enthusiasts distinctively and other segments that can be designed to mix with other students.

Lesson 6. The importance of the RA cannot be overstated. These individuals have the closest and most frequent interaction with students. An RA who is interested or experienced in entrepreneurship and has business knowledge should serve this important mentor role. Additionally, it is important for the RAs to have frequent and meaningful communication with HEP leadership .

Lesson 7. As Garavan and O'Cinneide (1994) comment, a successful entrepreneurship program is dependent upon significant resources. It takes much time and effort to design and deliver a formal curriculum, to create and coordinate the informal curriculum, and to closely interact as mentors with students. Unlike the large lecture halls that are common on many college campuses, this residential college demands a "higher touch" approach to education. Any trade-offs with regard to efficiency and educational effectiveness clearly need to be made judiciously with careful attention to their impact upon the broader system (to include faculty workload and other college programs) and the perceived student experience.

Acknowledgements

Notes

1. All names are pseudonyms.
2. About $170,000 of the initial expenses are associated with salaries for the HEP leadership team. The next largest expense is payment to University Housing for program space of $35,000. Other relevant annual expenses (none exceed $5,000) include event catering, printing, fundraising, supplies and services, and $2,500 allocated to "faculty development" to encourage faculty participation in scholarly activities directed toward entrepreneurship.

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