



IONA COLLEGE

HYNES INSTITUTE for
ENTREPRENEURSHIP & INNOVATION

Hynes Institute for Entrepreneurship & Innovation Outstanding Emerging Entrepreneurship Center Award 2021



*Preparing the next generation of entrepreneurs, innovators and leaders to
LEARN OUTSIDE THE LINES.*

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RATIONALE, PURPOSE AND MISSION

The Hynes Institute for Entrepreneurship & Innovation was established in 2017 thanks to the generosity and record \$15 million gift to Iona College from James P. Hynes '69, '01H and Anne Marie Hynes. The gift was informed by a design team who led the charge in researching and developing a comprehensive business plan that became the underpinning of the transformational entrepreneurship center and program. The **rationale** given was to develop an entrepreneurship program that is intended to have lasting and far-reaching impact for all Iona students regardless of their school, discipline or major. At the time of the announcement of the gift in March 2017, entrepreneurship education was virtually absent from Iona College's academic offering. Funds have been allocated to support start-up costs, the buildout of two state-of-the-art learning spaces, as well as an endowment fund.

The vision and **purpose** for the Hynes Institute is broad with a mandate to provide entrepreneurial learning opportunities for all students at Iona as well as the surrounding community in New Rochelle, NY. The Hynes Institute, which reports directly to the provost, operates its interdisciplinary program both independently and collaboratively with the two respective schools on campus, the AACSB-accredited LaPenta School of Business and the School of Arts & Science.

*The **mission** of the Hynes Institute for Entrepreneurship & Innovation is to create and foster an **interdisciplinary community** of Iona students who engage in entrepreneurial learning opportunities to develop an **entrepreneurial mindset**.*

STRATEGIC GOALS, OBJECTIVES AND METRICS

The Hynes Institute is unique since it was able to implement a program that, by design, has the primary objective to serve the entire campus community of approximately 4,000 students. The Hynes Institute team realizes its **strategic goals** of building robust curricular and co-curricular program that provides students with an environment that fosters an entrepreneurial mindset through practice and creative problem-solving across all disciplines and schools. It aims to ensure that students develop the knowledge, skills and experience required to create, innovate and lead in a global economy. Specific **objectives** included: development of an interdisciplinary undergraduate minor (April 2018) and major (BA and BBA, July 2020), an graduate certificate program (October 2018), a fully integrated and cross campus co-curricular experience (e.g. competitions, coworking, student club), an annual interdisciplinary faculty fellowship program (December 2018) as well as a student incubator (August 2020).

During its fourth year of operation (2020-2021), **the Hynes Institute directly engaged a total of 660 students and 82 faculty members** online (due to COVID-19) and in-person in its state-of-the-art 3,700 square foot collaborative learning space (Spellman Hall, opened Fall 2019) and student/community incubator (GaelVentures, opened in Fall 2017). To date, the Hynes Institute team is comprised of endowed professor and founding program director, assistant director, community manager, program assistant, assistant professor (tenure-track), clinical lecturer, entrepreneur-in-residence, designer-in-residence, strategist-in-residence, adjunct faculty (6), graduate assistants (2), and student leaders/interns (4). See appendix A. for the organizational chart.

GRAPHICAL TIMELINE AND MAJOR MILESTONES

TIMELINE & MAJOR MILESTONES

Hynes Institute for Entrepreneurship & Innovation



MAJOR ACHIEVEMENTS

Building on the vision for and mission of the Hynes Institute, the major achievements reside at the intersection of the center's **curricular**, **co-curricular** and **community**-engaged programming. This work is supported and enriched by a robust interdisciplinary **faculty development** program that aims to help build capacity through entrepreneurship education across the curriculum (see appendix B.)

Curricular programming

Before the founding of the Hynes Institute in 2017, entrepreneurship education was virtually absent from Iona College's academic offering. Within four years, the Hynes Institute has grown to a total of **19 entrepreneurship courses**, an **undergraduate minor**, **two undergraduate majors (BA and BBA)**, a **graduate certificate program** (MBA electives). For a detailed breakdown of the interdisciplinary curricular program, including enrollment to date, see appendix C.

Co-curricular programming

One of the most critical elements of our interdisciplinary approach to entrepreneurship education are our various co-curricular program offerings. These programs link students to entrepreneurial learning opportunities at the Hynes Institute, as well as existing programs on campus that started to infuse entrepreneurship into their own disciplines. Our emphasis has been on building a **diverse, equitable and inclusive entrepreneurial culture** of innovation on campus by engaging faculty and students in the development of these programs. The following breakdown and Table 1 give an overview about the various program elements, which operate at the intersection of our curriculum and larger community engagement efforts:

1. **Coworking** is a collaborative workspace at the Hynes Institute where Iona students can work with fellow students, mentors, and faculty to develop ideas, work on projects, and discover their entrepreneurial potential. Coworking hours are facilitated by our community manager and operated Monday through Friday from 9:00 AM to 5:00 PM. During this past year we were able to infuse all ENT courses as well as selected courses from other disciplines with coworking as a pedagogical tool where we co-facilitated with student interns and industry mentors—creating a collaborative experience while working through their ideas virtually in the classroom. We will be presenting COWORKING at the Intersection of Curricular & Co-Curricular Programming at the 2021 GCEC Conference.
2. **Entrepreneur Talks (E-Talks)** offer the entire Iona community the opportunity to learn from entrepreneurs, intrapreneurs, and industry leaders on a variety of topics (e.g., financing your business, learning from failure, launching a business, networking).
3. **The Hynes Distinguished Speaker Series** features prominent entrepreneurs such as James P. Hynes '69, '01H (spring 2018); filmmaker Sean Baker - The Florida Project (fall 2018); Tania Vargas '90, co-owner and president of GOAT-MILK Kidware (fall 2019).
4. **Student Workshops** allow students to engage in experiential learning to enhance their problem-solving abilities. Topics included storytelling, intellectual property, 3D printing, Arduino, networking, ideation, problem/need identification, data analysis, and business model canvas.
5. Over the course of the 2020-2021 academic year, we hosted two **hackathons** to engage students in a competitive setting to tackle a challenge with fellow students for a chance to win prizes. The October ideaHackathon was held in collaboration with Iona's Office of Student Development where students tackled a design challenge around finding and presenting a solution for navigating daily life during the COVID-19 pandemic. In November our entrepreneurship club hosted an Impact Challenge with the where students collaborated with their peers to come up with ideas that solve a real-world problem.
6. The **Makerspace Experience** was piloted this year with our Designer-In-Residence. Programming included a pop-up makerspace, student club workshops, Office of Student Development collaboration, one-on-one mentoring, and open studio/prototyping support for courses. It created an impactful experiential learning program where students explored, created, and tinkered while solving problems, prototyping new ideas, and building their entrepreneurial mindset.
7. **The Iona Innovation Challenge** gives Iona students the opportunity to design solutions that address real-world problems. Over the course of the semester, students are not only able to work on their ideas by completing a series of milestones (video pitch, executive summary, pitch deck), but also gain valuable feedback by working with our growing mentor network (facilitated by our Entrepreneur-in-Residence) from a variety of fields. Over the course of the competition, we want to make sure that students from all disciplines have a platform to collaboratively explore creative ways to solve small and big challenges of today. The two-month competition concludes with a final event where students compete for \$11,000 in prizes.

8. *The Entrepreneurship Club* (CEO at Iona - Collegiate Entrepreneurs Organization chapter) was launched in fall 2017. The student club has 18 active members and organized regular meetups, speaker events, workshops and off campus excursions.
9. Since fall 2018, ten students of our entrepreneurship club have been accepted to *University Innovation Fellows* (UIF), a program of Stanford University's Hasso Plattner Institute of Design (d.school). Students apply the design thinking process to support the entrepreneurship and innovation ecosystem at Iona College.
10. Our *Entrepreneurial Interns* are integral members of our team and assist with events, provide programming support, engage in student outreach, and lead many special projects. One example of such a project is our *Iona Innovation Podcast*, which features alumni, entrepreneurs, and fellow students to share and discuss a broad range of entrepreneurship topics.

Table 1. Total amount of students engaged in co-curricular programming

	2017-2018		2018-2019		2019-2020		2020-2021	
	# Events	# Attendees						
Coworking*		180		208		213	27	261
E-Talks*	8	199	12	295	21	538	26	761
Hynes Distinguished Speaker Series*	1	135	1	220	1	136		
Workshops*	10	39	9	109	10	86	13	124
Hackathons	1	65	2	28	0	0	2	73
Innovation Challenge	1	55	1	31	1	32	1	33
CEO Club Members		7		12		25		18
Lunch & Learns	8	101	11	105	10	152	9	153

*potential double count of students since they may have attended multiple events/activities

Community-engaged Programming

In conjunction with the Iona Innovation Challenge, the Hynes Institute has been gradually building out a diverse **mentor network** to support our students. While most of our mentorship is ad-hoc and facilitated by our community manager, Entrepreneur-in-Residence, and online platform (StartupTree), we also host an annual **Meet-the-Mentor** (MTM) event during the spring semester. The MTM event is a speed networking event where students and mentors connect by discussing student ideas and subsequently engage in forging organic networks. In spring 2021, we hosted two virtual MTM events, growing engagement to 18 mentors and 36 students.

To date, our mentor network has grown to a total of 78 active mentors of alumni and community members during the 2020-2021 academic year. The growth has been realized thanks to the work of our inaugural **Entrepreneur-in-Residence (EIR)**, Danny Potocki '06 who has come on board at the beginning of 2020. Our EIR position's main focus has been on making intentional connections to the larger business and entrepreneurship community, as well as supporting the program director with the formation of our **advisory board**. Our EIR has also been instrumental in developing the framework for our **virtual incubator program**, which aims to engage a total of five (5) student and community-run business during its first year. In addition, and in response to the COVID-19 pandemic, the Hynes Institute is also actively working on the development of a **Social Impact Lab** to link student expertise to address specific community needs in our community.

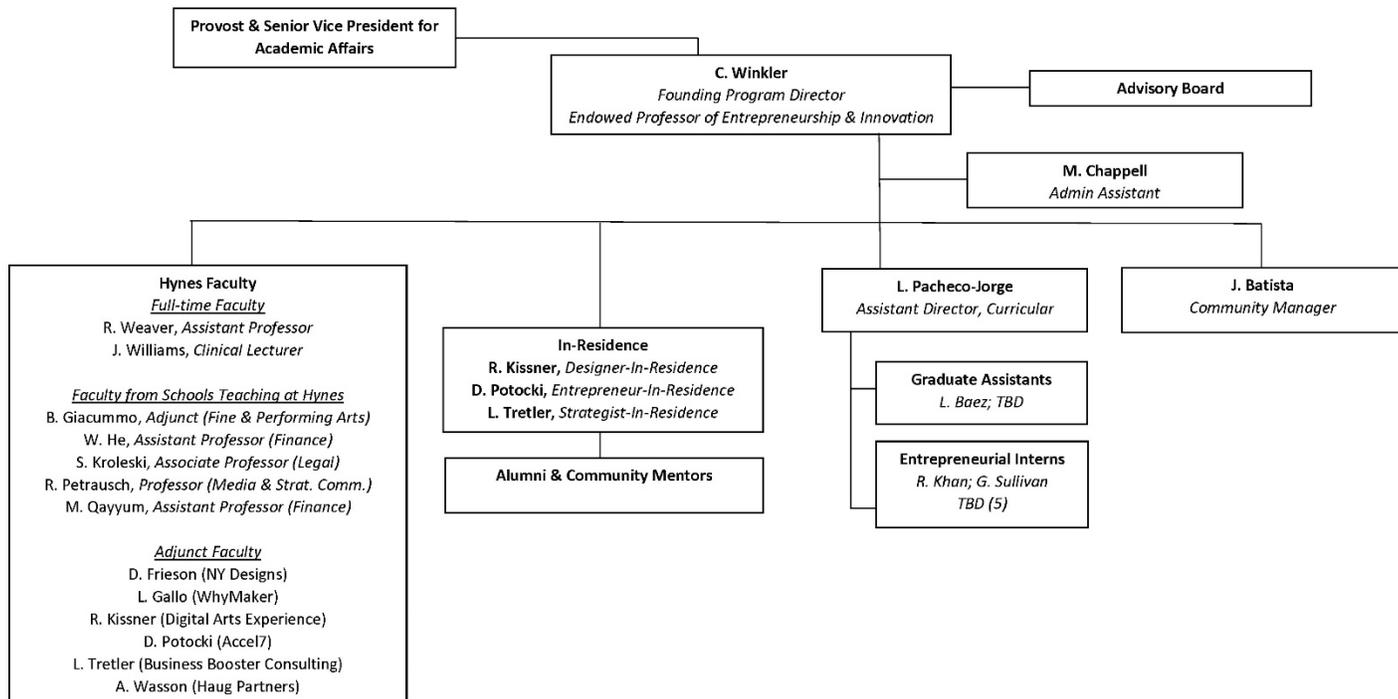
DISTINGUISHING ASPECTS AND CONCLUSION

The Hynes Institute is unique given its positioning at the college, as well as its transformative and **interdisciplinary approach to entrepreneurship education at a small liberal arts institution**. The Hynes Institute has already accomplished a lot within a short amount of time and has impacted many college stakeholders. Given that the Institute has not been conceived as an entity under a specific school or program, we were able to start a transformation that has already **yielded a substantive change in the college's culture of innovation**. Entrepreneurship and innovation have been embraced as important **curricular and pedagogical elements to support student learning at every level at the college**, from freshmen learning communities in our core curriculum, to graduate courses in our MBA program, and our student/community incubator. We aim to continue this trajectory by becoming a model interdisciplinary entrepreneurship program.

APPENDIX

A. Organizational Chart

Figure 1. Organizational Chart – Hynes Institute (as of August 2021)



Note: The ORG Chart also includes a Strategist-in-Residence position which will be filled starting fall 2021. This position will be working with students on business development strategies and referrals to the local and regional business and entrepreneurship community and resources.

HYNES INSTITUTE TEAM



Christoph Winkler, Ph.D.
Endowed Professor and
Founding Program Director



Lendynette Pacheco-Jorge
Assistant Director



Jarlyne Batista Monzon '20MBA
Community Manager



Rasheda L. Weaver, Ph.D.
Assistant Professor for
Entrepreneurship & Innovation



Danny Potocki '06
Entrepreneur-in-Residence



Marisol Chappell
Program Assistant



Robert Kissner
Designer-in-Residence



Entrepreneurial Graduate
Assistants and Interns

B. Faculty development as an essential building block

In addition to its native programming (above), the Hynes Institute provides ample opportunities for Iona faculty to build capacity for entrepreneurial learning opportunities within their respective disciplines. In order to do so, we developed a series of **Faculty Development** and funding opportunities that serve as a catalyst for curricular innovation across the college. An essential element of our faculty outreach, development and collaboration efforts have been our monthly **Lunch & Learn Seminar Series** for faculty and staff across the college. The seminars are held 4-5 times per semester and include topics such as 3-D printing, racial and gender equity through allyship, design thinking, re-designing learning spaces, agile, service learning, social entrepreneurship, or storytelling. Table 2 provides a breakdown of the number of events held per academic year and the amount of faculty who participated.

Table 2. Total amount Lunch & Learn Seminar events and participation levels

	2017-2018	2018-2019	2019-2020	2020-2021
# of Events	8	11	10	9
# of Attendees	101	105	152	153

Building off our Lunch & Learn seminars, we launched the **Hynes Faculty Fellowship Program** to provide Iona’s full-time faculty with an opportunity to develop and implement entrepreneurial learning innovations within their disciplines. We apply a broad definition of entrepreneurial learning innovations to foster creativity amongst faculty and push the boundaries of our growing field of entrepreneurship education. Proposals must demonstrate how the proposed project (1) supports the development of an entrepreneurial mindset amongst students, and (2) goes above and beyond existing educational practices at the college. For instance, learning innovations could be (but are not limited to) the development of a new course or the modification of an existing course by infusing entrepreneurship/innovation content through innovative pedagogies into that course (e.g., design thinking, experiential learning, service learning, etc.); an entrepreneurial class project or co-curricular program (e.g. club, speaker events, workshops series); or entrepreneurial service learning projects.

During its first four funding cycles (see table 3), the Hynes Institute has awarded **\$40,278 to 18 projects** from ten departments (mathematics, occupational therapy, media and strategic communication, biology, chemistry, fine and performing arts, psychology, speech communication, finance, and social work). Projects, which are often cross-disciplinary collaborations between faculty members, range from student-run social ventures (e.g. Community Sales Initiative: students reducing waste by collecting gently used items from residential students during moveout day and selling them to incoming students at the beginning of the fall semester), to academic freshmen service-learning projects (e.g. Designing your Future: Iona freshmen teaching multi-lingual 2nd-5th graders how to 3D print as part of an afterschool program), to new course developments (e.g. The Art of Curating: a course that teaches students how to successfully stage and run an art exhibit). These fellowship project create a transformative impact and serve as a catalyst to introduce entrepreneurial learning across the college in ways we never could have imagined possible.

Table 3. Summary of Hynes Faculty Fellowship Proposal Submissions and Awards

	2018-2019	2019-2020	2020-2021	2021-2022
Projects Funded	6	5	4	3
Total \$ Funded	\$12,173	\$9,470	\$7,635	\$11,000

It is also important to note that an essential element of these faculty fellowships is a clear **pathway towards scholarship** by encouraging faculty fellows to document, present, and disseminate their work beyond Iona College (see table 4). For instance, faculty fellows are invited to submit their work to the Annual USASBE Conference (www.usasbe.org) following each program cycle. The Hynes Institute provides conference travel support to faculty fellows in addition to the initial award, if accepted to the conference. We piloted this program for the first time when we co-hosted the 2020 USASBE Conference with the theme “Interdisciplinary and Experiential Entrepreneurship Education” in New Orleans, LA. The results of this pilot have been incredible. A total of seven (7) faculty fellows attended the conference showcasing and discussing their work with fellow entrepreneurship educators. It is our goal to build on this success by making additional travel funds available to future faculty awardees.

Table 4. Summary of Funded Hynes Faculty Fellowship Proposals and Pathway to Scholarship

Project Title	Faculty
2018 - 2019 Projects (Cohort 1)	
Designing our Future: 3D Printers in the Hands of Multicultural Learner	Dr. Amanda Howerton-Fox (EDU) & Dr. Laurie Olson (OT)
Community Sale Initiative for Sustainable Future	Dr. Zeynep Altinay (MSC) & Dr. Christina Andruk (BIO)
Bringing an Entrepreneurial Mindset to Suicide Prevention: From Fund Raising to Intervention Implementation	Dr. Colleen M. Jacobson (PSY)
Development and Implementation of a Nanoscience Course and One-Day Symposium	Dr. Casey Dougherty (CHM) & Dr. Sunghye Lee (CHM)
Designing with Data: A Course on Analyzing and Using Data	Dr. Benjamin Gaines (MTH)
The Art of Curating	Prof. Thomas Ruggio (FPA)
2019 - 2020 Projects (Cohort 2)	
Increasing the use of Everyday Technology to Support Health and Participation in Older Adults	Prof. Tripta Velamoor (OT)
Mission Accessibility	Prof. Michele Morgante (OT)
Move to Change: A Community Dance Project for Underserved Children in Panama as Embodied Entrepreneurship	Prof. Hannah Park (FPA)
Qualitative Research an Experiential Immersion for Entrepreneurs	Dr. Allison Munsch (FIN)
Selling Sign Language: A student-run business aimed at spreading awareness of American Sign Language and the Deaf Community	Dr. Michelle Veyvoda (SCS)
2020 - 2021 Projects (Cohort 3)	
Green Chemistry and Sustainability Innovation in the Iona Undergraduate Experience	Dr. Kathleen Kristian, Dr. Casey Dougherty, and Prof. Silmilly Toribio (CHM)
Entrepreneurial Real Estate Course	Dr. Arif Qayyum (FIN)
Sustainability and Community: Innovative Approaches	Dr. Melba Butler (SOC)
Conjoint Analysis: An important Research Tool for Entrepreneurs	Dr. Alison Munsch (FIN)
2021 - 2022 Projects (Cohort 4)	
Interprofessional Education for Social Change: Engaging School and Community Change-Makers Across Disciplines	Dr. Christina Awosan (SOW), Dr. Amanda Howerton-Fox (EDU), Dr. Dorothy Leone (SCS), Dr. Jeanie Matich-Maroney (SOW), Dr. Laurie Olson (OT), Dr. Kathy Zaromatidis (PSY)
Student-lead music-based modulation of stress-induced physiological arousal.	Dr. Mary Jane Skelly (PSY), Dr. Adam Rosado (FPA)
Student Engagement in Sustainable Entrepreneurship; On campus and in the community.	Dr. Christina Andruk (BIO), Dr. Nilofer Naqvi (PSY), Prof. Silmilly Toribio (CHM), Dr. Zeynep Altinay (MSC)

C. Interdisciplinary Curricular Programming

Before the founding of the Hynes Institute in 2017, entrepreneurship education was virtually absent from Iona College's academic offering. One of the first tasks of the founding program director was the formation of a 14-member interdisciplinary curriculum committee. To assure quality, rigor as well as alignment with the mission of Iona College, the committee was tasked to develop the foundational curricular program elements that are geared to engage Iona students in entrepreneurial learning, regardless of their school, discipline or major. The Hynes Curriculum Committee has since transformed into a smaller committee and is comprised of Hynes Faculty and Assistant Director, one faculty representative from each school as well as the AVP of Academic Affairs (ex officio). To date, that work has yielded the following accomplishments:

1. Integration of two one-hour modules (entrepreneurial thinking and action) in Iona's freshmen seminar, the **Columba Cornerstone**. We are presently at a 54% percent adoption/compliance rate.
2. Development of an **Integrated Core Theme (ICT)** with the title "Innovation and the Creative Mind." An ICT is comprised of 4 core curriculum courses (1 humanities center piece course, 3 integrated courses) and is a graduation required for all Iona students. The Hynes Institute sponsored ICT has been offered since fall 2018.
3. Development of an introductory **core curriculum course** in entrepreneurship and innovation (ENT 200: Intro to Entrepreneurship & Innovation: Practice & Mindset) that students can take to fulfill their social science/business core requirements. Between spring 2018 and spring 2021 we offered a total of 25 sections with a total of 593 students enrolled.
4. Development of an **Academic Learning Community (ALC)** for incoming freshmen that links ENT 200 to Iona College's Columba Cornerstone freshmen seminar. Between fall 2018 and fall 2020 we have offered a total of 7 ALC (including 2 LLC) sections with a total of 163 students enrolled.
5. Development of a **Living Learning Community (LLC)** in entrepreneurship and innovation. This LLC is an ALC for freshmen who are living together in one of our dorms. An essential component of each LLC is a dedicated resident assistant, who works closely with the Hynes Institute to link and integrate freshmen in our various co-curricular programs. Between fall 2018 and fall 2019 we have offered 2 LLC sections with a total of 46 students enrolled. Due to COVID-19 we did not offer an LLC section during fall 2020.
6. Development of a **15-credit undergraduate minor** in entrepreneurship and innovation that engages students in topics such as ideation, design thinking, ethical leadership, business modeling, internships and entrepreneurship in practice. To date, a total of twelve (12) students have declared an ENT minor. Five (5) students have graduated with a minor to date.
7. Development of 5 graduate courses that guide students through the development of an entrepreneurial venture, including ideation, design thinking, business modeling and financing. Courses can be taken to complete a **15-credit advanced certificate program**, or as electives of Iona College's MBA. To date 7 students have graduated from this program with many more students taking these courses as part of their MBA electives.
8. In addition, the Hynes Institute worked closely with the program director of Iona College's **Occupational Therapy (OT) Program**. The result of this interdisciplinary work resulted in a novel and distinctive OT program, which includes six learning modules across the span of the program. The modules are mostly co-taught with Hynes Institute faculty and are aimed to introduce and apply concepts such as human centered design and entrepreneurial mindset to OT. Initial results and feedback from faculty and students have been very positive. Two OT students presented an idea as part of the 2020 Iona Innovation Challenge and won second prize. During the 2021 Iona Innovation Challenge, there were 3 teams comprised of 8 OT students. 2 of the 3 teams won 1st and 2nd prize and 1 team received a superlative award.
9. Development of two interdisciplinary undergraduate majors: **BA in Entrepreneurial Leadership** and **BBA in Entrepreneurship**. These programs include a total of eight (8) new ENT courses, three (3) of which have been developed by faculty in School of A&S (2) and LaPenta School of Business (1). Both programs are interdisciplinary in nature and have been designed to give students the possibility to pursue a double major. Both programs have been approved by NYSED on June 25, 2020 and has been officially offered since the 2020-2021 academic year. To date, **12 students** have declared their BA in Entrepreneurship & Innovation major, and **22 students** their BBA in Entrepreneurship major. Our first student is expected to graduate from our program in summer 2021.

The following tables gives an overview about the enrollment in related programming since the 2017-2018 academic year:

Table 5. Total amount of sections, students and average class size for undergrad ENT courses

	2017-2018			2018-2019			2019-2020			2020-2021		
	Sections	Students	Class Size	Sections	Students	Class Size	Sections	Students	Class Size	Sections	Students	Class Size
ENT 200	2	50 (3)	23.5	7	168 (9)	22.7	8	191 (2)	23.6	8	184 (2)	23.0
ENT 201 / PHL219				1	25 (1)	24	2	50 (1)	24.5	2	47 (2)	22.5
ENT 301				1	5 (0)	5	1	7 (0)	7	1	12 (1)	11
ENT 302				1	7 (0)	7	1	5 (0)	5	2	16 (0)	8
ENT 303										1	12 (1)	11
ENT 307										1	16 (0)	16
ENT 308										1	6 (0)	6
ENT 309										1	4 (0)	4
ENT 401 (IS)							2	2 (0)	1	2	2 (0)	1
ENT 402 (IS)							1	2 (0)	2	2	3 (0)	1.5
ENT 39x				1	7 (0)	7				1	10 (1)	9
ENT Pre-College				1	8 (0)	8	2	24 (0)	12			
TOTAL	2	50 (3)	23.5	12	220 (10)	17.5	17	281 (3)	16.4	22	312 (6)	14.18

Note: Starting in fall 2019, ENT 201 has become PHL 219; ENT 401 and ENT 402 have been offered as independent study courses; numbers for 2019-2020 are projected based on enrollment; numbers in parentheses indicate the number of students who have dropped out.

Table 6. Total amount of sections, students and average class size for graduate ENT courses

	2017-2018			2018-2019			2019-2020			2020-2021		
	<i>Sections</i>	<i>Students</i>	<i>Class Size</i>	<i>Sections</i>	<i>Students</i>	<i>Class Size</i>	<i>Sections</i>	<i>Students</i>	<i>Class Size</i>	<i>Sections</i>	<i>Students</i>	<i>Class Size</i>
ENT 500				2	19 (0)	9.5	3	32 (3)	107	3	18 (0)	6
ENT 601				1	6 (0)	6	2	15	7.5	2	9 (0)	4.5
ENT 602				1	5 (0)	5	2	15 (1)	7.5	2	7 (0)	3.5
ENT 603							2	23	11.5	2	30 (0)	15
ENT 702							3	5	1.7	2	3 (0)	1.5
TOTAL				4	30 (4)	6.5	12	90 (4)	7.2	11	67 (0)	6.09

Note: Numbers in parentheses indicate the number of students who have dropped out.