UNIVERSITY OF MARYLAND'S ROBERT H. SMITH SCHOOL OF BUSINESS

DINGMAN CENTER FOR
ENTREPRENEURSHIP

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MARYLAND

ROBERT H. SMITH
SCHOOL OF BUSINESS

DINGMAN CENTER FOR
ENTREPRENEURSHIP

Inclusive Entrepreneurship

A Strategic, Foundational Focus

Strategic OKRs

Ensure representation of racial and gender minorities within Entrepreneurship at UMD so that it is on-par with representation in the UMD population.

Articulate and implement practical program approaches for "walking the walk of inclusion" within all DCE programs.

Programs and Events:

- **Inclusive Entrepreneurship Course**
  - Celebrating diverse stories, case studies, alumni, pathways and histories
  - Overcoming barriers: common biases and barriers with a special focus on barriers faced by minorities
  - Experiential learning: self-empowerment, business model, pitching

- **Elevate! Diverse Founders Panel and Speakers series**
  - Dialogue, community and networking with inclusion as a priority

- **12-week program for high school students - addressing the pipeline and systemic barriers**

  - Entrepreneurial college students train high school students
  - Local organization partner - Junior Achievement
  - Student-led NGO partner - Dare to Dream

Inclusive Entrepreneurship

A Strategic, Foundational Focus

Strategic OKRs

Articulate and implement practical program approaches for "walking the walk of inclusion" within all DCE programs.

- **Framework for "Walking the walk" throughout program cycle**

Resource - input welcome

Program framework for walking the walk of diversity, equity, inclusion and belonging at every phase of the program cycle.

https://bit.ly/3l2fzCJ

Values to anchor our approach

Prioritizing **intersectional diversity** and representation

Empowered **inclusion**

Long-term commitment to building more **equitable systems**

Cultivating brave spaces for **belonging**

Continuous learning and reflection

Before

Program design
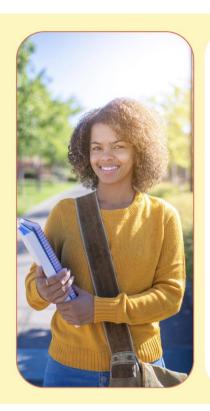Recruitment -intentional, strategic, consistent
Fair and equitable selection

BEFORE - Program Design	
Staff learning & reflection on historic traumas and need for healing	• DCE staff are encouraged to do personal learning / reflection about one's own positionality, biases, as well as to learn about how societal norms, and inequities of race, gender, sexuality, immigration, social class, disability etc exist systemically, historically, psychologically, economically and politically.
Needs assessment shapes programing to align impact with student needs	• Use journey mapping personas to design programs • Update customer discovery or conduct tailored feedback within program cycle to align program with student needs • Focus program goals on target outcomes for student personas from journey mapping • Develop program logic frame focused on persona target outcomes and evaluate / continuously strengthen program
Co-creation	• Engage students to give feedback/suggestions to strengthen program experience, invite them to co-create as relevant

Need-conscious resources	• Compile and update sets of campus and community resources to support students' unique personal needs e.g.
	  ○ Transportation for transfer students
	  ○ Mental health and general health resources
	• Ensure wide reach of E-fund

1:1 Coaching	• Carve out time for students to discuss their experience to seek learning, seek guidance, encouragement • Tailor coaching based on student persona/venture stage
Tailor curriculum for student persona, bandwidth and	• Limit learning outcomes based on the time available in program e.g. 5 learning outcomes in 8 weeks, 1 learning outcome/3 resources for 30 min advising

Student-Centered Program Framework

Summer, Fall 2023, customer discovery & team collaboration

25 interviews and data review

Dingman Personas:

Curious Clara

Idea Ingrid

Resolute Roberto

Ambitious Alex

Idea Ingrid
Pre-MVP, enthusiastic, overwhelmed, self-doubting, multi-tasking

Interested in entrepreneurship. Resisted taking a leap, worried the idea isn't good enough. Now dabbling in one or two ideas. Attracted to the 'entrepreneurial lifestyle - carving a unique, authentic path. Actively seeks information. Does not know what she does not know - entrepreneurial reality, the importance of validating market fit. Loves ideas/solutions, needs strong customer discovery.

Motivations

Hearing Eship stories

"The cool lifestyle"

Self-expression

Alternative career path

Peer / Advisor / Family support for my ambition

Activities

- PDC Idea Track, Do Good,
- Startup Shell member, Dingman Intern,
- Experimenting with DCE programs, Eship classes, events
- Does internship to gain skills for startup/industry

"Entrepreneurship is so cool and a superstar lifestyle I want someday!"

"Someday I want to be an entrepreneur. In [covid/class] I leaped in to try it"

"I'm myself and I show up authentically where I go."

Why Personas?

DCE's products and services consistently implemented with **empathy**

Programs designed based on evidence and full portfolio serving student needs at different stages of development

Continuous learning and adaptation

Prioritizing inclusion (walking the walk)

Draft for feedback

Curious Clara

Pre-idea, seeking inspiration, curious, intimidated

Self-driven, ambitious, resourceful student. She wants to follow her passion for problem-solving/building, her industry, a social issue, or a side gig e.g. fashion, writing, cosmetics, nutrition, tech, social cause.

She does not self-identify as an entrepreneur now. Holds exaggerated/intimidating ideas about what it means to be an entrepreneur. She is curious about entrepreneurship, self-employment, or startup employment for her future.

Motivations

Following her passion

Impact

Fun & inspiration

Building skills

Resource-rich communities

Activities

- Hackathons, conferences, Hinman CEOs
- Co-founder in a venture team
- Startup Shell Fellow, Dingman Intern, SMLP, Quest
- Attends entrepreneurship events, may take a classes and

"Entrepreneurship a risky, unstable, scary thing - far away from me now" - Clara & her family

"I gravitate to a community of like-minds"

"You are creating cool things, have you tried entrepreneurship?" - her community

Curious Clara

Needs
- Seeks spaces to safely create/build, and explore her curiosities
- Encouragement, inspiration, 1:1 coaching and personal relationships with peers and staff to see herself take a leap into biz
- As a creative/techy, she needs to brand her passions for self-employment know-how/skills she is not learning in her major or minor

Challenges
- Confused where/how to start
- She is aware of her identity, public image, and associated stigmas -- carrying the weight of her identities & systemic barriers. UMD is less forgiving of her mistakes.
- Problem solver passionate about creating solutions - doesn't know how in
- Does not have time in a busy schedule or is thinking of E-ship after graduation
- Doesn't feel she has an idea clear or worthy of pursuing

Target Outcomes
- Understand and believe she **belongs** in the entrepreneurship ecosystem
- Give herself permission to **"try out"** E-ship in a low-risk, fun environment
- Able to articulate how **her passion can become a venture** (biz + social)
- Able to describe **diverse entrepreneurship paths** taken by diverse people in history and why they are meaningful for individuals and for society
  - Lifestyle, passion projects, side gig, necessity, scaling, product, tech
  - Diverse intersectional identities and their stories/histories in Eship
- Able to articulate the practical **steps for self-employment** and what it takes to succeed (e.g for Creative Industries)
- Build **supportive coaching relationships,** & knowledge of resources in UMD's EIC
- Understand and practice **failing forward** & experimenting with ideas
- Able to articulate **market-relevant skills** she can gain from Entrepreneurship

"Pitch Dingman pitches are intimidating! I don't have the business skills.

"The more I feel heard/supported the more attainable PDC feels"

"There are very few resources outside of b-school & you stumble on them after a long time"

Curious Clara

Support

- Student-led Spark 3.0 ramp-up including w/ identity-focused clubs
- Inspiring personalized, interactive class visits: "turn your passion to biz"
- Workshop/advising on turning skills/passions into biz & ideation/prototyping
- Launchpad trainer
- VC Fellowship / Club
- Paid internships at startups
- Stories of relatable diverse people, and histories of Eship journey
- Stories about taking the leap into Eship & following one's passion
- Prizes/Awards at TM, Class pitches
- Intro experience e.g. booklet

Outreach

- Language to make biz relatable and appealing to her
- 1:1s, encouragement/coaching to take next step
- Fairs, orientation for underclassmen, hackathons
- Newsletters eg.Arts, Engineering, CS, Quest, SMLP, Hinman, AIE, Idea Factory
- Word of mouth, faculty, staff
- Visibility in Stamp e.g. desk/vending machine
- Class DCE plugin at relevant times in the semester (DA, TM, EFund, IE)
- Retention until converting to Idea
- Position DCE Spark as next step for AIE, Quest, Mtech

Primary
Spark
Elevate
Inclusive E-ship
Launchpad
Fellowships

Attends
Portal
Terp Marketplace
PDC Finals
TSA Demo Day

During
Implementation

DURING - Implementation	
Carve out space for authenticity, enjoyment, socializing	● Cultivate space for all to feel welcome to show up authentically, to feel comfortable to share their personal and entrepreneurial interests and cultivate genuine relationships with others
Brave space norms (at this link)	● Co-create and enforce a set of inclusive norms at the beginning of any workshop, class or training so all in the space can feel heard, seen and valued ● Share brave space norms with advisors, speakers, judges where relevant ● Practice and reinforce norms within staff meetings and spaces ● Ensure inclusive participation by encouraging vocal ones to lean back and quiet ones to lean in or give opportunity for asynchronous input that is equally valued
Representation matters	● Celebrate and highlight diverse entrepreneurial expertise and wisdom from individuals across identities and biz types/industries ● Equip students to build strong networks ● Ensure all students can learn from different kinds of role models who look like them or dream like them
Personal development and mindset	● Support students in their personal development and mindsets as they evolve as whole beings
Carve out opportunities for student-led activities	● Empower students to develop & implement workshops, or social activities e.g. student-led morning roll, database of support for TSA, African diaspora cookout

AFTER - Evaluation and Continuous Learning

Standardize demographic identifiers to collect across programs (Appendix 2)	- Collect standard set of demographic identifiers across **all DCE forms/surveys and application** to collect and track data focused on representation, inclusion goals. - Encourage EIC members and USM to adopt the same identifiers. - Conduct periodic review of demographic breakdown to assess progress towards inclusion goals.
Review needs assessment/personas	Every 5 years review and if necessary conduct new customer discovery to align / realign programs to student needs
Evaluate and use feedback	Conduct program evaluation and continuous feedback from students to measure:

After
Evaluation and
continuous learning

Data across programs

- Home Zip Code:
- Gender
  - Female
  - Male
  - Prefer not to say
  - Non-binary
  - Other
- Race [select all that apply - for multiracial]
  - Black, African American, Afro-Caribbean, or of African descent
  - Native American or Alaskan Native
  - East Asian or Asian
  - South Asian or Indian
  - Hispanic
  - Non-Hispanic White or European
  - Middle Eastern or North African
  - Native Hawaiian or Pacific Islander
  - Other

Data across programs

- Home Zip Code:
- Gender
  - Female
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  - Black, African American, Afro-Caribbean, or of African descent
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  - South Asian or Indian
  - Hispanic
  - Non-Hispanic White or European
  - Middle Eastern or North African
  - Native Hawaiian or Pacific Islander
  - Other

Data across programs

- Select if it applies (Optional):
  - Immigrant
  - First Generation College Student
  - Community college transfer
  - LGBTQIA+
  - Person with disability
    - Mental/Emotional
    - Physical
  - Is your parent an entrepreneur? (Y/N)
- Relevant background that is not listed here:_____

Your input welcome

Program framework for walking the walk of diversity, equity, inclusion and belonging at every phase of the program cycle.

https://bit.ly/3l2fzCJ