

DR. F. SCHLOSSER INNOVATIVE COURSE SYNOPSIS
ODETTE SCHOOL OF BUSINESS
ENTREPRENEURSHIP PRACTICE AND INNOVATION CENTRE (EPICENTRE)
University of Windsor, Canada

And KEY PARTNER:

Oxford Brookes University, Oxford, U.K.

TESTIMONIAL: Hi, my name is Shaunaugh and I am a student from the 2017 graduating cohort. By the time I was in fourth module, I was still struggling to understand which parts of my degree would integrate best into a career in geology, or science in general. I took the EPICentre Odette consulting course because it was the first course in the program that would involve science. Looking back I can confidently say that it was the best course for me, especially in understanding how business could fit into my career. I'm not going to say it was easy, but it was a true graduate course in that the more you put into it, the more you got out of it. I highly recommend this course to any students interested in working for STEM based companies or institutions, and that if you do decide to take it, that you take every extra opportunity available to you through EPICentre.



University
of Windsor

EPICentre
Entrepreneurship + Practice + Innovation



Odette School
of Business
University of Windsor

**Entrepreneurship Practice and Innovation Centre (EPICentre)
University of Windsor, Canada
and
Oxford-Brookes University, U.K. (OBU)
Pedagogical Innovation: International Cross-Disciplinary Commercialization
Consulting Pilot**

EPIC Odette Technology Consulting is a formalized multi-disciplinary, multi-institutional, and international entrepreneurial university collaboration between Canada and the U.K.

EPICentre plays a key role across campus to help embed work-integrated multi-disciplinary learning opportunities directly in the curriculum. An early version of the EPICentre was actually founded by students enrolled in a business consulting course credit. Incredibly, 10 years prior, the centre was started by 20 business students enrolled in a consulting course taught by Dr. Schlosser, located in an old house with a startup grant of \$6,500. The purpose was to offer students located in a region experiencing significant unemployment, additional experiential learning and networking opportunities that they could bring to the workforce upon graduation. Since then, community-based business consulting has become a key part of the Odette business curriculum, featuring lean startup coaching and business modeling for clients, feasibility and business plans for campus scientists and inventors, and Windsor-Essex businesses.

Working with our academic partner, the Odette School of Business, EPICentre developed and sponsored a specialized graduate-level Technology Consulting course.

Beginning in Fall 2016, University of Windsor (UWindsor) students have participated in an international course collaboration with students and faculty from Oxford Brookes University (OBU), located in Oxford, U.K.

The EPIC Odette Technology Consulting course has been developed by Dr. Francine Schlosser, EPICentre Executive Director. UWindsor consulting students provide commercialization advice to OBU bio-technology students and faculty. This international multidisciplinary graduate course is comprised of students from diverse disciplines (the inaugural 2016 cohort included students from Business, Law and Nursing faculties) and aims to provide students with practical business experiences they can draw from after graduation. The 2016 OBU biotechnology module involved 5 bioscience technologies, 25 OBU students and 8 UWindsor students.

The Oxford Brookes biomedical students had, in groups, developed innovative, theoretical technologies they believe could disrupt the medical market. UWindsor students learned how to effectively consult with international clients, developed and managed business models using the Lean Startup method, and had the opportunity to travel to England to meet their clients in person. The nursing student conducted primary and secondary research that provided an in-depth analysis of relevant technologies to front-line healthcare workers and their implementation in a practical care setting. The

law student was not able to provide legal advice, because students cannot provide advice until they become licensed lawyers. However, the law student observed the interactions of the scientists and business students, and provided a research report regarding legal issues that arise during the early stages of commercialization.

The scientists, discoveries, and products change each year, and both the science and the business recommendations are highly confidential. Intellectual property rights remain with the scientists, and the business, nursing and law students all sign confidentiality agreements. However, the commercialization reports from prior years are shared internally within the consulting group on a secure project portal, and are available for reference by business students in following cohorts. In the initial project log, students investigated a vaccine, genetically modified plants, a habitat mapping toolkit, personalized medicine, and a new method of infections testing. They also worked with a local hospital to provide a business plan for a social enterprise.

Throughout the course, students prepared multiple blogs reflecting on their course experiences. Visit the 2016 “From Bio to Business” blog at <https://frombiotobusiness.wordpress.com/>.

Rationale

The overall goal of this collaboration is to utilize technology as a primary means for consulting between the two student groups to provide students with international, real-time experiences that cannot be simulated in the classroom. This introduction to virtual teams and networks allowed students to attain specific learning objectives, such as decision making/project solving and interpersonal interactions tested using client project deliverables, virtual classrooms, and presentations.

How did we begin?

In 2014 and 2015, Dr. Francine Schlosser, Professor at the Odette School of Business, and Executive Director at EPICentre took part in the National Centre for Entrepreneurship in Education Entrepreneurial University Leader Program in the U.K. This was a program aimed at developing a small cohort of innovative leaders from across disciplines through one year of networking, events and experiences, located at Oxford, London and Glasgow. At the end of this year, there was a tentative partnership proposed between Dr. Schlosser and one of her peers: Dr. Simon Dowell, Associate Dean of Strategy in Science from Oxford Brookes University in U.K. This partnership began as a blue sky exercise, and ended as a pedagogical innovation.

It took a full year, and substantial time investment by the professors involved in each country. Simon assumed the position of Scientific Director at the Chester Zoo, and the responsibility for developing the OBU course was taken on by Dr. Deborah Pearce and Dr. Anne Oosterieder. Although there were infrequent skypes to align our efforts, much of this collaboration grew through our shared goal of superior entrepreneurship education and a desire to prove that our educational institutions could be innovative on the global stage.

At the institutional level, it was essential that both universities support this initiative, hence we involved our senior Vice Presidents of Global Partnerships and signed a Memorandum of Agreement. At the front-line academic level, it was important to address intellectual property protection and other legal issues related to international work and study. At the student level, it was important to gain financial and moral support from the various Deans. Starting with the Dean of Business, where we won \$500 of travel support for each business student, we then canvassed the Nursing and Law Deans and were awarded similar support. Dr. Schlosser also provided some financial travel support given related research objectives. Financial support was crucial to making the travel affordable to students.

In order to develop trust between the U.K. and Canadian students, the Canadian students developed an introductory video <https://www.youtube.com/watch?v=ID-stfcByv8>. This helped as they worked virtually with their clients for the first few months. When the Canadian students visited Oxford in the middle of term, they were able to meet their clients face-to-face and view the technologies. This meeting was crucial to understanding the technologies, and develop mutual understanding. Together, the OBU and UWindsor students presented their progress on the science and business to OBU faculty and administrators. The final commercialization reports were presented to OBU at the end of term by the business and nursing students via Adobe Connect.

Another Innovative Multi-disciplinary, Academic, and EPICentre Collaboration:

As part of [EPICentre's mandate](#), the Nimble Course is a multidisciplinary undergraduate course comprised of students from diverse disciplines (this year: Business, Law and Engineering faculties) and aims to provide students with practical business experiences they can draw from after graduation. A faculty member from each discipline involved in this course act as an advisor for all students and will create a unique marking scheme for students in their discipline. The Nimble Course 2016 was a collaboration between the Odette School of Business (Dr. Francine Schlosser), the Engineering Faculty (Dr. Jill Urbanic) and the Law Faculty (Prof. Myra Tawfik). The team was awarded the University of Windsor Undergraduate Research Award for their innovative multi-disciplinary course experiment.

In this course, students utilize the Lean Startup method through the production of a minimum viable product, the development of a feasible business model, and the use of relevant legal support for the product (Intellectual Property). The projects that students collectively work on are those that are aimed to solve industry problems.

For example, in 2016, students developed a prototype, business model and legal strategy for a shoe with an adjustable heel. Throughout the course, students prepared multiple blogs reflecting on their course experiences. Visit the Nimble blog at <https://epicnimble.wordpress.com>.

To sum, these examples are unique curricular experiences that are unlikely to be found anywhere else due to the significant amount of instructor time and collaboration required. Not only do instructors from different academic disciplines learn to speak each other's language, they must design courses involving industry professionals, while at the same time preserving the academic rigor required of their own discipline.

APPENDIX A

EXCERPTS FROM FALL 2016 75-696 EPIC ODETTE TECHNOLOGY CONSULTING COURSE SYLLABUS

EPICentre Mandate and Objectives

The EPICentre helps community organizations and the Odette School of Business and other faculties work together to encourage technology transfer, innovation and entrepreneurship.

75-696 EPIC Odette Tech Consulting Courses Description

The mandate of the Fall 2016 EPIC Odette Consulting session is to complete projects related to: 1) an international collaboration with Oxford Brookes University to develop commercialization plans for bioscience faculty
2) feasibility and business plans for other inventors in the science and tech space.

Students in this course will work hand in hand with students taking a law independent study and a nursing strategy independent study.

Learning Resources

- 1) Internet website: www.epicentreuwindsor.ca (you should be familiar with this)
- 2) Intranet website (Blackboard)
- 3) Blog site: www.frombiotobusiness.wordpress.com

Course materials are found on the Blackboard portal (details to be discussed in class). We use Blackboard as a project management portal. Sample previous projects are also posted and available to help you. Please note that we encourage you to build upon previous organizational knowledge, however you must acknowledge the use of any other student's work in your report. Use of the Blackboard system is mandatory; it is the means by which progress can be tracked and measured. It is also a confidential system, and more secure than other file sharing portals.

The EPIC Innovation campus incubator and co-working space is available for consulting work during normal work hours at the university.

We will cover consulting and research ethics during class discussion. All students must present the research tutorial certificate of completion. Students will sign non-disclosure agreements with consulting clients. Students will be asked to consent to observation for research and course improvement purposes.

Fall 2016 Project File Intake:

Oxford Brookes University BioTech Project (5)	Lead (60%)	Support (40%)
1 OBU Vaccine	TBA	TBA
2 OBU Genetically modified plants	TBA	TBA
3 OBU Toolkit for mapping habitat	TBA	TBA
4 OBU Personalized Medicine	TBA	TBA
5 OBU New Method of Infections Testing	TBA	TBA
6 Windsor-Essex hospital social enterprise	TBA	TBA

Course Assignments and Marking:

	Date	Percent
All necessary documents with milestones and deliverables finalized	September 30, 2016	10
Weekly or Bi-weekly Blog	www.frombiotobusiness.wordpress.com	10
Midterm presentation (s) in Oxford	October 31 - November 3	15
Innovation competition	November 21, 2016	10
Course Introspective	Due one week after final presentation	5
Project (s) written report and presentation (s) to EPICentre and clients	Drafts due to Instructor December 5 and presented in class (TBD - Dec 12-15, 2016).	50
TOTAL		100 %

Innovation Competition:

The Oxford Brookes University biotechnology module has 23 third-year students. They would like to dedicate one lecture slot on Monday November 21, 1 - 4 pm (8 - 11 a.m. EST) to business and intellectual property

The idea is to put students into small groups, and have an MBA student acting as consultant for each group. They are planning to use Adobe Connect, as this offers a virtual classroom, and business consultants can join the first part via webcam. They will then set up break-out rooms, in which the groups can work for an hour or so on little project, e.g. a lean start-up based on a fictional business idea. In the last part of the lecture, each group would report back, and the professor panel will select a winning and runner-up group.

Each student will deliver a presentation to the class, providing a ‘tip’ for commercialization.

Class Schedule

Date	Class Content
Fri September 9	<ul style="list-style-type: none"> • Introduction • Discussion of consulting tasks including estimating scope and cost of service, managing customer expectations, and working in a team • Group and project allocation (Joya to meet with me separately)
Fri September 16	<ul style="list-style-type: none"> • Project scoping, ethics, legalities, and professionalism • Class discussion of how to write up a project proposal, how to cost a project and how to communicate and close the service with the client. Discussion and example of final project
Tues Sept 20	<ul style="list-style-type: none"> • Discussion of projects in class and draft project scope – Blog #1
Tues Sept 20 NOON	<ul style="list-style-type: none"> • Lunch and learn with Jenna Wilson, DIMOCK STRATTON LLP, Toronto – Bioscience and Intellectual Property
From Sept 26-29	<ul style="list-style-type: none"> • Touch base with Oxford Brookes students and discuss project scope and shared responsibilities
Fri September 30	<ul style="list-style-type: none"> • Finalize project scope and responsibilities
Tues October 4	<ul style="list-style-type: none"> • Discussion of projects – Blog #2
Tues October 14	<ul style="list-style-type: none"> • NO CLASS Reading Week
Fri October 21	<ul style="list-style-type: none"> • Discussion of projects
Tues October 25	<ul style="list-style-type: none"> • Discussion of projects – Blog #3
Oct 30-Nov 3	<ul style="list-style-type: none"> • Trip to Oxford, England - Blog #4 • Formal midterm presentations of project milestones and what you have completed to date
November 11	<ul style="list-style-type: none"> • Discussion of projects
November 15	<ul style="list-style-type: none"> • Discussion of projects – Blog #5
November 17	<ul style="list-style-type: none"> • GOLS attendance recommended – will be paid by EPIC Odette

November 21	<ul style="list-style-type: none"> • Oxford Brookes Commercialization Case Competition
November 29	<ul style="list-style-type: none"> • Discussion of Projects – Blog #6 • Course evaluations
December 5	<ul style="list-style-type: none"> • Final written project report due. • Remote Client Project Presentations TBD

APPENDIX B
EXAMPLE STUDENT BLOGS
www.frombiotobusiness.wordpress.com

Example 1: Blog 2 (An MBA student)

Having spoken directly with both sets of clients, I am happy to report that the projects to which I am attached have now more or less taken shape. With respect to the PMMO project, you may recall that in my previous blog post one of my questions was whether the client intended to commercialize their intellectual property used to produce the plants or the plants themselves. This has now become the question. Jon and I are to evaluate the pros and cons of each strategy, paying particular attention to things like regulatory environment, customer preferences, etc. As for the Toolkit project, our mandate is to determine the feasibility of adapting this mapping suite to the Canadian market. Specifically, they have asked us to determine the following:

- *Size of market*
- *Relevant legislation*
- *Tax implications of British firm selling in Canada via Apple's app store*
- *Device preference of potential customers*
- *Reach out to CNVC*

On a more general note, our contacts have proven as friendly as they are intelligent, although I was surprised that it was the supervisors, rather than the students, who did most of the talking. In any case, I look forward to working with them.

The other event of note this week was the class teleconference we had on Friday. Not surprisingly, the topic of intellectual property loomed large in our discussion, the upshot of which was that we should take care not to provide advice in areas in which we have received no training. An eminently sensible proscription to be sure, it is however one that I am of two minds about. On the one hand, I'd be lying if I said I was not relieved to learn that I would not be expected to make myself an expert on IP within so short a timeframe, something I had hitherto assumed was the case. On the other hand, I cannot help but regret that my current knowledge of the subject is such that I cannot at least provide some minimal guidance on this front.

But staying in our lane, so to speak, does beg some questions of its own. For instance, Shaunaugh and I had discussed the possibility of conducting a Five Forces and PEST analysis for the toolkit project. I am rather hesitant to make explicit reference to such

frameworks, however. While I accept their utility as a starting place, a general guide toward the sort of things we should be thinking about, all too often they become ends in themselves, as though the formulation of business strategy can be reduced to some sort of glorified fill-in-the-blanks exercise. This is especially counterproductive when the framework does not fit the business to which it is applied. Porter's Five Forces works great if you're a steel mill, but what does "supplier power" mean to an app developer in today's information economy?

Suffice it to say, the last thing I want to do is some pro forma Five Forces analysis and pretend that by doing so I have rendered my clients some great service. No, whatever the end product happens to be, I am resolved to make sure it is something of substance.

Example 2: Blog #4 – Reflections (an MBA/ JD student)

This course was one of the most exciting, and most important, courses I was involved with as a student. It was a unique learning opportunity because it had an international and multidisciplinary aspect. As a result, the course had several dynamics that greatly benefit any student entering the labour market in 2016.

The international collaboration essentially created a tech-based project management course. This taught me how to use new software and interact with a group that was located in several different areas. Dealing with such a unique set of group dynamics taught me a new set of skills related to managing collaboration among team members who work from remote locations. For example, communication and regular updates are much more important when a group is dispersed. If you are working with a group and within proximity of one another, then you benefit from the "small talk" you may have when you see each other daily. Since this does not happen with a dispersed group, the value of communication and regular updates vastly increases.

Furthermore, working with a diverse group of individuals initially a learning curve, but ultimately led to great learning outcomes. For example, in the MBA, you are grouped with all business-oriented students, who may come from different background. However, regardless of their previous background, you are able to relate and "click" with one another because of the shared interest you have in business. Thus, group dynamics are often collegial and much more fluid. Group dynamics are not as flexible when you begin mixing in different cultures and educational backgrounds, such biology and nursing. Therefore, by working with such a diverse group of students I was able to learn how to engage and adapt to different schools of thought. Not only did this teach me how to be a better group member and leadership skills, but I also learned unique ways to approach problems and think creatively.

Overall, I am very grateful to be involved in this course. I wish there were more opportunities like this offered by Universities. I learned a great deal from the science students and professors, and hope I was able to reciprocate those benefits to them.