

ENTREPRENEURIAL LEADERSHIP AND INNOVATION

Director of the Bates Center for Entrepreneurship and Leadership: Brian Detweiler-Bedell

Associate Directors: Chrys Hutchings and Catarina Hunter

The Bates Center provides an academic minor and leverages students' powerful liberal arts education by adding four pillars to help students translate their focus to the future of work and venture: mindset, skill sets, experiential opportunities, and networking.

Lewis & Clark's first-class liberal arts education teaches students to think creatively and critically, interpret complex information from multiple perspectives, and work individually and in teams to propose, test, and communicate new ideas. The Bates Center for Entrepreneurship and Leadership provides students with multiple opportunities to learn how this powerful skill set can be used to benefit organizations and improve people's lives.

Successful entrepreneurs and effective leaders do not have a special set of personality traits. Instead, they approach complex problems in a specific way, using a well-defined set of methods and tools that can be learned and put into practice in any setting. Through the study of entrepreneurship and substantial hands-on experience, our students hone their ability to envision and test innovative ideas; they develop a greater understanding of themselves and others in order to collaborate more effectively, maximize efforts to achieve common goals, and create positive change; and they learn about various organizational structures for implementing and sustaining for-profit, nonprofit, and action-based solutions that better satisfy human wants and needs. This work requires students to integrate their knowledge and analytical abilities with their leadership and communication skills, enabling them to develop a deeper appreciation of their liberal-arts education and its purpose in the contemporary world.

Minor Requirements

A minimum of 20 credits (five courses), distributed as follows, and participation in at least one of the Bates Center's cocurricular programs:*

- 8 credits chosen from the following introductory courses:

ELI 101	Innovation: Systems-Thinking and Methods
ELI 102	Idea Lab: Introduction to Design Thinking
ELI 103	Leadership: Teams & Innovation

- 4 credits chosen from the following preprofessional courses:

ELI 261	Summer Internship in Sustainability
ELI 310	Curatorial Affairs in the Visual Arts
ELI 345	Industry Practicum: Special Topic/Industry
ELI 349	Innovation At Work: Internship & Seminar

- 8 credits chosen from the following elective courses:

ELI 260	Sustainability & Entrepreneurship
ELI 270	Nonprofit Management
ELI 275	Value Creation and Analysis
ELI 280	Communicating a Vision: Messaging for Impact
ELI 290	Technologies of the Future

ELI 359	Low-Code/No-Code Software for Entrepreneurship
HIST 390	Immigration and Asylum Law

- Participation in one of the following Bates Center cocurricular programs.* Evidence that this requirement has been completed must be certified by the program director.
 - Completion of at least one of the Bates Center's yearly Winterim workshops.
 - Application for a grant from the Bates Center seed fund or other similar entrepreneurship grant program.
 - Attendance of at least six talks in the Bates Center's Lunch With a Leader series.
 - Completion of one ELI 211 Skill Lab.

12 semester credits must be exclusive to the minor.

*With the permission of the program director, students may be able to satisfy the cocurricular requirement by completing one additional ELI course at or above the 200 level.

Faculty

Kellar Autumn. Professor of biology. Physiology, biomechanics, evolution of animal locomotion. PhD 1995 University of California at Berkeley. BA 1988 University of California at Santa Cruz.

Brian Detweiler-Bedell. Professor of psychology, director of the Bates Center for Entrepreneurship and Leadership. Social psychology, statistics. PhD 2001, MPhil 2000, MS 1998 Yale University. MA 1995, BA 1994 Stanford University.

Chrys Hutchings. Associate director of the Bates Center for Entrepreneurship and Leadership. JD 1991 Boston University. BA 1986 Smith College.

Bryan R. Sebok. Associate professor of rhetoric and media studies. Communication technology and society, film and video aesthetic theory and methods, media organizations. PhD 2007 University of Texas at Austin. MA 2002 Emory University. BA 1999 North Carolina State University.

Courses

ELI 101 Innovation: Systems-Thinking and Methods

Content: Examines the fundamentals of entrepreneurial thinking and activity through the lens of the liberal arts. Students will be introduced to the entrepreneurial skills needed to design and operate any venture, including understanding complex systems, recognizing opportunities, assessing customer need, identifying a viable business or funding model and market, and developing effective marketing strategies. Student performance will be evaluated through class participation and preparation, a number of short assignments, one exam, and a final term project and presentation.

Prerequisites: None.

Usually offered: Annually, fall semester.

Semester credits: 4.

ELI 102 Idea Lab: Introduction to Design Thinking

Content: Introduction to the often messy and unpredictable process of developing solutions to user-focused problems. Students will work collaboratively within a project-based format to explore the rigors of innovative problem-solving. Topics range from entrepreneurial approaches to value creation and social transformation; course includes a weekly 90-minute lab session and provides a distinctively subjective, student-centered learning opportunity through immersion in need identification, ideation, and uncompromising experimentation.

Prerequisites: None.

Usually offered: Annually, spring semester.

Semester credits: 4.

ELI 103 Leadership: Teams & Innovation

Content: Theories, research, and models of effective (as well as failed) leadership and teamwork. Students will complete a number of experiential projects to evaluate and develop their own leadership and teamwork skills. Leaders from corporate, startup, and nonprofit organizations will periodically join the class to discuss their experiences.

Prerequisites: None.

Usually offered: Annually, spring semester.

Semester credits: 4.

ELI 211 Skills Lab Short Course: Special Topic/Tool

Content: Development of a complementary skill through application of digital tools to solve problems raised in other liberal arts coursework, including topics and problems of students' choosing. Eight-week hands-on skills labs are scheduled in weeks one through eight of the semester. Digital tools may include ArcGIS StoryMaps, Excel, and data visualization software.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1.

ELI 244 Internship/Practicum

Content: Opportunities for students to engage in experiential learning by applying entrepreneurial thinking and academic concepts within for-profit and nonprofit organizations. May be repeated for credit. Students are encouraged to enroll in ELI 349, Internship Seminar, when available.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 1-4.

ELI 260 Sustainability & Entrepreneurship

Content: Introduction to current trends in efforts to address the environmental, social, and economic challenges of the 21st century. How for-profit and nonprofit entities, and innovative hybrids of the two, have begun to address modern problems and needs by supplying goods and services in new ways; the role of government in promoting sustainability through both traditional regulation and more innovative approaches; how market-dependent mechanisms such as product labels, private and public certification schemes, and investment and divestment strategies affect consumer behavior and public policy. A number of guest speakers will participate in classes over the course of the semester.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

ELI 261 Summer Internship in Sustainability

Content: Structured internship program in sustainability, including both a classroom and workplace component. Begins with a weeklong intensive training involving professional and technical skills, followed by a full-time internship placement. Students will continue to attend a once-weekly class on skill development in the workplace and the relationship between theory and practice.

Prerequisites: None.

Restrictions: Junior standing required.

Usually offered: Annually, summer only.

Semester credits: 4.

ELI 270 Nonprofit Management

Content: Broad overview of the nonprofit sector and an opportunity to apply that knowledge to the practice of creating a mission statement, working through the 501(c)3 application process, and designing a strategic plan informed by the mission toward operational growth. Analysis of benefits of potential organizational structures: staff, board cultivation, volunteers, committees, and memberships. Consideration of scope and planning of services and events to align with the mission. Financial management, including budgeting, earned revenue, fundraising, and development strategy. Public relations work to promote the mission and brand of the organization, including press releases. Special guests will mentor the students in group projects as they incubate their own nonprofit ideas (mission statements, first-year budget, organizational structure, activities). Students will visit local nonprofits to learn about their missions and scope of work.

Prerequisites: None.

Usually offered: Annually, spring semester.

Semester credits: 4.

ELI 275 Value Creation and Analysis

Content: The principles and practice of developing and analyzing sound business models. Students will examine the creation and delivery of value to customers in both new and established businesses, with an emphasis on the role of financial statements in guiding and assessing this process. Students will analyze and propose business model innovations for existing organizations. The final project requires the students to design a business model innovation for a local organization using the business model canvas template.

Prerequisites: None.

Usually offered: Annually, spring semester.

Semester credits: 4.

ELI 280 Communicating a Vision: Messaging for Impact

Content: Examines existing best practices in verbal communication, creative expression, and audio-visual presentation and production. Students will apply these practices in a series of exercises focused on individual and group communication, developing the ability to employ entrepreneurial thinking and principles to communicate innovative ideas to a variety of audiences. Projects include public speaking exercises, written and oral presentations tailored to different audiences, and audio-visual advertising and promotional content production. Case studies will be used to examine successful marketing campaigns for innovative products and services as well as alternative strategies and failures. We will emphasize habits and barriers to effective communication, strategies that promote creative expression, and how entrepreneurial methods empower successful messaging.

Prerequisites: ELI 101, 102, or 103.

Usually offered: Annually, spring semester.

Semester credits: 4.

ELI 290 Technologies of the Future

Content: Through lectures, assigned readings, and hands-on activities, students learn about the parallel and synergistic processes of scientific discovery and engineering innovation. Open-ended projects give students experience in mutualistic teaming, technology transfer, product development, and marketing, as well as opportunities to learn and apply methods inherent in effectual entrepreneurial activities. Team-based laboratory projects focus on the process of technology transfer (utilizing scientific research in commercial product development).

Prerequisites: ELI 101, 102, or 103.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 5.

ELI 310 Curatorial Affairs in the Visual Arts

Content: Introduction and examination of issues surrounding the role of a contemporary art curator. The curator's unique function in various venues—nonprofit, museum, gallery, academic institution—will be thoroughly explored to understand the ways in which space, resources, audience, and material impact their work. Students will meet with local curators and arts professionals, practice critical viewing and writing about art, study different exhibition-making strategies, and obtain hands-on experience in organizing an exhibition. Students must allow for travel time for field trips to different art venues in Portland, which take place throughout the semester during regular class time.

Prerequisites: None.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall semester.

Semester credits: 4.

ELI 345 Industry Practicum: Special Topic/Industry

Content: Organized practicum in a select industry, with strong academic, experiential, and preprofessional components. Past topics include screenwriting and brewing, with future anticipated topics to include real estate, the food industry, technology transfer, and investment management.

Prerequisites: ELI 101, 102, or 103.

Restrictions: Sophomore standing required.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ELI 349 Innovation At Work: Internship & Seminar

Content: This course is an academic and experiential bridge between classroom theory and workplace application, building on concepts and skills developed in ELI 101, Innovation: Systems-Thinking and Methods (including recognizing opportunities, assessing customer need, identifying viable business models and markets, developing marketing strategies, and designing for-profit and nonprofit ventures). Students work eight to ten hours per week in a problem-based internship, acting as intrapreneurs to add value to their organizations. Additionally, students attend weekly class sessions evaluating personal their own strengths and weaknesses, gaining technical skills, and developing an opportunity analysis, solution landscape, and presentation for their organization. Students must submit a statement affirming their ability to participate in an off-campus internship; instructor consent required.

Prerequisites: ELI 101.

Restrictions: Sophomore standing required. Students will need to secure transportation to off-campus internships.

Usually offered: Annually, spring semester.

Semester credits: 4.

ELI 359 Low-Code/No-Code Software for Entrepreneurship

Content: Introduction to no-code/low-code technology platforms to solve problems, organize group efforts, and amplify their impact. Topics will include a variety of platforms, including but not limited to Squarespace, AWS, Canva, Atlassian, Gusto, Snowflake, Shopify, and Salesforce.

Prerequisites: None.

Usually offered: Annually.

Semester credits: 4.

Lewis & Clark's Bates Center for Entrepreneurship and Leadership (<https://college.lclark.edu/programs/entrepreneurship/>) is a creative hub that invites students, faculty, alumni, mentors, and influential professionals into meaningful collaborations. Our entrepreneurial students have a passion for innovation and strive to be intellectual leaders. To help them in this endeavor, the center offers a host of academic and extracurricular activities that enable students to identify problems, invent solutions, and realize the real-world impact of a liberal-arts education.