The Scholar as Startup: How Academic Entrepreneurs Use Continuous Innovation

Jonathan D. Hagood
*Hope College, hagood@hope.edu*

Follow this and additional works at: [http://digitalcommons.hope.edu/faculty_presentations](http://digitalcommons.hope.edu/faculty_presentations)

Part of the [History Commons](http://digitalcommons.hope.edu/faculty_presentations)

**Recommended Citation**

http://digitalcommons.hope.edu/faculty_presentations/26
Fall August 22, 2013.
1 Anyone can be an entrepreneur. You are an academic entrepreneur.

2 An entrepreneur manages ideas. As an academic entrepreneur, you manage ideas about teaching, research, service... ideas that involve any or all of your scholarly roles.

3 An entrepreneur validates the effectiveness of ideas, products, and unspoken assumptions that underlie them through controlled experimentation. As an academic entrepreneur, you carry out these experiments in the classroom, on the stage, in scholarly discourse, in the lab, the conference room... all of the spaces where a scholar makes an impact.

4 An entrepreneur uses the Build-Measure-Learn process to decide whether to persevere or to pivot. As an academic entrepreneur, you:
   • build products (e.g., lessons, assignments, programs, texts, creative performances, etc.)—beginning with the Minimum Viable Product (MVP)—from ideas based on clearly identified assumptions;
   • measure the effectiveness of (i.e., assess) your product and the ideas behind it as well as the accuracy of your assumptions;
   • learn from this experimentation and assessment and apply these lessons to a revised product, which is the subject of the next experiment;
   • learn whether to persevere in developing this particular product or to pivot by changing ideas, assumptions, and/or products; and
   • cycle through multiple iterations of the Build-Measure-Learn process in order to refine your product.

5 As an academic entrepreneur, you use the lean startup method to gauge progress, set milestones, and prioritize tasks.

Build – Measure – Learn