<table>
<thead>
<tr>
<th>Academic Entrepreneurship: Examples</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Example: Integrating Faith and Learning into Course Assignments</th>
<th>Example: Being a “Christian Historian” or a “Faithful Scholar”</th>
<th>Example: Facilitating Discussions re: Faith and Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Role</strong></td>
<td>Teacher</td>
<td>Researcher</td>
</tr>
<tr>
<td><strong>Idea</strong></td>
<td>“I could redesign some existing assignments to include a faith component.”</td>
<td>“What if I recast my scholarship (nursing history) as service to a non-scholarly community?”</td>
</tr>
</tbody>
</table>
| **Assumptions** | • Adding faith will not detract from the existing objectives of the course or assignment.  
• Students will not balk at or be distracted by talking about faith. | • Nursing students want to listen to me talk about nursing history.  
• My knowledge of nursing history is up to the task.  
• Doing so will at least complement and not take away from my other research. | • Faculty and students are willing to take time out of their summer research.  
• Faculty are willing to stand up and talk about their faith.  
• Faculty and students are willing to attend more than one session. |
| **Minimum Viable Product** | Add “faith” to the list of analytical lenses – political, economic, social, racial, etc. – for an assignment that asks students to analyze particular historical moment. | Share a nursing history anecdote with a nursing student. | Send out a campus email giving a time and place when I plan to talk about faith and scholarship with whomever shows up – and I bring snacks. |
| **Experiments** | 1. Add “faith” as a lens (MVP).  
2. Make “faith” the only analytical lens.  
3. Revise the assignment to be a compare/contrast of the “faith” lens with a “political” or “social” analysis.  
4. Revise the assignment to be a comprehensive synthesis of faith, politics, society, etc. | 1. Incorporate nursing history into a course with many nursing students.  
2. Work collaboratively with nursing students on nursing history projects.  
3. Send out a simple email message with a nursing history anecdote.  
4. Send out a larger, denser email newsletter with lots of nursing history material. | 1. Recruit some speakers and give them little to no direction.  
2. Try a mix of presentation styles: personal narratives, comments on research, and panels.  
3. Recruit a second cohort with an emphasis on the presentation style that was most effective. |
| **Assessment Strategies** | • Compare grades to assignments from previous semesters.  
• A/B Split: Some students do the “faith” assignment, others do not (compare grades).  
• Formal student evaluation of the assignment.  
• Informal discussion of the assignment. | • Ask nursing students to write about/comment on the relevance of nursing history to their education and calling.  
• Formal assessment of nursing student readers.  
• Write up these experiments and get feedback from colleagues in nursing education. | • Informal post-presentation conversations with presenters and attendees.  
• Formal assessment by attendees. |
| **Persevere or Pivot?** | • If student feedback and grades are positive, then persevere in revising the assignment.  
• If it doesn’t seem to work, pivot to revising a different assignment.  
• If this doesn’t seem to work, pivot to designing a new assignment. | • If students are reading these things, then persevere.  
• If students approach me with comments or questions about nursing history, then persevere.  
• If few students are actually reading these things, then pivot to a different medium. | • If feedback is positive and some people attend multiple sessions, then persevere in refining the series.  
• If feedback is negative and attendance drops, pivot to a different strategy for fostering conversation or try new presentation styles. |
| **Build-Measure-Learn Cycle Length** | At the assignment level, I can try multiple iterations within a given semester. | Each class or collaborative research project (semester) or each email newsletter (monthly). | Yearly (Summer) |
| **Defining Progress** | Is student feedback and work improving with each iteration/assignment?  
| | Do nursing students (and faculty) tell me that they are reading these and finding them useful?  
| | Is attendance increasing and feedback positive? |
| **Milestones** | • Give the assignment.  
• Grade it.  
• Get Student Feedback.  
• Revise and do it again. | • Incorporate it into the classroom.  
• Work with a student.  
• Send a simple message.  
• Send a longer newsletter. | • First Cohort Recruitment  
• First Session  
• End of the First Series  
• Second Cohort Recruitment |
| **Task Prioritization** | • Select assignment for revision.  
• Revise it.  
• Create an assessment tool/plan.  
• Do an iteration. | • Identify content.  
• Plan multiple messages.  
• Check with nursing faculty.  
• Create assessment tool.  
• Pilot with a handful of students and get feedback. | • Ask colleagues for advice.  
• Recruit speakers.  
• Find financial support for food.  
• Create a marketing plan.  
• Create an assessment tool. |
Build – Measure – Learn