

Economics 327-002 Business Venturing: Scientific Track Spring 2022

Room: Genome Science Building, Room 1378

Time: TR 12:30 am – 1:45 pm

Instructor:

Gregory P. Copenhaver, Genome Science Building, Room 4161, gcopenhaver@bio.unc.edu

Text: No assigned textbook, readings posted on Sakai

The objective of this course is to provide the necessary background and a collaborative environment in which students can form teams to produce business plans and presentations in the area of scientific entrepreneurship. The lectures and case materials will provide examples of scientific ventures and discussions of their successes and shortcomings.

Spring 2022 Course Delivery: As long as it is possible to do so safely, we will be meeting in person this semester. I understand the ongoing COVID-19 pandemic may require changes to this plan and will be monitoring the situation closely. If I need to change the format of the course temporarily due to outbreaks of illness, I will announce this via email and the course Sakai site.

Mask Use (In-Person Instruction Modes) This semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community—your classmates and me—as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see [Carolina Together](#).

Group-work days. Intermittently, throughout the semester we have scheduled in-person group work. This is to provide dedicated time, during class, for you and your group to make progress on your semester-long project. Attendance at these sessions is expected as with other normal sessions.

Case study discussions. In addition to lectures, guest visits, and interactive group work, we will also make extensive use of case studies in this course. You are expected to have read each case study prior to the day it is discussed. Active participation by the entire class is expected during the discussions. Each discussion will be guided by one of the groups formed at the beginning of the semester. Each group will guide 1 discussion. The group should develop a PowerPoint (or equivalent) presentation that explains the main ideas in the case study and poses questions for the class to answer in a discussion format.

The grading in the course will be as follows:

Written assignments (20%). Written assignments in response to a prompt related to lecture topics in class. Responses should be no longer than a page (unless indicated for a specific assignment) and are to be turned in on Sakai. Each assignment is graded on a 5-point scale. 0 = no evidence of effort, 1 = minimal evidence of effort, 2 = significant aspects of the assignment missing or needing improvement, 3 = only minor aspects of the assignment missing or needing improvement, 4 = all aspects of assignment completed adequately, 5 = work shows exceptional effort.

Class participation (10%). Because this course emphasizes group work and discussion of ideas, attendance and participation, including peer-evaluation of final group presentations will be graded. Class attendance grades will reflect participation as well as apparent preparation. You are welcome to use laptops in class for taking notes or doing group work, but web surfing non-class material is not permitted.

Leading case study discussions (20%). Each group will be responsible for leading the class in a discussion of an assigned case study.

Project (50%). The primary graded activity for the course will be to form teams that will develop a STEM-related idea into a business plan. The final product will be a written business plan (20%) and a presentation to the class (20%). In addition, the group dynamics of the team will be assessed for another 10%.

Final. The written business plan (20%) component of the project will be considered the final exam for this course.

Honor Code. Information, including your responsibilities as a student is outlined in the UNC Chapel Hill Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected. The group projects are collaborative and will be graded on a group basis. All other academic work in this course is to be your own work.

Diversity Statement. I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve. I appreciate suggestions.

Policy on Non-Discrimination The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office, or online to the EOC at <https://eoc.unc.edu/report-an-incident/>

Syllabus Changes. This course is dynamic and changes in the schedule and reading content may occur.

Class communication. Primary communication will occur through the Sakai site at sakai.unc.edu. Details on written assignments will be posted along with announcements and additional reading assignments.

Acceptable Use Policy By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's technology resources responsibly, consistent with the University's mission. In the context of a class, it's quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full [Information Technology Acceptable Use Policy](#), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property. Additionally, consult the University website "[Safe Computing at UNC](#)" for information about the data security policies, updates, and tips on keeping your identity, information, and devices safe.

Grade Appeal Process

If you feel you have been awarded an incorrect grade, please discuss with me. If we cannot resolve the issue, you may talk to our departmental director of undergraduate studies or appeal the grade through a formal university process based on arithmetic/clerical error, arbitrariness, discrimination, harassment, or personal malice. To learn more, go to the [Academic Advising Program](#) website.

The Schedule.

Jan 11 Syllabus review, group formation, sources of innovation

Assignment: develop 2 ideas for a STEM-based entrepreneurial project and briefly describe them (1 paragraph each). Due Jan 18

Reading: The Discipline of Innovation by Peter Drucker

Jan 13 Chromatin story – Gregory Copenhaver

Jan 18 Individually pitch ideas within group and select 2

Assignment: develop a team charter for your group. Due Jan 20

Jan 20 Groups pitch 2 ideas each, class selects 5 final project concepts

Jan 25 How to write a business plan – lecture

Reading: Harvard case study for Jan 27

Assignment: lessons learned, due Jan 27

Jan 27 Business plan case study -discussion led by Group 1

Feb 1 Entrepreneurial Leadership – Guest: Kevin Guskiewicz

Reading: Harvard case study for Feb 3

- Assignment: lessons learned, due Feb 3
- Feb 3 Leadership case study – discussion led by Group 2
- Feb 8 **In-class group work**
- Feb 10 Intellectual property, patents – Guest: Aziz & Adriana Burgy
- Reading: Harvard case study for Feb 15
- Assignment: lessons learned, due Feb 15
- Feb 15 Patent case study -discussion led by Group 3
- Feb 17 Magellan story – Guest: Lowry Caudill
- Assignment: lessons learned, due Feb 22
- Feb 22 **In-class group work**
- Feb 24 Biotech Entrepreneurship – Guest: John Grealley
- Reading: Harvard case study for Mar 1
- Assignment: lessons learned, due Mar 1
- Mar 1 Biotech entrepreneurship case study – discussion led by Group 4
- Mar 3 Financing your venture – lecture
- Assignment: lessons learned, due Mar 8
- Mar 8 Harvesting your venture – lecture
- Assignment: lessons learned, due Mar 10
- Mar 10 Why Culture Matters in Organizations and How to be Intentional – Guest: Lowry Caudill
- Assignment: lessons learned, due Mar 22
- Mar 15 **Spring Break**
- Mar 17 **Spring Break**
- Mar 22 Copyrights and Trademarks – Guest: Deborah Gerhardt
- Reading: Harvard case study for Mar 24
- Assignment: lessons learned, due Mar 24
- Mar 24 Copyright/trademark case study – discussion led by Group 5
- Mar 29 Negotiation part 1 – Guest: Bob Reinheimer
- Assignment: out of class negotiation, due Mar 31

Mar 31 Negotiation part 2 – Guest: Bob Reinheimer

Assignment: out of class negotiation, due Apr 5

Apr 5 Negotiation part 3 – Guest: Bob Reinheimer

Apr 7 Pitches Group 1

Apr 12 Pitches Group 2

Apr 14 **Wellbeing Day**

Apr 19 Pitches Group 3

Apr 21 Pitches Group 4

Apr 26 Pitches Group 5

Other Resources

Accessibility Resources and Service (ARS), Counseling and Psychological Services (CAPS), and Title IX Resources The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

Counseling and Psychological Services Counseling and Psychological Services (CAPS) is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Title IX Resources Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Undergraduate Testing Center The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.

Learning Center Want to get the most out of this course or others this semester? Visit UNC's Learning Center at <http://learningcenter.unc.edu> to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

Writing Center For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit <http://writingcenter.unc.edu>.