

EPI²C Entrepreneurship & Design Thinking

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Abstract: Entrepreneurship is a high-stakes, action-oriented game played on a field defined by competition and collaboration. However, across academic entrepreneurship programs, education formats range from almost exclusively classroom-based to highly experiential to hybrid. The entrepreneurship program at the authors' institution has generally favored traditional classroom boundaries, augmented by non-mandatory experiential opportunities. Realizations derived from the covid-19 pandemic and ensuing movement to virtual instruction are driving rapid, ongoing change in the institution's entrepreneurship program. Pandemic-driven isolation and additional isolation resulting from largely asynchronous virtual delivery of education have had negative impacts. Changes have been enacted to combat these factors that are generally antithetical to the hands-on nature of entrepreneurship, while contributing to decline in entrepreneurial performance across an array of measures. Seen in the face of the same factors, was a marked increase in business plan proposals featuring apps, creations, or other solutions emphasizing human-interaction. Relative to entrepreneurship education, these increases are taken to indicate hunger for (predominantly) face-to-face competition and collaboration. When linked with broad trends toward social and environmental responsibility, clarity emerged as to the sort of pivot needed in the trajectory of entrepreneurial and other education at the institution. The transformation in trajectory is captured by the motto "do good, make a difference, change the world", symbolizing determination to focus on things that matter. Similarly, the pivot is captured by the acronym EPI²C, representing five targeted program aspects: "Experiential, Purposeful, Imaginative, Innovative & Creative". Together, these drove rebranding of the program as "EPI²C Entrepreneurship & Design Thinking", thus highlighting the enabling role of design thinking in many entrepreneurial endeavors. Delineated herein is program reinvention driven by the preceding motto; use of United Nations Sustainable Development Goals (UN SDGs) to support the motto; the role of design thinking; the relationship specific meanings and distinctions among the EPI²C descriptors; and specific program innovations. Also discussed is improved student performance associated with program reinvention.

Keywords: Experiential Learning, Innovation, Purpose-Driven Change, Social & Ecological Impact, Sustainability, UN Sdgs.

Advantage: Program reinvention deeply embeds social & environmental responsibility in assessment criteria for competitive events such as business plan competitions and even ordinary course content. This is done via, e.g., formal consideration of the United Nations Sustainable Development Goals and the 10 Principles of the United Nations Global Compact.

1. EPI²C Pillars

EPI²C is an acronym created with the dual intentions of capturing the program pillars in a meaningful and easily recalled way, while also intending to communicate the idea of embracing grand or wicked challenges, solutions to which convey broad benefits, including social or environmental benefits.

As an acronym, EPI²C represents five pillars: *Experiential, Purposeful, Imaginative, Inventive* and *Creative* (or "creation"). It is not these words used independently that are to be emphasized, but rather the collective power captured by their integration and synergy.

EPI²C context-driven definitions of its pillars are provided in Table 1. The execution context for EPI²C is found in its core values, perspectives, and strategies and is described in Table 2.

Table 1: Context-Driven Definitions of the EPI²C Pillars

EPI ² C Pillar (core value)	Contextual Definition
Experiential	People learn in many ways: experiential learning is learning by doing. It requires interacting with people, the world, and its elements.
Purposeful	Purposefulness intentionally drives one's actions toward specific objectives or outcomes. EPI ² C believes in confronting meaningful challenges.
Imaginative	Being imaginative is here regarded as the ability to generate new ideas, images or concepts in the mind, of things not fully perceived by one's senses.
Innovative	Being innovative is realizing new ideas, advanced capabilities, features, or original designs in policies, products, processes, systems or services.
Creation	Creativity is intelligence having fun (Albert Einstein). It is purposeful integration and transformation of what has been imagined, senses, experienced, or otherwise discovered into a mental or tangible or other model or

EPI ² C Pillar (core value)	Contextual Definition
	rendering. Creation is regarded as subsequent action required to move from model to market and is commonly composed of a collection or series of acts that are performed iteratively.

Table 2: EPI²C Core Values, Perspectives and Strategies.

EPI ² C Core Value	EPI ² C Perspective	EPI ² C Strategy
Experiential	<i>Entrepreneurship</i> is action oriented. <i>EPI²C</i> is its sandbox.	<i>EPI²C</i> supplies relevant events in which individual and collaborative engagement is encouraged as a means of generating increased entrepreneurial acumen & activity.
Purposeful	<i>EPI²C</i> is highly intentional, tenacious, and well-reasoned in its objectives, strategies, stakeholder-centrism, and impacts, including environmental and social impacts.	<i>Design Thinking</i> is used to better understand and systematize relationships among ideas and entities to forcefully confront challenges that matter and to form full or partial difference-making solutions.
Imaginative	The mind is an <i>EPI²C</i> canvas used to paint and generate mental imagery or conceptual models that are initially unshackled from the bonds of reality. Later, these are tangibly anchored through iteration, innovation, and creation.	<i>EPI²C</i> routinely provides ideation venues, with participants expected to actively ideate at both individual and collaborative levels, and to create crude prototypes using supplies from a rudimentary <i>designer's toolbox</i> and/or in a <i>makerspace</i> environment.
Innovative	<i>EPI²C</i> transforms and upcycles <i>existing</i> entities, ideas, or experiences in ways that create or redistribute value. Innovation is an (often) iterative process that unleashes the potency of people and ideas.	<i>EPI²C</i> focuses on challenges that matter by iteratively developing fresh and valuable ideas, ways of doing things, products, services, institutions and relationships. These are forged in the crucibles of courses, competitions, and via projects.
Creation	<i>Design Thinking</i> is used to translate mental imagery or models, and crude prototypes into more refined concepts or concrete realizations of services, systems, products, processes, or enterprises previously known or fully experienced by their creator(s).	Workshops, challenges, and projects provide ample opportunities to advance ideas from concept to creation. Examples include the <i>Human-Centered Innovation & Design Workshop</i> ; <i>EPI²C Entrepreneurship & Design Challenge</i> , <i>Faulkner Entrepreneurship & Design Challenge</i> , and <i>Werth Technology Challenge</i> .
Enabling Resources	Available resources include the <i>EPI²C Entrepreneurship & Design Thinking</i> curriculum, <i>Management & Entrepreneurship Department</i> , <i>Center for Entrepreneurship & Design Thinking</i> , <i>EPI²C</i> faculty and mentors from the professional community, and various workshops, competitions and other events.	

Within the *EPI²C Entrepreneurship & Design Thinking* program, the position held is that an entrepreneurial mindset is essential, and that application of both systems thinking and design thinking is critical to success. Mindset is regarded as the set of beliefs shaping how one makes sense of themselves in relation to the world around oneself and it influences how one thinks, feels, and acts in any given situation. It is one's sense of self.

Today's entrepreneurs and explorers and discoverers of old are similar in their strong senses of purpose, firmly held beliefs, willingness to sacrifice, and efforts to generate necessary resources. Entrepreneurs navigate uncertainty leading to risk and high failure rates.

Action-based resiliency in the face of failure is a hallmark of those with entrepreneurial mindsets. They generally perceive and thrive on opportunities with embedded risks, and as such, entrepreneurial ideas often arise from discontent or in conflict with authority, tradition, or the *status quo*. Though not universally so, such discontent is often driven by social, environmental, economic, or intellectual challenges. Discontent creates a matrix of internal opportunities and threats that helps entrepreneurs formulate strategies and new ways of doing things.

2. Systems & Design Thinking

From concept to creation, *EPI²C* applies *Design Thinking* and to *Systems Thinking* to craft and deploy creative, imaginative, purposeful, and difference-making solutions to confront challenges that matter. *EPI²C* is highly experiential, and its solutions are born of innovations and designs arising from projects, workshops and competitive or noncompetitive events.

Systems thinking uses holistic or integrative analytical methods and strategies, focusing on whole systems, more so than on constituent parts. *Systems thinking* attends to how systems parts – that is, elements or processes – relate to, compete with, collaborate with, or are in conflict with one another, especially as related to overall system performance.

Strategic objectives of systems thinking may include system improvement, optimization, maintenance of status quo level performance, disruption or destruction of the system, identification, or gradual system decay. In other

words, while we intend systems thinking as a constructive practice in which to engage, it can also be weaponized, if so desired.

Though the tools and methods of *design thinking* may and are used in many non-design thinking settings, they are commonly used when a *design problem* is identified. A *design problem* arises when there is an unsolved issue or collection of issues to be considered while designing a product, product, system, service, or organization.

Design thinking is an iterative process that seeks to understand users, challenges assumptions, redefines problems, and creates innovative solutions that can be prototyped and tested. It employs a set of cognitive, strategic, and practical procedures used by designers, along with the body of knowledge surrounding how people reason when facing design problems.

Many entrepreneurial challenges and opportunities have embedded design problems, hence design thinking is relevant to leveraging such opportunities or challenges. Design thinking tools and methods are wholly consistent with EPI²C and are often deployed using an algorithmic approach similar to the one provided in Figure 1.

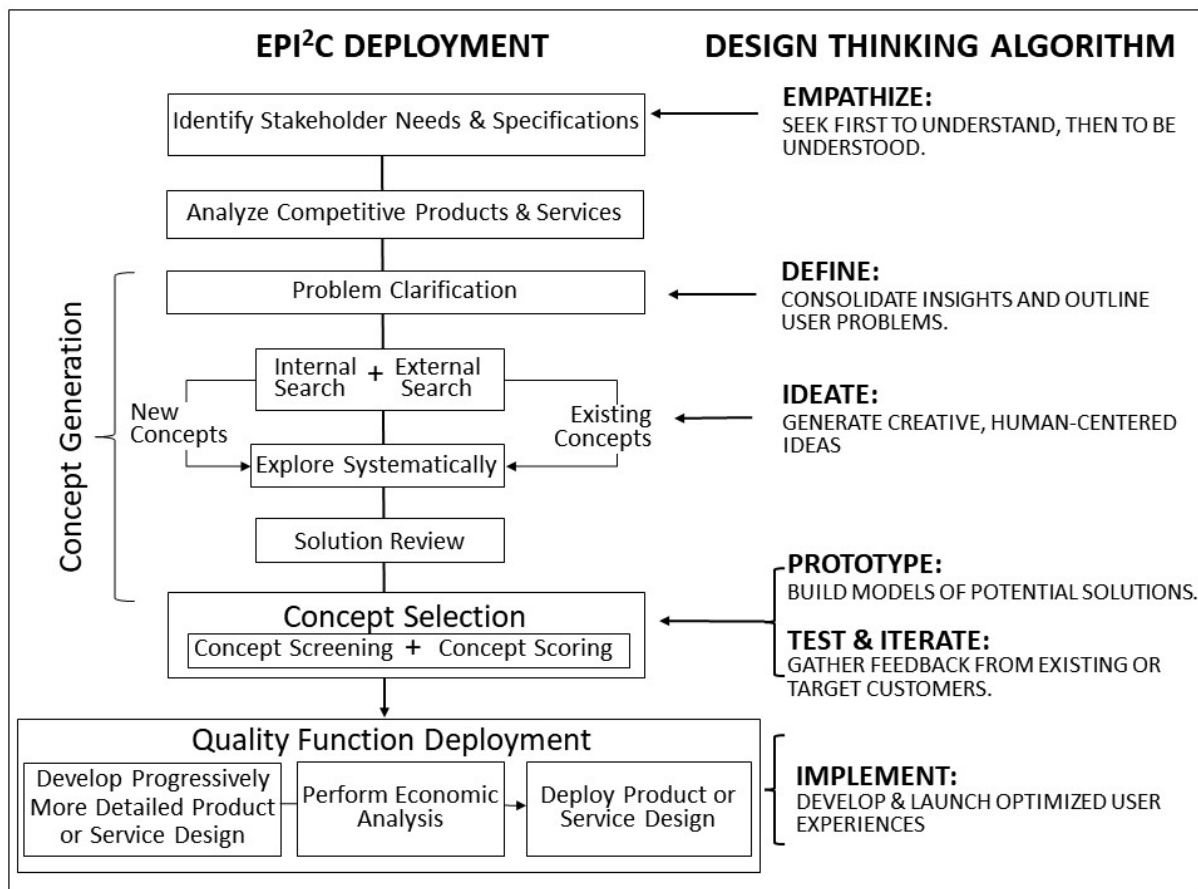


Figure 1: Design Thinking and Deployment of EPI²C Principles

3. Do Good, Make a Difference, Change the World

To be clear, the EPI²C Entrepreneurship & Design Thinking program delivers content broadly applicable to entrepreneurship. That having been said, a hallmark of the program is its focus on things that matter, as captured in its motto “do good, make a difference, change the world”. Things that matter span and transcend economic, societal, and environment boundaries, with various examples represented by the *United Nations Sustainable Development Goals (UNSDGs)*, the *United Nations Global Compact (UNGC) 10 Principles*, and the *United Nations CEOs Water Mandate (UN CEO)*.

This is driven by the belief that currencies of the future (Edgeman 2020) are not just dollars, yen, euros, or pounds, but such things as water, warmth, food, safety and security. As such, innovation in or design of products, processes, systems, services, or businesses that are economically sustainable, with promise for social and or environmental benefit, are of special interest to EPI²C. Figure 2 portrays the 17 goals of the UNSDGs, whereas Table 3 provides the UNGC 10 Principles.

The United Nations Global Compact (UNGC) is the world’s largest corporate sustainability initiative (<https://unglobalcompact.org/>), with 22,000 corporate members, each providing an annual communication on progress (COP) detailing the progress made toward the 10 principles cited in Table 3. While the principles are primarily intended to motivate organizations to made steadfast progress toward broad targets, these principles can be pursued in large and small companies alike and that they can be used from the outset in the design of how a company chooses to operate. Beyond that, selected principles such as principle nine – development and diffusion of environmentally friendly technologies – most certainly can be incorporated into the design and development of a large number of technology-based products, whereas principles seven and eight can clearly motivate the way in which almost any service is provided and the environment in which it is offered.



Figure 2: The 17 United Nations Sustainable Development Goals.

Table 3: United Nations Global Compact 10 Principles for Business Conduct

Human Rights		Principle
1	Businesses should support and respect the protection of internationally proclaimed human rights.	
2	Businesses should make sure that they are not complicit in human rights abuses.	
Labor		Principle
3	Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining.	
4	Businesses should eliminate all forms of forced and compulsory labor.	
5	Businesses should abolish all forms or child labor.	
6	Businesses should eliminate discrimination with respect to employment and occupation.	
Environment		Principle
7	Businesses should support a precautionary approach to environmental challenges.	
8	Businesses should undertake initiatives to promote greater environmental responsibility.	
9	Businesses should encourage development and diffusion of environmentally friendly technologies.	

Anti-Corruption	Principle
10	Businesses should work against corruption in all its forms, including extortion and bribery.

The UN CEO Water Mandate is concerned with water stewardship, and hence with a set of practices that promote and foster sustainable and equitable management of freshwater resources. Water stewardship practices range from water use efficiency at an organization’s own operations, to engagement with suppliers, to long-term multi-stakeholder river basin projects, and beyond. It helps ensure that water users not only manage their own risks and seize opportunities related to water such as ensuring a business has the water needed to continue production processes, while also promoting long-term water security for all. The Water Mandate requires that all endorsers must be a private sector business with at least 10 employees and must become a member of the UNGC within six months of formally endorsing the Water Mandate, after which, endorsers are expected to make continual progress in six carefully defined commitment areas: direct operations, collective action, supply chain and watershed management, public policy, transparency, and community engagement, (<https://ceowatermandate.org/>).

The UN SDGs, UNGC 10 Principles and UN CEO Water Mandate commitment areas are examples of things that matter. As such, these and like considerations are at the forefront in EPI²C projects and competitions, that competition judges look for, in the sorts of organizations visited during study tours, and in the topics addressed by speakers.

4. All in One Place

As with many other algorithms, the components of EPI²C and the context in which it resides can be compartmentalized. For example, one can be highly purposeful or intentional in what they do, without having an entrepreneurial mindset, and without practicing design thinking. Similarly, one can be imaginative, without being purposeful or without making real that which is imagined.

The intent herein, however, is to embed the EPI²C pillars within the disciplines (practices) of design thinking and systems thinking, and in so doing, to focus on things that matter. Examples of things deemed to matter are found in, but not limited to, the UN SDGs, UNGC 10 Principles, and UN CEO Water Mandate Commitments areas. Figure 3 is intended to capture this holistic view.

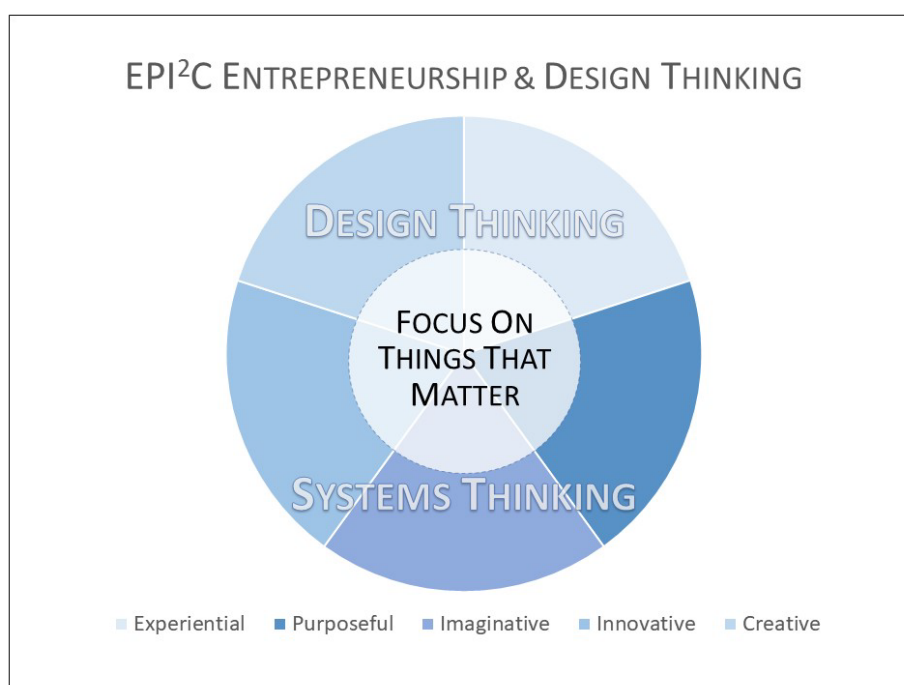


Figure 3: Holistic View of EPI²C Entrepreneurship & Design Thinking.

The faintness of both “design thinking” and “systems thinking” in Figure 3 are intended to convey the importance of these becoming cultural – e.g., the way we routinely do things – to EPI²C practice. The pronounced core of “focus on things that matter” is intended to communicate the importance of keeping things that matter at the

forefront of our consciousness and subsequent efforts, with the relative transparency of and dashed line surrounding “things that matter” each intending that these should permeate or “bleed into” the objects of *EPI²C* practice.

5. Making it Real: EPI²C Entrepreneurship and Design Thinking in Practice

The *EPI²C* curriculum begins with a course entitled *Concept to Creation*, and that is its intent – to develop a concept into a working model. Development into a working model is, however, greatly aided by voluntary participation in selected activities – each of which carries the opportunity to earn academic credit by those needing or desiring such credit.

Participation in these activities may be pursued independently of and prior to, concurrent with or subsequent to completion of *Concept to Creation*. Those opportunities include a nearly weekly series of Zoom conversations entitled *Dialogs with Doers* that features entrepreneurs, creators, designers, and social influencers. Table 4 provides a small sample of *Doers* participating in this series.

Also included are a highly intensive, two-Saturday workshop entitled *Human-Centered Innovation & Design Thinking* (HCIDT), as well as fall and spring competitions with approximately \$10,000 each at stake and entitled the *EPI²C Sustainable Venture Challenge* (fall) and the *Faulkner Entrepreneurial Challenge for a Better Future* (spring). Students engaged in the *EPI²C Entrepreneurship & Design Thinking* program also compete in external challenges and the message of focusing on things that matter is a well-received one.

Table 4: Dialogs with Doers Guest List – Examples to Date.

DOER	DESCRIPTION
Hunter Lovins	Co-developer of the concept of natural capitalism and Founding President of Natural Capitalism Solutions. Professor & Program Founder in the Bard College Sustainable MBA.
Dr. Joseph DeFeo	Juran Institute CEO – Global Quality Improvement Expert. Academician of the International Academy of Quality (IAQ), a joint global “hall of fame” of the American Society for Quality, Japanese Union of Scientists & Engineers, and European Organisation for Quality.
Dr. Michael Goodsite	Pro Vice-Chancellor (Energy Futures), Professor & Director, Institute for Sustainability, Energy and Resources (ISER), Professor, University of Adelaide.
Dr. Stuart Hart	University of Vermont: Grossman Distinguished Professor. Co-developer of the Base-of-the-Pyramid Concept. Well-known sustainable innovation expert.
Dr. Abha Rishi	CEO, Atal Incubation Centre – Professor of Practice & Chair of the Centre for Innovation & Entrepreneurship Development Birla Institute of Management Technology (BIMTECH). Fulbright & Chevening Scholar.
Dr. Mike Donnelly	Former Principal Special Advisor to Scotland’s First Minister. Queen Margaret University (Glasgow, Scotland).

Human-Centered Innovation & Design Thinking is a highly interactive workshop spread over four intensive Saturdays in which participants apply each tool presented with respect to a project that is identified within the first two hours of the workshop. Tools presented are organized within the design thinking approach cited on the right side of Figure 1 and are intended to follow the progression in Table 5.

The *EPI²C Sustainable Venture Challenge* and the *Faulkner Entrepreneurial Challenge for a Better Future* differ primarily in the maturity of ideas in the proposals brought forth. All entries are assessed relative to publicly available criteria (<https://www.fhsu.edu/cob/entrepreneurship/>) that are substantially similar to those cited in Table 6.

The *EPI²C Sustainable Venture Challenge* is held over a Friday evening through Sunday night period each November and begins with ideation leading to very crude idea pitches, around which seven-to-ten teams form and develop on Friday evening, with approximate 10-to-12 hour on each of Saturday and Sunday that focus on building out the idea, relative to selected criteria that are known to competitors. Expert coaching in such areas as digital design, marketing, startup financing, and more is available. Preliminary presentations are provided on Sunday morning, at which time initial feedback is provided. Final presentations are delivered and judged by an external panel of experts on Sunday evening, with four monetary prizes disbursed immediately afterwards.

The *Faulkner Entrepreneurial Challenge for a Better Future* takes place over the course of approximately five weeks and three stages and is open to all university students in the U.S. state of Kansas, competing individually or as a team. An initial written submission is required and evaluated with reference to published criteria by a

panel of external assessors. Feedback is provided and eight entrants are selected for participation in the semifinals, which are held four weeks later, so that semifinalists have time for in-depth revision of their proposals, which are presented face-to-face before a panel of judges. Presentations are limited to 10 minutes, plus five minutes for questions and answers. Judges provide additional feedback, and three finalists are identified. Finalists have one week to respond to feedback, with revised proposals presented one week later and limited to 15 minutes each with 10 minutes feedback. First, second and third place winners are identified at that time and monetary prizes are disbursed.

Other courses available in the *EPI²C Entrepreneurship & Design Thinking* curriculum include ones addressing venture acquisition, venture harvest, technology-based entrepreneurship, and intellectual property.

Table 5: Human-Centered Innovation & Design Thinking Workshop Content & Progression.

CONCEPT	INTENTION	APPROACHES & TECHNIQUES
Empathize	Discover User Needs & Voice of the Customer	Voice of the Customer Methods: Kano Customer Needs Model, Garvin's Dimensions of Quality, Service Quality Dimensions, Ethnography, Surveys, Social Listening.
Define	Organize Ideas	Affinity Diagrams,
	Relate Ideas	Cause-and-Consequence: Interrelationship Digraphs and Identification of Enablers and Bottlenecks, Force Field Analysis, Cause-and-Effect Diagrams, L-Shaped Matrices.
Ideate: Generate Ideas	Prepare to Brainstorm	Cloud Seeding: Image Seeding, Seed Words-Sentences-Paragraphs and Dialogues, Aroma Seeding, Flavor Seeding, Sound Seeding: Words & Lyrics, Multi-Seeding.
	Frame Brainstorming	Ideal Final Result (IFR), Minimal Final Solution, What are We Willing to Sacrifice, What Must Not be Sacrificed, Brainwriting, Greatest Hits (what are the top n traits), Starvation Diet (what if you only had 50% of what is needed?), What Have Others Done, What Hasn't Been Done, What is Unacceptable and What Isn't, What Isn't Said or Seen, Legendary Figures, Legacy: How Do You Want to Be Remembered, Currency: What do Your Target Customers Value.
	Ideation: Brainstorm	Get to Work
Prototype	Crude Prototyping	Sketches, Clay or Other Physical Models (e.g. Lego Models, etc.)
	Prioritize & Weight Ideas	Multi-Voting, L-Shaped & Other Matrices, Nominal Group Technique (NGT).
	Concept Generation & Selection	TRIZ – the Theory of Inventive Problem Solving, Concept Trees, Concept Screening Matrices, Concept Scoring Matrices.
Test & Iterate		It is Financially Sustainable, Does it Yield or Contribute to a Social Good, Is it Environmentally Sustainable, Is it Circular, World War Z – The 10 th Man Contrarian or Devil's Advocate Approach, Extreme Conditions: Will it Work in The Arctic or Jungle, SWOT Plot Analysis, Failure Modes & Effects Analysis (FMEA), How Does it Compare to the Ideal Final Result (IFR).
Implement	Activate the Concepts	The House of Quality, Quality Function Deployment.

Table 6: Faulkner Entrepreneurial Challenge for a Better Future Assessment Criteria

ASSESSMENT CRITERIA SCALE FOR 10 AND 15 POINT (10/15) CRITERIA					
Absent = 0	Very Weak = 2/3	Weak = 4/6	Satisfactory = 6/9	Good = 8/12	Excellent = 10/15
Concept (10)					
<ul style="list-style-type: none"> Is the concept clear and compelling. As a standard, consider the one for REC Watches at: https://www.recwatches.com/universe/ 					
Alignment (10)					
<ul style="list-style-type: none"> How clearly is it aligned with "focusing on things that matter"? Does it have clear potential for positive social or environmental impact? 					
Purposeful (10)					
<ul style="list-style-type: none"> Is a high degree of intentionality evident? Is the problem to be solved or opportunity to be leveraged clearly identified? Are objectives clearly identified? 					
Business Model / Commercialization and Economic Sustainability (15)					

<ul style="list-style-type: none"> • Is there a clear / credible revenue model and cost structure? • Is there a well-defined description of how the venture makes money OR • If financial profit is <u>not</u> the primary objective, what other currencies are generated? • Is there a credible plan to acquire resources needed to deliver the concept to market? • Is the description of key resources, partners and activities clear? • Is the value proposition clear and compelling?
Market Characteristics / (15)
<ul style="list-style-type: none"> • Is an appropriate target market / specific customer identified? • Has the market size been reasonably estimated and is it sufficient (red ocean or blue ocean)? • Can a sufficient market share be captured and is there a realistic plan to do so? • Is there an appropriate strategy for marketing and delivery of the concept to the market?
Is it Differentiated from Competition (10)
<ul style="list-style-type: none"> • Competitive analysis: is there a clear description of the competition? • Was a clear case for differentiation provided? • Is the scope of differentiation sufficient? • Is the quality of the proposed solution sufficient?
Intellectual Property (10)
<ul style="list-style-type: none"> • Is there a likelihood that some elements may be patentable? • Is there a likelihood that some elements are worth trademarking or copyrighting? • Is the problem / opportunity and/or its solution significant, relevant or "elegant"? • Are new ideas evident? Are any advanced capabilities introduced? • Are any original designs, policies, products, processes, systems or services evident?
Founding Individual / Team (10)
<ul style="list-style-type: none"> • Does the founding individual/team have the necessary knowledge and skills? • What gaps are there and how will they be filled? • Has needed advice been identified and are those advisors available?
Has a Convincing Case been Made(10)
<ul style="list-style-type: none"> • Is there a legitimate path forward? • Is the team capable of following that path?
TOTAL =
REMARKS:

6. Other EPI²C Engagement and Opportunities

It is evident that the *EPI²C Entrepreneurship & Design Thinking* program is more than its curriculum. It is composed of both coursework and experience-driven cocurricular or extracurricular activities. Often, these are hybrid in nature, given that various activities such as competitions, dialogs with doers, and other activities are – via fulfillment of marginal additional requirements – available as for-credit options. Other activities, selected ones of which are also available either for participation purposes or may be enrolled in for academic credit, include competitions sponsored by other universities or organizations, participation in the university chapter of the *Collegiate Entrepreneurs Organization* (CEO), election to *Sigma Nu Tau* – America’s only national honorary, and participation in the *Venture Valley Collegiate Cup* – a entrepreneurship and financial literacy game.

Much of the activity associated with the program and its students is coordinated by the *Center for Entrepreneurship* (<https://www.fhsu.edu/cob/entrepreneurship/>).

Participated in on a less common basis is an annual study trip, conducted during a ten-day break in the university’s academic schedule each March. Study tours require fund-raising efforts to partially offset their cost and include relevant company or organization tours, museum or cultural site visits, and a limited amount of free time. As examples, a group of 19 students, accompanied by three adult facilitators, traveled to Aarhus and Copenhagen, Denmark to visit Vestas Wind Systems, Maersk, and “The Kitchen” (the business incubator at Aarhus University). Equally, the group visited such significant venues and sites as the Moesgaard Museum, ÅRoS Kunst (art) Museum, Den Gamle By (the world’s first open air museum), the Danish Resistance Museum, Amalienborg Palace to see the changing of the royal guard, historic churches, Nyhavn (the “new harbor”), the Little Mermaid, and historic churches. In March 2024 a study tour to the Czech Republic is planned and in March 2025 a visit to Adelaide University and the energy innovation district in Adelaide (Australia) is planned. Additional future tours include ones to businesses in Silicon Valley, California and in Napa Valley, California.

Finally, the university operates Hansen Scholarship Hall – a residence facility for approximately 30 students, who must be actively engaged in entrepreneurial courses and activities. Students residing in Hansen Hall may be enrolled in any primary program of study, with currently represented programs including agribusiness, art & design, accounting, biology, finance, management, chemistry, marketing, economics and many more. The hall is a mixed-gender one with individual occupancy rooms, and an intentional blend of approximately two-thirds

domestic students and one-third international students. Current home nations of international students residing in Hansen Hall include Brazil, Spain, Paraguay, Venezuela, Poland, Hungary, and Senegal.

7. Summary

The *EPI²C Entrepreneurship & Design Thinking* program emphasizes *Experience, Purposefulness, Imagination, Innovation, and Creation*. It blends traditional coursework with highly experiential learning activities and opportunities. Further, the program is distinct in that – while it is open to all sorts of entrepreneurial emphases and outcomes – it “*focuses on things that matter*”, as captured in the statement “*do good, make a difference, change the world*”. As such, many of the projects in which students engage place intentional emphasis on socially and / or environmentally positive outcomes.

The program – like the world itself – is subject to innovation and redesign. The process of program reinvention is itself approached through a design-thinking lens as one means of living what we teach.

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