

Feedback — Personal Learning Assignment 4

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You submitted this homework on **Thu 30 Oct 2014 11:39 AM PDT**. You got a score of **10.00** out of **10.00**.

Question 1

What role did Cleveland's anchor institutions play in stimulating the region's entrepreneurial growth? Would this type of support be feasible in your community?

Describe one or more active anchor institutions that exist in your region whose missions are geared toward entrepreneurial and economic growth. If no such program exists in your community, describe why you think that is. Use what you have learned from this case and the discussions so far to explore your community's entrepreneurial landscape as it currently stands with regards to local anchor institutions.

Based on your knowledge of your local region or country, what would your advice be for *local entrepreneurs* who wish to work with anchor institutions? What should they focus on, keep in mind, and be aware of?

Would your advice be any different for *foreign entrepreneurs*?

Use what you have learned from this case and the discussions so far to explore your community's entrepreneurial landscape as it currently stands with regards to the presence of anchor institutions and how they interact with philanthropic or governmental institutions.

Word Count requirement: Minimum 150 words **NOTE: Check your writing in a word count program before submitting to be sure you have achieved the required word count **

Soft Deadline (for full credit): Thursday, October 30, midnight EST

Hard Deadline (for partial credit): Thursday, November 6, midnight EST

Note: Your assignment MUST BE WRITTEN IN YOUR OWN WORDS

Please do not copy and paste text from another source. This is meant to be a thought-provoking assignment that helps you to think about your own entrepreneurial ecosystem. If you do use other source material to back up your claims, please make sure to cite your sources.

CONTRIBUTE TO THE [WORLD STARTUP REPORT](#): Once you have submitted your PLA here, we encourage you to head over to the [Regional Discussion Boards](#), find your region/country and re-post your answer there in a new or existing thread.

Note: Don't forget to tag your post [Assignment4](#) so that others can find all similar PLA posts. Also, title your post clearly (for example: "PLA assignment 4 - Thoughts on Anchor Institutions in __")

We hope to grow some exciting region-specific conversations based on each week's PLA assignments, with the goal of contributing these learnings to future country entrepreneurial ecosystem reports on the World Startup Report wiki site.

Visit the [World Startup Report Wiki](#) for more information about these country reports.

Email us at entpecon@case.edu if you would like to be more involved in this effort.

You entered:

Karen West, Oct. 30th, 2014, for submission to Beyond Silicon Valley: Growing Entrepreneurship in Transitioning Economies,

Your Answer	Score	Explanation
Karen West, Oct. 30th, 2014, for submission to Beyond Silicon Valley: Growing Entrepreneurship in Transitioning Economies, Personal Learning Assignment (PLA) 4: Note that the answers below were taken from both the video lecture in regard to the experiences of the anchor institutions contributions to start-ups in Cleveland, Ohio, but for my local area here in Boston, MA, USA, it was all taken from sharing 3 examples experiences that I personally know about in this area, without having to do a web search this week. In this week's video lectures, we learned that Cleveland's anchor institutions began to play more of a role in stimulating the region's entrepreneurial growth about 10 years ago, and how	✓ 10.00	

it happened is as follows. Cleveland, like many communities around the world, is fortunate to have outstanding research institutions including universities and hospitals. 10 years ago Cleveland's anchor institutions were struggling to translate their research into commercially viable technologies or companies. There was not a culture of entrepreneurship, or was there a vibrant system for creating, promoting, or nurturing innovation. Institutions were focused on licensing their technologies to large corporations, typically outside the region, rather than creating local start up companies. New initiatives, funded by the Third Frontier and donors, focused on strengthening the commercialization process at key institutions. As a result, the pace of new company formation increased. This type of support is feasible in my local community – the greater Boston, MA area. This week I will share 3 anchor institutions, not hospitals, but local universities that served as anchor institutions to high tech start up growth, that I've heard about by word of mouth rather than my usual case of having to web search the topic. As for local entrepreneurs who wish to work at anchor institutions, they should attend the meet ups or contests they have for entrepreneurs in the Boston and Cambridge area, and find out how they can get involved, or join a contest with their own idea. It makes no difference as far as I know whether you are foreign born or American, since many people in the high tech industry are not from the USA – it's the idea, competence and work ethics that are most important. So the 3 examples I have to share of technology transfer from anchor institutions to the local start up industry in the greater Boston area come from Boston University, MIT, and Brown University, with Brown mid-way between where I live south of Boston and Providence, RI, just to give 3 examples. My cousin in San Jose, CA's husband co-founded a glaucoma surgery company in the Boston area called SOLX, which started 12 years ago (so 2002) when Boston University hosted a competition for emerging businesses and SOLX was awarded a seat in their incubator. Boston University provided SOLX with facilities and trained staff to accelerate our growth. Boston University served as an “anchor institution” for SOLX. Also, I know of a start up that began out of MIT in 1990 or so, when a local Master's student and his adviser turned their robotics projects into a local company here that has been successful in the robotics market called iRobot. I don't think this start up was a result of a competition where MIT provided facilities and

trained the staff to formally accelerate the growth, but rather what happened is that the group that was working under this professor formed a company based on their projects done in this professor's group, and on the side, the professor was also working at his former MS student's start up company, and helped contribute to the success of the robotics company, before moving on to form his own company in the robotics market years later. The last example is a little different but in a sense came from a technology transfer from another cousin of mine in the Providence, RI area, which is just as close to me as Boston is actually, because I'm south of Boston. She was a business major who learned how to program university databases while working in the IT department at Brown University. When the position was eliminated in 1998, this cousin took what she learned there and sought out other universities across the country that used these same database tools and formed her own independent consulting business exclusively for the higher education market that uses this type of database design and tools. So it too was not a formal competition where the university provided facilities and trained the staff for a plan of transferring it to a local business, but it happened that they did train her, and when the job went away, she took what she learned and formed her own business, in Providence, but for other higher education institutions across our country.

Total	10.00 /
	10.00

