1.0 Overview

InBIA is seeking two course content developers for the Business Incubation Management (BIM) Certificate training curriculum. The goal of revising the BIM course content is to increase the range of entrepreneurial ecosystem perspectives covered in the curriculum. These perspectives include an expansion of focus on diverse geographies (international and urban/rural), socioeconomic variances, and ecosystem development. The course content deliverables by selected developers will expand the current BIM curriculum framework as well as broaden the audiences to which the curriculum applies. The selected course content developers will be responsible for writing current, unbiased content that is inclusive of broadly diverse entrepreneurship centers and ecosystems, to be presented both in person and online. The responsibilities of the content developers will include:

- Conducting and writing a thorough literature review
- Outlining the scope of literature in the field
- Writing informative narratives as the foundation for curriculum development
- Providing recommendations and guidance on the curriculum framework (e.g., integration of content, flow, importance levels)
- Aiding in developing instructional material

2.0 Current Program

InBIA’s BIM Certificate Program has been providing entrepreneurial support industry practitioners with the foundational knowledge and resources they need to run successful entrepreneurship centers for over a decade. The program’s focus is currently centered on incubators, with supporting information on accelerators, coworking spaces and makerspaces. The current BIM curriculum was developed for entry-level professionals in the entrepreneurial ecosystem. Program objectives focus on providing foundational knowledge and resources for supporting entrepreneurs in addition to the operational and financial roles associated with running an entrepreneurship center.

The BIM curriculum currently consists of four full-day courses that build off each other: (a) Establishing Successful Entrepreneurship Programs, (b) Guiding Companies: Leveraging Resources and Strategies, (c) Finance and Operations for Sustainable Entrepreneurship Programs, and (d) Design and Management of Facilities that Serve Entrepreneurs. An outline of the current curricula is provided below.

| Course 1: Establishing Successful | Defining an entrepreneurial ecosystem and key factors in a market
| | Beginning the assessment process - feasibility study, needs assessment (options as to who should prepare) |
| Entrepreneurship Programs | • Assessing a market  
  ○ Problems to be Solved  
  ○ Desired Outcomes  
  ○ Milestones and timelines  
  ○ Client segmentation  
• Defining programs missions, goals & methods of assessing success  
• Value Proposition (Using Strategyzer’s Value Proposition Canvas)  
  ○ Role of events in an organization’s value proposition  
  ○ Types of events that can be offered and their value to entrepreneurs  
  ○ Brief overview of the value proposition in relation to the facility  
  ○ Networking & mentorship networks  
• Planning program implementation  
• Introduction to marketing channels and customers |
| --- | --- |
| Course 2: Guiding Companies: Leveraging Resources and Strategies | • Relationship between services and programs  
• Coaching & Mentoring entrepreneurs  
  ○ Models  
  ○ Tracking interactions  
  ○ Measuring performance of coaches and mentors  
• Models of service provisions  
  ○ Internal  
  ○ Partnering  
• Differentiate between roles of mentors and entrepreneurs-in-residence  
• Education and training across programs  
• Human resources support for facilities  
• Accounting and finance support for programs  
• Graduation procedures and policies |
| Course 3: Finance and Operations for Sustainable Entrepreneurship Programs | • Types of corporations and tax status  
• Role of boards; Board of Directors and Advisory Boards  
• Staffing models based on program types  
• Planning organizational processes  
• Application and graduation procedures  
• Agreements and contracts  
• Models of financial stability  
• Pathways to sustainability  
• Capital expenditures, campaigns and sources of funding  
• Financial planning and documentation for programs  
• Policies and procedures of human resources  
• Reporting Program Performance |
| Course 4: Design and Management of Facilities that Serve Entrepreneurs | • Purpose of a facility and roles in managing it  
• Types of layouts and specifications for different types of programs  
• Space, Furniture, Fixtures and Equipment needed in facilities  
• Major systems in a facility that require maintenance and financial planning  
• Other infrastructure considerations for subleased workspace  
  ○ Elevators |
Needs Analysis for InBIA’s 2017 BIM Certificate Curriculum

InBIA’s Business Incubation Management (BIM) Certificate program was updated in 2015 to provide an overall consistent and integrated framework to the BIM Certificate course offerings. Course materials were developed to allow for deployment in multiple modalities, adding an online learning option for the program. The 2015 updates were extremely valuable in providing consistency between courses, terminology, and establishing a revised framework for the BIM Certificate program. This iteration of content development intends to expand the baseline BIM curriculum to incorporate more depth on the array of entrepreneurship center models that have developed in recent years, and to integrate a global perspective on the diversity of entrepreneurial ecosystems. While the existing BIM curriculum is an excellent professional development program for baseline knowledge of managing entrepreneurship centers, the focus is on thriving ecosystems with high-potential startups in urban cities throughout the United States. To address the need to address new entrepreneurship center models and to add a global perspective. In addition, InBIA plans to expand the curriculum to include programs that work with underserved populations, centers in developing regions (rural, developing countries, etc.), centers that focus on non-tech small businesses, and best practices for serving second stage (gazelle) companies experiencing early rapid growth.

3.0 Course Content Developer Roles and Deliverables

Through the RFP process, InBIA plans to identify two course developers who will work closely with InBIA’s training department to enhance InBIA’s BIM curriculum framework and content. Selected course developers will be expected to write and curate course content from different perspectives. The first content developer will focus on (a) global ecosystem diversity and regional business cultures, while the second will focus on (b) new trends in entrepreneurship center models and programs in addition to pre-identified content areas. InBIA’s instructional designers will assimilate the content provided from each course developer to ensure that both perspectives are adequately represented in new BIM curriculum.

A. The **global ecosystem** content developer will be dedicated to conducting research on entrepreneurial markets outside of the United States and developing curriculum based on current and historical data. The position requires availability over six months (March – August 2017) to participate in required virtual meetings, conduct independent research, review existing BIM material, collaborate with InBIA’s instructional designers, develop written narrative content, and participate in a three-day on-site visit to InBIA’s Orlando headquarters for strategic planning of content.

B. The **entrepreneurship center model** content developer will be dedicated to conducting research and developing narrative content for curriculum development on
new entrepreneurship programs and models or ‘super hubs’ across a range of entrepreneurial markets (rural, suburban and urban) within the United States. The position requires availability over six months (March – August 2017) to participate in required virtual meetings, conduct independent research, review existing BIM material, collaborate with InBIA’s instructional designers, develop written narrative content, and participate in a three-day on-site visit to InBIA’s Orlando headquarters for strategic planning of content.

In addition to the new perspectives being added to the program curriculum (A and B above), the content developers will help expand on the following existing areas of content. During the development process, a time frame is allocated to review the existing curriculum and then develop written narratives to address any identified gaps. A high-level framework for the revised curriculum content is as follows, but is open to modification as part of the new curriculum revisions proposed by the selected content developers.

Proposed framework for curriculum development:

- Models of programs
  - Incubators
  - Accelerators
  - Coworking spaces
  - Makerspaces
  - Small Business Development Centers

- Operational best practices for programs and facilities
  - Governance, entrance and exit guidelines, and accountability
  - Financial management an entrepreneurial facility
  - Financial strategic planning for entrepreneurial organizations
  - Marketing to attract clients and funding
  - Reporting metrics to stakeholders
  - Space management (based on sector and programs)
  - Systems management (technology systems for operation)
  - Compliance and regulatory considerations
  - Equipment planning and management
  - Employees, volunteers, and other hr resources

- Services and Resources
  - Education and training programs (informal and formal)
  - Coaching strategies and resources (models, tracking, measuring milestones)
  - Entrepreneurs in Residence (EIRs)
  - Mentor networks – establishing, maintaining, & expanding
  - Meaningful events that engage the community & sector
  - Additional services and resources

4.0 Deliverables & Development Schedule
Each selected content developer will be responsible for the following deliverables listed below in accordance with the set timeline.

Deliverable 1: Outline the scope of literature on construct
Deliverable 2: Conduct a thorough literature review (current and historical constructs) with citations and references
Deliverable 3: Write narratives for each content area of development
**Deliverable 4:** Review existing BIM course materials

**Deliverable 5:** Meet with InBIA team and other course developer in Orlando, FL for strategic planning and framework mapping

**Deliverable 6:** Write narratives to fill gaps in program curricula

**Deliverable 7:** Work with InBIA staff to develop revised activities, case studies, and assessments

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**Development Schedule**

InBIA has planned the following course development schedules to meet intended course deployment dates. Intermediary deadlines have some flexibility, however end of course deliverables are hard deadlines and must be met to ensure adequate time for InBIA to complete printing, online course development and marketing activities for new course deployments. Agreement to develop the BIM program is consent and agreement to deliver all required content noted in this RFP to InBIA by the specified due date in the timeline.

**February-March:** Virtually meet with InBIA’s instructional designers (IDs) to kickoff the project. Begin research on construct, outline the scope of the literature, write a literature review and expand on the narratives related to the content areas of development.

**April:** Virtually meet with InBIA’s IDs, review existing program curricula and expand on literature review and content narratives. Both deliverables need to be completed prior to the Orlando work session.

**May:** Travel to Orlando, FL for a three-day intensive (full-time) work session mapping out course curricula with a team of course developers and InBIA staff (early/mid-May). Continue research on specified area.

**June-August:** Collaborate with InBIA’s ID team virtually to guide content writing and activity development.

**September (optional):** Conduct training for InBIA in Birmingham, AL with new curriculum.
5.0 Ownership and Copyright
All content created will be solely owned by InBIA (see terms below) to be used for both in-person and online content, marketing, and reference materials; however credit to the author (references) may be tied back to the developer or other organizations where the content originated. All content and material used in the course that was not written or developed by the course developer must have appropriate citations and end of course references.

InBIA BIM Curriculum Content ownership terms:
Contracted course developers (“Contractor”) may, independently or in conjunction with InBIA, develop information, produce work product, or achieve results for InBIA in connection with the services Contractor performs for InBIA. The Contractor agrees that any such information, work product, and other results, systems and information developed by the Contractor and/or InBIA in connection with such services including without limitation, images, videos, text, customer data, or intellectual property such as copyrights or trademarks (the “Work Product”), will be the sole and exclusive property of InBIA, and will be considered work for hire within the definition of Section 101 of the Copyright Act(17 U.S.C. 101).

If Contractor integrates pre-existing content that was developed by and is the sole property of the Contractor into the Work Product, then Contractor agrees to provide a non-exclusive license to InBIA for the right to use Contractor-owned content in the course of InBIA’s business. The use of the Work Product by InBIA, including Contractor-owned content licensed to InBIA, will not be restricted in any manner. The pre-existing content will be clearly designated as owned by the Contractor, or indicated by the Contractor’s copyright.

Other than pre-existing Contractor-owned content, the Contractor may not use the Work Product for any purpose other than that contracted for in this Agreement except with the advance written consent of InBIA. The Contractor will be responsible for any and all damages resulting from the unauthorized use of the Work Product.
5.1 Course Materials & Costs
InBIA will be responsible for any and all print-related costs for course materials and development of online modules for courses. All materials used in the course must be approved by InBIA and submitted to the training department digitally to maintain accurate records of all course materials.

6.0 Additional Training Opportunities
The course content developer may also be given the opportunity to instruct some of the full-day courses during the next InBIA event where the program is offered. Your interest in being considered as an instructor will not affect the success of your proposal. If you are offered the opportunity to teach any of the courses, InBIA will pay you an instructor stipend that includes travel costs.

7.0 Proposal Submission Requirements & Compensation
For full consideration as an InBIA course developer, you are required to submit the following materials:

1. Course developer bio (500 words or less)
2. A 1-2 page overview of the current entrepreneurship ecosystem within the content focus for which you are proposing (either global ecosystems or entrepreneurship center models). Describe the current state of global ecosystems and/or models and approaches that entrepreneurship centers can deploy, utilize, or partner with to assist the potential and practicing entrepreneurs.
3. Current Resume or Curriculum Vitae
4. Proposed fees for work

InBIA will pay course developers for content development, and provide travel and accommodations for the required on-site visit to Orlando, FL.

To submit your proposal, visit https://www.judgify.me/inbia-bim
For full consideration, please submit your RFP by: 02/21/17
Any questions related to content submission should be addressed to: Lindsay Schuenke (lschuenke@inbia.org)