

THE BOUNDARIES OF SOCIAL ENTREPRENEURSHIP IN HIGHER EDUCATION:

A NEW FRAMEWORK

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ABSTRACT

Social entrepreneurship (SE) incorporates the more ethical dimensions of innovative business practices in the pursuit of financial sustainability in the advancement of societal goals, and is intended to empower all participants while bringing about positive changes in communities and society at large. An increasing number of colleges and universities are now embracing SE to stay competitive in the higher education market, find new sources of income in times of fiscal constraint, and align with their public service missions. However, despite the interest in SE on the part of the academic community, there is no broad or consistent understanding regarding what actually constitutes SE in higher education settings (SEHE), or about how it is being carried out in the institutions that have adopted SEHE. A multi-case study design explores a proposed initial SEHE framework developed from the literature through a qualitative analysis of the experiences of five higher education institutions recognized for their adoption of SE practices. This qualitative approach utilizing the lens of structuration theory enables the development of a complex understanding of SEHE as a multifaceted social phenomenon derived through the examination of its actors in their structural context.

The revised SIEHE framework, informed by the experiences of these exemplar institutions, is intended both to advance scholarly understanding of the elements and process of SIEHE, and to serve as a model for those undertaking or considering SE implementations at other colleges and universities. The framework sheds new light on the definitional and operational aspects of SE, and translates concepts that have previously been largely confined to the business literature to other disciplines, enabling their adoption by scholars and practitioners in such diverse areas as education, the social sciences, and the liberal arts. While allowing for a broader scope of the types of socially beneficial projects that could be undertaken by agents,

including faculty from a larger range of disciplines, SIEHE's emphasis on financial sustainability should also be attractive to administrations for enabling access to alternative funding sources.

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“The endless cycle of idea and action,
Endless invention, endless experiment” (Eliot, 1934, [p. 1]).

.....

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Most of all, I want to express my gratitude to Bill Reid, whose patience and dedication has allowed me to complete this study. His steadfast integrity and his unwavering belief in me has been a source of strength and courage, as well as continual joy.

DEDICATION

To Bo, Alex, Faye, Gabrielle, Oscar, Zachy and Zoë.

With all my love.

Always.

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LIST OF ABBREVIATIONS

Ballard Center.....	BYU Marriott School’s Melvin J. Ballard Center for Economic Self-Reliance
BYU.....	Brigham Young University
CELT.....	Tulane’s Center for Engaged Learning and Teaching
COA.....	College of the Atlantic
Hatchery.....	COA’s Diana Davis Spencer Hatchery Sustainable Business Accelerator
Hub.....	Rollins College’s Social Innovation and Entrepreneurship Hub
IDEA.....	WWU’s IDEA Institute (InterDisciplinary Entrepreneurship in Action)
Marriott.....	BYU’s J.W. Marriott School of Business
NDSU.....	North Dakota State University
Rollins.....	Rollins College
SE.....	Social Entrepreneurship
SEHE.....	Social Entrepreneurship in Higher Education
SESi.....	Rollins College’s Social Entrepreneurship and Sustainability Initiative
SI.....	Social Innovation
SIEHE.....	Social Entrepreneurship and Innovation in Higher Education
Taylor Center.....	Tulane’s Phyllis M. Taylor Center for Social Innovation and Design Thinking
Tulane.....	Tulane University
WWU.....	Western Washington University

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CHAPTER 1. INTRODUCTION

Background and Context

According to the Higher Education Development Association (2012), social entrepreneurship (SE) has become a frequently utilized approach in the education sector. While social engagement has long been recognized as an important part of the service mission of colleges and universities, SE, broadly conceived as incorporating the more ethical dimensions of innovative business practices (Păunescu & Cantaragiu, 2013), is now being employed because of its dual mission of pursuing financial sustainability as it advances societal goals. In the wake of the achievements of high profile academic social entrepreneurs such as Nobel Peace Prize laureate Muhammad Yunus, college and university presidents have argued for reinvigorating their institutions' historic role as social change agents, and have called on faculty across their campuses to address social problems (Thorp & Goldstein, 2013). An increasing number of colleges and universities are now embracing SE to stay competitive in the higher education market, find new sources of income in times of fiscal constraint, and as a way to favorably impact their communities and society at large (Păunescu, Drăgan, Cantaragiu, & Filculescu, 2012; Reid, 2011; Thorp & Goldstein, 2013).

Santos (2012) contrasted SE with other widely utilized approaches intended to produce social or economic change in a competitive marketplace: activism, governmental intervention, philanthropy, and commercial entrepreneurship. Social activism, unlike SE, is focused on political rather than economic change, and is also distinct from SE in its organizing methods (Mair & Martí, 2006; Santos, 2009). In the higher education context, governmental and philanthropic resources are already heavily relied upon by colleges and universities, while neither is viewed as providing sufficient funding by itself (Păunescu et al., 2012; Reid, 2011;

Thorp & Goldstein, 2013). The fourth option discussed by Santos (2012), commercial entrepreneurship, has also been widely adopted by higher education institutions in order to generate resources for research and development, but is largely limited to profit-generating activities within research parks, business incubators and spin-off companies, and knowledge transfer offices (Vargas, 2009), although commercial entrepreneurship can also be found in business schools to facilitate aspects of the curriculum. This limited applicability is in accord with Santos' view that commercial entrepreneurship aims to achieve competitive advantage by controlling any value that has been produced in order to reward those who have contributed to or invested in the venture.

Unlike commercial entrepreneurial ventures, SE initiatives are designed to generate social as well as economic benefits, and Santos (2009) saw the goals of SE to be to deliver solutions to social problems while empowering all those who are affected by them. SE is "based on others-interest rather than self-interest," and addresses "opportunities for value creation in a distributive way" (Santos, p. 43). As such, SE can provide an alternative perspective to the prevailing profit-seeking, academic capitalist model underlying campus commercial entrepreneurial activities (Breneman, 2005; Mars & Metcalfe, 2009; Slaughter & Leslie, 1997). While commercial entrepreneurship activities on college and university campuses are largely isolated from teaching and learning, and typically driven by the top-down organizational structure of knowledge transfer, the SE approach conceives the most successful entrepreneurial ventures as initiated and sustained from the bottom-up in partnership with the beneficiaries of solutions to social problems developed at institutions (Praszkier & Nowak, 2012; Waddock & Post, 1991; Zeyen et al., 2012).

SE's inclusionary nature opens up the potential of entrepreneurial opportunity identification and development to all faculty on campuses, in contrast to the limited commercial possibilities offered to the select few in research parks. This can allow the possibility of a broader range of funding opportunities while, unlike commercial entrepreneurship, placing social value at the heart of the service mission. As well, for faculty in higher education, SE offers an alternative model to exclusive dependence on either government or philanthropic largesse in sustaining socially relevant projects. What distinguishes SE from the other approaches discussed by Santos (2009, 2012), is that it both provides opportunity to make a difference in society by taking on social problems and enacting change, and recognizes economic viability as a crucial factor in defining the success of initiatives (Boorstein, 2004; Dees, 1998). A few examples of applications of SE in education would include the search for ways to assure access to affordable education, efforts to combat adult illiteracy, new forms of work integration and adult education, public/private partnerships in the K-12 context, programs to alleviate poverty, and contributions to environmental sustainability.

Although most SE research to date has derived from the business and third sector management literatures, its cross-disciplinary nature can provide a "rich opportunity" for researchers in other disciplines such as education (Seymour, 2012, p. xiv). Its emphasis on social value generation is of potential interest to service-oriented educational researchers who have not benefited from more traditional commercial entrepreneurial ventures intended to generate only economic value for their institutions. Applications of SE constructs can provide educational scholars working with practitioners, communities, partnerships, and alliances with additional opportunities to meet educational needs in a variety of environments. Given the international scope of much of current SE scholarship, as well as its various ties to funding

organizations involved in related social research, there are even prospects for the education sector's engagement with SE on a global scale.

Pierre, von Friedrichs, and Wincent (2014) described SE scholarship as still “an area that is under-explored and is at an early stage of development. Although there has been significant recent attention, this research has been plagued by the absence of an accepted view about what [SE] is and how it can be defined” (p. 44). In particular, there is still no accepted definition or comprehensive framework for SE in specifically higher education settings (Păunescu & Cantaragiu, 2013). The Higher Education Development Association (2012) agreed that SE is still a “fuzzy concept” in the research literature, and argued that “a greater focus on SE can increase the opportunities for universities to contribute directly to achieving social change, [and to] make this contribution clearly visible” to policymakers and the general public (p. 1).

Statement of the Problem

Research indicates that, despite a growing interest in SE on the part of the academic community, and the increasing use of SE practices in colleges and universities, there is no broad or consistent understanding regarding what actually constitutes SE in higher education settings (SEHE), or about how it is being carried out in the institutions that have adopted SEHE practices.

Statement of Purpose

The purpose of this study was to explore a proposed SEHE framework developed from the literature through a multi-case study of the experiences of higher education institutions recognized for their adoption of SE practices. The framework, informed by the experiences of these exemplar institutions, is intended both to advance scholarly understanding of the elements and process of SEHE, and to serve as a guide for those undertaking or considering SE implementations at other colleges and universities.

Guiding Research Question

What have been the experiences of higher education institutions which have adopted SEHE, and can the proposed SEHE model account for these experiences?

Theoretical Approach

Torraco (2005) recommended that the research of a field be examined through a “particular lens,” or guiding theory defined by the objectives of the specific study (p. 361). Giddens’ (1979; 1984) structuration theory has been adopted by other SE researchers as a framework for developing models of opportunity creation (Cajaiba-Santana, 2010), and innovation (Cajaiba-Santana, 2014; Nicholls and Cho, 2006), while Mair and Martí (2006) advocated structuration as providing “a promising lens to examine how the context enables and constrains the appearance of social entrepreneurship and how social change occurs” (p. 40). Structuration allows for the analysis of the role of both agency and structure in impacting social systems. In structuration, “‘social context’ is conceived as a movement where individual (or collective) actions ‘structure’ social systems and are in turn ‘structured’ by them” in a recursive and continuous development process (Cajaiba-Santana, 2010, p. 99). This appears to make structuration a particularly appropriate perspective from which to engage with the body of SE research, which, historically, has largely defined SE by either emphasizing the importance of singular or community agency, or by viewing it as the result of organizational initiatives, investments, and practices (Nicholls & Cho, 2006).

In the course of developing a proposed definition and model of SEHE, a structuration perspective provides a useful balance to conventional neo-institutional theory (Dart, 2004; DiMaggio & Powell, 1983; McCarthy, 2012), in that, while acknowledging the influence that organizational cultures, rules, norms, and conventions can play in limiting individual and

collective SE practices, structuration allows the researcher to conceive “of agents as embedded in complex institutional environments that not only constrain but also enable actions” (Cajaiba-Santana, 2014, p. 46). Such an approach, if harnessed by institutions, has the potential to empower agents and lead to sustainable social change, as well as to mitigate the tendency on the part of all complex organizations toward unproductive conformity and stagnation (Nicholls, 2010; Nicholls & Cho, 2006).

Sarason et al. (2006) commented that structure has “no existence independent of the knowledge that agents have about their day-to-day activities, but is instantiated in social practice,” while agents cannot be understood independently of the forces in their social environment (p. 292). As such, structuration theory considers that “the relationship between entrepreneur and opportunity” is one of “socially embedded constructs” continually co-constructed and reconstructed by mutual interaction (p. 300). Structuration is accepted as conceptually congruent with social constructionism (Chell, 2008; Giddens, 1984; Johnsen, 2015; Sarason et al.; Stones, 2005), and is in accord with the social constructionist tradition in SE research that has emphasized the importance of situational context in the refinement of SE conceptualizations and applications (Cajaiba-Santana, 2010, 2014; Lindgren & Packendorff, 2009).

Structuration contrasts with the dominant positivist orientation of the commercial entrepreneurship literature, including that of academic capitalism, which commonly sees actors as separate from their structures, which serve as the mere setting or “hidden skeleton” for their activities (Sarason et al., 2006, p. 292; Jones, Latham, & Betta, 2008). In emphasizing the socially constructed nature of entrepreneurial processes, structuration allows for a more nuanced understanding of how agential activities within organizations, including colleges and

universities, are adapted or modified in the context of local historical, cultural, geographical or other conditions.

In summary: Structuration offers a way of seeing higher education organizations not as static entities resistant to change or innovation, but as dynamic social environments that are continuously and reciprocally shaped by the actions of their agents. Structuration provides a theoretical tool with which to delve more deeply into the reciprocal ways structures and agents may co-create new institutional capacities for the kind of transformative changes called for in the SE literature. It can also provide a theoretical framework for the exploration of how social value is generated or social goals are pursued through individual and collective action in interaction with changing organizational structures.

Structuration Theory

The core of structuration theory is Giddens' (1979, 1984) conception of the duality of agency and structure in social systems. Giddens saw structure as:

. . . the essential recursiveness of social life, as constituted in social practices: structure is both [the] medium and outcome of reproduction of practices. Structure enters simultaneously into the constitution of the agent and social practices, and “exists” in the generating moments of this constitution. (1979, p. 5)

According to Giddens (1984), external social structures, such as organizations, contain agents, defined as knowledgeable human actors, whose past actions can also continue to modify the external structures in which they are situated. Internal structures are the societal rules, norms, and other cultural resources embedded within the agents' memory traces that influence and regulate agential activities. While these internal structures affect the practices of the agents as they perform social actions, the agents in turn modify and transform their external structures.

Stones (2005) noted that in structuration there is “a complex and mediated connection between what is out-there in the social world and what is in-here in the phenomenology of the mind and body of the agent ” (p. 5). Agents and structures are “mutually constitutive of one another,” and change, whether gradual, incremental or transformational, is the result of the co-evolution of both (p. 21). In SE, for example, the creation of entrepreneurial initiatives by agents can add benefits to the overall organization, while also rewarding the entrepreneurs immediately responsible for those projects (Sarason et al., 2006).

Giddens (1984) defined three basic, often overlapping dimensions of internal structures expressed in three modes or principles of implementation affecting agents and their impact on external structures:

- Meaning, expressed in meaning making, interpretive schema, and communication interactions;
- Norms, expressed in societal or organizational values, norms, and sanctions;
- Power and Resources, expressed in the awareness and application of power to manage human, material, economic, and political resources.

These conceptual, higher level knowledge structures should be seen as integrated components, although some dimensions can predominate in any given situation or activity (Giddens, 1993; Sarason et al., 2006). Giddens (1979) distinguished these structures from what he identified as the practical knowledge an agent acquires while performing mundane or routine tasks. Stones (2005) referred to these higher level dimensions as the “stocks of knowledge” agents draw on through their memory traces as they attempt to monitor the external context and conditions, and the potential consequences of their actions, as well as in identifying and harnessing the various aspects of the internal structures needed to carry out their activities (p.

17). In addition to increasing comprehension of these influences provided by their particular circumstances (Stones), Sarason et al. have argued that consideration of Giddens' structural types can help in extending our understanding of the ways entrepreneurs are constrained or enabled in identifying, developing, and evaluating new venture opportunities.

Quadripartite Structuration

According to Stones (2005), structures, as Giddens (1979, 1984) conceived them, exist either conceptually in the form of knowledge based on memory traces, or materially, as physical conditions in the environment. As Stones has pointed out, both kinds of structure “represent latent capabilities that remain latent until drawn upon by agents for whom they become temporarily relevant as they engage in a particular activity” (Stones, p. 23). Stones noted that Giddens' theoretical work did not completely integrate external structures with the interactions among agents' internal structures that were viewed as serving as the medium of structuration. Stones attributed this incomplete integration to Giddens' exclusive focus on ontological rather than epistemological concerns, leading to much of the theory remaining at an abstract level of development. In order to address this need for a more complete understanding of the overall structuration process, Stones attempted to strike an explicit balance between the role of agents, who were described as being at the micro level of the ontological spectrum, and the role of organizational structures and environmental forces at the macro level. Stones also extended Giddens' basic theory by developing a quadripartite model intended to aid empirical investigation by serving as an analysis tool for “in situ” cases (p. 12).

In his extended quadripartite model derived from his critique of Giddens' (1984) theory, Stones (2005) outlined four major components of structuration (two relating to structures, one to

agency, and one to outcomes), which exhibit a continuous cycle of interrelationships applicable to institutional macro systems:

- External structures as conditions of action existing autonomously from agents, and that are viewed as the structural context in which the agent operates. This context can negatively constrain or positively enable agents, and affects the outcomes of agential activities. External structures “can be thought of at the abstract ontological level or at the in situ, conjunctural level of particular agents and structures against a substantively more concrete framework of position-practices;”
- Internal structures within agents, which Stones divided into:
 - general-dispositional structures comparable to Bourdieu’s (1977) concept of habitus, and Mouzelis’ (1991) concept of dispositional aspects, such as knowledge of communication methods and power dynamics, that can be applied by the same agents in different ways across various situations; and
 - conjuncturally-specific structures reflecting agents’ direct knowledge of rules and schema, or settings and context, related to the specific situation in which action is required;
- Active agency/agential practices, or ways in which agents “either routinely and pre-reflectively, or strategically and critically,” draw upon their internal structures;
- Outcomes (as external and internal structures, and as events), divided into:
 - the effects of agents’ practices on extant structures, involving “change and elaboration, or reproduction and preservation;” or
 - outcomes based on the “success or otherwise of agents’ purposes irrespective of their effect upon structures. The structural context can serve to either

facilitate or frustrate agents' purposes. The impact on internal structures can be thought of as part of the overall effect of structuration on agents" (p. 85).

Figure 1, below, adapted from Schwandt and Szabla (2013), illustrates the underlying dynamics of Stones' (2005) continuous cycle of interrelationships.

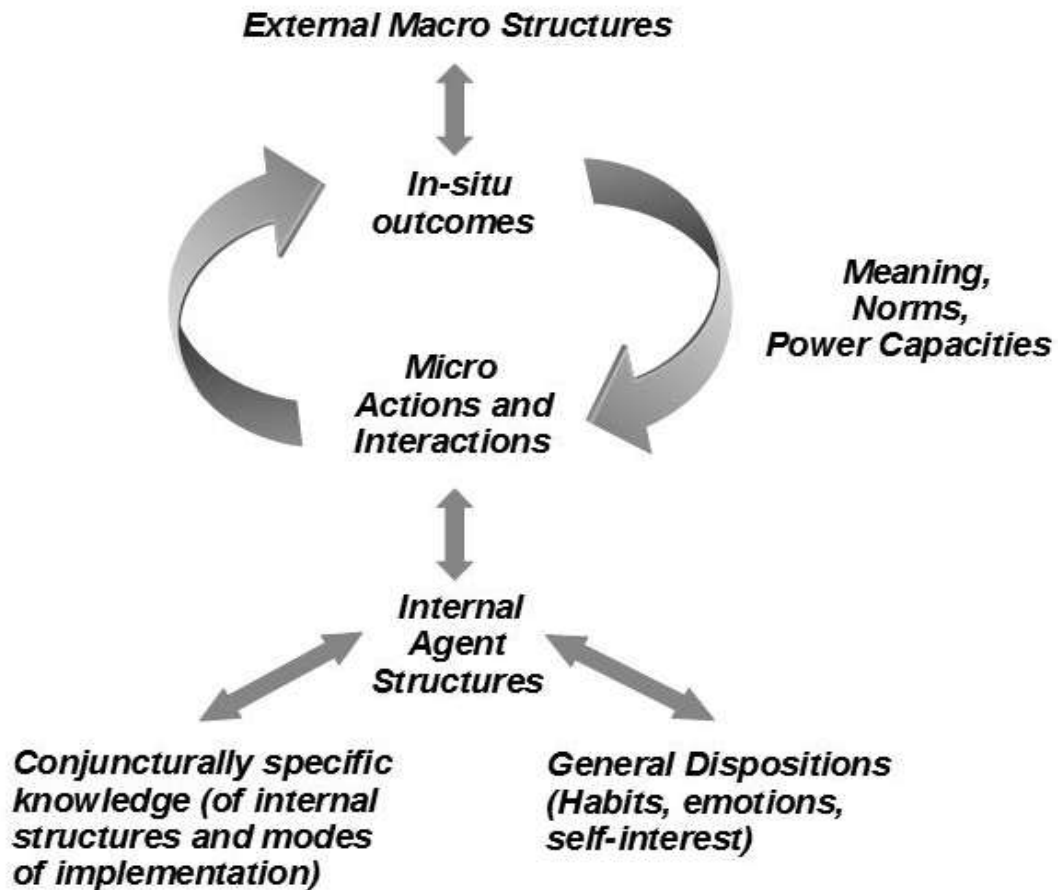


Figure 1. Stones' (2005) dynamics of structuration. This figure illustrates the dynamics underlying Stones' continuous cycle of interrelationships. Adapted from "Structuration theories and complex adaptive social systems: Inroads to describing human interaction dynamics," by D. R. Schwandt and D. B. Szabla, 2013, *Emergence: Complexity & Organization*, 15(4), p. 11. Copyright 2013 by Emergent Publications. Used with permission.

Table 1, below, also adapted from Schwandt and Szabla (2013), details the Meaning, Norms, and Power/Resource dimensions of Stone's (2005) cycle.

Table 1

Social Structuring Dimensions or Principles, Modes of Implementation, and Ontological Manifestations. Adapted from Schwandt and Szabla (2013).

Dimensions or principles of social structuring	Modes of implementation	Ontological examples of manifestation
Meaning	Acceptable range of procedures and collective schemata for establishing and conveying meaning. The extent to which micro interactions provide a means for questioning, or renegotiating, the meaningfulness of the interactions themselves.	Organizational mission; Employee handbook; Organizational logo; Communications; Language.
Norms	Sets of norms, or rules, used by the collective to judge the appropriateness of social interactions or their “moral” justification. All norms are both constraining and enabling.	Organizational standard operating procedures; Defined relationship between supervisors and supervisees; Influence on agents stemming from collective sanctions or emerging from the agent’s own self-regulation (e.g. guilt).
Power/Resources	Acceptable use of influence and the relative distribution of power.	Allocation of resources; Decision-making procedures; Agent’s perceived organizational obligations and perceived personal rights.

Note. Adapted from “Structuration theories and complex adaptive social systems: Inroads to describing human interaction dynamics,” by D. R. Schwandt and D. B. Szabla, 2013, *Emergence: Complexity & Organization*, 15(4), p. 5. Copyright 2013 by Emergent Publications. Used with permission.

Stones (2005) stressed the importance of active agency, supporting Giddens' (1984) belief that all agents are capable of acting and influencing organizational structures. Giddens (1984) spoke of the agent's ability "to make a difference" (p. 14), and Sarason et al. (2006) observed that, while structures may mediate the actions of entrepreneurs, at the same time those agents are actors who "influence their world" and create change (p. 287). This possibility of empowerment of agents, no matter where they are situated in organizational structures, can be seen as being at the core of structuration. The current researcher suggests that this is congruent with Defourney and Nyssens' (2010) discussion of SE's inclusionary and participatory approach to the creation of social initiatives. SE's bottom up approach incorporates a robust view of agency, including the involvement of all agents in initiating and enacting social change in order to ensure successful projects (Waddock & Post, 1991; Zeyen et al., 2012). This idea of broad agential empowerment and organizational learning within the dynamic constructs of power and individual and collective meaning making also suggests compatibility with Freire's (2004) concept of conscientization, as social entrepreneurs can be regarded as agents who draw upon cultural knowledge, rules, and norms in order to challenge and transform them through reflective practices (Berglund & Johansson, 2007).

This current study will adopt Giddens' (1979, 1984) structuration theory, as extended in Stones' (2005) quadripartite model, as the guiding theory through which to explore and interpret the proposed SEHE framework in light of the experiences of participants at the selected higher education sites, including their:

- External structures, or the organizational settings in which SE agents are situated, and how they may facilitate or constrain SE actions, as well as how settings are reciprocally modified by SE agents;

- Internal structures, including instances of meaning, norms, and power and resources, in the general-dispositional and conjuncture-specific structures of agents (for example, agents' knowledge and motivations regarding SE initiatives, the normative structures that may impact SE adoption and sustainability, the power dynamics seen as affecting SE agents and initiatives, and the availability of resources seen as supporting SE on the campuses);
- Active agency (including the experiences and practices of faculty and administrators involved with SE); and
- SE outcomes (including the impact of SE on the institutions and their wider social systems, key events associated with SE on the campuses, and the achievements and challenges associated with SE activities as seen in terms of both individual or collective agents and in terms of the overall organizations).

Brief Description of Methodology

A multi-case study design explored the proposed SEHE framework developed from the literature through a qualitative analysis of the experiences of five higher education institutions recognized for their adoption of SE practices (Brigham Young University, College of the Atlantic, Rollins College, Tulane University, and Western Washington University). Site selection was purposeful and strategic, with cases providing rich perspectives into the experiences of a range of institutional types and settings in which SE has been adopted. Following Stake's (2000) criteria, sites were chosen from a small number of exemplars. While offering some typicality, the cases were chosen from among those from which "we can learn the most" in order to gain "the greatest insight into the phenomenon" (p. 446). The study deliberately contained a mix of public and private institutions, and both universities and colleges

(including research, comprehensive, and liberal arts institutions). Sites varied geographically, with locations in the eastern, southern, western, and west-central United States, and also intentionally included institutions serving diverse communities in keeping with SE's focus of addressing social issues affecting the underserved.

Data were collected for each site using an email questionnaire, semi-structured in-person and telephone/Skype interviews, observation, and document review. Following Merriam (1998), and Bloomberg and Volpe (2012), data collection and analysis were viewed as simultaneous activities to assure focused and effective data management. A directed approach to the content analysis was used to allow further development of the codes, following the identification of the initial coding categories based on key elements and factors/sub-factors of the SEHE framework derived from the literature (Hsieh & Shannon, 2005; Saldaña 2012). In this way, the initial codes were supplemented by in vivo codes emerging during the coding process reflecting any necessary changes to the SEHE framework. Coding methods and thematic analysis followed guidelines provided by Boyatzis (1995), Miles, Huberman, and Saldaña (2014), and Saldaña (2012). Structuration provided the contextual frame for integrating and organizing findings for presentation and discussion. Thematic findings derived from the coding process, and reflecting the elements/factors/sub-factors of the SEHE definition and process cycle, were also related to their underlying structuration types (Meaning, Norms, Power/Resources, Active Agency, and Outcomes). This allowed an in depth examination and interpretation, in the context of the dynamic and reciprocal interactions of agency and structure, of whether the proposed initial SEHE model accounted for the higher education institutions' experiences with SE.

Significance of the Study

SE incorporates the more ethical dimensions of innovative business practices in its pursuit of financial sustainability in the advancement of societal goals. In this study, utilizing the lens of structuration theory enabled the development of a complex understanding of SE as a multifaceted social phenomenon derived through the examination of its actors in their structural context. The revision of the SEHE framework, derived from an extensive examination of the literature and refined through the experiences of exemplar institutions, leads to a fuller comprehension of the SE process capable of diverse applications in a variety of college and university settings. The provision of such a framework also begins a process of boundary setting necessary to delineate this emerging instance of SE, and paves the way for a deeper examination of SE's dynamics in an academic context.

The revised SIEHE framework can serve as a template for faculty, staff, and administrators who are considering the calls of the current generation of students and other stakeholders for academic institutions to help make a difference by creating economically resourceful and ethically responsible solutions to societal problems. Instead of the dominant commercial entrepreneurship approach, SIEHE can offer a means of undertaking initiatives designed to produce both social and economic value, and is intended to empower participants as well as bring about positive change in communities and society at large. SIEHE aligns closely with the service mission of higher education, while allowing a broadened scope of the types of projects that can be undertaken by faculty from a larger range of disciplines. The SIEHE emphasis on financial sustainability, as well as the focus it places on accountability, can be attractive to college and university administrations seeking models both enabling access to

alternative funding sources, and demonstrating responsible transparency to policymakers and other stakeholders.

This study contributes to both theory and practice in the evolving field of SE studies, shedding new light on the definitional and operational aspects of SE, and translating concepts that have previously been largely confined to the business literature to other disciplines, enabling their adoption by scholars and practitioners in such diverse areas as education, the social sciences, and the liberal arts. Study participants have confirmed that the dissertation contributes to filling a large gap in the existing higher education and SE research literatures, and have expressed that they are eager to utilize the completed findings to inform their own theoretical approaches and practices.

Outline of the Remaining Chapters

This study consists of 20 chapters, including this Chapter One introduction and overview. Chapter Two contains a review and synthesis of the most frequently cited and highest impact SE research literature, a discussion of the development of the initial proposed SEHE definition and process model, and the components of the study's conceptual framework. Chapter Three outlines the study's research design and methodology.

Chapter Four introduces Chapters Five through Nine, which contain the institutional profiles of the five study sites derived from the site contact questionnaires, document review, interviews, and field notes.

Chapter 10 introduces Chapters 11 through 15, which examine the themes emerging from site experiences, and Chapter 16, which provides a structuration analysis, synthesis, and interpretation of these themes. Chapters 17 through 19 discuss and analyze the revised SIEHE framework.

Chapter 20 discusses the researcher's conclusions, as well as suggestions for further research in the area of social entrepreneurship in higher education.

CHAPTER 2. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

The purpose of this study was to explore a proposed SEHE framework developed from the literature through a multi-case study of the experiences of higher education institutions recognized for their adoption of SE practices. The framework, informed by the experiences of these exemplar institutions, is intended both to advance scholarly understanding of the elements and process of SEHE, and to serve as a guide for those undertaking or considering SE implementations at other colleges and universities. In seeking to understand the SE phenomenon within academe, the study was guided by the research question: What have been the experiences of higher education institutions that have adopted SEHE, and can the proposed SEHE model account for these experiences?

This chapter consists of a review and synthesis of the most frequently cited and highest impact SE research literature selected for use in developing the proposed SEHE definition and process model. This SEHE framework, together with its underlying structuration components, formed the study's conceptual framework.

Introduction

The researcher utilized the integrative literature review process to define SE and relate it to the field of higher education. Following a brief exploration of the historical and theoretical foundations of SE, Torraco's (2005) guidelines for integrative reviews were followed in thematically analyzing the selected literature.

In addition to supporting the development of the SEHE framework, the review was intended to make the growing body of SE scholarship accessible to educational researchers and practitioners, increasing understanding of the challenges and opportunities SE presents for higher education. The scope of the review was necessarily limited to a discussion of the identifiable SE

literature. References to the larger body of commercial entrepreneurial literature were included only as cited by SE scholars, as was also the case with the literature related to business school pedagogy and best practices. The review touched on training only as the SE literature related it to the development of requisite skill sets of successful social entrepreneurs.

The SE sources reviewed in this chapter were derived from three recent citation lists (see Appendix A):

- Aygören's (2014) set of 68 articles, including regional development entrepreneurship titles, retrieved based on impact factor from the top 100 business and management journals indexed in the ISI Web of Knowledge;
- Kraus, Filser, O'Dwyer, and Shaw's (2014) list of the 20 most cited publications in the Emerald, Ebsco, ProQuest, ScienceDirect, and Google Scholar databases; and
- Pierre et al.'s (2014) list of the 10 most cited articles indexed in the Scopus database.

Four citations (Austin et al., 2006; Mair & Martí, 2006; Peredo & McLean, 2006; Weerawardena & Mort, 2006), appeared in all three lists, one (Dees, 2001) appeared in both Aygören's (2014) and Kraus et al.'s (2014) lists, and one (Thompson, 2002) appeared in both Kraus et al.'s and Pierre et al.'s (2014) lists. This overlap resulted in a sample of 88 citations.

Although the four citations common to the three lists were all published in 2006, publication dates in the sample included a range of years, from Schumpeter's (1934) seminal work to four citations from 2013. The sample included books as well as articles from high impact journals, but no conference publications were included in any of the lists. Although seen as an interdisciplinary field, most of the body of SE research still derived from the business and management disciplines (Aygören, 2014; Mair & Martí, 2006; Nicholls & Cho, 2006; Parkinson & Howorth, 2008), as was reflected in each of the three lists. The sample was sorted into Bacq

and Janssen's (2011) three schools of SE thought (Social Innovation, Social Enterprise, and European approaches), each of which yielded an array of definitions. Three studies (Pless, Maak, & Stahl, 2011; Ucbasaran, Westhead, & Wright, 2001; Zietsma & Tuck, 2012), which did not yield a definition, were excluded from this classification, leaving a total of 85 definitions.

Following Glaser and Strauss (1967) and Prior (2008), the definitions provided by each of the schools were then examined in order to produce a synthesis of SE definitions (see Appendix B), and to derive sets of descriptive terms they contained in common. Each set of descriptive terms was then critically analyzed by means of Nicholls and Cho's (2006) three core conceptual elements of SE: innovation orientation, market orientation, and social orientation. This analysis enabled the development of a proposed definition of SE in higher education (SEHE). The literature was then reviewed by examining trends in conceptualization, methods, and outcomes in order to develop the proposed SEHE process model.

Historical and Theoretical Foundations

The term "entrepreneur" originated in the 17th and 18th centuries from a French expression referring to someone who undertook an activity, and French economists, most notably Say (1867), were usually credited with identifying the term with innovative and opportunistic business pioneers (Bornstein, 2004; Dees, 2001; Tapsell & Woods, 2010). Drucker (1985) cited Say's definition of an entrepreneur as one who "shifts economic resources out of an area of lower and into an area of higher productivity and greater yield" (p. 21). Some scholars have claimed that, although the term emerged only in the last centuries, entrepreneurship "has existed throughout the ages" (Bornstein, p. 3), and that it constituted "practices that in many different ways have contributed to what is perceived today as progress" (Berglund & Johannisson, 2012, p. 1). Most scholars in the field have attributed the first significant theory of entrepreneurship to

Schumpeter (1934), and have seen it as “the foundation for the contemporary use of this concept” (Dees, p. 2). Swedberg (2007) considered Schumpeter’s theory still “the most important and creative theory of entrepreneurship that is currently in existence” (p. 21).

Schumpeter saw entrepreneurship as a process of adaptation and evolution, brought about by the ideas and activities of an entrepreneur, which resulted in dynamic changes or disturbances in the equilibrium of the economy (Schumpeter, 1934; Swedberg, 2000, 2007). Whereas small adjustments regularly take place in the economy, they do not stimulate fundamental change or require entrepreneurs to set them in motion. Major advances can only come about through the introduction of new combinations or innovations by individuals with a talent and willingness to recognize and act on newly perceived opportunities. Such opportunity recognition and exploitation are the hallmarks of entrepreneurial behavior. Schumpeter identified five main types of entrepreneurial strategies:

- Introducing a new good;
- Introducing a new method of production;
- Opening a new market;
- Securing a new source of raw materials; and
- Carrying out a new organization of an industry, or establishing or breaking up a monopoly (Schumpeter, 1934, p. 66).

Schumpeter’s (1934) themes of creative destruction of an old equilibrium, and dynamic change brought about by the innovative introduction of new combinations of market structures or services, have continued to influence subsequent definitions of SE, especially those focusing on the role of the individual entrepreneur as an innovator and heroic change agent. Swedberg (2007) introduced a broader interpretation of Schumpeter’s theory not solely involving the needs

of the market. Swedberg argued that Schumpeter saw entrepreneurial changes as also leading to non-economic benefits and the advancement of society as a whole, thus tying Schumpeter's theory more closely to the social concerns of SE.

Over fifty years after Schumpeter (1934), Drucker (1985) defined entrepreneurship as finding innovative responses to economic challenges that were not currently being addressed in the economy or society in order to provide opportunities for growth. Drucker reminded entities planning to embark on new projects of the paramount importance of weighing questions of how innovative proposed initiatives should be, and whether the economic, social, or political return on investment justified the associated risks. Like Schumpeter, Drucker saw the entrepreneur's role as fundamental to the evolution and overall health of the economy. Drucker viewed the entrepreneur as constantly searching for change, creatively responding to it, and exploiting it for opportunities. Drucker treated innovation as "the specific tool of entrepreneurs, the means by which they exploit change as an opportunity for a difference in business or a different business" (p. 19). As did Schumpeter, Drucker concentrated on the economic function of the market, saw entrepreneurs as essentially "market focused and market controlled," and, in keeping with Schumpeter's model of creative destruction, held that entrepreneurs had to upset and "disorganize" the status quo, making "something different rather than doing better what has already been done" (Drucker, p. 26). In creating something new, entrepreneurs could ultimately "transmute values," and fundamentally transform the economy and society (p. 22).

Instead of Schumpeter's (1934) typology of five main entrepreneurial strategies, Drucker (1985) proposed a model of "systematic innovation" consisting of "the purposeful and organized search for changes, and . . . the systematic analysis of the opportunities such changes might offer for economic or social innovation" (p. 35). Drucker outlined seven sources of innovative

opportunity in order to evaluate and exploit identified changes, the first four of which were available within a company, industry or sector, the last three involving more far-reaching changes external to an organization or industry:

- The unexpected success or failure or unforeseen event;
- The incongruity between present “reality” and what “ought to be;”
- Innovation based on “process need;”
- Sudden changes in industry or market structures;
- Demographic changes;
- Societal changes in “perception, mood or meaning;” and
- The acquisition of new knowledge (p. 35).

The model was designed so that it could be applied broadly across all economic sectors, including for- and nonprofit businesses, government agencies, and voluntary service organizations. Drucker claimed that it was the first conceptualization that attempted to present entrepreneurship and innovation in their “entirety and in systematic form,” and hoped it would be “accepted as a seminal work” (p. ix), which it has subsequently become.

Drucker (1985) went further than Schumpeter (1934) in seeing entrepreneurship as a learned skill rather than a trait or talent of unique individuals. Instead of being viewed as heroic action, entrepreneurship was thought of as an acquired set of “purposeful tasks that can be organized . . . as systematic work,” and learned and applied as part of the everyday job of any executive in an institutional setting (p. vii.). The institution, not the individual, was considered the “carrier of innovation” (p. viii.), and the main unit of analysis. Entrepreneurship thus became part of the practice of management, while management, in turn, was seen as the “new technology” that would transform the economy into an “entrepreneurial economy” and the US

into an “entrepreneurial society” (p. 17). Drucker’s emphasis on the practice and techniques of entrepreneurship can be seen as influencing the process-oriented definitions of more recent scholars, such as Perrini, Vurro, and Costanzo (2010).

Shane and Venkataraman (2000), another influential work included in Kraus et al.’s (2014) and Pierre et al.’s (2014) lists of frequently cited authorities, claimed to be the first study to “provide a definition of entrepreneurship as the scholarly examination of how, by whom, and with what effects opportunities to create future goods and services are discovered, evaluated, and exploited,” by conceptualizing entrepreneurship as the “nexus of two phenomena: the presence of lucrative opportunities and the presence of enterprising individuals” (p. 218). Like Schumpeter (1934) and Drucker (1985), Shane and Venkataraman saw successful opportunity recognition and exploitation as the core features of entrepreneurship. Shane and Venkataraman also accepted Schumpeter’s fundamental idea that economies exist in a constant state of disequilibrium, and that entrepreneurs effect changes to the status quo of the market through a willingness to take risks in uncertain environments. While acknowledging that entrepreneurs may have other, non-monetary reasons for pursuing their goals, Shane and Venkataraman’s emphasis remained, as was the case with Schumpeter and Drucker, on for-profit motivations and activities rather than on non-economic benefits.

Shane and Venkataraman (2000) followed Drucker’s (1985) categorization of opportunities, but reduced them to three main types: market inefficiencies, such as those arising from geographic or time limitations; promising shifts in the relative costs or benefits of alternative uses of resources due to demographic or political changes; and the creation of new sources of information, such as innovative technologies. Two factors influenced entrepreneurs’ behaviors in pursuing the discovery and exploitation of these opportunities: their access to prior

or specialized information not available to others, and their possession of certain “cognitive properties” as well as individual characteristics (such as tolerance of risk and ambiguity, optimism, and self-efficacy) leading to their valuing and being willing to act on opportunities (p. 222). The reliance on cognitive properties and individual characteristics was in contrast to Drucker’s view that the pursuit of promising opportunities was a systematic process that could be learned or acquired by anyone, and was not dependent on inherent traits or predispositions. Shane and Venkataraman did acknowledge, however, that entrepreneurial activities were not limited to the efforts of individuals working independently, but could be pursued by groups acting collectively.

Waddock and Post’s (1991), Leadbeater’s (1997), and Dees’s (1998, 2001) seminal works marked the emergence of SE as a subfield within entrepreneurship, and, in contrast to Schumpeter’s (1934), Drucker’s (1985), and Shane and Venkataraman’s (2000) largely commercial perspective, began to more fully explore the social aspects and potential benefits of entrepreneurial activities in the context of public and nonprofit organizations.

Waddock and Post (1991) defined SE in terms of the leadership qualities required of entrepreneurs in their attempts to bring about social change through public and private sector partnerships. Entrepreneurs were viewed as needing to possess significant personal credibility, integrity, and ability in order to generate stakeholder commitment to social projects whose value could not be seen in purely economic terms.

Like Waddock and Post (1991), Leadbeater (1997) lauded the leadership of entrepreneurs who were able to transform organizations into dynamic and creative operations. SE was seen as a cross-sector phenomenon applicable in the traditional public and private sectors as well as at “the innovative edge of the voluntary sector” (p. 8). Reflecting Say (1867) and Drucker (1985),

entrepreneurship involved identifying underutilized resources and shifting them to areas of unmet need. As with Schumpeter (1934) and Drucker, innovation and value creation (in this case, social value) were the core activities of the entrepreneur, ideally resulting in transformative change in society at large. But instead of creative destruction and new combinations of market structures or services as a means of transformation, Leadbeater offered a self-sustaining virtuous circle of social capital (defined as a “network of relationships and contacts tied together by shared values and interests”) as the mechanism driving the creation, growth, and reinvestment of physical, financial, human, organizational, and social resources (p. 92).

Dees (1998) acknowledged the importance of generating social value benefitting society as a whole rather than just stakeholders, but also stressed the need for entrepreneurs to attract resources in what had become an increasingly competitive marketplace. Due to financial strictures brought about by economic hardship in the world economy, lack of stable funding from donors, and decreased government support, commercialization had become the major priority for nonprofits. “A new pro-business zeitgeist has made for-profit initiatives more acceptable in the nonprofit world,” and nonprofits were being forced to behave like commercial enterprises and generate profit streams through for-profit activities in order to survive (p. 56). Dees asserted that the creative challenge for individual nonprofits was to develop a dual mission balancing philanthropic and commercial goals that applied financial and profit-generating business models from the corporate world to create what were coined the new “enterprising nonprofits” (p. 51).

In a second and even more influential article, Dees (2001) stated that the ideas of Say (1867), Schumpeter (1934), and Drucker (1985) were “attractive because they can be as easily applied in the social sector as the business sector,” as they “describe a mind-set and a kind of

behavior that can be manifest anywhere” (p. 2). Dees went on to define SE as the activities of entrepreneurs who “play the role of change agents in the social sector” by:

- Adopting a mission to create and sustain social value (not just private value);
- Recognizing and relentlessly pursuing new opportunities to serve that mission;
- Engaging in a process of continuous innovation, adaptation, and learning;
- Acting boldly without being limited by resources currently in hand; and
- Exhibiting a heightened sense of accountability to the constituencies served (p. 4).

Dees’s definition was also included in a frequently cited handbook of SE theory and practice (Dees, Emerson, & Economy, 2001, p. 5). Dees (2001) adopted three of the definition’s five elements from Say’s (1867) assumptions regarding value creation, Schumpeter’s (1934) innovation and change models, and Drucker’s (1985) conceptions of opportunity recognition and exploitation. Dees derived a fourth element, related to resourcefulness, from Stevenson (1985), a theorist of commercial entrepreneurship, whose later work on SE (Austin et al., 2006) appeared in the sample selected for this literature review. Dees concluded the definition by proposing the importance of accountability to a social entrepreneur’s effectiveness in introducing change.

Dees (2001) saw the social value mission as the “core of what distinguishes social entrepreneurs from business entrepreneurs even from socially responsible businesses” (p. 4). Unlike Drucker, who thought entrepreneurship was an acquired skill, Dees, suggestive of Shane and Venkataraman (2000), was careful to note that SE defined a “set of behaviors that are exceptional,” requiring the “capabilities and temperament” of a “rare breed” of leader (p. 5).

Definitions and Schools of Thought

The term social entrepreneurship did not emerge in academic circles until the late 1990s, beginning with Leadbeater (1997) in the UK and Dees (1998) in the US, among others (Bacq &

Janssen, 2011; Hoogendoorn, Pennings, Thurik, & Roy, 2010). Nearly a decade later, Dees and Battle Anderson (2006) divided the nascent field of SE into two schools of thought: Social Innovation and Social Enterprise. Bacq and Janssen added a third approach, based on the scholarship of the European Social Enterprise Research Network (EMES), which, since 2013, has expanded to become international in scope and membership (<http://www.socialeconomy.eu.org>). In reviewing the literature, Hoogendoorn et al. and Bacq and Janssen differed in how they categorized some studies. Hoogendoorn et al. noted that differences in classification were to be expected since, although the schools were “distinct from each other,” the boundaries between them were still fluid and classification will therefore vary based on the chosen dimensions of interest (p. 6). This study adopts Bacq and Janssen’s categorization as the most recent and most comprehensive such categorization identified, and, based on the recent extension of the EMES model, broadens Bacq and Janssen’s third category. Initially based on European traditions of collective action and community engagement, for purposes of this study, this expanded third category also includes recent scholarly trends relating to international cultural and historical context, as well as inclusive, indigenous, and other socially relevant perspectives (Tapsell & Woods, 2010).

This section provides descriptions of each school of thought, their associated studies and definitions, and critical analyses of those definitions employing Nicholls and Cho’s (2006) three core conceptual elements of SE (market orientation, sociality or social orientation, and innovation orientation). Nicholls and Cho indicated that instances of SE would include all three elements “to differing degrees,” and therefore the three elements could be considered as “useful markers for mapping out the structure of the field” (p. 115). Using Nicholls and Cho’s level of analysis in the context of structuration also allowed an exploration of conceptualizations

regarding the interplay between agents (either individuals or networked groups of social entrepreneurs) and the institutional, sector, or societal contexts in which they operated (Giddens, 1984). This combined framework of analysis was useful in comparing the salient features of each school's conceptualization of SE in order to synthesize the components of a proposed definition of SEHE.

Nicholls and Cho (2006) defined market orientation as the “rationalized search for financial returns” in competitive markets, and the degree of adherence to this characteristic differentiated SE, on the one hand, from traditional nonprofit or public sector service models with no reliance on competitive markets, and, on the other hand, from purely commercial entrepreneurship (p. 102). Market orientation also emphasized efficiency, accountability, and transparency critical in utilizing resources in support of dual mission, blended value initiatives, and public-private partnerships. Nicholls and Cho defined social orientation as the commitment to social mission, however expressed and measured, and as another factor differentiating SE ventures from commercial enterprises. Innovation orientation, Nicholls and Cho's third major distinguishing feature of SE, was based on the Schumpeterian tradition of “disruptive creation of new models and techniques” as drivers of fundamental change (p. 109). Innovation orientation involved an interest in entrepreneurial behavior, including the role of individuals as resourceful change agents, compelling leaders, and inspiring visionaries.

Social Innovation School

The Social Innovation School arose in the US following the success of the Ashoka Foundation in promoting and supporting SE, and in light of the need to develop an associated SE knowledge base to inform the emerging field (Bacq & Janssen, 2011; Dees & Battle Anderson, 2006; Defourny & Nyssens, 2012). Studies from the Social Innovation School have reflected a

range of viewpoints of what constituted the types of agents, processes, and settings contributing to the practice of SE, although these viewpoints reflect the common themes of visionary leadership and dynamic innovation as catalysts for societal good. Much of the school's earlier work consisted of ideal conceptualizations drawn from case studies of extraordinary individuals from the nonprofit sector, who exploited scarce resources to fundamentally transform the world (Bornstein, 2004). These works were mainly intended to inspire rather than generalize success factors, guided by a prevailing assumption that innovation is driven by individuals possessed of rare innate characteristics which could not, by their nature, be appropriated by the ordinary leader (Bornstein; Thompson, 2002).

While many studies continued to look at SE from the largely nonprofit perspective (Eikenberry & Kluver, 2004; Thompson, 2002; Thompson, Alvy, & Lees, 2000; Weerawardena & Mort, 2006), others began to extend the scope of SE to any sector or organizational setting (Ruvio, Rosenblatt, & Hertz-Lazarowitz, 2010). Still others observed the boundary-spanning and cross-sector possibilities in SE activities (Austin et al., 2006; Pache & Chowdhury, 2012). Scholars also related SE to such varied phenomena as corporate social responsibility (Hemingway, 2005); international development (Seelos & Mair, 2005); public policy development (De Leeuw, 1999); political ideology (Dart, 2004); and bottom of the pyramid (BOP) venturing (Seelos & Mair, 2007; Webb, Kistruck, Ireland, & Ketchen, 2010). Others began to expand SE definitions to include group or team practices as well as to acknowledge SE's potential for community action (Peredo & Chrisman, 2006).

Bacq and Janssen (2011) classified the majority of the studies they examined as representative of the Social Innovation School. Of these, 13 were included in the current sample (Alvord, Brown, & Letts, 2004; Austin et al., 2006; Dart, 2004; De Leeuw, 1999; Mair & Martí,

2006; Mort, Weerawardena, & Carnegie, 2003; Nicholls, 2006; Peredo & McLean, 2006; Seelos & Mair, 2007; Sharir & Lerner, 2006; Thompson, 2002; Thompson et al., 2000; Weerawardena & Mort, 2006). Bacq and Janssen associated Dees (1998) and Leadbeater (1997) with this school, but, given the foundational nature of these two sources, and their often being cited by other schools, this review has instead classified Dees and Leadbeater as seminal works.

In total, the researcher reviewed definitions from 54 studies conducted by Social Innovation School scholars. Of this large number of varied definitions, the following were selected as most representative for being utilized by multiple studies in the sample, either in their entirety or in part:

- Mair and Martí's (2006) definition was used most frequently, having been utilized by eight additional studies, including two they co-authored (Datta & Gailey, 2012; Desa, 2012; Mair & Martí, 2009; Mair, Martí, & Ventresca, 2012; Meyskens, Robb-Post, Stamp, Carsrud, & Reynolds, 2010; Miller & Wesley, 2010; Moss, Short, Payne, & Lumpkin, 2010; Smith & Woodworth, 2012);
- Dees's (2001) seminal definition was used by five additional studies (Harris, Sapienza, & Bowie, 2009; McMullen, 2011; Meyskens et al., 2010; Ruvio et. al, 2010; Smith, Besharov, Wessels, & Chertok, 2012);
- Austin et al.'s (2006) definition was used by three additional studies (McMullen, 2011; Meyskens et al., 2010; Townsend & Hart, 2008);
- Nicholls' (2006) definition was used by three additional studies (Corner & Ho, 2010; Meyskens et al., 2010; Smith & Stevens, 2010);

- Zahra, Rawhouser, Bhawe, Neubaum, & Hayton's (2008) definition was used by three additional studies (Datta & Gailey, 2012; Harris et al., 2009; Zahra, Gedajilovic, Neubaum, & Shulman, 2009);
- Peredo and McLean's (2006) definition was used by two additional studies (Corner & Ho, 2010; McCarthy, 2012);
- Seelos and Mair's (2005) definition was used by two additional studies (Grimes, 2010; Seelos & Mair, 2007);
- Definitions from five other studies were used by one additional study each:
 - Alvord et al.'s (2004) definition was used by Ruvio et al. (2010);
 - Martin and Osberg's (2007) definition was used by McMullen (2011);
 - Thompson et al.'s (2000) definition was also used by Ruvio et al. (2010);
 - Townsend and Hart's (2008) definition was used by Harris et al. (2009); and
 - Weerawardena and Morts's (2006) definition was also used by Ruvio et al. (2010).

The content of the 12 definitions provided by Alvord et al. (2004), Austin et al. (2006), Dees (2001), Mair and Martí (2006), Martin and Osberg (2007), Nicholls (2006), Peredo and McLean (2006), Seelos and Mair (2005), Thompson et al. (2000), Townsend and Hart (2008), Weerawardena and Mort (2006), and Zahra et al. (2008) was analyzed, following Glaser and Strauss (1967) and Prior (2008), and the following common terms emerged:

- Nine definitions referred to *creating* or *creation* (Alvord et al., 2004; Austin et al., 2006; Dees, 2001; Martin & Osberg, 2007; Nicholls, 2006; Peredo & McLean, 2006; Seelos & Mair, 2005; Townsend & Hart, 2008; Zahra et al., 2008);

- Eight included *innovation, innovative, or resourceful* (Alvord et al., 2004; Austin et al., 2006; Dees, 2001; Mair & Martí, 2006; Nicholls, 2006; Peredo & McLean, 2006; Seelos & Mair, 2005; Zahra et al., 2008);
- Eight referred to pursuing *opportunity or opportunities* (Dees, 2001; Mair & Martí, 2006; Martin & Osberg, 2007; Nicholls, 2006; Peredo & McLean, 2006; Thompson et al., 2000; Weerawardena & Mort, 2006; Zahra et al., 2008);
- Eight referred to *social value or social wealth* (Austin et al., 2006; Dees, 2001; Martin & Osberg, 2007; Nicholls, 2006; Peredo & McLean, 2006; Townsend & Hart, 2008; Weerawardena & Mort, 2006; Zahra et al., 2008);
- Seven referred to *resources or assets* (Alvord et al., 2004; Dees, 2001; Mair & Martí, 2006; Nicholls, 2006; Peredo & McLean, 2006; Thompson et al., 2000; Townsend & Hart, 2008);
- Six mentioned *organizations, organizational, or venture* (Nicholls, 2006; Peredo & McLean, 2006; Seelos & Mair, 2005; Townsend & Hart, 2002; Weerawardena & Mort, 2006; Zahra et al., 2008);
- Five mentioned addressing *social need, needs, or problems, or alleviating suffering* (Alvord et al., 2004; Mair & Martí, 2006; Martin & Osberg, 2007; Seelos & Mair, 2005; Thompson et al., 2000);
- Four referred to SE as an *activity, activities, or process* (Austin et al., 2006; Mair & Martí, 2006; Nicholls, 2006; Zahra et al., 2008);
- Four referred to the need to bring about *change* (Dees, 2001; Mair & Martí, 2006; Nicholls, 2006; Seelos & Mair, 2005); and
- Two mentioned the *nonprofit or social sector* (Austin et al., 2006; Dees, 2001).

In analyzing these 12 definitions of SE drawn from Social Innovation School literature, it was clear that Nicholls and Cho's (2006) innovation orientation predominated. Eight definitions referred to innovation, and nine to the need to create, in the Schumpeterian tradition, new models or techniques developed in response to opportunity recognition. The school's research regarding heroic leadership was not overtly reflected in these representative definitions, but half saw the role of agents rather than organizations as central in bringing about social change. The definitions also reflected a strong social orientation, with the focus on social outcomes and benefits. Despite the school's concentration on nonprofits, most of the definitions could be utilized in other sectors or across sectors. SE could, then, be situated anywhere, but social value had to be the result of entrepreneurial activity if that activity was to be considered SE. Lastly, a market orientation was not predominant. The need for resources to fund SE was acknowledged, but there was little concern for generating financial return.

Social Enterprise School

The Social Enterprise School developed in the US as an outcome of burgeoning nonprofit interest in alternative income options, and the rise of new venture philanthropy foundations to meet the sector's demand for new investment (Bacq & Janssen, 2011; Dees & Battle Anderson, 2006; Defourny & Nyssens, 2012). While the Social Innovation School has stressed innovation, creativity, and social impact, the Social Enterprise School has concentrated on the market-based aspects of SE. Social Enterprise scholars have viewed SE as operationalized in social sector organizations that adopt commercial business models to increase efficiencies and generate earned income to support and enhance their social missions (Boschee & McClurg, 2003; Dart, 2004; Dees & Battle Anderson, 2006). Dees (1998) reflected this orientation in the concept of enterprising nonprofits, and urged the adoption of effective business

practices. These included private-sector partnerships and other boundary-spanning initiatives capable of generating new sources of profit in an increasingly competitive marketplace (Dees et al., 2001). The school has also contributed to the field through conceptualizations of the financial impact of SE, such as models for measuring social return on investment and blended value (Emerson, 2000).

Bacq and Janssen (2011) listed eight studies representative of the Social Enterprise School. Of these, only one is included in the current sample (Tracey & Phillips, 2007). However, two other studies co-authored by Tracey (Dacin, Dacin, & Tracey, 2011; Tracey & Jarvis, 2007) also appear in the current sample, as does one by Haugh (2007), another of whose publications (Haugh, 2005) was cited by Bacq and Janssen. Note that the Dacin et al. definition was an intentionally balanced outcome derived in collaboration with two scholars from the Social Innovation School, where it is categorized in this review. Emerson, listed in Bacq and Janssen as associated with the Social Enterprise School, was included in the current sample as a co-author of a seminal work (Dees et al., 2001). As well, the six studies assigned to the Social Enterprise school by Bacq and Janssen that were not in the current sample included three studies from prominent Social Enterprise scholars (Alter, 2004; Boschee, 1995; Boschee & McClurg, 2003), suggesting these works may not have retained impact. The Social Enterprise School was not as well represented as the Social Innovation School in Bacq and Janssen's listing or in the current sample. Of the seven studies conducted by Social Enterprise School researchers included in the current sample, six were empirical and one was conceptual. This is the reverse of the studies on Bacq and Janssen's list, a large majority of which were conceptual. More consistent with the current review, Hoogendoorn et al. (2010), in analyzing recent empirical studies, found the Social Enterprise School to be well represented.

Of the seven works reflecting the Social Enterprise School included in the current sample, two (Kistruck & Beamish, 2010; Kistruck, Beamish, Qureshi, & Sutter, 2013) adopted the same definition from a study not included in the sample (Cho, 2006). These six definitions were analyzed, following Glaser and Strauss (1967) and Prior (2008), and the following common terms emerged:

- All definitions included *profit, for-profit, financial, market-driven, or commercially viable*;
- Five definitions mentioned the terms *organization, venture, or institutional* (Haugh, 2007; Hwang & Powell, 2009; Katre & Salipante, 2012; Kistruck & Beamish, 2010; Kistruck et al., 2013; Tracey & Phillips, 2007);
- Four referred to *social goals, social purpose, or terminal values* (Haugh, 2007; Kistruck & Beamish, 2010; Kistruck et al., 2013; Tracey & Jarvis, 2007; Tracey & Phillips, 2007);
- Two referred to pursuing *opportunities* (Tracey & Jarvis, 2007; Tracey & Phillips, 2007);
- Two mentioned *practices* (Hwang & Powell, 2009; Kistruck & Beamish, 2010; Kistruck et al., 2013); and
- Two mentioned the development of *products or services* (Tracey & Jarvis, 2007; Tracey & Phillips, 2007).

The Social Enterprise School's interest in the financial aspects of SE was reflected in the definitional analysis, which most strongly conformed to Nicholls and Cho's (2006) market orientation. All six definitions were concerned with profit maximization and economic considerations. The development of products or services to fund social ventures was also

mentioned. Despite the school's focus on efficiency and transparency, related terms did not appear in the definitions, although, perhaps due to the concise nature of the definitions, these activities were assumed to be part of institutional practices. The definitions reflected a strong social orientation, with profit seeking behaviors being devoted to supporting the social mission of an SE organization, rather than being used for commercial purposes. Most of the Social Enterprise School's definitions described SE in an institutional or structural context. In contrast to the Social Innovation School, there was no mention in these definitions regarding innovation, with pursuit of market opportunities tied to development and exploitation rather than the creation of something new.

European and International Approaches

The European approach was rooted in the expansion, over the last 30 years, of the role of traditional forms of nonprofit organizations, cooperatives, and mutual societies as they came to address social services, often to marginalized groups, that European welfare states either no longer provided or had cut back due to political and economic changes. The approach has been associated with the study of European Union and national public policy developments, as well as with the creation of new forms of nonprofit enterprises, including social purpose organizations, work integration social enterprises, and community interest companies (Defourny & Nyssens, 2010). At the same time, "extensive dialogue among several disciplines (economics, sociology, political science and management) as well as among the various national traditions and sensitivities present in the European Union," resulted in EMES's Weberian "ideal-type" definition of SE (Defourny & Nyssens, 2012, pp. 11-12). SE modalities recognized from this collaborative perspective have included the explicit mission to benefit the community and to further democracy at the local level:

- Through economic activity, usually derived from a combination of public subsidies and other, private, sources of income;
- By the creation and management of organizations by groups of citizens; and
- Through maintaining a “collective dimension,” defined as broad representation of all stakeholders, “even though the importance of leadership (by an individual or a small group of leaders) must not be neglected” (Defourny & Nyssens, 2012, p. 14).

Recent scholars have extended the EMES model to encompass international concerns, especially focusing on the importance of cultural, historical, and ecological contexts. Examples of these types of studies in the current sample included those relating SE to civic needs (Fowler, 2000); to social inclusion and diversity management (Blackburn & Ram 2006; Bridgstock, Özbilgin & Tatli, 2010); and to indigenous settings (Anderson, Dana & Dana, 2006; Brower, 2011; Tapsell & Woods, 2010).

Bacq and Janssen (2011) did not provide a listing of studies representative of the European approach, as had been done for the two other schools, but did refer to several European studies in a description of EMES history and initiatives. None of these studies, including Dana (2008), Defourny and Nyssens (2010), and Steyaert (2007), was included in the current sample. However, one of Bacq and Janssen’s selected scholars, Anderson, was included in the current sample as a co-author of another work (Anderson et al., 2006), and Bacq and Janssen also appeared in the sample. In total, the current sample included 16 works reflecting European and broader International approaches (Anderson et al., 2006; Bacq & Janssen, 2011; Blackburn & Ram, 2006; Bridgstock et al., 2010; Brower, 2011; De Clercq & Honig, 2011; Dempsey & Sanders, 2010; Fowler, 2000; Friedman & Desivilya, 2010; Goss, Jones, Betta, & Latham, 2011; Hjorth, 2013; Howorth, Smith, & Parkinson, 2012; Korsgaard & Anderson, 2011; Parkinson &

Howorth, 2008; Ruebottom, 2013; and Tapsell & Woods, 2010). Of these, only Anderson et al. adopted a definition from a study assigned to another, the Social Innovation, school (Mort et al., 2003), as well as two other definitions from studies not included in the sample (Borzaga & Defourny, 2001; Pearce, 2003).

The 16 European and International Approaches definitions, including the compound definition derived from Anderson et al. (2006), were analyzed, following Glaser and Strauss (1967) and Prior (2008), and the following common terms emerged:

- Seven definitions included *creation of or creating jobs*, social value, social change, capital, new forms or practices (Anderson et al., 2006; Bacq & Janssen, 2011; Dempsey & Sanders, 2010; Fowler, 2000; Goss et al., 2011; Hjorth, 2013; Korsgaard & Anderson, 2011);
- Seven referred to *organizations, firms, enterprises, or structures* (Anderson et al., 2006; Blackburn & Ram, 2006; Brower, 2011; Bridgstock et al., 2010; Dempsey & Sanders, 2010; Fowler, 2000; Ruebottom, 2013);
- Seven referred to *social or societal value*, capital, benefits, aims, service, or purpose (Anderson et al., 2006; Bacq & Janssen, 2011; Dempsey & Sanders, 2010; Fowler, 2000; Korsgaard & Anderson, 2011; Parkinson & Howorth, 2008; Ruebottom, 2003);
- Six referred to *activities, practices, or processes* in describing SE (Bacq & Janssen, 2011; Brower, 2011; Dempsey & Sanders, 2010; Fowler, 2000; Korsgaard & Anderson, 2011; Parkinson & Howorth, 2008);
- Six referred to *economic value*, growth, viability, or process (Blackburn & Ram, 2006; Brower, 2011; Fowler, 2000; Hjorth, 2013; Korsgaard & Anderson, 2011; Tapsell & Woods, 2010);

- Five mentioned *community* or *communities* (Anderson et al., 2006; Bridgstock et al., 2010; Howorth et al., 2012; Korsgaard & Anderson, 2011; Tapsell & Woods, 2010);
- Three referred to pursuing *opportunity* or *opportunities* (Bacq & Janssen, 2011; Blackburn & Ram, 2006; Tapsell & Woods, 2010);
- Three referred to the need to bring about *social change* (Brower, 2011; Goss et al., 2011; Tapsell & Woods, 2010);
- Three saw SE as a tool for *social inclusion* (Blackburn & Ram, 2006; De Clercq & Honig, 2011; Friedman & Desivilya, 2010);
- Three mentioned *individual* or *personal benefits* (Anderson et al., 2006; Blackburn & Ram, 2006; Korsgaard & Anderson, 2011);
- Two used *marginal* or *marginalize* (Anderson et al., 2006; Ruebottom, 2003); and
- Two included *transform* or *transformative* (Ruebottom, 2013; Tapsell & Woods, 2010).

The European and International Approaches literature offered the broadest range of SE definitions, and these had no one dominant orientation. This perspective of the mission of SE organizations appeared to encompass a strong social orientation, including the perceived need to create social value as well as facilitate social inclusion and societal transformation. While the Social Innovation and Social Enterprise Schools were also concerned with fundamental social change and societal improvement, the European/International literature's mention of inclusion of the underrepresented in society was unique among the definitions analyzed from the sample. Similar to the Social Enterprise School, the definitions from the European/International literature also described SE in an institutional or structural context rather than as an activity of a single entrepreneur. Like the Social Enterprise School, the definitions from the European/International literature reflected a strong market orientation, and included references to the need to generate

economic value in order to sustain the growth and viability of social organizations. The definitions drawn from the European/International literature indicated some interest in innovation, but it was tied to the creation or development of new structural forms or of activities to build capacity to support sustainable change. Again, this was more in keeping with the orientation of the Social Enterprise School than of the Social Innovation School's Schumpeterian preference for using innovation as a driver of disruptive change.



Figure 2. Three schools of SE thought. This figure illustrates the three schools of SE thought identified in the literature sample.

Defining Social Entrepreneurship in Higher Education

The definitional analysis presented in the previous section identified the salient features of SE as conceived by the three primary schools of thought. This section will offer a synthesis of definitional components, incorporating Nicholls and Cho's (2006) core elements of market orientation, social orientation, and innovation orientation, as well as structuration elements underscoring the interplay between agents (either individuals or networked groups) and the institutional, sector, or societal contexts in which they are situated, in order to determine themes that can guide an exploration of SE in the higher education context. For instance, SE was described as an activity or process that could be undertaken by individuals or groups within

organizational structures and across various economic sectors. SE's market orientation included the need to generate profit or economic value to support social mission, and the incorporation of business practices assuring sustainability. SE's social orientation was reflected in the need to produce social value or address societal needs, while the innovation orientation involved the creation of new products, services or capacities to effect social change or transformation within a variety of community and cultural settings.

This study proposes a definition of SE in higher education incorporating fundamental aspects drawn from seminal works as well as the literature from the three schools of thought:

SEHE is a process of responding to societal needs and catalyzing social change through the development of market-based and economically sustainable innovations in support of the academic mission. It involves:

- *Engaging in continuous learning, opportunity discovery and exploitation, and adaptation;*
- *Creating social value for stakeholders and communities;*
- *Exhibiting a heightened sense of accountability to constituencies;*
- *Partnering within or across public, private, and voluntary sectors to achieve social goals;*
- *Participating in policy initiatives to foster inclusion and societal transformation.*

This definition reflects an underlying Schumpeterian (1934) emphasis on innovation and change as fundamental to any entrepreneurial activity, as well as Dees's (2001) insistence on continuous opportunity discovery and exploitation tied to social mission and goals. Especially appropriate to higher education, the proposed SEHE definition is in keeping with Drucker's (1985) belief that entrepreneurial skills can be learned rather than their being innate

characteristics. SE skills can be developed and incorporated by faculty in any discipline, including by education faculty with natural external ties with K-12 and other community services. However, the proposed definition does not limit SEHE activities to faculty, or exclude other agents associated with higher education, and it acknowledges the importance of cross-sector partnerships or boundary spanning efforts.

The SEHE definition also reflects Waddock and Post's (1991) as well as the European/International interest in public policy development and political advocacy as integral to social venture success. It adopts the Social Innovation School's concern for social value and social change models, as well as the European/International emphasis on community, inclusivity, and social engagement. The competitive higher education marketplace also necessitates that an SEHE definition include references to financial sustainability as well as to a commitment to best business practices, both hallmarks of the Social Enterprise School. Further, the proposed SEHE definition is intended to be flexible enough to address both activities of individual agents and institutional or network initiatives, as long as those activities support the mission.

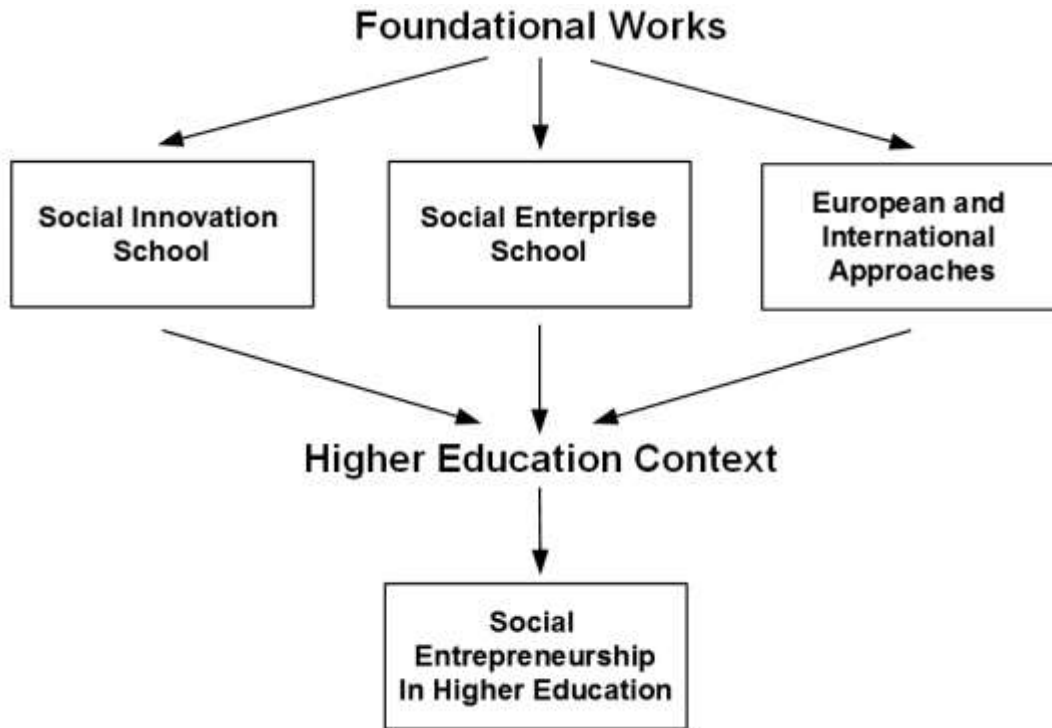


Figure 3. The derivation of SEHE. This figure illustrates the study’s literature-based derivation of SEHE.

Trends in Conceptualization, Methods, and Outcomes

The development of the proposed definition of SEHE, derived from definitions of SE provided in the current sample of the SE literature, preceded the question of how the conceptual and empirical research included in the sample would inform the development of a proposed SEHE process model. The sample provided an overview of progress and trends present in SE research, as well as identified gaps in the existing knowledge base. In accord with the discovery of previous researchers, the sample also reflected that the “clear purpose of SE research” to date has been to establish agreement on the “definition of the construct” (Aygören, 2014, p. 21). A discussion of SE research, based on the themes identified in the definitional analysis in the previous section, will follow a brief summary of sample characteristics.

Sample Characteristics

The works in the sample ($N=85$) were almost evenly divided between conceptual ($n=41$) and empirical ($n=44$) studies (see Appendix C). This proportion was comparable to that found in other recent literature reviews and citation analyses, and reflected the overall status of research in the field (Hoogendorn et al., 2010; Kraus et al., 2014; Short, Moss, & Lumpkin, 2009). Almost 64% of all studies in the sample ($n=54$) were produced by scholars associated with the Social Innovation School, with Social Enterprise and European/International scholars and seminal works accounting for 8% ($n=7$), 19% ($n=16$), and 9% ($n=8$) respectively.

Of the empirical research ($n=44$), the majority of included studies were qualitative case studies ($n=27$ or 61%), which, while providing in-depth descriptions of a limited number of settings in which SE has operated, were not generalizable. This reflected the historic reliance on case studies in the larger body of SE research over the last two decades (Aygören, 2014; McKenny, Short, & Payne, 2012; Pierre et al., 2014; Short et al., 2009). Short et al. observed that, despite the lack of generalizability, case studies have been helpful in developing and refining theoretical models of SE. Of the case studies in the current sample, 63% ($n=17$) were produced by scholars associated with the Social Innovation School. Of the remaining 10 (37%) case studies, four were conducted by Social Enterprise School researchers, five were conducted by European/International researchers, and one was a seminal work. The sample also demonstrated an interest, among Social Innovation School researchers, in field work ($n=1$); among Social Enterprise School researchers, in grounded theory ($n=1$); and, among European/International researchers, in discourse analysis ($n=3$), and in participant observation ($n=1$); but these, combined ($n=6$), account for only 14% of empirical studies.

Only 11 (25%) of the 44 empirical studies were quantitative, again reflecting the limited use of quantitative methods by SE researchers generally. This has been frequently noted as indicative of SE's status as an embryonic field (Hoogendorn et al., 2010; McKenny et al., 2012; Nicholls, 2006; Short et al., 2009). Over half of the quantitative studies ($n=6$ or 55%), 14% of all empirical studies, used surveys for data collection, and Short et al. and McKenny et al. observed that most surveys utilized in SE research have employed small sample sizes. Of the remaining quantitative studies, one was a content analysis, and four employed mixed methods, which, combined ($n=5$), total 11% of empirical studies. Of the small number of quantitative studies ($n=11$), nine were conducted by Social Innovation School researchers, and the remaining two, mixed methods, studies were conducted by Social Enterprise School and European/International researchers. Quantitative researchers used analysis techniques including correlation, linear modeling, MANOVA, regression, and structural equation modeling.

Conceptual Studies

This review followed Short et al. (2009) in defining conceptual works as theoretical contributions intended to describe, explain, or predict phenomena. Conceptual studies in the sample addressed questions of what constituted the parameters or boundaries of SE, the nature or characteristics of SE agents and structures, and the context or environment in which SE operated.

Defining boundaries. Beginning with the seminal work of Dees (1998), there have been attempts to distinguish SE from commercial entrepreneurship. Dees placed ventures along an SE spectrum ranging from more philanthropic to more commercial activities, based on motives, goals, and service outcomes. Following Dees, Austin et al. (2006) saw a continuous distinction between the two varieties of entrepreneurship based on four differentiating variables (market failure, mission, resource mobilization, and performance measurement). In Austin et al.'s model,

market failure created different kinds of opportunities for social and commercial entrepreneurship, with SE focusing on meeting longstanding needs rather than necessarily creating new markets or products. SE ventures had a dual social and economic mission, rather than a pure profit motive. There were also differences in the way human and financial capital was mobilized and managed, since SE organizations often relied on more diverse resource streams. Performance measurement and accountability were considered more complex in SE, and included added forms of intangible measures and a broader range of relationships with stakeholders than were present in commercial enterprises. Martin and Osberg (2007) thought such distinctions crucial in explaining both the boundaries and the opportunities of SE to current and potential funders.

Peredo and McLean (2006) identified the need to distinguish SE from commercial entrepreneurship in order to make a viable case with policymakers. In applying exchange theory to further delineate the boundaries of SE, Peredo and McLean proposed a continuum of social goals and commercial exchange along which an SE organization could be situated based on the extent of its social mission and revenue generating activities. Austin et al.'s (2006), and Peredo and McLean's conceptualizations were contextually flexible, and could be equally valid in or across nonprofit, government, and business sectors. Viewing aspects of SE along a continuum of entrepreneurial approaches can be especially useful in developing models for SE in complex organizations, such as in the higher education sector, where the extent of SE adoption may appropriately vary based on overall institutional mission, individual unit goals, or structural or resource considerations.

Peredo and Chrisman (2006) extended the boundaries of SE in formulating a model of community-based enterprise incorporating the collective skills and resources of local

communities. Peredo and Chrisman's model applied elements from commercial entrepreneurship, anthropology, and social network theory to demonstrate how community-based enterprises differed from commercial ventures. Community-based organizations often had multiple social and economic goals, with social goals taking precedence. They tended to have collective governance and democratic management structures similar to those in traditional European cooperatives and associations. Various kinds of capital were leveraged to transform a community into a form of collaborative agency, as "both the entrepreneur and the enterprise," or agent and structure (p. 309). Community-based enterprises were also characterized by incremental group learning grounded in local experience in order to assure their sustainability. Originally conceived in the context of economic development of disadvantaged populations, components of this model should prove useful in defining the interaction of academic institutions and local communities partnering in local initiatives addressing both the individual and collective needs of multiple stakeholders.

Market assumptions and opportunities. Opportunity discovery and exploitation, however conceptualized, have been traditionally accepted as principal elements of both commercial and social entrepreneurial models (Aygören, 2014; Shane & Venkataraman, 2000). In attempting to establish the boundaries of SE by outlining its differences from commercial entrepreneurship, SE scholars, even in referring to developing regions (Peredo & Chrisman, 2006), have generally shared the assumption, inherited from Schumpeter (1934) and Drucker (1985), that the source of entrepreneurial opportunities was either market demand (Martin & Osberg, 2007) or market failure (Austin et al, 2006; Nicholls, 2006). And failure could result from government withdrawal from markets that had previously been subsidized (Dees, 1998; Hjorth, 2013). Some conceptual SE studies have seen the source of opportunities in continuous

reinvestment strategies (Tracey & Phillips, 2007); in “wicked problems” that have always existed (Dorado & Ventresca, 2013, p. 80) and can be global in scope (Zahra et al., 2008); in ongoing civic engagement and social inclusion (Blackburn & Ram, 2006; Fowler 2000); in conflict resolution (Friedman & Desivilya, 2010); or as part of regional development (Mair and Martí, 2006), particularly in areas of extreme poverty and limited social market penetration (McMullen, 2011). The current conceptual range of the sources of opportunities supports Chell’s (2007) contention that models of SE are socially constructed, and that SE is viewed differently depending on cultural, demographic, economic, geographic, historical, political, and other perspectives.

Zahra et al. (2008) identified five attributes of social opportunity (prevalence, relevance, urgency, accessibility, and radicalness) in order to determine how they contributed to the globalization of social ventures. These attributes were mapped to four different internationalization implications (social opportunity, commercial opportunity, internationalization at inception, and the geographic scope of the venture) in order to show how the attributes influenced the timing and location of new international operations. Zahra et al. (2009) later outlined an SE process model that added evaluation, growth, and scalability phases to initial discovery and exploitation. According to Zahra et al. (2009), the approach taken in the search for opportunity was determined by the type of entrepreneur as well as the scale and impact of the desired outcomes.

Social entrepreneurs. Much of the conceptual work in the SE field has been devoted to establishing a typology of social entrepreneurs, with SE conceived as a behavioral phenomenon involving the expression of personal leadership characteristics, motivations, required skill sets, and networking abilities. This strand of research emerged from the heroic leadership tradition of

Dees (1998) and Leadbeater (1997), in which social entrepreneurs were portrayed as visionaries able to lead by example, motivate followers, and secure the commitment of internal as well as external stakeholders in order to insure the success of their social mission to “transform the world” (Bornstein, 2004, p. 1). Mort et al.’s (2003) multidimensional construct of “entrepreneurially virtuous behavior” typified this approach (p. 76). In this construct, attributes of a successful entrepreneur included a clear and unified moral vision, ability to discover and exploit opportunities, ability to innovate and to be proactive, and a high tolerance of risk. Entrepreneurial actions were linked to mission-related social value creation.

Zahra et al. (2009) developed a conceptual framework focused on entrepreneurial skills and competencies that identified three kinds of social entrepreneur. Bricoleurs managed to find and consolidate scarce resources in localized environments, while constructionists exploited opportunities and market failures in order to introduce innovative reforms in social systems. Social engineers resolved systemic problems in existing social structures, resulting in revolutionary changes. Successful SE skills differed according to situational context. In contrast, Dacin et al. (2011) argued that the greatest skill social entrepreneurs could possess, irrespective of situation, was the ability to balance the tensions and tradeoffs of competing financial and social obligations resulting from the hybrid identity inherent in serving a dual mission. This was also the skill that set social entrepreneurs apart from those in the commercial sector.

Another strand of research has looked into questions of motivation. The individual entrepreneur’s motivations were theorized as affecting not only the opportunity discovery process but also as influencing the strategies and tactics that were used to deal with the ambiguity and complexity of successful opportunity exploitation (Townsend & Hart, 2008).

Entrepreneurs needed to carefully balance social and economic motivations, but there has remained a question, yet to be tested empirically, of how entrepreneurs react in situations where both motivations are perceived as equally balanced (Aygören, 2014). Van de Ven, Sapienza, and Villaneuva (2007) saw individual entrepreneurs as motivated by collective as well as purely self-interest. Miller, Grimes, McMullen, and Vogus (2012a) saw compassion, enacted through integrative thinking, pro-social cost benefit analysis, and a commitment to alleviate the suffering of others, as the motivating factor for social entrepreneurs. According to Miller et al., because research on entrepreneurial motivation remains under-theorized, an approach focused on others' wellbeing was needed to "supplement traditional self-oriented" motivational studies (p. 616). Harris et al. (2009) also saw strong ethical considerations as motivating factors. But Dorado and Ventresca (2013) set a condition for these factors by suggesting that any motivation to engage in SE was limited structurally by being dependent on the existence of favorable organizational factors.

Hemingway (2005) proposed that personal values motivated individual social entrepreneurs, and suggested that SE could be manifested as a form of corporate social responsibility (CSR). Individuals within large organizations could act as social entrepreneurs based on their personal agendas, although there is a question of how effective isolated entrepreneurs within large organizations could be expected to be. Although they are largely on the periphery of CSR, academic institutions include a variety of actors at multiple structural levels who are accustomed to individualized social agendas receiving varying degrees of support from the larger organization. Given the presence of these embedded agents, be they faculty, staff, or students capable of generating social value through their own projects, colleges and

universities may be ideal settings for empirically testing Hemingway's model, and may benefit from applications of this conceptualization.

Two conceptual studies in the sample were concerned with motivation and power. Kantor (2002) saw empowerment and economic reward as drivers for women who engaged in microenterprises. De Clercq and Honig (2011) believed traditionally disadvantaged entrepreneurs had a different set of motivations as well as performance expectations. Models of gender and power dynamics and how they may affect agential motivations, particularly in institutional settings such as colleges and universities, are lacking, but would be useful in informing conceptualizations of SEHE.

Leadbeater (1997, 2006) described the ability to network as an important strategic tool of social entrepreneurs. It could aid in opportunity discovery and exploitation, facilitate access to resources, was integral to advocacy efforts, and provided general support and encouragement to entrepreneurs who are often independent actors in isolated situations. Embeddedness in social networks has also been seen as vital to leading successful operations and assuring sustainability in SE organizations (Austin et al., 2006; Mair & Martí, 2006; Peredo & McLean, 2006). Eikenberry and Kluver (2004) also viewed the ability to build collaborative partnerships as key to successful management of SE organizations.

Structures and environment. Conceptual explorations have been undertaken of SE as a structural phenomenon in organizational and cross-sector settings, of the environmental factors influencing SE activities, and of the impacts of SE. Dart (2004) used institutional theory to explain the emergence of the social enterprise as a “businesslike contrast to the traditional nonprofit organization” which was less driven by actual social value creation than by social norms and expectations (p. 411). According to Dart, SE represented a “radical innovation in the

nonprofit sector” in its incorporation of financial strategies, structures, and profit-generating orientation (p. 411). Dart’s vision of SE as businesslike social value creation enriched the potential of an alignment of SE with a college or university’s mission of serving the public good in meeting needs and expectations of societal members, including community and business stakeholders. Hjorth’s (2013) concept of public entrepreneurship, or the interaction of public entities with and their obligations to society, extended the discussion. Hjorth’s description of SE as a “sociality creating force” (p. 48) generating new structures for societal good, could easily be applied to the potential of SE for higher education, especially in the context of public-private or community-based partnerships.

SE conceptual research of institutional impact has attempted to examine, define, and prioritize social value creation in relation to economic return on investment (McKenny et al., 2012; Van de Ven et al, 2007; Zahra et al, 2009). Austin et al. (2004) and Peredo and McLean (2006) discussed SE activities in what were defined as hybrid organizations that balanced aspects of commercial and nonprofit value creation. Pache and Chowdhury (2012) suggested the necessity of creating hybrid strategies for SE institutions which, by the nature of their structures, utilized three distinct and sometimes competing social welfare, commercial, and public sector logics. Nicholls (2006) developed a funding spectrum ranging from voluntary activism to corporate-based social innovation geared toward the financial side of a dual mission. Townsend and Hart (2008) considered the legal status of SE ventures, and if whether ventures adopted a for-profit or nonprofit structure might be largely dependent on whether the managers and stakeholders focused more on economic or on social value generation.

Social value has been considered by various researchers as the benefits accruing to the disadvantaged or less powerful (De Clercq & Honig, 2011; Kantor, 2002; Zahra et al., 2009), and

the scope of value creation in this context can focus on individuals (Blackburn & Ram, 2006); targeted groups such as those in extreme poverty (McMullen, 2011; Webb et al., 2010); communities (Peredo & Chrisman, 2006; Sullivan, 2007); or all levels of need (Martin & Osberg, 2007; Miller, et al., 2012a; Van de Ven et al., 2007). In this regard, social value creation has been equated with addressing perceived problems using novel approaches (Bornstein, 2004; Dacin et al., 2011); advancing others' material wellbeing (Eikenberry & Kluver, 2004); or as radical societal change (Dorado & Ventresca, 2013; Hjorth, 2013; Mair & Martí, 2006). Often, however, these conceptualizations of social value and its creation overlap in the literature, and, further, it has been recognized that social value produced by SE ventures can be difficult to identify and differentiate from economic value (Peredo & McLean, 2006), and harder to measure (Zahra et al., 2008).

Despite the challenges inherent in quantifying social value, SE scholarship has advanced the development and refinement of value measures, including the concepts of blended value and social return on investment, and applications of the Balanced Scorecard (Dees et al., 2001; Nicholls, 2006; Reid, 2012). Smith and Stevens (2010) proposed social value be measured, in part, based on the degree of geographic structural embeddedness of an organization. Zahra et al. (2009) developed a "total wealth" formulation to capture both tangible (products) and intangible (emotional) outcomes (p. 522). Zahra et al. acknowledged the difficulty of objectively valuing intangible outcomes, as well as of developing a means for data comparison across organizations or within a sector. In higher education, commercial entrepreneurial activities, centering on technology transfer, patents, and intellectual property, have been fairly straightforward to quantify (Mars & Metcalfe, 2009; Vargas, 2009), but little work has been done in SE to identify and measure the social value of enterprising activities undertaken in higher education.

SE has also been conceptualized as a public policy tool that can be used to advocate for political change and to foster institutional or sector sustainability (De Leeuw, 1999). Peredo and Chrisman (2006) recognized the impacts on one another of SE and public policy considerations, particularly in disadvantaged communities. SE has been seen as a means to facilitate civic engagement and civil society initiatives (Fowler, 2000; Eikenberry & Kluver, 2004), and to promote and enact social inclusionary measures (De Clercq & Honig, 2011). The enormous influence on higher education of the political and public policy environments at all levels needs to be acknowledged and factored into any SEHE conceptualization.

Austin et al. (2006) demonstrated that tax, regulatory, demographic, sociocultural, and macroeconomic factors affected the pursuit of SE initiatives. The environment in which social organizations operated had direct bearing on their ability to meet their dual missions of creating social value and achieving economic sustainability. For example, Austin et al. noted, as Dees (1998) had done previously, that the increased demand for social services in economic downturns was usually inversely related to decreasing levels of philanthropy, posing risks for nonprofit survival. In academic settings, the competitive marketplace resulting from decreases in government funding, along with political and economic pressures to keep tuition and costs low, especially when coupled with increased levels of attendance of higher education institutions, has resulted in similar challenges. As in the nonprofit environment, SEHE should necessarily involve the search for supplemental funding streams to counter adverse market pressures that would otherwise limit the creation of social good.

Empirical Studies

Short et al. (2009) noted that empirical studies, particularly case studies, have proved helpful in the development of theoretical conceptualizations of SE. This can be seen in the

current literature sample at both the individual and institutional levels of analysis, as well as in the environment in which SE operates.

Social entrepreneurs. Several empirical studies in the sample explored the personal leadership characteristics of social entrepreneurs. Ruvio et al. (2010) highlighted the critical role of vision in SE, with findings suggesting the entrepreneur's vision was more central in nonprofits than in commercial enterprises, and was also directly associated with a venture's growth and perceived success. Entrepreneurs' motivations were reflected in their visions, which in turn were transformed into strategies for their organizations (Ruvio & Shoham, 2011). Previous studies by Thompson (2002) and Thompson et al. (2000) also suggested that vision was a key characteristic of social entrepreneurs, and the initial element of the opportunity exploitation process.

According to Thompson, entrepreneurs must envision a need or opportunity, determine how to exploit it, acquire the necessary resources, and lead the project to conclusion. Thompson et al. defined vision less in keeping with Bornstein's (1997) inspirational model, than as a more down-to-earth concept, which, paired with managerial and leadership experience, resulted in venture success. Further, Weerawardena and Mort's (2006) findings suggested social entrepreneurs tended to be more risk adverse than those in commercial settings because of their concern for firm survival and the relative lack of available funding alternatives. A more practical vision, together with a cautious attitude toward risk in the face of resource scarcity, might account for the identification of proactivity and innovativeness (Pearce, Fritz, & Davis, 2009; Weerawardena & Mort, 2006); sense-making (Mair & Martí, 2009); adaptive leadership and bridging ability (Alvord et al., 2004); resourcefulness and bricolage (Desa, 2012; Mair & Martí, 2009; Seelos & Mair, 2007); and passionate advocacy and promotion of one's vision for the social enterprise (Dempsey & Sanders, 2010) as other key characteristics of successful social entrepreneurs.

Since these studies looked at social entrepreneurs only in nonprofit and commercial settings, there are opportunities to explore whether those in higher education display similar or different characteristics leading to the success or failure of SE venturing.

Hwang and Powell (2009) studied the importance of professionalism, or the ability to manage organizational activities to achieve financial and social objectives, as fundamental to entrepreneurs in SE organizations. Such a skill set appeared to closely map to the competencies that Miller, Wesley, and Williams (2012b) identified as critical for social entrepreneurs, based on a survey of 150 individual practitioners. These competencies comprised such general leadership and management-related skills as the ability to develop strategy, problem solve, budget, build effective teams, develop collaborative relationships, communicate effectively with stakeholders and others, market the organization, and measure outcomes. Haugh (2007) also suggested that successful social entrepreneurs possess the ability to understand and work within policy.

Other studies pursued additional approaches in identifying appropriate SE skill sets. W. Smith et al. (2012) proposed a management model for individual social entrepreneurs drawn from paradox theory. W. Smith et al. outlined three major interrelated competencies of acceptance, differentiation, and integration enabling individual entrepreneurs to balance the competing financial and social demands found in hybrid organizations. Acceptance involved viewing coexisting priorities as possible to accomplish simultaneously. Differentiation recognized the unique aspects of each competing priority, while integration facilitated managing the tension between competing demands so as to achieve productive results. Challenges associated with balancing competing commercial and social demands were highlighted, and problem resolution was linked to the practice of complex and critical thinking. The model was

developed in part through examples from entrepreneurial experiences in the field and in an undergraduate classroom in order to “illustrate theory in action” (p. 464).

Howorth et al. (2012) applied social learning theories, particularly reflective thinking and community of practice models, in comparing two European training programs intended to assist social and commercial entrepreneurs from small firms in developing business and leadership skills. Howorth et al. discovered that social and commercial entrepreneurs participating in the programs had more in common than differences, including their diverse motivations. Like W. Smith et al. (2012), Howorth et al. concluded that the development of critical thinking skills contributed to entrepreneurial success, as did involvement in communities of practice. Additionally, Brower (2011) proposed a service learning framework incorporating aspects of sustainable community development. Similar training designs could be pursued in higher education, focusing specifically on attributes of SEHE within college or university settings, just as previous studies treated SE agency in social enterprises.

Studies have examined entrepreneurial motivation and success. Goss et al. (2011) found that the entrepreneur is driven by emotional commitment to change the power relationships within society. Dempsey and Sanders (2010), through a study of autobiographies of successful entrepreneurs, saw the desire for “meaningful work” to benefit society, rather than to pursue a traditional corporate career path, as a motivating factor for social entrepreneurs (p. 438). Studies have considered entrepreneurs successful if they positively transformed their organizations (Desa, 2012; Mair et al., 2012; Sharir & Lerner, 2006; Weerawardena & Mort, 2006). Some studies have related success to networking ability (Haugh, 2007; Kistruck & Beamish, 2010). For example, McCarthy (2012) argued that the development of cultural tourism in western Ireland was made possible through the unique networks of relationships and associations

cultivated by entrepreneurs. In the SEHE context, studies of motivations for entrepreneurial activities, especially among faculty, and markers of the influences of motivational types on the success of these activities, are needed to extend the understanding of these aspects of SE beyond the nonprofit and commercial sectors.

There has been little empirical research on the demographics of social entrepreneurial activities (Aygören, 2014). For instance, the current literature sample contained only one study on SE from an explicitly gender-related perspective. Datta and Gailey (2012) found SE empowering for socially disadvantaged women, increasing their sense of self-reliance and confidence, as well as contributing to their economic security. Mair and Martí (2009), however, studied the “poorest of the poor,” the majority of whom were also women (p. 419), while several other studies concentrated on services to populations in extreme poverty in BOP markets, which, again, included large percentages of women (Kistruck et al., 2013; Mair et al., 2012; Seelos & Mair, 2007). Bridgstock et al. (2010) linked diversity in SE organizations with higher performance and increased capacity for innovation. And two studies investigated SE from indigenous perspectives, as a way to enhance tribal governance (Anderson et al., 2006), and as a model based on tribal cultural and historical experiences (Tapsell & Woods, 2010). Given the paucity of research to date, SEHE researchers should consider future explorations of the demographics of academic entrepreneurs, their partners, and targeted populations.

Structures and environment. Empirical studies have investigated SE as a structural phenomenon in organizational and cross-sector settings, SE impact and measurement, and environmental factors influencing SE. Some studies have developed models in attempts to capture elements of the SE process.

Seelos and Mair's (2007) case study of two BOP ventures illustrated that social mission was essential to SE organizations, and was what distinguished SE from other types of entrepreneurship. But Kistruck and Beamish (2010), in a study of 10 firms in developing countries, suggested cognition, networking, and cultural embeddedness could play more of a constraining role on the social than on the for-profit activities a social enterprise was able to undertake. Tracey and Jarvis (2007) applied resource scarcity and agency theories to demonstrate how the success factors for social ventures are both similar to and different from those of commercial businesses. The case study of the rise and fall of an unsuccessful social franchising operation suggested that, like commercial ventures, SE initiatives needed to adopt "tried and true" business models as well as have experienced and autonomous managers (p. 681). Sharir and Lerner (2006) produced slightly different findings in an analysis of 33 new Israeli firms, identifying eight variables contributing to SE success. The variables included the quality and extent of the leader's social network; the "total dedication" of the venturing team, as well as its composition and managerial experience; the capital funding available at startup; the venture's cross-sector connections; and the promotion and marketability of venture services (p. 10). Bradley, McMullen, Artz, and Simiyu (2012), however, found that financial capital was not as important as the innovativeness of the management team. These studies have implications for operationalizing SEHE success factors, as well as for determining which variables may be most important for higher education institutions undertaking SE.

Alvord et al. (2004) examined institutional success factors by comparing seven SE organizations of various sizes in different parts of the world that had been "widely recognized" as successful (p. 264). The study suggested successful firms can take at least three forms. Capacity-building organizations concentrated on solving local problems by working with

community groups and resource providers, and focused on changing cultural norms or expectations. Package-dissemination organizations provided a core set of services to solve common problems faced by individual clients and stakeholders, and concentrated on improving their economic capacity. Movement-building organizations pursued transformative change through strategic alliances and political activities. Several factors were associated with successful SE operations, including the use of innovation to leverage existing assets, the practice of systematic organizational learning, and the presence of leaders who could mobilize diverse stakeholder groups.

Some research has been conducted related to organizational identity formation and sustainability. Battilana and Dorado (2010) found that two microfinance institutions practiced comparable strategies for creating and sustaining identity through hiring and training, but also suggested that SE ventures combined different institutional logics in unique ways in forming identities. Katre and Salipante (2012) carried out 31 semi-structured interviews at 23 social ventures regarding how hiring and training practices assured alignment with mission. Moss et al. (2010), in a case study of 118 SE companies, found that they exhibited both a utilitarian or market identity and a social or normative identity. According to Moss et al., SE organizations needed to sustain both types of identity, but normative identity is more important in an SE organization than in a commercial business because of SE's social value orientation. Ruebottom (2013) demonstrated how 10 social entrepreneurs utilized rhetorical strategies, such as storytelling, to preserve and enhance organizational legitimacy as expressed by institutional norms and practices. Grimes's (2010) case study of two SE organizations looked at how tracking and measuring leadership performance was used as a tool for organizational sense-making and identity construction. Applying a resource-based view to measure tangible and

intangible resources, Meyskens et al. (2010) determined that SE ventures and commercial organizations employed similar operational processes in utilizing resources in sustaining organizational viability. Weerawardena, McDonald, and Mort (2010) acknowledged the need for further insights regarding sustainability issues in the nonprofit sector, but research is also limited regarding other environments, including higher education.

The scale and scope of value creation in SE has been examined, especially in the context of whether it was intended to catalyze large scale or incremental social change (Alvord et al., 2004; Mair et al., 2012). Seelos and Mair's (2005) case study of three social services organizations related value creation to sustainable development goals, and suggested that market access as well as large scale change could also be created by transforming older institutions. Weerawardena and Mort (2006), however, noted in a case study of nine nonprofits, that social value creation could be constrained by unstable markets adversely affecting organizational resource acquisition and performance. McCarthy's (2012) case study suggested government policy can impact value creation. Finally, in a case involving eight participants in a social service organization, Korsgaard and Anderson (2011) reflected a nuanced view of social value. Value creation was depicted as having both public (external) and private (internal) social dimensions, which were interrelated in complex ways. This led Korsgaard and Anderson to suggest that SE might best be viewed through a process-oriented lens.

There has been no consensus on the components comprising the SE process and their relative importance, apart from general agreement that SE involved the discovery and exploitation of opportunities leading to some kind of social and financial value creation (Anderson et al., 2006; Aygören, 2014; Weerawardena & Mort, 2006). That being the case, model development has primarily focused on the initial stages of SE.

Corner and Ho (2010), in a case study of an “exemplar social enterprise,” described a pattern of organic opportunity development occurring “along a spectrum where effectuation processes dominated at one end and rational/economic processes prevailed on the other.” Processes occurring along the spectrum were initiated by critical “spark” insights (pp. 639, 654). The model acknowledged the collaborative and experimental nature of entrepreneurial innovation, and was intended to balance the roles of individuals and groups in creating opportunities in SE enterprises. Corner and Ho’s concept of experience corridors complemented the established concept in commercial business settings of knowledge corridors. In contrast to knowledge corridors, focusing on corporate skill sets and professional knowledge, experience corridors took into account entrepreneurs’ past life experiences as additional factors impacting opportunity development. This line of research could prove especially interesting in the higher education environment, as it may suggest that the inclusion of individuals from a variety of backgrounds, as well as disciplinary perspectives, can enhance the prospect of success in collaborative venturing.

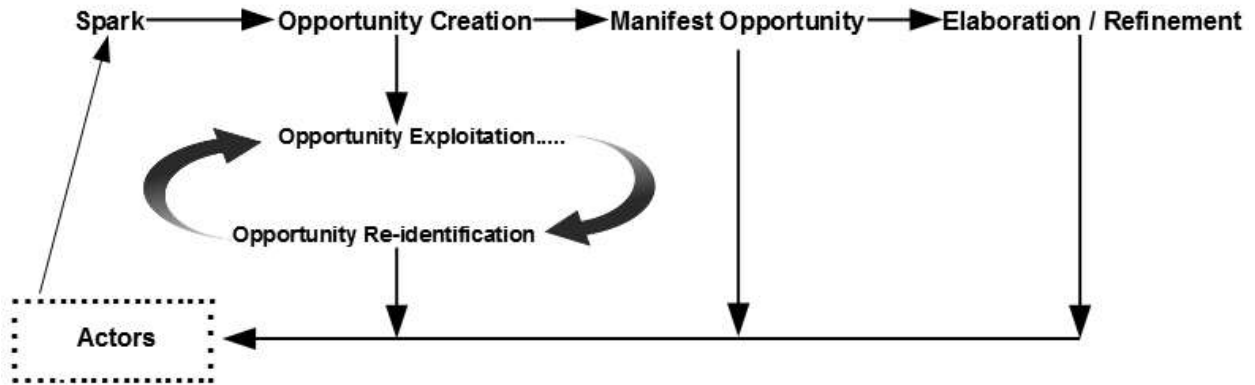


Figure 4. Corner and Ho's (2010) opportunity development spectrum, effectuation processes dominate. This figure illustrates the endpoint of Corner and Ho's opportunity development spectrum where effectuation processes dominate, and opportunities are mostly created, but can be identified. Adapted from "How opportunities develop in social entrepreneurship," by P. D. Corner and M. Ho, 2010, *Entrepreneurship Theory and Practice*, 34(4), p. 643. Copyright 2010 by John Wiley and Sons. Used with permission.

Haugh (2007), in a case study of five nonprofits, outlined six stages of new venture creation. The model included identifying opportunities; articulating ideas aimed at achieving identified opportunities; owning the ideas as integral to the venture; mobilizing stakeholders in support of the ideas; exploiting identified opportunities; and reporting enabling stakeholder reflection. Although still concentrating primarily on opportunity creation and exploitation, and less on growth or sustainability considerations, Haugh conceived of SE as comprising more stages than had Corner and Ho (2010), including a stage of reporting and assessment. Resource acquisition and networking were also discussed as necessary precursors to and ongoing supports for the six process stages.

Perrini et al. (2010), in a longitudinal case study of a drug rehabilitation center, proposed a five stage model of SE. It was intended to supplement Haugh's focus on the initial stages of venture development by accounting more comprehensively for the entire SE process. Perrini et al. also aimed to "disentangle" the related dimensions "associated with the shift from one stage to the next," and suggested the "need for consistency between individual, organizational and

contextual elements” (p. 518). The model’s five stages were opportunity and gap identification; opportunity evaluation, with projections regarding expected social change and economic viability; opportunity formalization and its relationship to organizational mission and core values; opportunity exploitation; and opportunity scaling-up, including maximization of the social return. Individual dimensions, which included characteristics such as commitment and networking ability, as well as environmental factors, including resource availability, preexisting role models, and legal context, were added as intervening variables. Although developed for nonprofits, the process model included interplay between agent, institutional, and contextual dimensions vital to a holistic understanding of SE also applicable to higher education settings.

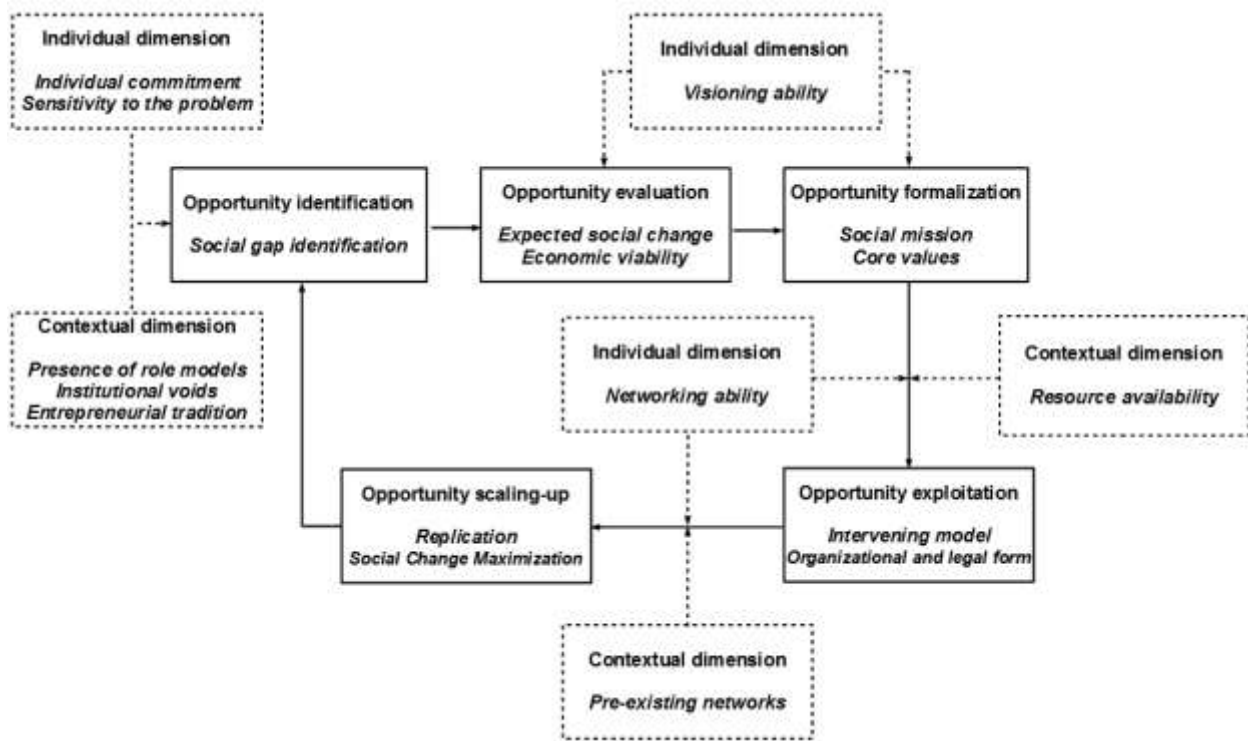


Figure 5. Perrini et al.’s (2010) five stages of SE. This figure illustrates Perrini et al.’s five stages of SE in relation to individual and contextual process dimensions. Adapted from “A process-based view of social entrepreneurship: From opportunity identification to scaling-up social change in the case of San Patrignano,” by F. Perrini et al., *Entrepreneurship & Regional Development*, 22(6), p. 520. Copyright 2010 by Taylor & Francis. Used with permission.

Towards an SEHE Cyclical Process Model

Based on the critical review and synthesis of the SE literature, a proposed SEHE cyclical process model was developed (Figure 6). Following previous research (Corner & Ho, 2010; Haugh, 2007; Perrini et al., 2010), the process model is multilevel and multifaceted. It illustrates the associations between agent, collaboration, environmental, and resource factors applicable to the higher education context, and depicts their interrelationships with SEHE's dual mission and processes. These processes include opportunity discovery and exploitation through the development of new products, services or capacities; social value creation; measurement and accountability; sustainability and growth; and continuous learning capable of restarting the process cycle by inspiring agents to make new opportunity discoveries.

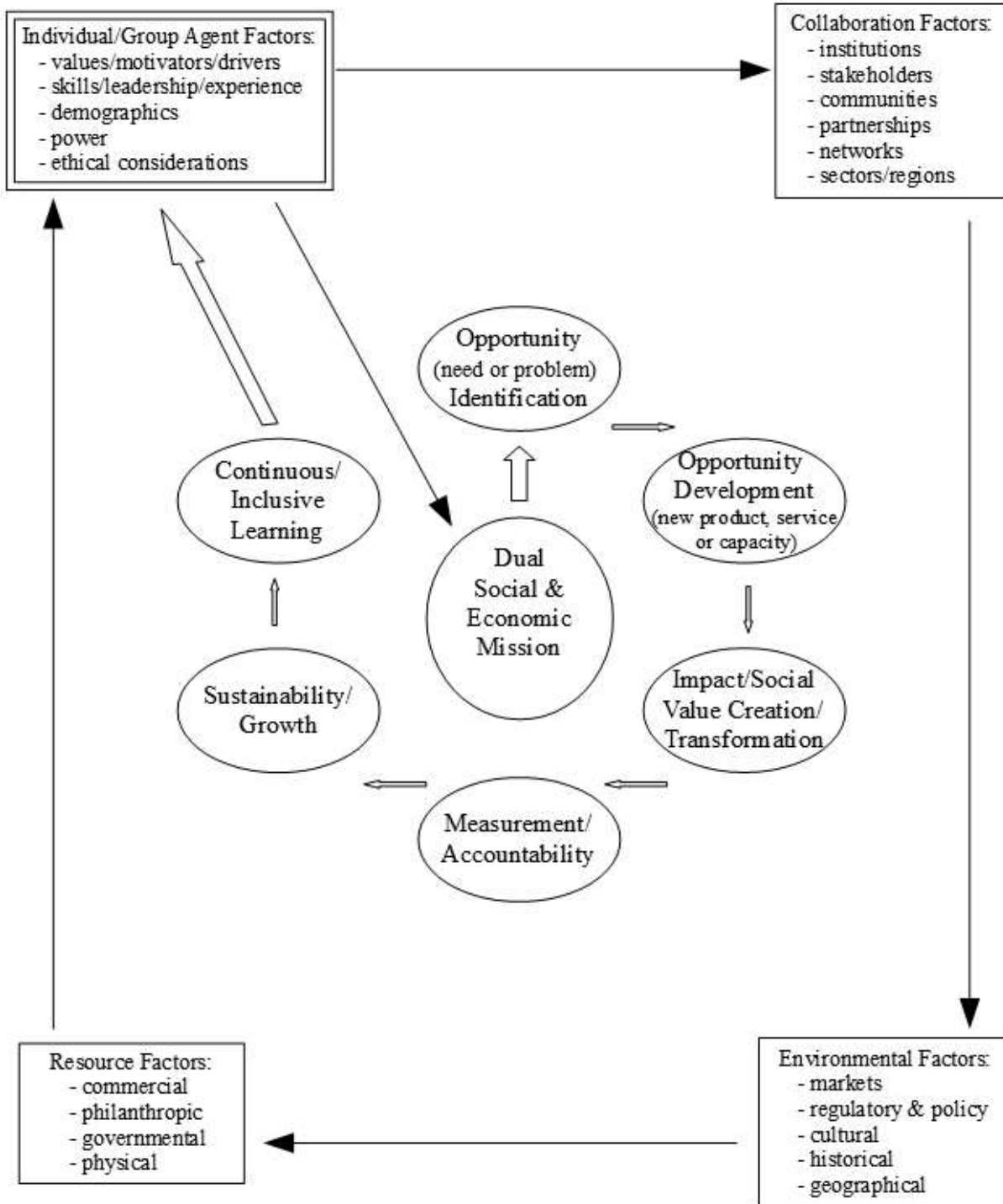


Figure 6. Initial SEHE cyclical process model. This figure illustrates the SEHE cyclical process model developed from the literature sample.

Conceptual Framework

The elements and factors comprising the SEHE definition presented on page 44 and process model presented immediately above, together with their underlying predominant structuration types, will form the dissertation’s conceptual framework (Table 2). The structuration typology includes the internal social structures of Meaning, Norms, and Power/Resources; internal agent structures comprising Knowledge; agential practices or Active Agency; and internal and external Outcomes (Stones, 2005; Schwandt & Szabla, 2013; see also Figure 1).

Table 2

The Study’s Conceptual Framework, Derived from the Proposed SEHE Definition and Process Model Elements/Factors/Sub-factors, and their Underlying Structuration Types.

Element/Factor from SEHE Definition and Process Model	Predominant Structuration Type(s)
Elements	
Dual Mission	Meaning
Opportunity Identification	Meaning
Opportunity Development	Power/Resources
Impact/Social Value Creation/ Transformation	Outcomes
Measurement/Accountability	Outcomes Meaning
Sustainability/Growth	Power/Resources Norms
Continuous/Inclusive Learning	Knowledge Meaning

Table 2. *The Study's Conceptual Framework, Derived from the Proposed SEHE Definition and Process Model Elements/Factors/Sub-factors, and their Underlying Structuration Types (continued).*

Factors	
Agents (Individual/Group)	Knowledge Active Agency
- Values/Motivators/Drivers	- Norms Meaning
- Skills/Leadership/Experience	- Knowledge Active Agency
- Demographics	- Active Agency
- Power	- Power/Resources
- Ethical Considerations	- Norms Meaning
Collaboration Factors	Active Agency Power/Resources
- Other Institutions	- Active Agency Power/Resources
- Stakeholders	- Active Agency Power/Resources
- Communities	- Active Agency Power/Resources
- Partnerships	- Active Agency Power/Resources
- Networks	- Active Agency
- Sectors/Regions	- Active Agency Power/Resources

Table 2. *The Study's Conceptual Framework, Derived from the Proposed SEHE Definition and Process Model Elements/Factors/Sub-factors, and their Underlying Structuration Types (continued).*

Environment Factors	Power/Resources
- Markets	- Power/Resources Active Agency
- Regulation/Policy	- Norms Power/Resources
- Cultural	- Meaning Norms
- Historical	- Meaning Norms
- Geographical	- Power/Resources
Resources	Power/Resources
- Commercial	- Power/Resources
- Philanthropic	- Power/Resources
- Governmental	- Power/Resources
- Physical	- Power/Resources

Note that, in Table 2, agents' general-dispositional and conjuncturally-specific forms of knowledge have been collapsed into one type (Knowledge), since the level of granularity involved in categorizing and discriminating different forms of agential knowledge is not required to address the research question. This study is not unique in this respect, as the researcher has not uncovered research in the SE literature that has attempted to discriminate between different forms of agential knowledge corresponding to the recent work of Schwandt and Szabla (2013) on distinguishing internal social structures (see Table 1).

Structuration types are evident to some extent in all social actions (and therefore in all aspects of the SE cycle), but, following Giddens (1993) and Sarason et al. (2006), one or more can predominate in any given element or factor (or sub-factor) in the cycle. For example, in this study, Active Agency is considered as underlying all SE actions, but is seen as predominant in Agents and Collaboration Factors, given their essential action-orientation. Similarly, Knowledge is considered, with Meaning, to be predominant in Continuous/Inclusive Learning, as well as, with Active Agency, to be predominant in Agents. As illustrated in Table 2, each factor's predominant structuration type(s) are the type(s) most strongly evidenced among the predominant type(s) exhibited by each of its sub-factors. Following Stones (2005), external macro structures are considered the agents' overall social contexts, which, in this study, are the organizational settings. As outlined in the methodology discussed in the next chapter, the structuration typology underlying the SE elements/factors/sub-factors will form the interpretive framework for the interaction of agency and structure through which the SE practices at the study sites will be examined.

CHAPTER 3. RESEARCH METHODOLOGY

The purpose of this study was to explore a proposed SEHE framework developed from the literature through a multi-case study of the experiences of higher education institutions recognized for their adoption of SE practices. The framework, informed by the experiences of these exemplar institutions, is intended both to advance scholarly understanding of the elements and process of SEHE, and to serve as a guide for those undertaking or considering SE implementations at other colleges and universities. In seeking to understand the SE phenomenon within academe, the study was guided by the research question: What have been the experiences of higher education institutions that have adopted SEHE, and can the proposed SEHE model account for these experiences?

This chapter describes the study's research methodology, and includes the following sections: a rationale for a qualitative case study approach; the site selection criteria and descriptions of the case sites; an overview of the research design and data collection methods; the process of data analysis and synthesis; ethical considerations; addressing trustworthiness; and a discussion of the study's limitations. The chapter ends with a brief concluding summary.

Qualitative Approach

Nicholls (2010) characterized SE as a field still in a “pre-paradigmatic state that currently lacks an established epistemology” (p. 611). Aygören (2014) noted that there is little consensus on the elements or factors comprising the SE process and their relative importance. Moreover, SE has only relatively recently emerged in specifically higher education settings (Mars & Rios-Aguilar, 2010; Păunescu et al., 2012). Given the emergent and complex nature of SE, studies such as this one merit a qualitative design, enabling an in-depth, holistic examination (Alvesson & Skoldberg, 2009; Patton, 2014; Schwandt, 2000).

Bloomberg and Volpe (2012) defined qualitative design as “a broad approach to the study of social phenomena” (p. 30), compatible with a constructionist perspective. The qualitative approach “implies an emphasis on discovery and description, and the objectives are generally focused on extracting and interpreting the meaning of experience” (p. 119). Stake (2010) wrote that qualitative accounts of social phenomena in the “critical uniqueness” of particular settings allowed the emergence of “a greater sense of experience from complex situations,” drawing readers into this “sense of uniqueness,” and providing them with “situational examples” that can enrich their own experiences (pp. 23, 31). A qualitative orientation can enable the development of a complex understanding of SE as a multifaceted social phenomenon derived through study of the experiences of its actors in their structural contexts. Sarason et al. (2006) specifically recommended a qualitative methodology as the most appropriate way to study elements of the entrepreneurial process in organizational settings.

The SEHE definition and process model and the underlying structuration typology outlined in the previous chapters provided the conceptual framework with which to explore, through five case studies, the experiences of exemplar institutional SE adopters. The multi-case study method allowed the collection of data from multiple data sources to enable thick, rich description of SE as the social phenomenon under investigation (Creswell, 2012a; Stake, 1995; Yin, 2014). A case study design is called for when the purpose of the research is to gain a detailed understanding of a social process such as SE, and can often “capture various manifest patterns and more latent elements that other research methods might overlook” (Berg & Lune, 2012, p. 327). Berg and Lune (p. 328) elaborated that using case studies can “open the door to the processes created and used by individuals in the phenomenon,” and can provide the “kind of deep understanding” of related events, actors, and organizational structures consistent with

Geertz's (1973) use of thick description. Furthermore, Merriam (1998) saw the case study as ideal for investigating social activities, because it enables a researcher to focus on "process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation," while "insights gleaned from case studies can directly influence . . . practice and future research" (p. 19).

The aims of the current study, the findings of which are intended as a guide for practice as well as for advancing theoretical understanding, align with Merriam's view of when a case study design is warranted. Multiple case studies are also considered appropriate in model development, such as in this study's exploration of the SEHE process model, in that they permit the researcher to modify the model within the course of the data analysis as new categories emerge (Miles & Huberman, 1994). Finally, in detailing the use of exemplar cases within multi-case designs, Patton (2014) noted that the examination of such exemplars can reveal or illuminate the ideas and constructs of interest.

Site Selection

Site selection was purposeful and strategic. Following Stake's (2000) criteria, sites were chosen from a small number of exemplars. The sites had to be readily accessible, and enable the researcher to spend sufficient time in the settings. While offering some typicality, the selected cases were to be those from which "we can learn the most" in order to gain "the greatest insight into the phenomenon," since, according to Stake, "balance and variety are important, [but] opportunity to learn is of primary importance" (pp. 446-447).

Potential SEHE exemplar case study sites were identified on the basis of their status as Ashoka U Changemaker Campuses (<http://ashokau.org>). Ashoka, known worldwide as the largest organizational network of social entrepreneurs, instituted their Changemaker program in

2008 to recognize colleges and universities that have embedded SE as a “core value,” and that “showcase the ways in which they have built supportive environments” for social innovation across their campuses (<http://ashokau.org/programs/changemaker-campus/#selection>). Thirty current public and private Changemaker campuses, of various sizes and geographical locations, have already undergone a careful vetting process by Ashoka, during which they have been required to demonstrate long term ideological and financial commitments to sustainable social change. The requirements included evidence of strong interest in SE on the part of institutional stakeholders (faculty, administrators, staff, students, and others); active “championship” from key campus leaders (including the president, provost, and deans); an existing multi-year “programmatic initiative” (such as a campus center, an academic major, minor, certificate or training program, or some other type of initiative); committed faculty and staff to implement the initiative; and action and longevity planning in place to ensure the long term relevance and sustainability of the initiative and demonstrate its alignment with the institution’s mission and vision (<http://ashokau.org/programs/changemaker-campus/#selection>).

After an extensive review of the Ashoka U website (<http://ashokau.org>), and the websites of the 30 current Changemaker campuses, the researcher was also provided with Ashoka’s latest membership directory. She made preliminary email and telephone contact with the listed primary site contacts at US institutions to gain a better understanding of each campus’s SE initiatives, and to assess the institution’s interest and willingness to participate in the current study. The researcher selected the case study sites based on the selection criteria, and on the interest expressed by and feedback received from these preliminary contacts. Initially, because of time and funding constraints, the researcher had planned on conducting two cases. The positive reactions from the institutions she contacted led her to expand the study to five.

(Additional sites also expressed interest in taking part, and these will be considered for a potential future second round of research.)

The cases provided rich perspectives into the experiences of the range of institutional types in which SE has been adopted. The study deliberately included both public and private institutions, and a mix of universities and colleges (including research, comprehensive, and liberal arts institutions). Sites varied geographically, with locations in the northeastern, southern, northwestern, and west-central United States, and also intentionally included institutions serving diverse communities in keeping with SE's focus of addressing social issues affecting the underserved. The study sites were Brigham Young University (BYU: private, research, west-central), College of the Atlantic (COA: private, liberal arts, northeast), Rollins College (Rollins: private, liberal arts, southeast), Tulane University (Tulane: private, research/comprehensive, south-central), and Western Washington University (WWU: public, comprehensive, northwest). Detailed institutional profiles of the sites can be found in Chapters Five through Nine. Each institution studied has a different SE focus due to its mission, culture, history and environment, and to the varied experiences of its faculty, administrators, and staff. The unique aspects of each site allowed the researcher to gain a broader empirical understanding of the implications of SE across higher education settings. These differences in the cases added depth and breadth to the study, and provided insight into the current, varied landscape of SE in academe.

Research Design and Data Collection

Research Design

Bloomberg and Volpe (2012) suggested that a researcher outline the information needed to conduct a study as a preliminary introduction to a discussion of the research design and data collection methods. For this study, in seeking to understand the experiences of higher education

institutions that have adopted SEHE, and whether the proposed SEHE model could account for these experiences, the information needed to answer the research question included:

- A review of the literature providing the proposed SEHE definition and process model;
- In-depth knowledge of the structural settings and agents involved in SEHE on the campuses, provided by the case study questionnaires, interviews, observation, and document review; and
- The discovery of participant experiences related to SEHE on the campuses, and of whether participants perceived the SEHE definition and process model accounted for their experiences, provided by case study questionnaires, interviews, and document review.

Also following Bloomberg and Volpe (2012), the research design steps are summarized below:

- The literature review was conducted to determine previous research contributions to the conceptualization of the emerging field of SE, and to develop the proposed SEHE framework used in the study;
- The research proposal, including the literature review, was developed, in addition to the site selection criteria (see Site Selection, above), drafts of the questionnaire and interview guides (Appendices D-G), and data collection matrix (Appendix H);
- Drafts of the questionnaire and the interview questions were piloted with entrepreneurship faculty at Minnesota State University-Moorhead, and revised based on their suggestions;

- Following acceptance of the research proposal by the NDSU dissertation committee, NDSU Institutional Research Board approval for the study was granted prior to data collection (see Ethical Considerations, below);
- Sites were selected per the pre-established criteria (see Site Selection, above);
- The questionnaires were completed by the site contacts. Their initial telephone interviews were conducted, and site visits scheduled. At some sites, participant selection began with site contacts recommending in-person interview participants, and, at other sites, with the researcher soliciting participant volunteers (see Study Participants, below);
- Site visits were conducted, and included data collection in the form of interviews, field notes derived from direct experiences and informal conversations, and review of additional documents provided during the visits;
- Following the researcher's return from the site visits, telephone/Skype interviews were conducted with selected participants who had been unavailable for in-person sessions, and all interviews were transcribed and sent to participants for their review and additional feedback;
- Data were analyzed within and across cases;
- Follow-up telephone interviews with site contacts and with other participants were conducted, as needed, and draft site profiles sent to site contacts for their review and additional feedback; and
- Participants will be provided with copies of the final results of the study.

Data Collection

Yin (2014) recommended using multiple methods of data collection to achieve triangulation of findings within and across case sites, while Bloomberg & Volpe (2012) emphasized that employing “multiple methods and triangulation is critical in attempting to obtain an in-depth understanding of the phenomenon under study” (p. 120). With these recommendations in mind, data from the five case study sites were collected using a variety of methods, including an email questionnaire, semi-structured telephone/Skype and in-person interviews, observation, and document review:

- An email questionnaire, including brief descriptive and open ended questions (see Appendix D), which was sent to primary contacts at participating sites;
- Semi-structured initial telephone interviews (see Appendix E for interview guide) with the institutions’ primary contacts;
- In-depth semi-structured interviews (see Appendices F and G for interview guides) with primary contacts, faculty, administrators, and staff during the site visits (or via telephone/Skype afterwards, if necessary to accommodate scheduling);
- Observation/field note generation during the site visits;
- Content review of a variety of publicly available and additional documentation (such as historical documents, mission and strategic planning documents, reports, meeting minutes, correspondence, and website information); and
- Telephone/Skype follow-up interviews with the primary contacts, and, as needed, with other participants, as a means of member checking, and to address any outstanding questions.

Data Collection Matrix

As reflected in the data collection matrix, all SE elements/factors/sub-factors of the conceptual framework (Table 2) were addressed by at least two data sources, in addition to any needed follow-up interviews, to help achieve triangulation as well as to assure the depth and richness of the collected data.

Pilot Testing

Drafts of the questionnaire and the interview questions were reviewed by entrepreneurship faculty at Minnesota State University-Moorhead, and revised based on their suggestions and feedback.

Questionnaire

The primary site contact questionnaire was designed to collect initial background data on each institution. It consisted of four demographic questions regarding how long SE activities had been practiced at the site; how long the primary site contact had been involved in SE activities there; the number of faculty and administrators currently involved in the activities; and the units or departments involved. Two open-ended questions asked how the primary site contacts defined SE as it related to their institutional activities, and what prompted their institutions to engage in SE. The results of the questionnaires will be discussed in detail in the following chapters.

Study Participants

Interview participants at the case study sites were selected using a combination of purposeful and snowball sampling (Miles & Huberman, 1994; Miles et al., 2014; Patton, 2014). Such sampling, according to Miles and Huberman (1994), allows the identification of individual “cases of interest from people who know people who know what cases are information-rich” (p.

28). Through this technique, the researcher was able to interview faculty, staff, administrators and other stakeholders from a variety of disciplines and backgrounds beginning by either, at some sites, requesting from the site's primary contact a list of individuals identified as knowledgeable of or involved with SE on their campuses, or, at other sites, the researcher soliciting participant volunteers. These persons in turn recommended additional participants during the course of the interviews. This sampling strategy permitted the researcher to capture multiple experiences and perceptions regarding SE from participants at each of the five institutions.

Note that, since the focus of the study was on the experiences of faculty, administrators, and staff in initiating, developing, sustaining, and supporting SE activities on their campuses, the researcher did not seek to interview students formally. (Some scholars, such as Mars and Rhoades (2012), have begun to explore student SE experiences.) But based on the method of snowball sampling outlined above, when faculty, administrative, and staff participants recommended interviewing students employed as SE staff, the researcher would interview them as staff members. Undergraduate and graduate student perspectives were also captured in informal conversations with individual students and with student groups during the site visits and these are reflected in the field notes. The researcher was also invited to sit in on classes and observe meetings in which students participated, and these observations also became part of the field notes. Several stakeholders recommended by other participants were interviewed as well, including alumni, community members, and a trustee engaged in SE-related activities in collaboration with case study sites. Primary site contacts also participated in in-person interviews, in addition to their having completed the initial introductory questionnaires and

participated in the initial telephone/Skype interviews. The researcher invited site contacts to lunch or dinner, depending on their availability, when she visited their campuses.

Interview Process

The interview is “a fundamental tool in qualitative research” that can “elicit rich, thick descriptions” (Bloomberg & Volpe, p. 121). Interviews also enable a researcher to explore and uncover participants’ views of their experiences with particular social phenomena (Patton, 2014; Rubin & Rubin, 2012). In this study, interviews provided insight into participants’ understanding of and participation in SEHE on their campuses, and allowed the researcher to gather, explore, reflect on, and analyze their reactions to the proposed SEHE framework. The interview guides for the semi-structured in-person and telephone/Skype interviews were developed following Creswell (2012a, 2012b), Patton (2014), and Rubin and Rubin (2012).

Scheduling. The researcher scheduled telephone/Skype interviews with site contacts through email. The process of scheduling in-person interviews with additional participants was at the discretion of the contact at each particular site. Some site contacts contacted potential participants directly through their offices, and others preferred the researcher solicit volunteer participants directly. At some sites, primary contacts arranged draft schedules of selected participant interviews that were then shared and finalized with the researcher before the site visit, while other site contacts preferred the researcher contact selected participants directly through email to set up a preliminary interview schedule that she then confirmed with the site contact. Copies of the participant letter (Appendix I), approved by the NDSU IRB, were attached to the emails sent to participants by the site contacts or by the researcher. For the one site requiring an additional consent form, copies of the form, approved by its institutional IRB, were also attached to the emails (Appendix J). These strategies resulted in the site visits being well organized and

conveniently coordinated with the host organizations, and allowed sufficient time for the researcher to spend in interview sessions as well as observing SE-related activities at the sites.

Format. The interview format and content remained consistent across the site visits and regardless of whether interviews were conducted in-person or by telephone or Skype. Initial telephone/Skype interviews were conducted with the site contacts, and on-site in-person interviews were conducted with faculty, staff, administrators, and other stakeholders. Selected participants who were not able to schedule in-person interviews during a site visit were interviewed by telephone or via Skype after the site visit. As well, follow-up interviews, as necessary, with site contacts and with any other participants were conducted by telephone or Skype. After each interview, the researcher emailed participants thanking them for their participation, indicating when to expect the interview transcripts, and inviting them to contact her with additional comments or questions.

Interviews were conducted with single participants, with two exceptions. The researcher initially informed sites that, while conducting site interviews, she would accommodate departments or units who preferred to interview as a group, and at one site she interviewed a group of four individuals from the same unit. Additionally, another site was represented by two primary contacts, who both took part in the site's initial telephone interview. In each of these instances, the format and questions remained the same, with all participants contributing their own answers to the interview questions.

Length, content, and transcription. Interviews were scheduled to last no more than an hour, and interviews were audio recorded for coding purposes only. The interview guides framed each interview. At the start of each interview, in-person participants received copies of the participant letter approved by the NDSU IRB in paper format, and, for the site requiring a

separate signed consent form, the participant was asked to review the form and sign two copies, one of which was retained by the participant and one by the interviewer. Participants were informed that in the interview transcriptions they would be assigned pseudonyms¹, and that, in any documents (including publications) resulting from the study, only the assigned pseudonyms would be used in referring to participant comments. Participants were also apprised that, prior to analysis, each participant would be provided with a copy of the transcript of their interview for their review and any additional feedback. Toward the end of interviews, in-person participants were provided with a print copy of the proposed SEHE framework, including the definition and process model, and asked for their reactions and comments, either verbally during the interview or via email afterwards, at their discretion. In the case of telephone/Skype interviews, participants were supplied with electronic copies of forms and the framework via email, and could also respond with comments via email.

Initially, the researcher transcribed the interviews herself. But, to accommodate the increased number of interviews when she expanded the study to five sites, she utilized transcription services recommended by NVivo. Before the audio recordings were sent for transcription, identifying information was edited out of the recordings and the recording files were named with participants' assigned pseudonyms, just as the researcher had edited and named recordings she retained and transcribed herself. The researcher compared all interview

¹Pseudonyms took the form of case site names, numbers assigned automatically to interviews by either of the researcher's two (redundant) audio recorders, and, in the case of the two interviews including more than one participant, participant numbers assigned by the researcher. Note that many interviews were indicated by numbers greater than the total number of interviews due to an idiosyncrasy of the researcher's primary audio recorder, which assigns each successive recording it makes the next number in sequence regardless of previous recordings having been deleted from its memory, and regardless of attempts to reformat its memory.

transcripts returned from the transcription services with the recordings, and made corrections as needed before sending them to participants for their review.

Six primary site contacts (including two for one site) completed the questionnaire and participated in the initial interviews.

As intended in the study design, most of the interview participants (n=68) participating in a total of 73 interviews resulting in 803 pages of single-spaced transcripts, were faculty members from a range of disciplines. A total of 33 faculty members (including tenure- and non-tenure track) were interviewed, six at BYU, seven at COA, seven at Rollins, five at Tulane, and eight at WWU. A total of 14 staff members (including students also employed as staff), were interviewed, two at BYU, one at COA, six at Rollins, three at Tulane, and two at WWU. Eighteen administrators (including presidents, provosts, other vice presidents, deans and directors), also took part, one at BYU, two at COA, four at Rollins, four at Tulane, and seven at WWU. Three other stakeholders (including trustees and community members) were also interviewed. These diverse participants brought unique perspectives to the study regarding the history, background, context, politics, and other aspects of SE conceptualization and implementation on their respective campuses.

Each site's interviews were transcribed upon the researcher's return from the site visit, and sent to participants for their review. The transcripts were revised in response to participant feedback, and coded in NVivo (see section below) once member checking was completed. This allowed the researcher to identify themes from one site and look for similarities or differences during subsequent site visits, as well as during re-analysis of data collected during previous site visits. Thus simultaneous data collection and analysis was a continuous and iterative process. A detailed discussion of the content of the interviews is included in later chapters.

Observation

Observation was conducted of the campus setting, the center or offices where SE activities were organized, and, in some cases, during visits to partner organizations. The researcher toured each campus on foot, and ate in the food courts and gathering places in order to observe the campus culture, situational context, and agents. With permission from site contacts, she photographed related facilities as well as the campus at large. (She did not photograph identifiable participants, in order to protect the privacy of human subjects.)

The researcher was also invited to various SE related events on the campuses either by site contacts or other participants, allowing her to informally meet and talk with faculty, staff, and students in a variety of settings. During her five site visits, she attended four receptions and a poster session, five exhibitions, and visited three community partner locations. The researcher engaged in informal conversations with students and student groups during the site visits, which were described in the field notes. The researcher was invited to sit in on classes and observe student meetings, and these observations also became part of the field notes. She attended seven classes and one training workshop, as well as seven student council, project group and club meetings. She also attended two staff meetings that included faculty, staff, and student employees. The researcher produced her field notes contemporaneously, either during classes or meetings when such note taking was not obtrusive, or immediately after spending time in a setting, or that evening in her motel. Her field notes, including any digital photographs, were (as were her audio recordings) backed up in cloud storage on a nightly basis, and her notes and photographs were deposited and coded in NVivo as a means of continuous data collection and analysis. She added methodological notes as needed to supplement her regular journaling, which were also stored in NVivo.

Documents

A variety of documents were collected for each of the sites, including pdfs of web pages, online and print promotional material and brochures, historical, planning and, operational documents, and other material providing data regarding the sites' history, policies and procedures, programs and initiatives, staffing, and other information (~4,100 total pages).

Data Analysis and Synthesis

Following Merriam (1998), and Bloomberg and Volpe (2012), data collection and analysis were treated as simultaneous activities to assure focused and effective data management. This was especially crucial for this study given the large volume of data that was generated from the five case study sites.

Stages

The following iterative steps or stages in collection and analysis, adapted from Berg and Lune's (2012, p. 352) generic sequence, were followed for each case individually, while the final three steps were also applicable during the cross-case analysis:

- Collect and organize data for in-depth familiarization and examination, including careful reading, journaling and memo generation;
- Apply the coding scheme to the data, including generating emergent codes arising from the data, to enable rich, detailed descriptions of the structures, agents, and activities in or by which SEHE was enacted;
- Categorize or transform the codes into themes.

The following steps were also applicable during the cross-case analysis:

- Sort the data by themes, identify similar patterns, relationships, commonalities or differences within and across the cases;

- Isolate meaningful themes;
- Analyze and interpret the identified themes, patterns, and processes in light of the SEHE framework derived from previous research and practice, and present the revised framework based on participant experiences.

A preliminary, holistic analysis identified key themes and concepts emerging from the data. The researcher then reexamined the data during subsequent coding phases. The researcher foregrounded key representative examples from the cases to illustrate instances of emerging patterns and processes. Detailed profiles of each case were developed, including descriptions of how SEHE was seen by participants and was manifested at each site. Later chapters present differences and similarities between and among the sites, as well as the resulting modified framework in the context of the dynamic and reciprocal interactions of agency and structure within the institutional and broader environments.

Coding

A directed approach to content analysis was chosen, since the goal of the study was to explore, revise, and possibly extend a framework derived from previous research (Hsieh & Shannon, 2005). Saldaña (2012) has referred to this approach as provisional coding. Hsieh and Shannon, who have described the directed approach in detail, saw one of its advantages as “making explicit the reality that researchers are unlikely to be working from the naïve perspective that is often viewed as the hallmark of naturalistic designs” (p. 1283). Using the directed approach in this study allowed flexible development of the coding, following the identification of the initial coding categories based on key elements and factors/sub-factors of the SEHE framework derived from the literature (Hsieh & Shannon; Saldaña). It enabled codes to be defined and added both before and during data analysis. In this way, the initial coding was

supplemented by in vivo codes emerging during the coding process reflecting any necessary changes to the SEHE framework. All data, including that derived from the questionnaire, interviews, observation, and documents, were coded and analyzed using the same coding scheme.

Since “the success of a content analysis depends greatly on the coding process,” this study followed a coding method outlined by Hsieh and Shannon (2005, p. 1285):

- Coding began by examining the data, and highlighting all segments that appeared to pertain to the phenomenon under study;
- All highlighted passages were coded using the initial predetermined codes (SEHE elements and factors/subfactors) derived from the literature;
- Data that could not be categorized within the initial coding scheme were given additional in vivo codes;
- As analysis proceeded and additional, emergent codes were developed, the initial coding scheme was refined and revised.

Hsieh and Shannon (2005) indicated that trying to capture and highlight all possible occurrences of a phenomenon as the first step in the coding process was a strategy intended to minimize potential researcher bias and add to the trustworthiness of the study. This careful practice was designed to address what Hsieh and Shannon saw as an inherent limitation of the directed approach—that the researcher may see “the data with an informed but, nonetheless, strong bias,” in that they “might be more likely to find evidence that is supportive rather than non-supportive” of a model (p. 1283). The findings in the following chapters will be presented by outlining themes derived from the coding and offering descriptive evidence illustrating how participants’ experiences paralleled or departed from the SEHE framework, and how their

feedback provides either support or disconfirmation of previously defined components, or evidence of newly identified or revised components (p. 1282).

Interpretation

Stones (2005) intended quadripartite structuration to be used as an interpretive analytic to aid empirical investigation in case studies, and, in this study, structuration provided the contextual frame for integrating, organizing, and synthesizing the findings for presentation and discussion. In the following chapters, thematic findings derived from the coding process, and reflecting the elements/factors/sub-factors of the SEHE definition and process cycle, will also be, after Stone's strategy and case study examples, related to their underlying structuration types (Meaning, Norms, Power/Resources, Active Agency, and Outcomes). The structuration frame enabled the researcher to address a particular social process, SE in higher education, in a "critically challenging" way; facilitated a "more precise explication of what is happening with an existing explanation;" and assisted, by means of "the ontological shaping, regulation and assessment of empirical evidence, in showing what is present and what is absent across various aspects of a proffered explanation" of the SE model (p. 147). This allowed an in-depth examination and interpretation, in the context of the dynamic and reciprocal interactions of agency and structure, of whether the proposed SEHE model accounted for the higher education institutions' experiences with SE.

NVivo Software

NVivo 10 software was used to facilitate data management and analysis. As Bazeley and Jackson (2013) have noted, NVivo proved particularly useful in that it could accommodate the coding, organization, and storage of the considerable amount of data from interview transcripts, extensive documentation, and other large files. NVivo allowed the researcher to apply codes to

particular data segments, use multiple codes to characterize the same data point, or apply codes across larger data sets. Following Seale (2013), software like NVivo demonstrated two other major advantages for this study. First, it greatly speeded up the handling of large amounts of data, increasing the researcher's ability to explore and analyze. And second, using NVivo improved rigor, "including the production of counts of phenomena and searching for deviant cases," or negative instances, in order to lesson potential researcher bias in the interpretation of the data (p. 269).

Ethical Considerations

This study received NDSU Institutional Review Board (IRB) approval (Appendix K), including supplemental approval to expand the number of case study sites from the initial two to five, and to utilize transcription services as needed for interviews. Additional approval was received from the institutional review boards at two case sites, Rollins and WWU. Site contacts at the three other sites (BYU, COA, and Tulane) indicated that NDSU IRB approval was sufficient, and no additional approval from their institutions was required.

Informed consent was obtained from all interview participants, who received copies of the participant letter approved by NDSU's IRB. One site, WWU, also required participants to review their own consent form and sign two copies, one of which was retained by the participant and the other by the researcher. Interviews were openly audio-recorded with the permission of participants. Participants were assigned pseudonyms to protect their privacy. In any documents (including publications) resulting from the study, only the assigned pseudonyms will be associated with participant comments. Participants were requested to review their interview transcripts to assure accuracy, and any requested changes received were incorporated into the final version of the transcripts prior to coding.

Site contacts were also given the opportunity to review the researcher's site profiles, and these too were revised to reflect any participant feedback. Copies of the completed study will be made available to all participants.

Other information regarding the sites, such as web pages, brochures, reports, and other documents, that the researcher located through the Internet, or that was made available by site contacts, or was physically gathered at the case study sites, was considered publicly distributed information, and, as such, did not require measures to protect privacy.

All physical data were stored in a secure office, and any research records that identified participants were kept private. Files maintained electronically, including interview audio files and electronic copies of interview transcripts, were password protected and stored on a computer that was accessible only to the researcher.

Trustworthiness of the Study

The researcher sought to establish the trustworthiness of the study following Lincoln and Guba's (1985) criteria of credibility, dependability, confirmability, and transferability. Credibility was enhanced through triangulating multiple data sources (Patton, 2014; Yin, 2014), and Yin (2003) indicated, the "evidence from multi-cases is often considered more compelling, and the overall study is therefore regarded as more robust" (p. 48). Prolonged engagement at each site location, as well as the preliminary and follow-up communication with participants, allowed the researcher to sufficiently engage with and observe each case (Lincoln & Guba, 1985; Patton, 2014; Stake, 2000). Examination of previous research to situate the study and to relate the findings to the existing body of SE knowledge also added to its credibility and overall trustworthiness (Shenton, 2004).

The use of Hsieh and Shannon's (2005) recommended coding practices was intended as a way to increase the trustworthiness of the study by minimizing potential researcher bias. While an "overemphasis" on theory or previous research findings can "blind researchers to contextual aspects of the phenomenon," the creation of and adherence to an analytic procedure or coding scheme such as this study put in place will increase "neutrality or confirmability" (pp. 1283, 1286). The coding scheme is also in keeping with Patton's (2002, p. 53.) concept of "empathic neutrality," in which the researcher sought to acquire non-judgmental understanding of the phenomenon by being intentionally open, sensitive, and responsive to its various manifestations in the variety of settings in which the study took place. Additionally, the researcher used an audit trail, which Hsieh and Shannon recommended to attempt "to achieve neutral or unbiased results" (p. 1283).

Member checking was employed to assure the dependability and confirmability of interview data and the site profiles. Interview transcripts were member checked by participants to assure accuracy and provide an opportunity for additional feedback.. The researcher emailed participants a copy of their interview transcripts in Word for review, and requested that they send her any corrections, edits or additional comments. The majority of participants either responded that the transcripts were accurate and did not require changes or did not respond, while some requested edits which were then incorporated into the final transcripts. Site contacts were emailed the draft profiles of their institutions for fact checking and feedback, and any edits and suggestions they provided were incorporated into the final versions. Site contacts indicated that the researcher had accurately captured their respective institutional environments, while one also remarked that the researcher had captured their particular institutional culture and practices as few outside visitors had. Two site contacts indicated that they had started using the material for

planning purposes at their institutions. Site contact fact checking assured the accuracy of the study's institutional profiles, while their additional feedback confirmed the dependability of the rich descriptions of their sites.

The researcher practiced regular journaling, as well as maintained an audit trail through systematic organization and retention of raw data, methodological and theoretical notes, memos, documents, reports, and other material related to the study (Lincoln & Guba, 1985).

Transferability was addressed through providing rich, in-depth accounts of the participants and their context (Bloomberg & Volpe, 2012; Lincoln & Guba, 1985). Stake (2000) suggested that "illustration as to how a phenomenon occurs in the circumstances of several exemplars can provide valuable and trustworthy knowledge" (p. 444). Shenton (2004) advised that a researcher should "provide sufficient thick description of the phenomenon under investigation to allow readers to have a proper understanding of it, thereby enabling them to compare" these instances "with those they have seen emerge in their situations," and determine whether application in these cases is sufficiently comparable that the findings of the investigation can be legitimately applied or transferred to other, similar settings (p. 70). Thus, the researcher, following Shenton, has made an effort to present findings that may be of value to those who may see themselves in situations similar to those of the five cases examined in this study. Even considering her multi-case study approach, however, she agrees with Shenton's caution that it can be "questioned whether the notion of producing truly transferable results from a single study" such as this one "is a realistic aim or whether it disregards the importance of context which forms such a key factor in qualitative research" (p. 71). As such, this research is also intended as a starting point for other investigations, which may subsequently analyze the experiences of participants with SE in other higher education settings.

The Researcher's Background

Patton (2011) recommended researchers outline their background and experience since “the researcher is the instrument” in qualitative approaches, and hence the credibility and perceptivity of the research “hinges to a great extent on the skill, competence, and rigor of the person doing fieldwork” (p. 14).

The researcher is a non-traditional PhD candidate with years of experience as a college and university administrator, thus bringing to the inquiry process knowledge of academic planning, management, and budgeting, as well as familiarity with the environmental context of the higher education sector. My initial interest in SE began a few years ago as I served as a principle investigator on a grant-funded study of sustainable funding models used in support of academic and information service technologies. During the course of this previous study, I became more familiar with the applicable non-profit as well as commercial entrepreneurship literatures. In considering the various approaches available for achieving financial sustainability and lasting outcomes for a broader range of innovative projects, I later decided to focus my dissertation research on the potential of SE in academic settings.

Limitations of the Study

As with all case studies, the intention was not to generalize the findings to other institutions, however, credibility and transferability were increased through utilizing a multiple case design and thick, rich description (Cresswell, 2012b; Patton, 2014; Yin, 2014). Also, the study was specifically designed to focus on faculty, administrators, and staff, so the experiences of students and other stakeholders, although included, were not its primary focus.

Telephone/Skype interviews supplemented in-person interviews, allowing the inclusion of participants who would otherwise not have been able to take part in the study. Cresswell

(2012b) noted that telephone interviews, while offering increased accessibility to participants, do not provide researchers with the opportunity to observe non-verbal cues or the behaviors of participants in their familiar settings. These limitations were lessened in the case of Skype calls, while the combination of telephone/Skype and in-person conversations with site contacts contributed to building rapport.

The researcher scheduled a week of prolonged engagement at each of the study sites. She employed a combination of careful planning and available technology to utilize her time in the field to full advantage (Patton, 2014). She engaged in extensive prior research of each site via its organizational website and documents provided by site contacts, was in frequent communication with site contacts via email or by telephone, and she and site contacts carefully scheduled the visits to effectively take advantage of the allotted time. As a result, the site visits yielded a wealth of data that enabled detailed, rich descriptions of each case, and, through the course of member checking, site contacts confirmed the completeness of the researcher's site profiles.

As Hsieh and Shannon (2005) have pointed out, an inherent limitation of using a directed approach to coding, as was adopted in this study, is the danger of possible researcher bias. This was addressed by utilizing Hsieh and Shannon's coding method, designed to minimize this risk (see Coding, above). Moreover, according to Hsieh and Shannon, "creating and adhering to an analytic procedure or a coding scheme will increase trustworthiness" (p. 1286). The researcher also remained reflexively aware of the contextual aspects of SEHE, intentionally looked for disconfirming as well as supportive data related to the proposed model, and consciously revised the SEHE framework based on participant experiences and feedback.

Finally, a disadvantage of studying early adopters of a new phenomenon such as SEHE was that much of the documentation accessible for review was limited to planning or publicly

available promotional material. Because implementations of SEHE at selected sites were relatively new initiatives, there was little existing historical data, and many of the personnel involved were relatively new to their positions. It is anticipated that, as these initiatives evolve and mature and the careers of an increased number of practitioners develop, more documentation, especially, for example, related to program measurement and evaluation, will become available as data for subsequent studies.

Chapter Summary

This chapter detailed the study's research methodology. The SEHE definition and process model and the underlying structuration typology outlined in the previous chapters provided the conceptual framework for the research design and analysis, through which the experiences of early SEHE institutional adopters were explored. Site selection was purposeful and strategic. Based on Stake's (2001) criteria, five sites were chosen from a small number of exemplars: BYU, COA, Rollins, Tulane, and WWU. Four data collection methods were used to triangulate the data: email questionnaire, semi-structured telephone/Skype and in-person interviews, observation/field note generation, and document review. An iterative analysis identified key themes emerging from the data, while Stones' (2005) quadripartite structuration was used as the contextual and interpretive frame for integrating, organizing, and synthesizing the findings.

CHAPTER 4. SITE PROFILES INTRODUCTION

The purpose of this study was to explore a proposed SEHE framework developed from the literature through a multi-case study of the experiences of higher education institutions recognized for their adoption of SE practices. The framework, informed by the experiences of these exemplar institutions, is intended both to advance scholarly understanding of the elements and process of SEHE, and to serve as a guide for those undertaking or considering SE implementations at other colleges and universities. In seeking to understand the SE phenomenon within academe, the study was guided by the research question: What have been the experiences of higher education institutions that have adopted SEHE, and can the proposed SEHE model account for these experiences?

Chapters Five through Nine consist of detailed profiles of each of the case study sites, drawn primarily from questionnaire data and a thorough review of available documents. These primary data sources were supplemented with data from site contact and other participant interviews, as well as the researcher's field notes and site photographs. Each profile concludes with a discussion of the main challenges and constraints, and advantages and enabling factors that were identified through an iterative analysis of the data. Profile organization and analysis utilized Stones' (2005) quadripartite structuration as the contextual and interpretive frame. Appendix M includes a brief selection of definitions of social entrepreneurship-related terms relevant to these and to other chapters.

Site Profiles and Outline

According to Stake (1995), case study research should include profiles consisting of detailed descriptions and analyses of each of the case settings drawn primarily from a review of available documents. Bloomberg and Volpe (2012) added that these profiles should discuss

context, demographics, culture, and environmental factors, including the organizational background, history, mission, and policies and procedures. Bloomberg and Volpe advised that a researcher should also take care to set out what is particularly characteristic as well as unique about each setting in order to give the reader a thorough understanding of the situational factors impacting the cases. This can be especially important in light of Berg and Lune's (2012) observation that, in focusing on "holistic description and explanation," case studies "can capture various nuances, patterns and more latent elements that other research methods might overlook" (p. 327).

Site profiles consisted of sets of characteristics reflecting Stones' (2005) main structuration components:

- The organizational setting, context, community, partnerships, and networks in which participants are situated (External Structures);
- The mission, purpose, communications, marketing and other formal institutional efforts at meaning making, as well as participants' knowledge and motivations regarding SE initiatives (Internal Structures: Meaning);
- Organizational operations and procedures that have impacted SE adoption and sustainability (Internal Structures: Norms);
- Space/facilities, human, economic, and other resource allocations as well as decision-making and power dynamics affecting SE initiatives and the support of SE on the campus (Internal Structures: Power and Resources);
- Programs, initiatives, and the involvement of participants in and their experiences with SE on the campus, including how participants are supported/enabled or constrained in their activities (Active Agency/Agential Practices); and

- Key events, achievements, and challenges associated with SE on the campus, and the impact of SE on the institution and community (Outcomes).

For each case study site, the profile includes:

- Setting (brief institutional description, mission, demographics, and history, and the site's unique or characteristic features as they relate to SE);
- Description of SE activities/initiatives, where they are situated on campus, their purpose; when and how they were established, their resources; their support and programs; and their curricular/co-curricular responsibilities;
- Campus involvement in SE;
- How they define SE as it relates to activities/initiatives on their campus;
- Stakeholders and partnerships;
- Examples of notable projects and successes;
- Challenges and constraints; and
- Advantages and enabling factors.

CHAPTER 5. BRIGHAM YOUNG UNIVERSITY PROFILE

BYU Setting

Brigham Young University in Provo, Utah, is the largest church affiliated, and third largest private research university in the US, with 30,000 undergraduates and 3,000 graduate students, and over 4,000 faculty, administrators, and staff. The university was founded in 1875 by Brigham Young to educate members of the Church of Jesus Christ of Latter-day Saints (LDS). Given the LDS commitment to church mission work, BYU especially supports international and service learning experiences. Sixty-five percent of BYU students have lived outside the US for more than a year, 17% of students study abroad before graduation, and six percent of students are from countries outside the US (<http://www.byu.edu>).

Business is the second most popular undergraduate major at BYU, which is known for its highly ranked Marriott School of Management. Within the business school, graduate and undergraduate entrepreneurship programs, as well as the MBA program, rate highly in the national rankings. The MBA program also attracts 18% of its students from outside the US. Approximately 2,100 undergraduate students and nearly 1,200 graduate students are currently enrolled in business programs, and the School has over 200 faculty members (64% full-time, 36% part-time). The academic mission is typical of a research university in its three-fold concentration on graduate and undergraduate teaching, research and scholarship, and service. The School was named for the hotel entrepreneur and corporate executive J. Willard Marriott and his wife Alice in 1988. It is housed in the seven-story, 220,000 square foot N. Eldon Tanner Building, built in 1982 and expanded in 2008 with a 76,000 square foot addition to accommodate increasing numbers of business students. There are nearly 52,000 business alumni, of whom 1,000 interact with students each year through formal mentoring opportunities. Approximately

500 alumni and friends are active on the National Advisory Council and on advisory boards related to various academic programs, while the BYU Management Society, made up of alumni, promotes and supports the school through a large network of international chapters (<http://marriottmag.byu.edu>; <http://marriottschool.byu.edu>; <http://marriottschool.byu.edu/news/fact>).

There are three signature Centers within the Marriott School: Rollins Center for Entrepreneurship and Technology (endowment over 20 million dollars), Ballard Center for Economic Self-Reliance (endowment over 11 million dollars), and the Whitmore Global Management Center (endowment nearly 4 million dollars) (<http://marriottmag.byu.edu>; <http://marriottschool.byu.edu>). The Center for Economic Self-Reliance, which coordinates the university's SE initiatives, was established in 2004 in response to growing student demand across the university for SE-related offerings, and was named in honor of Melvin J. Ballard, creator of the LDS Church Welfare Plan, in 2010. The Ballard Center is located in one half of a large suite on the third floor of the main Tanner Building, and contains a reception area, office space, collaborative space containing tables, chairs, and a white board for informal sessions or meetings, a break area, and a small library of SE books and other materials (Appendix L, Photo Gallery). The other half of the suite contains the offices of the Whitmore Global Management Center, which coordinates the international curriculum, research, and outreach activities of the Marriott School (<http://marriottschool.byu.edu/gmc>). Meetings, classes, seminars and other events can be booked in various rooms in the Tanner Building or other locations on campus. For example, the researcher attended committee and student council meetings in the university library, which had opened up collaborative space for student and faculty use last year following the elimination of some print journal collections. Overall, available meeting space, particularly

for students, is considered “not bad,” and students often use a variety of “study rooms on campus to work on things,” including SE projects (BYU Interview 1; Field Notes).

Ballard Center

Purpose

The Ballard Center is meant to be self-sustaining, and is funded entirely by endowments and private donations facilitated by strong connections to the large alumni network. Ballard’s motto, “Do Good. Better.” brands all promotional material and is intentionally associated with the University’s tag line, “Enter to Learn. Go Forth to Serve,” which highlights BYU’s vision of higher education as “meant to make the world a better place” (BYU Interview 1; 2013-2014 Annual Report; Brochures). Among the expectations outlined in BYU’s mission are that “both those who teach in the classroom and those who direct activities outside the classroom are responsible for contributing to this complete educational vision... leading to lifelong learning and service” (<http://aims.byu.edu>). The Center received its Ashoka Changemaker designation in 2012 (<http://marriottschool.byu.edu/ballard>; <http://marriottschool.byu.edu/ballard/about/overview/annual-report>; BYU Interviews), and celebrated its 10th anniversary in 2014 (<http://marriottschool.byu.edu/ballard/about/overview/annual-report>).

Human Resources

Ballard Center personnel include a faculty Managing Director, who founded the Center in 2004, and three associated faculty from the business school, including the advisor to the student-run Social Venture Academy, which provides coaching and seed funding for SE start-ups. One of the faculty members has recently written a book on various forms of capital and their role in poverty alleviation (Godfrey, 2014), while another co-edited a volume with a recent Ballard

post-graduate fellow on training necessity entrepreneurs involved in microenterprise development (Brewer & Gibson, 2014).

There are also full-time Communication/Operations and Partner Relations Managers at Ballard, along with 15 student staff Associates, including two Receptionist & Marketing/Event Managers, two Social Innovation Projects (SIP) Program Directors, the Changemaker and Graduates for Social Innovation Club Presidents, two Social Innovation Leadership Council (SILC) Program Directors, two Social Innovation Solutions Competition (SISC) Program Directors, two Advisement/Internship Program Directors, a Y-Prize Program Director, and two Social Venture Academy (SVA) Program Directors. The Center's Advisory Board is made up of alumni entrepreneur and foundation representatives (<http://marriottschool.byu.edu/ballard/about/overview/team>). A participant noted that, in addition to the backing they receive from their Advisory Board, "because the Ballard Center is housed in the business school, [it] is one of the things" that those in the Marriott Dean's office "care deeply about," and are supportive of (BYU Interview 1).

Support and Programs

The Peery Social Entrepreneurship Program, initiated in 2011 through funding from the Peery Foundation, an LDS family foundation in California, provides support for many of the Ballard Center's flagship initiatives. These are intended to attract and aid students and faculty from all fields across campus through various teaching and learning, research, and experiential opportunities:

- Seminars, classes, lecture series, and exhibitions;
- Student peer advising intended to match student skills and interests with appropriate SE offerings;

- Student associations, such as the Social Innovation Leadership Council (SILC) which develops new SE activity options for the campus;
- Annual student venture competitions (such as the Y-Prize, Innovation in Social Entrepreneurship (ISE) Case Competition, and the Social Venture Competition);
- Social Innovation Projects (SIP) on-campus internships, offered through a three credit course in which students are organized into teams working on projects for major SE organizations such as the Acumen Fund, Dowser, Kiva, and Teach for America;
- Off-campus MBA internships, during which students provide consulting services to SE organizations in other countries over the summer months;
- Faculty and post-graduate research fellowships to conduct and publish research on social issues and to develop related venture startups (previous fellows have investigated impact investing, microenterprise training and necessity entrepreneurship, and microfranchising); and
- Yearly “Ballard Week” campus events, including a Social Innovator of the Year Award Luncheon (past honorees have included David Bornstein (2004), a well-known SE author and journalist), and a TEDxBYU conference, that has consistently sold out since its debut in 2011, featuring a series of short, motivational presentations by innovators and entrepreneurs from a variety of backgrounds
(<http://marriottschool.byu.edu/news/?article=651>;
<http://marriottschool.byu.edu/ballard>).

Since 2010, the Ballard Center has partnered with several other campus entities, including the Laycock Center for Creative Collaboration in the Arts, the Center for International Studies, School of Education, and College of Life Sciences, to sponsor a free, annual Peery Film

Festival on SE-related topics. A Changemaker Fair is held in association with the film festival to highlight the SE opportunities available through Ballard. The Ballard and Laycock Centers have also collaborated each year in the Peery Film Program in which Laycock students and faculty create a multimedia film project for a Ballard Center partner organization. For example, the 2014 project resulted in a series of short films designed to assist the non-profit Fundación Paraguaya market their Poverty Spotlight measure for assessing poverty alleviation. The Poverty Spotlight manual had previously been developed in association with an SIP internship in order to help the foundation expand the measure's usage beyond Paraguay (<http://marriottschool.byu.edu/ballard/about/overview/annual-report>; <http://marriottschool.byu.edu/ballard/get-involved/internships/sip/past-projects>; BYU Interviews).

Teaching

Classes covering SE-related topics at the graduate and undergraduate levels are offered by both the Ballard Center and in a number of other academic departments across campus. Many of the Ballard Center classes are intended to be broadly applicable to a number of different programs or majors, and the Center has created online “Changemaker Maps” for students and their academic advisors to use in outlining options for their particular plans of study. SE classes can count towards, for example, an undergraduate business management or international development minor, or an MBA or MPA social innovation minor. As mentioned above, Ballard Center internships are usually offered in the context of a credit-bearing class. Students involved in councils and programs also receive credit hours for these activities (<http://marriottschool.byu.edu/ballard/get-started/changemaker-maps>; BYU Interviews).

Campus Involvement and SE

BYU SE activities “started with a small core of faculty housed primarily in the business school. Student demand fueled its growth” (Questionnaire). An estimated 20-35 faculty and administrators are currently involved in SE from the Administrative Offices (President, Provost, other VPs), the Ballard Center, Marriott Business School, Communications, Education, Engineering, Health Sciences, Social Sciences, and Technology. An advantage of SE, according to one participant, is its inclusive nature. It is the “kind of field where any faculty member with any expertise, you know, they can just show up and start doing things” (BYU Interview 1).

Regarding their SE activities at the Ballard Center:

We use a pretty broad definition, primarily oriented toward promoting social innovation. Because of that, we are entity-type and business-model agnostic. That said, we emphasize venture sustainability and growth. We also don’t have a strong preference between international and domestic ventures. (Questionnaire)

The Ballard Center further distinguishes SE from the broader concept of social innovation, viewing SE as “a field of innovators using entrepreneurial strategies and principles to solve intractable problems of society at a systemic level,” while social innovation is considered:

. . . the ecosystem whereby new and innovative solutions to our global society’s greatest problems are solved. This is an umbrella term used to describe the work that nonprofit organizations, socially driven for-profit companies, philanthropists, and others do to resolve world issues. (<http://marriottschool.byu.edu/ballard/resources/glossary>)

In organizing SE activities across campus, they also attempt to be inclusive as well as collaborative in their approach.

The Ballard Center doesn't necessarily own social entrepreneurship or social innovation, and that's very deliberate. Just recognizing that . . . we don't feel like everybody has to do everything through us, if they want to do something socially innovative. . . . And a lot of the projects that they choose, not all of them, but a lot of the projects they choose have a social impact. And it's just leveraging those skill sets toward social innovation. So, there's a lot of stuff . . . happening all over campus. The Ballard Center's goal is to not necessarily own it, but we want to partner as much as possible with all this stuff that's happening. BYU's a large campus . . . so it would be impossible for us to pin down everything that's going on . . . under social innovation. (BYU Interview 1)

Stakeholders

Students are considered “our first and primary stakeholders. We really feel strongly that this is about creating great experiential learning opportunities. . . . And we feel that they walk away with the skill sets that will serve them well in years to come” (BYU Interview 1). Ballard staff are intentional in trying:

. . . to accommodate all different kinds of student interests. And, so, we have the lecture series which is for the students that are casually interested in social innovation, and then we have these on campus internships for students that don't necessarily want to start their own ventures, but they, you know, want to, actually, work in social innovation. And then we have all the way at the other end the Social Venture Academy for students who want to start these ventures, and, you know, have this be their occupation when they leave school. (BYU Interview 1)

The beneficiaries of student SE projects are also important stakeholders, and Ballard cultivates:

. . . a very, kind of, open door approach to all the different potential beneficiaries, as far as student efforts are concerned. And, so, really, I mean it runs the gamut, everything from students, you know, designing washing machines that can be hand cranked to work in the developing world, to very local, like, after school college prep classes for at risk youth. We have a lot of students working on environmental initiatives. (BYU Interview 1)

Stakeholders include a broad network of professionals, both local, statewide, and internationally, and both alumni and non-alumni, such as non-profit executives, venture capital or mutual fund investors, and experienced practitioners in the field, who serve as mentors and coaches for SE students to provide them a foundation of real world experiences (BYU Interviews).

Partnerships and Successes

The Ballard Center works with an extensive array of off- campus partnership organizations, from those situated locally to international ventures, including those with nonprofit, for-profit, and hybrid business models (<http://marriottschool.byu.edu/ballard/get-involved/internships/sip/partners>). Many of these organizations serve as clients for student projects, while others were initially launched by students as products of their Social Venture Academy experiences. The Center points to Ecoscraps as one of their notable venture successes. Ecoscraps sells an organic and sustainable line of gardening additives produced from food waste collected from grocery stores and restaurants. With the mission of “grow gardens, not landfills,” the company operates in the 48 contiguous US states. It was recently sold to fertilizer giant Scott's Miracle-Gro (<http://ecoscraps.com/pages/our-story>; BYU Interviews; Brochures).

Another frequently mentioned Ballard success story is that of Elevate Global, a business center and coaching program that offers evening training sessions in micro-entrepreneurship and English as a Second Language for necessity entrepreneurs in Paraguay. The venture grew out of a research project of a recent Ballard post-doctoral fellow, who now serves as Elevate Global's CEO. With the tagline of, "A better future awaits. We can lead you there," Elevate Global intends its courses to "open up new avenues for people to expand their existing business, start a new business, seek new job or education opportunities, and discover a better way of life for themselves and their families" (<http://elevate.global>). Elevate Global has also begun to offer 3-6 month internships for students or recent graduates (<http://elevate.global>; <http://marriottschool.byu.edu/ballard/about/initiatives/microenterprise-education>).

BYU Challenges and Constraints

Analysis of the background and characteristics of BYU's adoption of SE practices revealed several challenges and constraining factors limiting SE activities as they have been enacted across campus:

Space

Participants indicated that Ballard had a good, functional, and centrally located space in the Tanner Building, but, ideally, some wished for their own building in future with more space for informal engagement, work groups, seminars, and meetings.

You know, there's something about having a collaborative space that just makes a huge difference. It wouldn't need to be a big building, but I'd love to have a building dedicated to this, where we could teach a lot of the skills that students need, and not necessarily in a classroom environment, but much more informally in a way that's tied to the projects that

they're working on. I would love within that building to have skills teams that specialize in areas, and can help other students working on their projects. (BYU Interview 1)

Operational and Human Resources

Operational resources were adequate and well leveraged. Ballard has impressive endowments, and they continue to increase their donor base in order to expand their offerings and reach more campus constituents. They rely heavily on student staff. This provides students with hands-on experience that the students the researcher talked with thought was highly beneficial and complemented their curricular learning. Student staff work part-time, and so require careful shift scheduling. Natural turnover from semester to semester also means the constant need for recruitment and training. Ballard faculty and staff were very enthusiastic regarding working with students, and consistently praised the enthusiasm, drive, and new ideas they brought to the Center (Field Notes; BYU Interviews).

Time and Engagement

Faculty who are involved with the Ballard Center feel that they are pressed for time, a not uncommon phenomenon in higher education. Participants commented, as one expressed it, that they often must “scrape together” faculty as they needed them for various projects. Also, faculty spoke of the complexity of balancing multiple roles and responsibilities. This is especially the case for those on tenure track, who must prioritize teaching load and research in their own disciplines over more campus-wide, transdisciplinary activities such as SE.

Yeah, that's actually one of the things that kind of vexes us. In fact, we have a donor family [who have] given us kind of a regular goal, trying to get more and more faculty involved in starting new ventures. But, I don't know what it is, I think BYU being so big it's a little bit siloed, you know, like people, sort of, live in their own college and don't

interact very much across college borders. And, so, that's part of the problem. I think a lot of it just has to do with academic incentives, you know, publishing versus working on other things like this. We're constantly working on that, trying to figure out ways to make faculty more engaged in starting new ventures. (BYU Interview 1)

Scaling

Scaling is related to the challenges of time and other commitments. For example, currently the Social Venture Academy is working with 19 students, and is able to launch, on average, three or four new ventures a year. They are looking forward to scaling up to 12 new ventures a year, but that will take time to achieve. And potentially, even more students could be involved (BYU Interview 1, Field Notes). The most recent (2013-2014) Ballard annual report stated that, in 2014, the Center impacted 3,984 students who attended events and advisement sessions, lecture series, clubs, participated in internships, or served in leadership roles at the Center, while students contributed 57,418 unpaid hours to partner organizations. This suggests both a sufficient capacity to meet the needs of large numbers of their primary stakeholders, and the potential to reach even more clientele if additional resources and time were to become available (<http://marriottschool.byu.edu/ballard/about/overview/annual-report>).

Academic Environment: Calendar and Culture

Faculty, staff and students frequently mentioned that trying to fit SE activities, particularly consulting with external organizations and new venture creation, into the traditional academic semester calendar is challenging. SE activities were also seen as the epitome of experiential learning—that is, as often iterative, complex, and resulting in highly unpredictable results—and, as such, difficult to accommodate in the structured environment of a research

institution (BYU Interviews, Field Notes). This participant comment also reflects a number of others:

I think one of the interesting things that makes [SE] hard in an academic setting is it's really messy. . . . Ideas don't come on a semester based schedule, and students get halfway through a semester working on an idea, and then decide, you know what, this doesn't work. You know, there's a lot of churn within entrepreneurship, in terms of the kinds of ideas, the kinds of students participating. . . . And that level of ambiguity and frequency of change, it's hard to fit it into a university setting where everything runs on a semester schedule where, you know, you have to have learning outcomes, and it's all too rigorously structured for, kind of, the freedom that social entrepreneurship needs to just make things happen. . . . It's hard to, if they're going to get credit, then they have to be able to go to class, and often classes have to be tied to semester schedules, and so that's only one of the hard things. And, then, the other thing is just, and I don't know if this is true to other universities, it's true here, there's a very traditional view of what academics is about, and a lot of experiential learning, like the stuff we do, doesn't always fit. And it's hard to convince, you know, these administrators who are very traditional academics why the experiential education is so valuable and deserves the resources that it needs. And so, I mean, that's another challenge about doing this at a university. . . . And, it's funny that entrepreneurship, generally, and social entrepreneurship, specifically, can have so much energy in a place that's otherwise very structured. (BYU Interview 1)

Advantages and Enabling Factors

Analysis of the background and characteristics of BYU's adoption of SE practices, coordinated through the Ballard Center, revealed several advantages that helped to legitimize SE activities as they have been enacted across campus.

Tied to Institutional Mission

SE activities are seen by participants as in alignment with BYU's fundamental mission to bring about transformational change in society in order to "make the world a better place." Participants frequently quoted the Ballard Center's motto, "Do Good. Better." in association with the University's tag line of, "Enter to Learn. Go Forth to Serve." (BYU Interviews; Field Notes; 2013-2014 Annual Report; Brochures). Participants also mentioned how SE activities were deeply reflective of BYU's commitment to both lifelong learning and service to the world (<http://aims.byu.edu>).

Tied to Teaching

Ballard instructors teach classes and seminars, while other credit bearing activities, such as internships, also involve teaching components. Changemaker Maps make explicit the ways such SE courses and activities can be incorporated into a student's program of study in a variety of disciplines.

Tied to Scholarship

SE-related courses, experiential learning activities, and ventures faculty are involved in at BYU have supported as well as been supported by the production of related scholarship and research.

Tied to Service

Ballard Center internships and other programs are specifically designed as service learning opportunities, with faculty and staff serving as mentors and coaches. Faculty members involved in their own SE efforts often spoke of their initiatives as motivated by client needs and collaborative work with their academic colleagues or nonprofit connections.

Tied to Student Interest

Participants recalled that SE activities were initiated at BYU in response to student demand. Students are seen as the primary stakeholders, and SE initiatives were frequently described by participants as “student driven” as well as “student led,” even when associated with classroom experiences.

BYU’s instances of SE activities have been enabled by several strong institutional factors:

Enabled by Cultural Embeddedness

SE activities—with their commitment to social change—appear strongly embedded in the campus culture of service to the LDS Church, and to the local and global communities. Faculty, staff, administrators, students, and other stakeholders consistently voiced their need to serve by finding viable solutions to social problems, and saw this service as an intrinsic part of the educational experience. Most mentioned their mission service, often in Latin America or Africa, or another international or domestic travel experience, as a defining moment which prompted them to take action to help the underprivileged or distressed in society.

Enabled by Sustainable Resources

The Ballard Center has committed endowment funding and an active donor base. It also has outlined a clear strategy for various levels of increasing involvement of its primary

stakeholders mapped to their various programs and initiatives (exploring, learning, engaging, contributing), and for demonstrating impact by tracking participant numbers involved in each of the categories in order to determine cost of participation. The financial overview in Ballard's annual report outlines four financial principles they follow to remain fiscally viable: treating all revenue as stewardship; providing more outgoing value than what was initially invested in each program; remaining operationally lean; and serving as a model for self-reliance (or "walking the talk") and living within their means (2013-2014 Annual Report; BYU Interviews).

Enabled by Partnerships

The Ballard Center has formed extensive on-campus partnerships with other centers and departments to deliver joint offerings, including programs, events, and classes. They have cultivated participation from diverse fields, including faculty from the arts, sciences, social sciences, education, as well as business. Off-campus partnerships include those at the local, statewide, national, and international levels (<http://marriottschool.byu.edu/ballard/get-involved/internships/sip/partners>). Many of their partner organizations serve as clients for student projects, while others were initially launched by students as products of their Social Venture Academy experiences.

Enabled by Networking

The Ballard Center is situated within extensive LDS Church, BYU, and business and nonprofit networks, all of which are connected globally, while faculty are also connected within their own academic fields. The LDS Church and the BYU alumni networks, in particular, facilitate funding, partnership, internship, and mentorship opportunities, as well as field opportunities for research and service for faculty and students.

CHAPTER 6. COLLEGE OF THE ATLANTIC PROFILE

COA Setting

Consistently ranked as one of the top liberal arts institutions in the nation, **College of the Atlantic** in Bar Harbor, Maine is a private, nonsectarian liberal arts college of 350 students, 35 faculty, and 70 administrators and staff. Most students are undergraduates, but the college also has a small graduate program of approximately 10 students. The college is situated on a 35 acre campus on the coastline of Mount Desert Island, near Acadia National Park. Its location in an historic, Gilded Age summer resort area—some iconic campus buildings were built as the vacation homes of the wealthy—makes COA a particularly unique study site. The extended campus includes two organic farms which supply the college dining hall, and two offshore research stations for the study of island marine life and oceanography (College of the Atlantic (COA), 2014; <http://www.coa.edu>).

COA is one of the smallest colleges in the US, but is designed to be large enough to offer a “radical” educational experience within a close knit and supportive community (<http://www.coa.edu/live/files/241-fy14-coaannualreportpdf>). COA attracts students from all 50 US states, and 18% of the student body is comprised of international students (<http://www.coa.edu/our-community/international-students>). More than half of the students gain international experience while attending COA (<http://www.coa.edu/about/the-basics>).

Envisioned by residents as a means of stimulating the Bar Harbor economy during the off season, when tourist revenue declines (Gold, n. d.; Carlson, 2012; COA, 2014; <http://www.coa.edu>), COA was intentionally founded in 1969 as a countercultural, entrepreneurial alternative to mainstream college organizational models. It offers one undergraduate major, human ecology, the study of the relationship between human beings and

their natural, social, cultural and built environments (<http://www.coa.edu/about>; Borden, 2014). COA's mission statement presents the human ecology perspective as enriching the liberal arts tradition and "guiding all aspects of education, research, activism, and interactions among the college's students, faculty, staff, and trustees." These aims and activities are pursued within a framework of problem-based learning, in which the college community "encourages, prepares, and expects students to gain expertise, breadth, values, and practical experience necessary to achieve individual fulfillment and to help solve problems that challenge communities everywhere" (<http://www.coa.edu/about/mission-history/index.php>). The motto of the school, "life changing, world changing" reinforces the mission focus on "transforming thought into action to make a difference in the world" (<http://www.coa.edu/about>).

Within the one human ecology major, students design their own individual courses of study. Both to avoid academic silos, and to underscore the interdisciplinary nature of human ecology, COA does not organize faculty into traditional departments. Instead, faculty are clustered into three "resource areas" based on specialization: arts and design, environmental science, and human studies (COA, 2014, p. 24). Academic programs stress applied or experiential learning, as well as community engagement, with all students being required to complete an internship as well as 40 hours of community service either on or off campus before graduation (<http://www.coa.edu/academics/human-ecology-degree/degree-requirements/index.php>). Student grades are optional. Students also actively participate in college governance, with New England town hall style meetings replacing traditional faculty assemblies (Carlson, 2012; COA, 2014; <http://www.coa.edu>).

COA is known for its strong commitment to environmental sustainability, and appears at or near the top of most green college rankings. It was the first carbon-neutral campus in the US

and, in 2007, began purchasing credits to offset carbon emissions. Six years later, COA divested fossil fuel investments from its endowments, and adopted the goal of becoming fossil fuel free by 2050 through reducing consumption and increasing its use of energy from renewable resources. Recently built student housing complexes are considered examples of some of the most sustainable buildings in the Northeast, having been constructed using recycled materials, being heavily insulated, and utilizing wood pellet heating and composting toilets (Cardwell, 2015b; <http://www.coa.edu>).

SE efforts are coordinated through its Sustainable Business Program, founded in 2008 and supported through endowments. The Sustainable Business Program office is located on the second floor of the Davis Center for International and Regional Studies, and contains space for the Program Manager, as well as a table, chairs and white board for collaborative meetings, and a small balcony with a view of Frenchman Bay. The Program is directed by the Sharpe-McNally Chair of Green and Socially Responsible Business, whose faculty office is on the third floor. Classes, seminars and other events are held at other locations throughout campus. For instance, classes and seminars typically take place in the Turrets, the college's main administration building, where the researcher was able to attend two classes during the site visit. The Spencer Hatchery, the Sustainable Business Program's green business incubator, is at the center of campus on the edge of the recreational lawn, and provides workspace, including computer and office equipment, for those planning and developing new ventures (Field Notes; Appendix L, Photo Gallery).

COA Sustainable Business Program

Purpose

The Sustainable Business Program, funded by alumni donors, was established by the current Sharpe-McNally Chair of Green and Socially Responsible Business when he arrived at COA seven years ago. It concentrates on how the development of social, economic and environmental capital “sparks innovation and creates competitive advantage”

(<http://www.coa.edu/live/profiles/1131-jay-friedlander/templates/details/faculty.php>).

Support and Programs

COA became an Ashoka Changemaker Campus in 2009. In addition to the alumni endowment establishing the Chair, the Sustainable Business Program has subsequently been able to raise over \$2 million dollars to support program operations and activities. For example, in 2011, it received USDA startup funding for the Hatchery, accessible to all students and faculty, and designed to incubate both traditional and social ventures. COA has described the Hatchery as the first facility of its kind at a liberal arts institution, and it has continued to attract major grants and gifts from private foundations and individuals, as well as from the National Science Foundation and other governmental agencies. Most recently, in 2015, the Spencer Foundation, a private foundation honoring a Bar Harbor summer resident, provided a \$1.5 million grant for the Hatchery to fund support staff, cover operating expenses, and provide seed funding for student ventures ([http://www.mainebiz.biz/article/20150624/NEWS0101/150629980/bar-harbor-startup-incubator-nets-\\$15m-grant](http://www.mainebiz.biz/article/20150624/NEWS0101/150629980/bar-harbor-startup-incubator-nets-$15m-grant)).

The Hatchery model reflects COA’s emphasis on hands-on learning, interdisciplinary study, and sustainability. Students, often in teams, develop an innovative idea and are given ten weeks to create a rapid prototype to test in the marketplace. The ventures can be for- or

nonprofit enterprises, for which students can receive \$5,000 development funding from the college. Students receive classroom instruction on how to launch the enterprises, and earn course credit for the projects. The combination of a structured, collaborative classroom approach and project venturing is aimed to provide students with an environment for learning and testing possibilities with minimal risk. Students are also provided with legal, accounting and fundraising advice, office support and supplies, and mentoring and networking opportunities in the business community. Graduating seniors receive continued access to the Hatchery for nine months after graduation (<http://www.coa.edu/hatchery>; Carlson 2012).

COA has recently established a new fund to support off-campus travel for students, which can be used in connection with Hatchery-related projects (COA, 2015). Faculty involved in SE can receive professional development funds (COA Interviews).

Human Resources

The Sharpe-McNally Chair of Green and Socially Responsible Business is an endowed faculty position with overall responsibility for the program as well as for teaching and curriculum development. The Chair has also been active in fundraising and grantsmanship in support of the Program. The recent grant from the Spencer Foundation allowed the hiring, in fall 2015, of a part-time professional Sustainable Business Program Manager, with a background in SE venture creation, to assist the Chair.

Teaching

Business classes at COA focus on both theory and practice, and on ways to develop entrepreneurial solutions in both traditional businesses and social organizations. Courses include: Business and Non-Profit Basics; Impact Investing, exploring financials and funding sources; and, for student teams planning new start-ups, Launching a New Venture. There is also

a Solutions course, in which students explore a difficult societal problem and propose a solution to “create positive social change;” Sustainable Strategies, which offers “new frameworks for creating entrepreneurial ventures that capitalize on social responsibility to gain competitive advantage, increase valuation while benefiting society and the environment;” and a three credit course associated with Hatchery projects, in which the content is seen as “applied Human Ecology in action, [offering] students a bridge from coursework to actively creating their vision of the future” (<https://www.coa.edu/academics/courses>). As with all courses at COA, these include students from a wide variety of interests and concentrations (Field Notes).

Campus Involvement in SE

There have been SE activities at COA for over 10 years, and an estimated 35 faculty and administrators are currently involved in SE from the Administrative Offices (President, Provost, other VPs), the Sustainable Business Program, Arts and Humanities, Business, Education, Physical, Biological and Natural Sciences, Technology, and Student Affairs. Note that COA does not have an Engineering program, but, nonetheless, some faculty and students are involved with related engineering projects (Questionnaire). Given the integrated nature of COA, categorizing the locations of SE activities felt “really false” for the site contact supplying this information, while the uniqueness of COA’s mission was easily articulated in response to the questions of what prompted COA to initiate SE activities and how do they define SE on their campus. For COA, such activities essentially began with the founding of the college, and are seen as embedded in the mission itself.

Many people have said that higher ed in the US is one of the grand social entrepreneurship experiments. COA itself . . . was formed essentially as an experiment in that the institution started out with the idea of creating students who could create social

and environmental change in its mission. So it was really two-fold. One is the school itself was a sort of grand social entrepreneurship experiment to see if you could have a different kind of college. And two, was all of these things that we talk about in social entrepreneurship, or as many of these things as were embedded in the mission. The school has a really rich and deep entrepreneurial history.

On the higher ed side, in terms of responding to higher ed, the college got rid of departments, it had everyone do one major—everything was interdisciplinary. The students took an active role in governance, including hiring and evaluating faculty for their contracts—helping to run this college. The school itself, we have no tenure, no publish or perish, and you're evaluated on your teaching, which is primarily through the students.

On the student side, in terms of the mission of the school, it was founded in a rather tumultuous time and the feeling was—and it still is—that you essentially needed to go out. You needed to create the people who were going to go out and create a change. And so by having this self-directed education at the college, students were studying what they were passionate about, and were given both the knowledge and the theoretical grounding, but also the tools, to go out and create change. From the very early days of the college, change has been involved in applied projects which have ranged all across the academic spectrum from the sciences to business, to non-profits, policy, candidate development, all of that. (COA Interview 92)

Due to the uniquely embedded nature of SE within the College, and to COA being seen as an entrepreneurial enterprise in its own right, defining SE as it relates to COA's activities is a question participants at COA addressed by reflecting that SE has become so thoroughly

ingrained in the campus culture that “people don’t talk about it” or consciously identify what they do with SE.

Part of the beauty is that people don't recognize that they're doing it. It's everywhere in different ways even though . . . someone may say, “I'm studying bio-plastics in the water. How does that have anything to do with social entrepreneurship?” And then you talk to them about what they're doing and looking at discharge from local sewers, and it's all about creating change. (COA Interview 92)

SE activity tends to be spontaneous or loosely organized at COA, or, as one participant put it, “just bubbling up all over the place. The administration has bought into it, because it's part and parcel” of the school’s identity (COA Interview 92). The Sustainable Business Program works with faculty across campus in supporting SE initiatives developed from faculty and student interests, and through team-based collaborations in the Hatchery (Field Notes).

Stakeholders and Partnerships

The Program considers students, faculty and staff as primary stakeholders, along with the Bar Harbor and greater Mount Desert Island communities, who are also seen as beneficiaries of COA activities.

The college was originally founded—part of the reason of its founding was as an economic development project for the island, because we're highly reliant on the tourist industry. And the people, who were founding the college, really saw that unless there's more a year-round economy, that communities on the island are going to cease to exist. So part of the reason for them was that economic development project. (COA Interview 92)

The business and nonprofit communities are also considered resource partners, with professionals in these areas serving as mentors for students. For example, each Hatchery project team is matched with a mentor with a background in the applicable sector or market. COA faculty members have “found that the mentor brings a perspective that enhances the classroom and independent work, and allows the student to create an additional network for future reference” (<http://www.coa.edu/hatchery/mentors>). Mentors may be located locally, statewide, or nationally, and have included a Founding Partner of the Massachusetts Green Energy Fund, an Executive Director of the Tribeca Film Festival, and CEOs and directors of senior living and community centers (<http://www.coa.edu/hatchery/mentors>). COA also takes advantage of an active network of alumni, some of whom have stayed in the Bar Harbor community, while the majority have located outside Maine (<http://coa.edu/alumni>).

Nearby Acadia National Park is involved with COA in a number of different ways, including by providing research, curricular, and internship opportunities (<http://coa.edu/about/bar-harbor-maine/acadia-national-park>).

Finally, the broader academic community, including faculty from other Ashoka member institutions as well as faculty contacts in fields of specialization, are considered stakeholders. Faculty members have formed close ties with other universities, particularly in Europe and Asia, and COA, as a recognized center of academic research and activity related to the study of human ecology, has served as a template for colleges founded on its organizational model, including in Japan and Germany (COA Interviews).

Projects and Successes

In keeping with the COA mission, Hatchery projects have been interdisciplinary and have spanned a wide range of student interests, including in the arts, sciences, community

development, food systems and technology, with recent undertakings addressing such diverse issues as solar energy, affordable housing, and food justice. COA distinguishes counterparts at other academic institutions from their incubator program, which offers course credit along with practical experience, interdisciplinary student teams, and both for- and nonprofit projects “across industries and sizes” (<http://www.coa.edu/hatchery/student-ventures/hatchery-success-stories>).

Providing academic credit is seen as especially fundamental to the success of the Hatchery.

In our venture incubator, students do it for credit. And so there's none of this, like at most other schools, where you have this co-curricular activity in a venture incubator or something else that you're working on that's co-curricular, another way of saying that is you do that in spite of your classes. And here, you're doing things because of your classes, and you're involved in creating these projects because it's part of your education.

(COA Interview 92)

The Sustainable Business Program points to an impressive list of Hatchery successes (<http://www.coa.edu/hatchery/student-ventures>). One notable example in the area of community development was the creation of the Diyalo Foundation, an international student's nonprofit promoting sustainable development in rural Nepal through primary education, access to renewable energy, and community-led sustainable agriculture (<http://diyalofoundation.org>; Field Notes). Diyalo has provided earthquake relief, and funded new housing and cooperative tea farming projects. The Foundation actively seeks volunteers to assist with its teaching, construction, and sustainable farming efforts, with volunteers funding their own travel to Nepal and provided with free lodging with a host family (<http://diyalofoundation.org/get-involved/volunteer>).

Another, much publicized venture has been Gourmet Butanol, a renewable energy company which began as an effort to convert Mount Desert Island's organic waste from restaurants and hotels into biofuel for cars and home heating, and into fertilizer. A group of four students sought to address the problem of food waste from a range of interests and perspectives. One was fascinated with brewing and fermentation, another with renewable energy, a third with community activism, and a fourth with "radical composting." With the support of the chemistry faculty, they were successful in receiving grant funding, including from NASA and the EPA, to purchase equipment to cultivate anaerobic bacteria to break down and convert the waste into viable energy sources. The team went on to win in the sustainable business track of a statewide business plan competition, and received recognition from Maine's congressional delegation. Although they soon discovered that their original idea of creating gasoline from butanol was not cost effective, as their product couldn't compete against cheaper gasoline prices, the company is still in existence. And two of the students, one of whom is currently pursuing a PhD in Molecular Biology at the University of California Berkley, are now working as consultants designing biofuel systems in Colorado (Carlson, 2012; <http://www.gourmetbutanol.com>; <http://www.coa.edu/hatchery/student-ventures/hatchery-success-stories>; COA Interview 92).

In conjunction with a course on renewable energy, economy, and community team-taught by business and engineering and physics faculty, a group of students and community members from Bar Harbor and the Outer Islands traveled to the carbon-negative Danish island of Samsø to learn about their community-based sustainability initiatives and their possible applications for local projects in Maine (COA Interviews; Field Notes). The course was intended as a "unique multidisciplinary, multigenerational, field-based" experience developed by the faculty in association with the nonprofit Island Institute, and supported by The Fund for

Maine Islands (<http://www.coa.edu/live/news/727-samsø-students-study-renewable-energy-in-denmark>; <http://www.coa.edu/live/news/728-samsø-journal-1-arrival>). Samsø's economy is similar to Maine's Islands in its heavy reliance on seasonal tourism in addition to fishing and farming, and Samsø has become a model energy community in the last decade as a result of grass-roots advocacy and community-wide participation. It now derives all of its electricity from its offshore wind farm, and heating from solar energy and biomass fuel (Cardwell, 2015a; <http://ecowatch.com/2014/05/01/samsø-renewable-energy-island-sustainable-communities>). At least one Hatchery venture, the R Project, a collaborative organization with a mission to revitalize the economy on Mount Desert Island through community scale efficiency and renewable energy initiatives, has been inspired by Samsø's model of community engagement (<http://www.coa.edu/hatchery/student-ventures>).

Launched at the Hatchery, and receiving seed funding from the National Science Foundation and the USDA, an example of sustainable business in agriculture and food systems has been the New York City-based startup, Big Box Farms. The venture is described on its website as “a disruptive, revolutionary hybrid [business] that combines the benefits of small-scale farming and large-scale agribusiness. Our method allows us to grow and distribute produce close to where it's consumed, creating local agriculture at scale. We deliver the best product year round at the same price as commercial alternatives” (<http://www.bigboxfarms.com/about>). The company produces their crops inside New York City industrial warehouses close to food distribution facilities, allowing the sale of fresh produce in urban areas. Big Box Farms has sought intellectual property patents for its Farm Rack technology, and has received extensive attention in both the business and academic media (Carlson, 2012; <http://www.bigboxfarms.com/about/press>; COA Interview 92). Graduating from COA in 2010,

the CEO received the college's first Sustainable Venture Innovation Award, and was also commended by the Rockefeller Philanthropy Advisors for assisting Bar Harbor's Chamber of Commerce in the reduction of CO₂ emissions. He has spoken on the "intersection of entrepreneurship, innovation, and sustainability" at Columbia University and the US Japan Business Council (<http://www.bigboxfarms.com/about/the-team>).

Defining Project Successes

In evaluating projects, the Hatchery has three clearly defined measures of successful outcomes, all emphasizing the academic as well as practical learning experiences involved, whether or not the projects are ultimately continued:

- The venture is successfully launched and continues to grow as originally conceived;
- The startup plan is revised or the team or individual decides to go on to pursue new opportunities discovered during the initial venturing process;
- After market-testing, the team or individual determines the startup will not be viable and abandons the project, but has still acquired a better understanding of the processes involved in new venture creation and development. Such awareness reflects the reality of the marketplace, where a large percentage of startup ideas are abandoned before launching. The Hatchery is able to provide students with a safe environment where such "failure" is considered a valuable part of the educational experience (<http://www.coa.edu/hatchery/student-ventures/hatchery-success-stories>; COA Interview).

The Sustainable Business Program has garnered significant media coverage, including in showcasing various Hatchery projects and its successful pursuit of grants and endowments. The news stories have, in turn, also brought recognition for and interest in the college itself. Articles

have appeared in the *Christian Science Monitor*, *Chronicle of Higher Education*, *Fortune*, *New York Times*, and other general and trade publications, while the Chair frequently writes editorials published in local as well as national news outlets. The Program's web pages prominently feature recent media coverage (<http://www.coa.edu/hatchery>; <http://www.coa.edu/live/profiles/1131-jay-friedlander/templates/details/faculty.php>).

COA Challenges and Constraints

Analysis of the background and characteristics of COA's adoption of SE practices revealed several challenges and constraining factors limiting SE activities as they have been enacted across campus:

Size and Location

COA's size as well as remote location in a summer resort area can be considered both as constraining as well as enabling factors. The college plans on maintaining the student population at approximately 350 in order to retain the close knit atmosphere and sense of collegiality between students, faculty, staff, and administrators, as well as with local residents. COA is not interested in significantly expanding programs and services beyond what their current operational and fundraising capacity can support.

In an ideal world, we'd have much more plentiful resources all the way around.... We're a small, tuition-dependent college, so the resources are definitely you have to—I won't say fight for it, you need to work at figuring it out. And people have managed to do that. Ideally, we just would have an abundant amount of resources to fund the school. In an even more ideal situation we would be totally not tuition-dependent and have the institution be endowed fully to cover operating costs. But that may take a little while.
(COA Interview 92)

Participants indicated that, given the compact size of the campus, space for the Sustainable Business Program office was adequate, and there was sufficient classroom space on campus to accommodate business seminars. COA is proud of the new Hatchery space, which may need to be enlarged if they decide to offer additional consulting or other services to the Bar Harbor business community (COA Interviews). The intimate nature of COA, as well as its close ties with Bar Harbor residents, however, should mean that, once established, any services are likely to be accepted, utilized, and supported by the Island community at large.

Despite the small size and capacity of the Sustainable Business Program, it intentionally seeks to accommodate a variety of startup opportunities across a range of project types and scales, from for-profit and hybrid businesses to nonprofit organizations that can be situated locally, statewide, or globally (<http://www.coa.edu/academics/areas-of-study/sustainable-business/index.php>)

Operational and Human Resources

The endowments and grants received in the seven years of the Program's existence have been impressive given the size of the college, and have allowed steady growth and development, including the recent addition of the new Manager position. The Program has not utilized student staff as some larger institutions have, but has remained fairly lean in keeping with the rest of campus staffing levels (Field Notes).

Terminology

Discussing the concepts of sustainable business and SE, participants indicated that “for a place like COA, that is incredibly entrepreneurial, the terminology can be a barrier” (COA Interview 92). Faculty were initially skeptical of offering business options in a liberal arts institution with strong social activist roots, even those options concentrating on green, ethical,

and sustainable business practices. The Program now has broad support across campus, but it has taken time for it to make the case for the positive role of business practices within the social and environmental mission of the college (COA Interviews; Field Notes). Even with this support, instead of referring to SE activities, faculty, staff, and administrators are more likely to talk about “creating change, or finding a new way of doing things” (COA Interview 92).

Participants considered SE practices to be context-dependent, and largely defined and enacted based on the unique nature of each academic institution.

The way these things happen at a school like COA is really different than the way they happen at [a] university. . . . I think you can have the same sort of sentiment, but you have to adapt the language to fit the schools and have people open it up to—I usually focus on what are you trying to do versus the macro work that contains it all—like social entrepreneurship, social innovation, changemaking. Because I haven't found one term that doesn't carry a lot of baggage with it. But everyone, the people I talked to, want to do stuff. They want to make change happen. (COA Interview 92)

COA faculty have begun to talk about SE activities from a solutions perspective, and the recent Solutions course reflects these conversations.

I like the notion of solutions. Because in all of these things, what you're really trying to do is solve some sort of difficult solution, and the path that you take to get there is then even more open ended. The way they're going to do it in Japan is going to be different than the US. It's [not] going to be the same social entrepreneurship with the sort of heroic individual, the sort of stereotype, and, no, because it's not how that culture necessarily works. (COA Interview 92)

Solutions terminology appears to work well in the COA environment, which attempts to balance creativity and practical application, fostered by frequent formal and informal interaction and dialogue between faculty and students. Although, it was acknowledged that a solutions-based framework also comes with its own set of “baggage” and connotations, and that no terminology has yet been offered that is ideal in capturing the full range of SE practices (COA Interviews).

Academic Environment: Calendar

COA has a fairly unique trimester calendar, including a long break between the fall and winter trimesters. Participants sometimes mentioned that completing class assignments as well as Hatchery projects within the academic schedule could be challenging (COA Interviews, Field Notes). However, given the seminar style of classroom engagement, the self-directed learning focus of student assignments, and the intensive nature of faculty and student interactions, projects have been successfully launched and sustained within this academic timetable. Students pursuing projects are allowed access to Hatchery resources in subsequent terms, often through a sequence of classes. Graduates can continue to utilize COA resources for their projects, and stay closely connected with the institution as alumni (COA Interviews, Field Notes).

Advantages and Enabling Factors

Analysis of the background and characteristics of COA’s adoption of SE practices revealed several advantages that helped to legitimize SE activities as they have been enacted across campus:

Tied to Institutional Mission

SE activities were seen by participants as closely aligned with COA’s mission to combine a theoretical and values-based education based on the liberal arts tradition and interdisciplinary

principles of human ecology with practical educational experiences in order to “achieve individual fulfillment and to help solve problems that challenge communities everywhere” (<http://www.coa.edu/about/mission-history/index.php>). Participants also mentioned how SE activities reflect COA’s motto, “life changing, world changing,” and the school’s dedication to “transforming thought into action to make a difference in the world” (<http://www.coa.edu/about>). Hatchery projects include aspects of problem-based learning and exhibit commitment to social change, whether they are characterized as sustainable businesses, hybrid ventures or non-profit organizations (COA Interviews, Field Notes).

Tied to Teaching

SE activities are complemented by classroom instruction and explicitly tied to the curriculum in order to assure that theories and practices learned in the classroom are knowledgeably applied in real world settings. Such classes are often team taught by faculty in complementary areas of study, such as business and the arts, chemistry, economics, and engineering. Faculty members and professional mentors serve as expert guides for students and assist them throughout the learning process. The curriculum is designed to be both interdisciplinary as well as flexible and responsive to student choice, as students design their own plans of study within the human ecology major. Student interests lead to a wide variety of problem-based projects ranging across fields and subject areas, and faculty interviewed describe many of COA’s SE activities as driven and led by students, in keeping with all other aspects of campus life.

Tied to Community Engagement

The Bar Harbor and larger Island communities are considered prime stakeholders for SE initiatives. This is in keeping with the College’s origin as an economic stimulus for the Island

economy, as well as with its activist roots and mission of radical social change. Faculty members as well as students involved in SE efforts often spoke of their initiatives as involving collaborative work with academic, nonprofit or governmental sector colleagues, and as frequently being meant to address not only local but statewide social or economic problems (COA Interviews, Field Notes).

Tied to Scholarship

COA does not offer tenure, and evaluates faculty, who are not subject to a “publish or perish” mandate, mainly on their teaching (COA Interviews). But faculty members see their research as complementing their teaching, and present and publish frequently in their areas of interest and specialization (<http://www.coa.edu/live/profiles/1131-jay-friedlander/templates/details/faculty.php>; COA Interviews; Field Notes).

COA’s instances of SE activities have been enabled by several strong institutional factors:

Enabled by Cultural Embeddedness of Activism and Service

SE activities, with their commitment to social change, appear strongly embedded in the campus culture of activism and service to both the local, statewide, national, and global communities. Faculty, staff, administrators, and students consistently voiced their interest in finding viable solutions to social problems, with this activity seen as a fundamental component of the educational experience at COA (COA Interviews). Most mentioned the unique mission of COA, with its commitment to social, environmental, and cultural change, as the reason they came to the institution.

Enabled by Sustainable Resources

The Sustainable Business Program has dedicated endowment funding and an active donor base. The Chair has actively engaged in fundraising, and has succeeded in securing federal, state, and private foundation funds to assure the Program's long term sustainability and growth (COA Website; COA Interviews). The administration, including the President, is publicly committed to the Program as an integral part of the educational mission of the college (COA Interviews).

Enabled by Strong Community Ties

Since its founding by local community members in 1969, COA's history has been uniquely linked to Bar Harbor, and the college has remained an integral part of the Island economy and culture. Mount Desert Island's remote rural location, and small population of only 10,000 during the winter months, also serves to foster this close association. Faculty and students are frequently involved in community-based projects, which provide readily accessible opportunities for research and service (<http://coa.edu/about/bar-harbor-maine>).

Enabled by Positive Media Exposure

The Program, along with the college as a whole, is highly adept at generating positive media attention, and attracts frequent coverage from the national as well as statewide and local press (<http://www.coa.edu/hatchery/partners-and-awards>).

CHAPTER 7. ROLLINS COLLEGE PROFILE

Rollins Setting

Rollins College, in Winter Park, Florida, is a private, nonsectarian college with 3,100 undergraduate and master's degree seeking students, and over 700 faculty, administrators, and staff. The 70 acre campus, on the shore of Lake Virginia, north of Orlando, is considered one of the most beautiful college campuses in the US (<http://www.rollins.edu/about-rollins/at-a-glance/index.html>). Rollins is in the top tier of liberal arts colleges in the South as well as in the US overall, while its Crummer Graduate School of Business is one of the most highly ranked business schools in the country (<http://www.rollins.edu/about-rollins/awards-and-rankings/index.html>). Over 30% of the student body is made up of international students or students of color (<http://www.rollins.edu/admission/fast-facts/index.html>), while more than 60% of students have an international experience before graduation, ranking Rollins among the top colleges of its type in the percentage of students who study abroad (<http://www.rollins.edu/academics/international-learning/index.html>; Ramey, 2015).

Rollins has a long history of commitment to service learning and civic engagement, as well as for advocating a strong global perspective in higher education, especially in its international business program (Rollins College Office of Marketing & Communications, 2014; <http://www.rollins.edu/about-rollins/liberal-arts-education/engaged-learning.html>). These themes are reflected in the college's mission to educate:

. . . students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers. We are committed to the liberal arts ethos and guided by its values and ideals. Our guiding principles are excellence, innovation, and community. (<http://www.rollins.edu/about-rollins/mission/index.html>)

As one faculty member commented, the “many things we’re known for,” such as service learning, community engagement, and global perspective, “are very synergistic with the ideas of SE” (Rollins Interview 150). Given this synergy, SE activities emerged and evolved in three areas on campus over the last six years: the Crummer Graduate School, the undergraduate Department of Business and Social Entrepreneurship, and the cross-disciplinary Social Innovation and Entrepreneurship Hub.

Center for Advanced Entrepreneurship

Entrepreneurship studies at Rollins have historically been ranked in the top 25 such programs nationally in the business school listings, and the college itself was recently ranked as one of America’s Most Entrepreneurial Colleges for 2015 (Humphreys, 2015). The Center for Advanced Entrepreneurship (CFAE), a Center of Excellence established in 2003 within the Crummer Graduate School, provides “Rollins students, alumni and business owners of growth stage companies with a variety of practical experiences, both in and out of the classroom, that promote successful entrepreneurship and family enterprise. The CFAE is aligned with Rollins College’s mission and guiding principles of responsible leadership, excellence, innovation, and community,” and designed to develop students into “leaders who will add significant value to their organizations and communities” (<http://www.rollins.edu/business/centers-of-excellence/advanced-entrepreneurship/about-us/overview-and-history.html>).

SESi Initiative

In 2010, in response to student, faculty, and staff interest in SE at the grassroots level, the CFAE created the Social Entrepreneurship and Sustainability Initiative (SESi) to integrate “entrepreneurial business thought and action with social innovation,” in order to “approach social issues with big innovative, scalable and system-changing solutions”

(<http://www.rollins.edu/business/centers-of-excellence/advanced-entrepreneurship/sesi.html>; SESE, 2011; Rollins Interviews). A Task Force began to plan and coordinate SE-related curricular and co-curricular programming, and SESi became a cross-campus initiative the following year with the inclusion of Task Force representatives from each of the other schools and colleges on campus. In 2012, a SESi Office was established in Academic Affairs, with a full-time staff Director who reported to the Provost. SE activities were seen as supporting Rollins's "institutional strengths of internationalization, innovative academic work, community engagement, and strong philanthropic ties," and as "a concrete application of Rollins' mission to educate for global citizenship and responsible leadership" (SESi, 2014, p. 5). Rollins became an Ashoka Changemaker campus that same year through the efforts of a team coordinated by SESi, with the President then announcing that, as an institution, the College embraced SE "as an effective problem-solving tool for social change" and encouraging "students to gain the knowledge, skills, and wisdom to address our many societal and environmental challenges" (Rollins College Office of Marketing & Communications, 2012).

With its mission to grow and integrate SE, innovation, and sustainability efforts throughout Rollins, the SESi Office's three initial priorities were the integration of entrepreneurial principles into Rollins's education for social and environmental justice and change, the promotion and development of effective solutions to social and environmental challenges, and the application of SESi-related "passion and purpose" to student professional development and career preparation (SESi, 2014, p. 7). SESi programs included:

- A speaker series and other events, such as a campus Social Entrepreneurship Day;
- Various workshops, presentations, retreats, and career coaching, including providing support for national retreats and conferences such as the Americas Business Council

Continuity Forum and Ashoka U Exchange;

- Collaborative work/participation with campus student organizations, such as the Rollins Net Impact chapter;
- Venture and other competitions, including the Clinton Global Initiative, Hult Prize, and Ideas for Good Challenge;
- The Global Links cross-cultural exchange for female faculty members in developing and post-conflict countries, in partnership with Tupperware Brands and the US Secretary of State's Office of Global Women's Issues;
- SE curriculum development and academic support for Rollins faculty;
- In partnership with departments across campus, providing interdisciplinary courses, study abroad and international immersion opportunities, and SESi internships; and
- Developing and expanding external community, business, and philanthropic relationships and collaborations (SESi, 2014).

SESi outlined guiding principles to assure successful, collaborative program planning and delivery, which included:

- A student-centered approach;
- Broad, applied liberal arts foundation;
- Instructional innovation and excellence;
- Commitment to high impact practices for students, faculty, and staff;
- Securing a high level of student, faculty, staff, and practitioner engagement; and
- Commitment to service excellence in program delivery.

These supplemented SESi's five core values and motivational drivers:

- Exposure to cultural diversity issues;

- Awareness of complex social challenges;
- Cultivation of empathy;
- Understanding of system-level innovation; and
- Development of a solutions-oriented set of problem solving skills (SESi, 2014, pp. 8-9; Conway Dato-on, 2015, p. 3)

As a result of its initial planning efforts, SESi determined to “focus on supporting, growing, and empowering efforts within and across different disciplines and offices, spanning both academic and student affairs,” and intentionally adopted the role of a catalyst or a “support resource and partnership platform,” rather than trying to serve as an “independent programming office” or center of excellence (SESi, 2014, p. 3). SESi emphasized its close alignment with the mission of the College, and, in light of the collaborative and integrative nature of SE, summarized the ongoing need for an interdisciplinary office at Rollins to coordinate SE work across campus.

In order to actualize the mission of Rollins College—to educate students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers—SESi educates, equips, and empowers competent change makers by initiating the growth and integration of social entrepreneurship, innovation, and sustainability across the Rollins College campus.

SESi shall serve as a support system and partnership platform, enabling the Rollins community to collaboratively integrate knowledge and practice of social entrepreneurship, innovation, and sustainability into interdisciplinary pedagogy and programs. SESi’s purpose is to serve as a catalyst for meaningful and effective change in the world. (SESi, 2015, p. 14)

One of the recommendations emerging from the initial SESi planning process was an

endorsement of the establishment of an undergraduate major in SE, which had been proposed by the newly created Department of Business and Social Entrepreneurship (BSE) within the College of Professional Studies (SESi, 2014; <http://www.rollins.edu/college-of-professional-studies/academic-departments/index.html>; Rollins Interviews).

SE and Business (SEB) Major

In 2013, Rollins became the first higher education institution in the world to offer an undergraduate major in SE accredited by the Association to Advance Collegiate Schools of Business (AACSB), and its first classes were held in spring 2014 (Braun, 2013; Hamburg, 2014; Humphreys, 2015; Rollins Interviews). The major, offered through the BSE Department, has attracted substantial numbers of students, and has been considered “a huge success on campus,” with BSE faculty members considering the process as having “blazed a trail for other academic institutions to follow” (Warnecke & Stecker, 2015).

The major is intended to prepare “graduates to find—or create—careers that apply innovative and sustainable solutions to the world’s most pressing challenges,” with courses focusing on critical thinking skills, diversity perspectives, experiential and problem-based learning, and interdisciplinary applications (<http://www.rollins.edu/business-social-entrepreneurship/program/index.html>). Courses are clustered into three tracks: SE and business cores, and electives. All students in the major must also complete an immersion experience through a civic engagement project or study abroad. Students who are not interested pursuing a major are given the option of an SE minor, which can be combined with “almost any other major” at Rollins (<http://www.rollins.edu/catalogue/maps/seb-minor-map.pdf>; <http://www.rollins.edu/catalogue/curriculum/BSE.html>).

Rollins Social Innovation and Entrepreneurship Hub

Purpose

In August, 2014, the SESi Office moved into the International House, a facility that allowed them to become a “Hub” providing collaborative space for faculty, staff, and students interested in pursuing innovative and socially entrepreneurial activities. The International House is located centrally near Holt Avenue, one of the major streets on campus. During the fall semester, 2014, due to budget constraints, SESi transitioned from having a full-time staff Director to a part-time faculty Director, while the initiative continued to report directly to the Provost (Rollins Interviews).

The faculty Director was appointed in November, 2014. During the course of restructuring the SESi initiative, and with the completion of improvements to the International House in the summer of 2015, the Hub was formally named the Social Innovation and Entrepreneurship Hub (Hub) (Conway Dato-on, 2015; Rollins Interviews). The Hub is described on the new website as:

. . . a way of thinking. It's about approaching societal inequities and environmental challenges with innovation to develop creative and sustainable solutions. Whether we are passionate about bringing societal change to the environment, poverty, education, immigration, healthcare, human rights, or any large-scale challenge, the Hub believes true solutions must begin with a deep understanding of the issue.

(<http://www.rollins.edu/social-innovation-and-entrepreneurship-hub/index.html>)

The new name was intended to distinguish the Hub’s offerings from those of the BSE major and the campus Sustainability program, as well as convey the Hub’s intentional balance of social innovation and SE strategies. Social innovation was seen as a “creative process and

strategic approach for addressing social needs through a new lens,” while SE was described as enacting “positive societal or environmental change through the use of empathy and entrepreneurial principles (e.g., creative problem solving, determination, flexibility, leadership) to organize and manage a venture” (Conway Dato-on, 2015, p. 6).

The core values outlined during the initial strategic planning process have remained in place. The Hub’s mission has also been derived and evolved from SESi planning. The Hub’s role is to help:

. . . foster global citizens and responsible leaders by educating, equipping, and empowering competent changemakers who are committed to building a better world. The Hub's focus is to catalyze the growth and integration of social entrepreneurship, innovation, and sustainability throughout Rollins College to best prepare graduates to pursue meaningful lives and productive careers. (Conway Dato-on, 2015, p. 6; <http://www.rollins.edu/social-innovation-and-entrepreneurship-hub/index.html>)

As part of its efforts to advertise Hub activities to the wider campus community, the Hub began a branding and promotional campaign in 2015 to promote its mission and “to expand awareness, recall, and usage” (Conway Dato-on, 2015, p. 10).

Space

The Hub is intended as a “space for students and faculty to gather and innovate for social change,” and can be used for meetings, training sessions, team building exercises, and other related functions (<http://www.rollins.edu/social-innovation-and-entrepreneurship-hub/index.html>; Wellmeier, 2015). Along with office space for the faculty Director and the Administrative Coordinator, there is a large, open room containing movable furniture, including tables and chairs, and whiteboards. There is a collection of games that can be used for team

building, an overhead screen for presentations, and a bookcase of SE related publications for faculty, staff, and student use, as well as a water cooler.

There is also a smaller meeting room, containing a table, chairs and a bench, as well as a white board, which is used for smaller meetings or breakout sessions. The Hub reserved this room for the researcher, who was able to conveniently conduct most of her interviews as well as store her equipment there during her site visit. The walls in the meeting areas have been brightly painted and covered with promotional posters. Postcards and other handouts advertising the Hub and its events are readily available on the tables.

The International House also has a kitchen, which includes a refrigerator, microwave oven and coffee maker for common use, as well as restroom facilities. Most of the International House's furniture is new, having been purchased and set up during the summer of 2015 (Conway Dato-on, 2015; Rollins Interviews). The facility is open to faculty, staff, and students during regular office hours, as well as when the student assistants are working. Classes, seminars and other meetings are also held in the Crummer Business School and BSE. Larger events are scheduled in other venues, including in Mills Memorial Hall, where the researcher attended poster session presentations (Field Notes; Appendix L, Photo Gallery).

Human Resources

Personnel include a faculty Director on a nine month, three-year appointment to the Hub, who began in November, 2014. The Director, who receives a course release to lead Hub operations, is responsible for management and supervision, planning, fundraising, and other activities. An Associate Professor of International Business in the Crummer Business School, the Director has published in the areas of international and nonprofit marketing, cross-cultural consumer behavior, and recently received a Fulbright-Garcia Robles Award to study SE in

Mexico (Billman, 2013). The Director is assisted by a part-time Administrative Coordinator and Bookkeeper, who works three days a week. There are two graduate student assistants, one for Marketing and Communication, and another for the Global Links program, both funded through the Crummer School, and two undergraduate work study students, one assisting with Marketing and Communication, and one serving as an Event Planner. The Hub also received funding for an Intern to support the Ashoka U Renewal Process (Conway Dato-on, 2015; <http://www.rollins.edu/social-innovation-and-entrepreneurship-hub/staff-listing/index.html>; Rollins Interviews).

In addition to these personnel, there is a Hub Task Force, as well as two committees also supporting the work of the Hub. The current Scan Team is conducting an audit of initiatives related to social innovation and entrepreneurship on campus, and the Ashoka U Changemaker Campus Renewal Team is assisting with the renewal process, anticipated to be completed by Fall 2016. The Task Force and Teams are made up of faculty, staff, and student representatives (Conway Dato-on, 2015; Rollins Interviews).

Support and Programs

Support for improvements for the Hub space came from a combination of College resources, donations, “creative budgeting,” and repurposing of space and materials (Conway Dato-on, 2015, p. 5). Operations are funded by the College, while the new faculty Director is actively pursuing fundraising and other supplemental options, including developing a case for support with Institutional Advancement. Staffing has been lean, but has been supplemented by funding for current student assistants through the Crummer School, work study, and internship opportunities (Conway Dato-on, 2015; SESi, 2014; Rollins Interviews). Some programs are supported through other types of resources, such as faculty development, which is funded by a

donation from a member of the Board of Trustees, and the Global Links program, underwritten by Tupperware Brands.

Current programming is intended to “provide tools for students, faculty, staff, and community members to connect and create social change through immersion and hands on learning” (Conway Dato-on, 2015, p. 3). Recent programs, events, and other activities in the past year have included:

- Providing space for student organization meetings, including BSE and Net Impact;
- Speaker Series;
- Annual Open House;
- Hosting Social Entrepreneurs in Residence each fall and spring semester;
- Supporting/coaching/mentoring students participating in Hult Prize, Ideas for Good Challenge, and other competitions;
- Offering Design Thinking Workshops for students and for faculty on how to incorporate design thinking into their courses, in conjunction with Florida Hospital Innovation Lab;
- Maintaining a resource portal for Rollins faculty to share research, post calls for papers, post blogs, and discover training opportunities in innovation and SE (<http://www.rollins.edu/social-innovation-and-entrepreneurship-hub/get-engaged-faculty/index.html>); as well as a student information portal promoting organizations and community engagement offices on campus (<http://www.rollins.edu/social-innovation-and-entrepreneurship-hub/get-engaged-students/campus-involvement.html>); and
- Providing funding for faculty development, supporting conference attendance (Conway Dato-on, 2015).

Teaching

Courses relating to SE and social innovation are taught at the undergraduate level in the BSE program, and at the graduate level at the Crummer School. These have included a Social Entrepreneur of Distinction class taught by the faculty Director (Conway Dato-on, 2015). The Crummer School is also preparing to offer an MBA concentration in SE and sustainability, with classes beginning in fall 2016 (Rollins Interviews). Courses for students involved in leadership programs offered through the Center for Leadership & Community Engagement contain elements of SE as well as nonprofit management and community engagement (<http://www.rollins.edu/leadership-community-engagement/index.html>). Center staff often engage with the Hub, and the researcher was able to interview the Center's Director and two Associate Directors during the site visit (Rollins Interviews).

Campus Involvement and SE

There have been SE activities at Rollins for five to 10 years, and currently involved in SE are fewer than 20 faculty, staff, and administrators from Arts and Humanities, Business, the Social Innovation and Entrepreneurship Hub, and Student Affairs, in addition to the President, Provost and other VP offices. Rollins SE activities were begun by “a small group of people who were passionate about using entrepreneurial and business thinking to make positive change in our societies along people and planet trajectories. It was truly a ground-up movement” (Questionnaire).

The Hub's purpose is clearly articulated in its mission to help “foster global citizens and responsible leaders by equipping and empowering competent changemakers who are committed to building a better world. Essentially, we provide tools for students, faculty, staff, and community members to connect and create social change through immersion and hands on

learning” (Questionnaire). The Hub defines SE as “achieving positive societal, cultural, or environmental change through the use of entrepreneurial principles to organize and manage a venture,” while differentiating between SE, social innovation, and sustainability.

These terms are similar and sometimes used interchangeably in the field. At Rollins, social innovation refers to a creative process and strategic approach for addressing social needs through a new lens. The process of social innovation often leads to the product of social entrepreneurship, [while] sustainability [is] the capacity to thrive environmentally, economically, and socially through the responsible management of resources.

(Questionnaire)

Stakeholders

Initial SESi strategic planning envisioned an inclusive, “layered” stakeholder model containing SESi Office personnel, and internal and external stakeholders ranging from students, faculty, and staff to campus organizations and community partners (SESi, 2014, p. 19). Students are considered primary stakeholders, with the Hub supporting both their curricular and co-curricular activities, including classes, internships, community engagement and study abroad experiences, competitions, and events. Faculty and staff are also prime stakeholders, and key audiences for campus events, training sessions, and professional development opportunities (Conway Dato-on, 2015; SESi, 2014; Rollins Interviews). Trustees have actively supported Hub operations, including providing funding for faculty development (Conway Dato-on, 2015; Rollins Interviews).

Community members, including local professionals and business people, as well as Rollins alumni, attend events as well as serve as resource partners for student and faculty projects. Two examples of downtown businesses that have ties with Rollins students and faculty

include a store in Winter Park affiliated with Ten Thousand Villages, one of the largest nonprofit free trade organizations in the world, which sells handcrafted items made by artisans in 35 countries, and Downtown Credo, an Orlando nonprofit selling free trade coffee benefiting various charitable organizations (<http://www.tenthousandvillages.com/winterpark#fndtn-home>; <http://downtowncredo.com>). Site participants also mentioned Rollins's strong relationships with K-12 schools in the area (Rollins Interviews). A variety of stakeholders have been involved in Hub planning initiatives (Conway Dato-on, 2015; SESi, 2014; Rollins Interviews).

Partnerships

Internal partners include various academic and student affairs departments and services (such as Career & Life Planning, International Programs, Leadership and Community Engagement, Multicultural Affairs, and Student Success), which collaborate with the Hub in order to achieve a "comprehensive integration" of innovation and SE principles and practices across campus (SESi, 2014, p. 18). The Hub has also worked with other campus entities, such as Alumni Affairs, Institutional Advancement, and Information Technology, while one of its recent goals has been to establish even closer ties with the campus's Bush Philanthropy and Nonprofit Leadership Institute, which has provided funding for SE related series and events, to determine additional ways to leverage resources and expertise (Conway Dato-on, 2015; SESi, 2011; Rollins Interviews).

Large external partners include the Algernon Sydney Sullivan Foundation, Tupperware Brands, and Florida Hospital. The Algernon Sydney Sullivan Foundation's relationship with Rollins College began in the 1920s, when the Foundation established awards, scholarships, and programs for students from selected colleges in the southern US who demonstrated commitment to community service (<http://sullivanfdn.org>). Each year, several Rollins students receive awards

through the Sullivan Scholars Program for projects intended to make a positive social impact either in their local communities or abroad, and, in the last several years, SE-related projects have become a priority with the Foundation (Washington & Conway Dato-on, 2015). In 2010, the Foundation initiated a Social Entrepreneurship Program designed to support students and faculty changemakers in developing solutions by harnessing “the power of civic innovation and social entrepreneurship in tackling difficult societal issues in their communities” (<http://sullivanfdn.org>; SESi, 2011). Rollins staff and students attended Sullivan’s inaugural Social Entrepreneurship Program retreat, which inspired their SESi activities as well as their interest in becoming an Ashoka Changemaker Campus (SESi, 2011; Rollins Interviews). They continue their frequent networking with other Sullivan campuses (Rollins Interviews).

Since 2011, Tupperware Brands has sponsored Rollins’s Global Links Program, a public private partnership with Rollins and the US Secretary of State’s Office of Global Women’s Issues. The program was launched in 2012 with the selection of a faculty member from the University of Babylon in Iraq to study entrepreneurship at the Crummer School. Upon her return to Iraq, she established a career center to mentor businesswomen in Baghdad and Karbala. In 2015, a business faculty member from the University of Calcutta studied at Crummer in preparation for training women in India in social enterprise development through the University of Calcutta’ career center and local NGOs. The program includes an externship for each scholar at Tupperware Brand headquarters, and, for Indian scholars, a train-the-trainer phase in which the faculty members will return to Rollins with students for an immersion program in which the students will develop plans for new social ventures. The program is slated to “continue to scale in India through 2016 and other markets in the future”

(<https://www.tupperwarebrands.com/csr/global-links>; Conway Dato-on, 2015; Rollins Interviews).

The Hub partners with Florida Hospital to provide training opportunities for faculty and students in Florida Hospital's Innovation Lab. For example, in 2014, 200 faculty and students took part in Innovation Impact Immersion workshops with a Florida Hospital facilitator as part of the first semester of the new BSE program. Based on human centered design principles, the training resulted in student groups developing recycling solutions for the campus, including a dorm recycling competition and an electronic card swipe system to generate usage statistics for recycling bins (Hamburg, 2014; Rollins Interviews; Field Notes). More design training sessions have been planned for faculty. After training in the Innovation Lab, follow-up sessions can be held in the Hub (Conway Dato-on, 2015). The creation of an Innovation Lab at Rollins was recommended by faculty and students who took part in initial SESi strategic planning. The partnership with Florida Hospital allows Rollins access to a lab until funding might be secured for such a facility on the campus, and for design training personnel (Conway Dato-on, 2015; SESi, 2014; Rollins Interviews; Field Notes).

Ashoka was also mentioned frequently by interview participants and in Rollins documentation as a major partner, providing networking, training, and research opportunities. For example, the faculty Director has collaborated with Ashoka fellows, particularly in Mexico, and has served on Ashoka site teams. Faculty, staff, and students regularly receive funding to attend Ashoka conferences and events (Conway Dato-on, 2015; SESi, 2014; Rollins Interviews).

Projects and Successes

During the site visit, most participants mentioned Rollins's partnerships with the Sullivan Foundation and Tupperware Brands as two notable, ongoing Hub successes. Each has also

resulted in recent faculty publications (Conway Dato-on & Al-Charaakh, 2013; Warnecke & Stecker, 2015; Washington & Conway Dato-on, 2015). Examples of student projects, either as class assignments or as service learning efforts funded through Sullivan, Net Impact or other awards, were frequently mentioned during interviews, celebrated in posters and other promotional materials at the Hub, and reported on the College's news site. The researcher attended poster sessions during the site visit that, for example, described student initiatives in founding or working with existing nonprofit organizations or sustainable businesses aimed at addressing diverse social issues such as disease prevention, clean water provision, and poverty alleviation in the US, the Caribbean, Africa, and other parts of the world. Students and alumni have combatted malnutrition in Rwanda (<http://360.rollins.edu/people/meet-tori-linder-15>), aided socially responsible small businesses in Ghana (<http://360.rollins.edu/people/meet-scott-novak-16>), created a group to assist an orphanage in the Dominican Republic (<http://360.rollins.edu/academics-and-research/to-mentor-an-orphanage-in-the-dominican-republic>), and established a foundation to provide prosthetic devices for children in need (<http://360.rollins.edu/people/a-step-in-the-right-direction>). Teams of Rollins graduate students have also competed successfully in the Nespresso Challenge (<http://360.rollins.edu/college-news/thinking-global>; Rollins Interviews).

Rollins Challenges and Constraints

Analysis of the background and characteristics of Rollins' adoption of SE practices revealed several challenges and constraining factors limiting SE activities as they have been enacted across campus:

Transitioning to New Administrative Leadership

Rollins greeted the arrival of a new President in July, 2015, and is recruiting for a new Provost, who is anticipated to start in fall, 2016 (Cusimano, 2015; Rollins Interviews). This leadership transition can be considered as constraining in the short term while the campus awaits the administration's determination of the new strategic direction for the College, as well as an enabling factor in allowing the Hub to position itself for new opportunities in the changing organizational environment. Hub personnel have been soliciting commitment from the new and interim senior campus leadership regarding the alignment and importance of the Hub's activities to the overall mission of the institution, as well as for securing support for Rollins's Changemaker Campus status (Conway Dato-on, 2015; Rollins Interviews).

Institutional Support Structure

Since SE activities emerged and evolved in more than one area on campus, participants mentioned that such a dispersed model sometimes led to uncertainty about who was or should be responsible for which initiatives (Rollins Interviews). The Hub has been seeking to clarify and distinguish its activities and services from those offered through other units on campus, as well as exploring the advantages and disadvantages of a direct reporting line to the Provost (Conway Dato-on, 2015). Historically, there has been a question of whether Hub activities should be led by a staff or faculty member. The Hub's current advantages, seen by faculty in particular, are its cross-campus mandate spanning disciplinary silos, and its faculty leadership. Continued planning efforts outlining its organizational and facilitative role are also intended to lead to increased faculty involvement with the Hub, aided by support from new faculty arrivals in the BSE major and in other interested departments on campus (Conway Dato-on, 2015).

Resources

Funding for operations and staffing in the Hub has become constrained in the last two years, although participants were pleased with the new space in the International House (Rollins Interviews). Rollins is limited, however, in not having an on-site Innovation Lab, which could provide training for students, faculty, and staff as well as attract nonprofits and other organizations to campus (Rollins Interviews). With only two part-time personnel, in addition to student workers, they are currently “attempting to balance too many tasks and objectives across multiple responsibilities” in “efforts to build momentum and impact for social innovation and entrepreneurship at Rollins” (Conway Dato-on, 2015, p. 10). Despite these limitations, the Hub is optimistic that strategic planning in association with the new President and Provost will address resource limitations (Conway Dato-on, 2015; Rollins Interviews).

Advantages and Enabling Factors

Analysis of the background and characteristics of Rollins’ adoption of SE practices revealed several advantages that helped to legitimize SE activities as they have been enacted across campus:

Tied to Institutional Mission

SE activities are seen by participants as being in close alignment with Rollins’ mission focus on the liberal arts, service learning and civic engagement, and international perspective (<http://www.rollins.edu/about-rollins/mission/index.html>; Rollins Interviews). The Hub’s mission statement of helping “foster global citizens and responsible leaders by equipping and empowering competent changemakers who are committed to building a better world,” included on its website and in its marketing materials, directly reflects the mission statement of the institution (<http://www.rollins.edu/social-innovation-and-entrepreneurship-hub/index.html>).

Tied to Student Interest

Participants recalled that SE activities were initiated at Rollins in response to student as well as faculty and staff interest.

I would say that the identity has always been a ground-up or bottom-up initiative at Rollins. It was initially, when we started at SESI, and then into The Innovation Hub. It was, hey, this stuff is going on and this stuff is happening and our students saying, “I’m interested in this.” (Rollins Interview 128)

Students are seen as primary stakeholders, and SE initiatives were frequently described by participants as driven by student interest, and inspired by student passion and commitment to community engagement and to making positive change in the world (Rollins Interviews).

Students are recognized as being closely involved in SESi and Hub planning and operations (SESE, 2011; SESi, 2014; Conway Dato-on, 2015; Rollins Interviews).

Tied to Teaching

SE elements are infused throughout the business and leadership curricula at Rollins. Rollins is proud of offering the first undergraduate major in SE accredited by the AACSB, while SE courses are also taught at the graduate level at the Crummer School, which is preparing to offer an MBA concentration in SE in 2016 (Rollins Interviews). The Center for Leadership & Community Engagement, as well, offers courses that include SE components in their leadership programs (<http://www.rollins.edu/leadership-community-engagement>).

Tied to Faculty Scholarship

Faculty have sought to establish Rollins’s reputation as a thought leader in the SE field, and those associated with the Hub, the Crummer School, and the BSE have published in the

areas of business, development, and SE, including on the history of SE initiatives at the College (Conway Dato-on, 2015; Rollins Interviews).

Rollins's instances of SE activities have been enabled by several strong institutional factors:

Enabled by Culture of Community Service and Engagement

SE activities, with their commitment to social change, appear strongly embedded in the campus culture of service learning and civic engagement institutionalized in Rollins's mission and reflected in curricular requirements for student immersion experiences and co-curricular leadership opportunities. Faculty, staff, administrators, and students consistently voiced their interest in addressing social problems either in their local community or globally, with such activity seen as a fundamental component of the educational experience at Rollins (Rollins Interviews; Field Notes). Moreover, SE is beginning to be seen as a logical extension of Rollins's service and engagement model.

I think that the need that is met is for students who have been really immersed in our culture of, first, what I would call community service, then I would call community engagement, to challenge themselves and to challenge us as an institution to take it one more step. I've actually had that articulated to me by an alumnus who said, "You know when I first came into Rollins, I came to really understand what this community service means. Then, as I was here longer and participated in different activities and things, I understood what community engagement means. Now as an alumnus I look back and I see the messaging around social entrepreneurship and I say, yes, this is the evolution, and a deeper dive, and a more sustaining drive toward positive social and environmental change." (Rollins Interview 128)

Enabled by Strong Community Ties

Rollins has leveraged its long association with the Winter Park and Orlando communities, including establishing ties with local nonprofit and for-profit enterprises, organizations, and schools. Local professionals and business people regularly serve as resources for student and faculty projects, and, within its internal stakeholder community, the Hub has received strong support from the Rollins Board of Trustees.

Enabled by Strategic Partnerships

Rollins has formed key partnerships with organizations such as Tupperware Brands, Florida Hospital, and the Sullivan Foundation which have been critical to the success of SE-related programs.

Enabled by Planning and Analysis

The SESi strategic planning process “included extensive analysis based on internal and external quantitative and qualitative research” (SESi, 2014, p. 8). After returning from a Sullivan Foundation Retreat in 2011, students involved in SESi planning activities conducted stakeholder surveys “to assess the interest and receptivity to the establishment of a comprehensive social entrepreneurship program at Rollins” (SESE, 2011, p. 2). Data from student needs assessments, Ashoka U and Net Impact industry statistics, and from an “anecdotal trends assessment of leading and peer Changemaker Campus institutions,” were also utilized, with work groups consisting of faculty, staff, students, and community partner representatives completing the data analysis in the context of previously identified strategic themes (SESi, 2014, p. 8). The framework used for Rollins’s initial strategic planning was presented by faculty and students at an academic conference, and “then became the one that we used again in 2013 to assess progress from 2011 to 2013 . . . we are looking at how we can use that same framework

now in 2015-2016 to do our second, renewal scan” for the Ashoka renewal process (Rollins Interview 128). Such careful planning and analysis is allowing Rollins to document program history, service usage, and impact to demonstrate value to a variety of audiences, including a new administration, potential funders, and membership organizations such as Ashoka.

CHAPTER 8. TULANE UNIVERSITY PROFILE

Tulane Setting

Tulane University is a private, nonsectarian research university in New Orleans, Louisiana, a demographically, ethnically, and culturally diverse city. Tulane has 1,180 full-time faculty and 3,490 full-time staff, and the student body comprises over 8,000 undergraduate and 5,000 graduate and professional students. While slightly over three percent of Tulane undergraduates are from countries outside the US, over 24% of graduate and professional students are international. Almost 29% of students are minorities. Tulane is consistently considered one of the top universities in the US, and is known for its Schools of Business, Law, and Public Health, and undergraduate service learning programs (<http://tulane.edu/about/facts.cfm>; http://www.tulane.edu/~registra/enrollment_profiles/201530/2015%20University%20Profile.pdf).

Tulane's mission and vision statements reflect the university's strong commitment to civic engagement and community partnership building with the city of New Orleans as well as globally, and the aspiration to inspire students to "make a difference in the world" through their learning experiences.

Tulane's purpose is to create, communicate and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn and to act and lead with integrity and wisdom. Tulane pursues this mission by cultivating an environment that focuses on learning and the generation of new knowledge; by expecting and rewarding teaching and research of extraordinarily high quality and impact; and by fostering community-building initiatives as well as scientific, cultural and social understanding that integrate with and strengthen learning and research. This mission is

pursued in the context of the unique qualities of our location in New Orleans and our continual aspiration to be a truly distinctive international university.

Tulane University aspires to be the most distinctive global research university known for its adaptability, innovation and unparalleled ability to empower people and communities to make a difference in the world.

(<http://tulane.edu/administration/mission-statement.cfm>;

<http://tulane.edu/strategicplanning/vision.cfm>)

In 2006, as part of its campus and community renewal efforts in response to the devastation of Hurricane Katrina, Tulane became “the first major research institution” to require undergraduates to complete a service learning class before graduation in order to “build a portfolio of experience” demonstrating that “they can be a fundamental part of community growth regardless of their academic field, and also [to] show them the real-world application of their theoretical courses” (<http://www.admission.tulane.edu/international/about.php>; <https://tulane.edu/cps>). The physical and psychological impact of Hurricane Katrina is still seen by the university as the pivotal, generative event inspiring an ongoing commitment to service learning and civic engagement, community partnerships, and, more recently, to SE activities (<https://tulane.edu/cps/students/servicelearningcourses.cfm>; Sapunar, 2015; Tulane Interviews).

Due to the University President’s interest in SE, a special assistant was hired in the President’s office in 2009, responsible for organizing a campus speaker series and student funding competition (and, upon the President’s retirement in 2014, this position transitioned into the Director of University Partnerships and Social Innovation in the President Emeritus’ office). Also in 2009, Tulane became an Ashoka Changemaker Campus. The early focus of Tulane’s SE initiatives was on co-curricular programs for undergraduates, and, in 2010, the newly established

Center for Engaged Learning and Teaching (CELT) added a social innovation (SI) co-curricular core, managed by a staff member, to its activities. In 2011, an Assistant Provost for Social Entrepreneurship and Civic Engagement was appointed, several endowed professorships created, and additional student competitions, prizes, and award opportunities were funded with donor support. In 2012, Tulane began offering a curricular option, becoming one of the first universities in the US to have an undergraduate minor in social innovation and SE (SISE). Offered through the School of Architecture, the minor was designed to be interdisciplinary and open to any major. Tulane also became one of the first institutions to hold interdisciplinary human-centered design classes for undergraduates (<http://taylor.tulane.edu/past-present-future>; <http://tulane.edu/administration/president/cowen/staff.cfm>; <http://tulane.edu/celt>; https://tulane.edu/news/releases/pr_040815.cfm; Tulane University Taylor Center, 2015).

The Taylor Center for Social Innovation and Design Thinking, established to coordinate all of Tulane's SE-related programming, was created through a \$15 million gift from Phyllis M. Taylor, a Law School alumna after whom the Center is named (https://tulane.edu/news/releases/pr_111714.cfm). The Center is housed on the second floor of the Donna and Paul Flower Hall for Research and Innovation, a new facility built for the Science and Engineering Department and funded through another large alumni gift. The 24,000 square foot, LEED-certified Silver building contains science and engineering research and teaching laboratories, study rooms, and administration offices on the first floor, as well as the Taylor Center, which was added as a second construction phase. Uniquely, the Center space was designed by School of Architecture students and faculty with feedback from Taylor faculty, staff, and students reflecting their need for collaborative, multipurpose, and open space to accommodate the Center's curricular and co-curricular offerings ([163](http://taylor.tulane.edu/past-</p></div><div data-bbox=)

present-future; https://tulane.edu/oua/flowerhall_leed.cfm;
<https://tulane.edu/projects/flowerhall.cfm>; Venegoni, 2014). Taylor staff moved into the new Center in 2015, at which point the core SI activities previously administered by CELT were incorporated into the Taylor Center, giving CELT the ability to concentrate on three primary focus areas: classroom pedagogy, undergraduate research, and experiential learning and mentoring (Tulane University Taylor Center, 2015; <http://tulane.edu/celt>).

The Center's main entry has a welcome desk staffed by students, the SISE Director's office, and a storage closet. An open work space, containing tables, chairs and a couch, shelving, a copier, mailboxes, and a small library of SE material, is situated behind the entry. While the researcher was on site, this space was heavily utilized by Taylor staff and student workers for informal collaboration, as well as by those working on individual assignments or projects. Shared office space containing seven staff work stations is opposite this work area, separated by a glass wall. There are two conference areas, a smaller meeting room containing tables and chairs for four to six people and a white board, in which most of the researcher's interviews with Taylor staff were held, and a larger conference room with a table and seating for approximately ten people, along with several white boards. The facility is completed by a staff kitchen and break room (Field Notes; Appendix L, Photo Gallery).

The main feature of the Center is the Design Thinking Lab, a classroom and workshop space situated behind the Taylor open work and office areas. The lab space features nine tables with seating for four that can be arranged in various configurations. There are also stacks of additional chairs, soft seating, portable white boards, and bins containing materials used in hands-on exercises, such as sticky notes that can be affixed to the walls and windows, and pipe cleaners, construction paper, and other art supplies. Two of the lab's walls are mainly glass,

emphasizing natural light and reinforcing a sense of openness. There is also a speaker's podium, along with computer equipment for presentations. The space is used for SISE classes, workshops, seminars, and other events, and is booked through Taylor administrative support (Field Notes).

Taylor Center

Purpose

Taylor's new website, that went live in August, 2015, as well as other promotional material, uses the tag line, "Dissolving Boundaries. Inspiring Collaboration. Exploring Scalable Solutions" to summarize its mission statement:

Taylor dissolves boundaries and inspires collaboration between students, staff, faculty, and community members to develop innovative solutions to society's most pressing social and environmental problems. The Center coalesces campus and community engagement in social innovation, social entrepreneurship, and design thinking, providing a unique interdisciplinary intersection of thought and action on our campus and in our local and global community. (<http://taylor.tulane.edu>; Tulane University Taylor Center, 2015)

The Center's purpose aligns with key themes of the university's mission and vision statements, including collaboration to address community as well as global challenges through engagement and innovation, and the university's focus on interdisciplinary and service learning as crucial in preparing students to "make a difference in the world" (<http://tulane.edu/strategicplanning/vision.cfm>). Taylor activities reflect the underlying university belief in the complementarity of classroom learning, scholarship, and co-curricular experiential activities that the Center seeks to blend in its instruction in the minor and in its

general programming offerings. The vision of the Center is “to infuse systems thinking, human-centered design, and social innovation mindsets across the Tulane campus,” with the entire institution serving as “a learning laboratory,” using “social innovation and design thinking toolkits” to, ultimately, “transform higher education” (<http://taylor.tulane.edu/past-present-future>).

Human Resources

Taylor personnel include the Dean of the School of Architecture, who, in 2014, was appointed the Center’s Founding Director and the Sacks Endowed Distinguished Chair in Civic Engagement and Social Entrepreneurship. An adjunct faculty SISE Program Director was appointed in 2015 to coordinate the SISE undergraduate minor. The Assistant Provost for Social Entrepreneurship and Civic Engagement serves as the Director of the Taylor Challenge Prizes (https://tulane.edu/news/releases/pr_040815.cfm; <http://taylor.tulane.edu/people>).

Taylor has both a full-time Assistant Director and a Program Manager for Student Programming, and a Department Administrator, along with eight Student Fellows, including three supporting Tulane’s Changemaker Institute, three supporting the Center’s marketing efforts, one supporting design thinking initiatives, and one serving as an events coordinator. Currently, there are eight SE Professors, with three-year renewable endowed faculty appointments, who are drawn from academic departments across Tulane’s three campuses. One Professor also serves as a Lead Convener for Graduate and Professional Programs and Coordinator of Design Thinking Outreach. Several instructors teach various SISE courses, one of whom serves as the SISE Academic Advisor, and another who is also a marketing consultant for Taylor. Finally, the program funds a Research Fellow, currently a recent PhD graduate in

international development, who teaches SISE classes, and a visiting Expert-in-Residence Fellow, who lectures on design thinking (<http://taylor.tulane.edu/people>; Tulane Interviews).

Support and Programs

Support for the Taylor Center has been largely through private donations and endowments enabling construction of the new facility, programming and student venture awards competitions, and endowed chairs and professorships. There has been some cost recovery from workshops offered as extended boot camp experiences, while SISE, as an academic program, derives income from student tuition. Planning continues to focus on establishing additional endowments to expand services and activities, including for tenure track faculty appointments (Tulane Interviews). Taylor faculty and staff see their programs as having “grown into a powerful, intertwined strategy spanning academic opportunities, faculty scholarship and research, student-led activities, and community partnerships,” and divide their offerings into a three-fold division of academics, training, and programming designed for students, faculty, staff, and the New Orleans community (<http://taylor.tulane.edu/past-present-future>; <http://taylor.tulane.edu/programs>).

Academics

Including opportunities primarily for students and faculty:

- The interdisciplinary SISE minor within the School of Architecture.
- SE Endowed Professorships allowing faculty from a variety of disciplines to integrate SE principles into their classroom experiences, conduct research or practice-based scholarship, and take part in Taylor programming. Faculty across campus can apply for professorships, renewable and organized into three-year cohorts, providing funding for

research and travel related to SE applications in their respective fields

(<http://taylor.tulane.edu/programs/professors-in-social-entrepreneurship>).

- An annual Social Innovation Symposium, designed for graduate students, faculty and researchers from a variety of disciplines as well as community leaders who take part in panel discussions and other sessions in order to enhance their understanding of current research and practice in innovation and SE (<http://taylor.tulane.edu/programs/social-innovation-symposium>).
- A Taylor Fellow Expert-in-Residence program that hosts visiting practitioners and researchers who present lectures and workshops, as well as mentor the Tulane community of scholars (<http://taylor.tulane.edu/programs/taylor-fellows-expert-in-residence>).

Training

Including opportunities, some for cost, others at no or low cost, for most stakeholders:

- Design Thinking Workshops are open to students, faculty and staff, with a basic Design Thinking Mindset Workshop introducing the design thinking process, while the Crash Course requires participants to walk through a compressed design thinking cycle (<http://taylor.tulane.edu/programs/design-thinking-workshops>). The researcher was able to attend an evening Crash Course during her site visit, which included a mix of undergraduate and graduate students, staff, and faculty from various departments on campus (Field Notes).
- Work on Purpose Workshops use a curriculum developed from Echoing Green to inspire students to determine ways in which they can make a difference in the world (<http://taylor.tulane.edu/programs/work-on-purpose>; Tulane Interviews).

- Fast 48 Design Thinking Bootcamp is an immersive weekend experience for graduate students, faculty, staff, and community participants using human-centered design tools. (<http://taylor.tulane.edu/programs/fast-48-design-thinking-bootcamp>).
- The Changemaker Institute is Tulane's student-led incubator, providing students with the opportunity to develop, concept or product test, and launch a social venture. Students are paired with mentors and are also exposed to New Orleans' SE professional network. They can compete in pitch events for seed funding, including Dana and Stanley Day's NewDay Challenge Award of up to \$20,000, and the Victor Alvarez Spark Innovation Award of up to \$2,500 (<http://taylor.tulane.edu/programs/changemaker-institute>; Ballard, 2014).
- Taylor also offers a Changemaker Catalyst Award of up to \$1,500 for undergraduate or graduate student attendance at an SE-related conference or training program (<http://taylor.tulane.edu/awards/changemaker-catalyst-award-2>).

Programming

Including opportunities primarily for students, but also for other stakeholders:

- Ignite: Community, Creativity, Change, a pre-orientation program track that allows first year students to experience and contribute to changemaking activities in New Orleans (<http://taylor.tulane.edu/programs/ignite-community-creativity-change>).
- NewDay Distinguished Speaker Series that features well-known SE leaders (<http://taylor.tulane.edu/programs/newday-distinguished-speaker-series>).
- Advising and supporting student groups and organizations on campus seeking to develop changemaking skills, including students interested in the Clinton Global Initiative, the student TEDxTU team, the Graduate Social Innovation Network, and

student chapters of KivaU and Net Impact (<http://taylor.tulane.edu/programs/student-organizations-and-groups>; Tulane University Taylor Center, 2015).

- Additional competitions include Tulane's Nitrogen Reduction Grand Challenge, an international competition that, in 2017, will award \$1million to the entrepreneurial or research team with the best solution to reduce the oxygen deficiency zone in the Gulf of Mexico (<http://taylor.tulane.edu/awards/nitrogen-reduction-challenge>).
- Taylor Student Fellowships for individuals interested in SE or related fields who wish to work at the Center (<http://taylor.tulane.edu/programs/taylor-center-student-fellows>).

Teaching

The SISE minor requires six courses: Introductions to both SISE and to Business for SISE; courses in Design Thinking and in Leadership for Collective Impact; one Senior Elective; and a Senior Seminar. Elective options include interning for credit with a local partner organization (<http://taylor.tulane.edu/programs/minor-in-social-innovation-social-entrepreneurship/sise-approved-elective-courses/sise-internships-2>). Courses are taught by instructors associated with the program. During the 2014-2015 academic year, the SISE program had 130 declared minors, and Tulane graduated 18 students with SISE minors (Tulane University Taylor Center, 2015). Workshops and other programming, such as Human Centered Design Crash Courses and Boot Camps, are conducted by Taylor staff and instructors, SE professors, and visiting fellows (<http://taylor.tulane.edu>; Field Notes).

Campus Involvement in SE

There have been SE activities at Tulane for five to 10 years, and an estimated 20-35 faculty and administrators are currently involved in SE from the Administrative Offices (President, Provost, other VPs), the Taylor Center, Academic Advising and Career Development,

Architecture, Arts and Humanities, Business, Education, Engineering, Health Sciences, Physical/Biological/Natural Sciences, and the Social Sciences. The site contact noted that “the work comes together in the Center for social innovation and design thinking, but there are individuals and departments in each of the highlighted areas that are doing work in the field in their own right” (Questionnaire).

Participants affirmed that a natural disaster prompted Tulane’s commitment to community service and, more recently, to SE initiatives.

Immediately after Hurricane Katrina, Tulane President Scott Cowen determined that the future success of Tulane would be tied to the city of New Orleans and made a more formal and widespread commitment to community engagement at all levels of the institution . . . making Tulane the first research institution to require public service as a graduation requirement. Since that time, students have started coming to Tulane specifically for its commitment to the community. Social entrepreneurship was a natural evolution of student interest and institutional strategy. (Questionnaire)

The Taylor Center uses three definitions, derived from the business literature, in their discussion of social entrepreneurs (Dees, 2001), of SE (<http://skoll.org/about>), and of social innovation (<http://ssir.org>):

- Social entrepreneurs play the role of change agents in the social sector, by:
 - Adopting a mission to create and sustain social value (not just private value);
 - Recognizing and relentlessly pursuing new opportunities to serve that mission;
 - Engaging in a process of continuous innovation, adaptation, and learning;
 - Acting boldly without being limited by resources currently in hand; and

- Exhibiting a heightened sense of accountability to the constituencies served and for created outcomes (Dees, 2001).
- Social entrepreneurship is about innovative, market-oriented approaches underpinned by a passion for social equity and environmental sustainability. Ultimately, social entrepreneurship is aimed at transformational systems change that tackles the root causes of poverty, marginalization, environmental deterioration and accompanying loss of human dignity. The key concepts of social entrepreneurship are innovation, market orientation and systems change (<http://skoll.org/about>).
- Social innovation is defined as a novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals (<http://ssir.org>; Questionnaire).

Staff summarized their curricular and co-curricular activities as educating students “on the concepts and skills associated with social innovation and social entrepreneurship. We put a primary focus on the concept of ‘everyone a changemaker’—helping students identify personal and professional paths that are right for them and good for the world” (Questionnaire).

Stakeholders and Partners

The Taylor Center considers students, faculty, and staff, as well as the wider New Orleans community, as primary stakeholders. Undergraduate students are supported through both curricular and co-curricular activities, including classes, internships, workshops, competitions, events, and fellowships, and, increasingly, graduate students are included in opportunities such as access to funding awards and practicum options. Faculty and staff are key audiences for

campus events, workshops, and training sessions, while SE endowed Professorships provide funding for cross disciplinary scholarship (Field Notes).

As key stakeholders and resource partners, the New Orleans business and nonprofit communities benefit from student service learning projects and in turn provide mentorship and professional development for Tulane students. For example, students enrolled in the SISE minor completed almost 4,000 service learning hours in 2014-2015 with a variety of local SE organizations, including nonprofits serving disadvantaged youth; Propeller, a social venture incubator; and various New Orleans K-12 schools. And undergraduate and graduate students involved in the Changemaker Institute are matched with community mentors, who provide both their expertise and access to professional networking opportunities (Tulane University Taylor Center, 2015). Most of the organizations Taylor has worked with have been nonprofits “that are generating revenue to support at least part of their costs,” although, since students can fulfill their service learning requirement through internship opportunities, for-profit institutions “are more likely to connect with us through internships” (Tulane Interview 11). The Center for Public Service maintains an extensive listing of the university’s local partner organizations (<http://tulane.edu/cps/partners.cfm>).

Tulane also benefits from active alumni stakeholders, who have not only funded Taylor initiatives, such as the Taylor Center itself, student venture and innovation awards, and endowed positions, but include individuals who are in charge of SE organizations in the New Orleans area that host student volunteers and researchers. Two examples of alumni partner organizations that are also considered among the Center’s notable successes are Fund 17, providing microfinancing services to New Orleans entrepreneurs, and Grow Dat Youth Farm, fostering youth leadership development and urban agriculture (www.fund17.org; <http://growdatyouthfarm.org>;

<http://taylor.tulane.edu/2015/09/collaboration-announced-between-taylor-and-grow-dat-youth-farm/>).

Internal partners include academic and student affairs departments and services that collaborate with Taylor in various capacities. For example, the academic home of the SISE minor is the School of Architecture (<http://architecture.tulane.edu>; <http://taylor.tulane.edu/people>). The Taylor Center was designed by architecture students and faculty, who also built the Grow Dat Youth Farm facility as part of the School of Architecture's Tulane City Center work with local nonprofit organizations (<http://www.tulanecitycenter.org>; <http://growdatyouthfarm.org/tulane-university>; Tulane Interviews). Taylor has partnered with the Center for Public Service, Offices of Orientation, Parent Programs and Multicultural Affairs, and with the Murphy Institute (specializing in political economy, ethics and public policy) in delivering the Ignite pre-orientation track on changemaking for first year students, as well as with Academic Advising and Career Services in delivering the Work on Purpose workshop series (<http://taylor.tulane.edu/programs/ignite-community-creativity-change>; Tulane Interviews). Taylor has also hosted events with the Freeman School of Business and its Levy-Rosenblum Institute for Entrepreneurship, both of which the researcher was able to visit while she was at Tulane (Tulane University Taylor Center, 2015; Field Notes).

An external partner with a long association with Taylor, as well as with the Freeman School of Business, is Propeller, a nonprofit organization assisting local entrepreneurs launch and accelerate social and environmental businesses. The 10,000 square foot Propeller facility is close to the Tulane campus, and some alumni of Taylor's Changemaker Institute have gone on to use Propeller services while continuing their ventures. Part of Propeller's income is generated through renting out workspace to entrepreneurs who cannot yet afford the full cost of

commercial office space. The building was designed as multipurpose, and is also used for workshops and events. The researcher was able to visit and tour the facility, as well as talk with some of the staff about their services, while she was in New Orleans (<http://gopropeller.org>; Field Notes). Since 2009, Taylor, Propeller, and the Freeman School of Business have co-sponsored the PitchNOLA: Community Solutions competition for \$10,000 in startup funding for greater New Orleans social entrepreneurs (<http://taylor.tulane.edu/2016/01/taylor-partnership-with-pitchnola-supports-funding-for-community-solutions>).

Site participants mentioned Tulane's strong relationships with local K-12 schools, both public and private, including charter schools, which have provided service learning opportunities for SISE students. Taylor also works with 4.0 Schools, another SE incubator in New Orleans dedicated to developing and launching innovative entrepreneurial ventures in education (<http://4pt0.org>). And the SE Endowed Professor in the Teacher Preparation Certification Program has pursued applications of Ashoka's empathy initiative as well as aspects of design thinking in teacher training with local partner schools (Tulane University Taylor Center, 2015; Tulane Interviews).

In fall 2015, Taylor announced a new Community Innovator's Circle (CIC) initiative to assemble a small cohort of local community partners to offer sustained student experiential learning experiences in addition to Tulane's one semester public service requirement. It is also intended to accommodate graduate students interested in practicum or research opportunities. Grow Dat Youth Farm, the Center's closest partner, is serving as the pilot organization for the new program (Tulane University Taylor Center, 2015; <http://taylor.tulane.edu/2015/09/collaboration-announced-between-taylor-and-grow-dat-youth-farm>; Tulane Interviews).

Grow Dat Youth Farm is located on seven acres of a former golf course in New Orleans' City Park, two acres of which are dedicated to cultivation. The Park is centrally located and accessible via public transportation. The 6,000 square foot “eco campus” consists of seven retrofitted shipping containers housing offices, a teaching kitchen, locker rooms, restrooms with composting toilets, cold and tool storage, and a post-harvest handling area. There is also a stand where the farm’s produce is sold (<http://growdatyouthfarm.org/our-farm-1>; Field Notes). Walkways direct excess rain water into a nearby bayou to prevent flooding, and waste water is treated on site. The complex, completed in 2012, was created and built by architecture faculty and students as a Tulane City Center project also supported by SISE and other partners, and it has won numerous architectural awards for design and environmental sustainability (<http://www.tulanecitycenter.org/grow-dat>).

Grow Dat seeks “to nurture a diverse group of young leaders through the meaningful work of growing food,” and:

On our farm we work collaboratively to produce healthy food for local residents and to inspire youth and adults to create personal, social and environmental change in their own communities. Grow Dat is a place where people from different backgrounds and disciplines come together in research and practice to support public health, local economies and a sustainable food system in South Louisiana.

We envision a vibrant New Orleans where youth and adults transform their communities, their environment, and themselves by engaging in the meaningful work of growing healthy food. (<http://growdatyouthfarm.org/vision>)

Grow Dat has six staff, including the Founder and Executive Director, and employs cohorts of 40-50 high school students who serve as entry level crew members

(<http://growdatyouthfarm.org/staff>). The entry level crews are peer led by crew leaders and assistants who have successfully graduated from a previous cohort. Students are recruited from partner high schools across New Orleans, and are intended to represent a diverse, cross-section of New Orleans youth. Students are paid a competitive salary in an area where they face limited job opportunities, and can earn bonuses based on successful performance and the acquisition of “leadership and life skills during their intensive, hands-on work experience”

(<http://growdatyouthfarm.org/become-a-grow-dat-youth>). This novel combination of a leadership development program with manual farm work is aimed to instill:

. . . a sense of responsibility, community, environmental stewardship, and service among participants [while] the farm enhances leadership and teamwork abilities through the collaborative work of growing food. An ideal Grow Dat youth would be open to trying new things, see the intrinsic value in our mission, and possibly looking for a way to reinvent themselves. (<http://growdatyouthfarm.org/become-a-grow-dat-youth>)

Employees grow and harvest 12,000 pounds of organic vegetables per year, 70% of which is sold at their farm stand and at farmers' markets, while 30% is distributed to low income New Orleans residents who would otherwise have little or no access to fresh produce. Their goal is to generate enough revenue to cover half of their operating costs

(<http://growdatyouthfarm.org/our-farm-1>; Tulane Interviews). The researcher was able to visit the Farm, talk with staff, and take an in-depth tour with one of the crew leaders. All seemed enthusiastic and committed to their experiential learning model, especially in its capacity to provide youth with an introduction to the broader issues and challenges of food cycle management, sustainable agricultural practices, nutritional awareness, and food justice advocacy in an underserved, urbanized setting (Field Notes).

In seeking to share their experiences with experiential learning and a successful implementation of a community based operational framework, Grow Dat has arranged with Taylor to accept 55 SISE service learning students each academic year, as well as host selected graduate student research projects. For example, one current SISE instructor's recent dissertation was a case study of Grow Dat, while one Taylor staff member completed a monitoring and evaluation report for Grow Dat as part of the requirements for a master's degree. Grow Dat staff members also regularly guest lecture in SISE courses (http://tulane.edu/news/newwave/111715_grow_dat_and_taylor_learn_together.cfm; Tulane Interviews; Field Notes).

In addition to its internal and local external stakeholders and partner organizations, the Taylor Center considers the broader academic and professional communities, including other Ashoka member institutions, as stakeholders. Ashoka is perceived as a strong strategic partner, and Tulane has traditionally sent large delegations of faculty, staff, and students, as well as administrators and community members, to the annual Exchange conference. Tulane hosted the conference in 2016 (Tulane University Taylor Center, 2015; <http://taylor.tulane.edu/event/2016-ashoka-exchange>; Tulane Interviews).

Projects and Successes

During the site visit, most participants mentioned Tulane's Ashoka Changemaker designation, establishment of SE Professorships, creation of the interdisciplinary SISE minor, and the opening of the new Taylor Center as high profile successes that are credited with helping to infuse SE concepts and activities across Tulane's campuses (Tulane Interviews).

The Changemaker Institute was seen by Taylor staff as a successful example of a program that was initiated in response to student demand.

[It] was initially brought about by the student organization that we first worked with . . . I think what's unique about our program is that we really try to make sure that it's owned by students, so we hire students to run the program with guidance from staff and faculty. The students really get to determine what's included in, essentially, the curriculum. And it is a co-curricular opportunity, so, students are committing to this program outside of their academic workload. I think part of what's unique about it is, first, we really help students be able to see what it would take to make their idea work on the ground. So we're able to give them a pretty strong foundation. . . . We get them strong enough where they could continue to work on their venture full-time after they graduate, and some of our students have chosen to do that. Many are strong applicants for some of the local and national programs that support these spaces. . . . And I think the other thing that's really interesting is, because students are doing this outside of their coursework, there's an extra level of commitment from them, and they're interacting with people from many different backgrounds and many different academic disciplines, all around an idea that they have to make social impact. (Tulane Interview 11)

Examples of student Changemaker ventures were also referred to by other participants, and profiled on the website and in other Taylor documentation. Changemaker teams and individuals have consisted of both undergraduate and graduate students from a broad range of disciplines, including business, the liberal arts, public health, science and engineering, and the social sciences. Recent ventures have included the creation and planned mass production of an affordable diagnostic tool to detect common viruses; digital storytelling training for middle school girls; food literacy training; ACT test preparation services for underserved students; and recycling efforts and lower cost textbook options at Tulane (<http://taylor.tulane.edu/programs/>

changemaker-institute). Sustainable ventures that have their own websites include Net Work Voluntours, the only nonprofit in New Orleans that “promotes and facilitates customized volunteer and cultural activities for visitors and residents” (<http://www.networknola.org>); Top Box Foods, a nonprofit that delivers fresh, affordable food to urban areas (<http://www.topboxfoods-nola.com>); and Sanitation and Health Rights in India, a nonprofit that constructs community toilet facilities in Indian villages in an effort to promote health equity, and social and economic justice for rural communities (<http://www.sanrights.org>).

Tulane Challenges and Constraints

Analysis of the background and characteristics of Tulane’s adoption of SE practices revealed several challenges and constraining factors limiting SE activities as they have been enacted across campus:

Human and Operational Resources

The gifts and endowments Tulane has received since 2009 have been impressive and have allowed the steady growth and development of SE initiatives at Tulane, including the many endowed chairs and professorships, but participants frequently noted the need for tenure-track faculty positions in SE to support SISE, and allow for additional opportunities for research and curriculum development. These positions would also aid in Taylor’s plans to increase their engagement with graduate students. Many other participants suggested expanding the number of SE Professorships drawn from other fields would further increase faculty involvement with Taylor as well as the level of diffusion of SE across campus (Tulane Interviews). Taylor is also seeking funding to expand access to program offerings, for instance, by offering paid internships to SISE students, and by establishing the CIC beyond the current pilot with Grow Dat Youth Farm (Tulane University Taylor Center, 2015).

Advantages and Enabling Factors

Analysis of the background and characteristics of Tulane’s adoption of SE practices revealed several advantages that helped to legitimize SE activities as they have been enacted across campus:

Tied to Institutional Mission

SE activities were seen by participants as in close alignment with Tulane’s mission focus on service learning, civic engagement, and scholarship to address community as well as global challenges, and to prepare students to “make a difference in the world”

(<http://tulane.edu/administration/mission-statement.cfm>;

<http://tulane.edu/strategicplanning/vision.cfm>). Taylor reflects Tulane’s underlying belief in the

complementarity of classroom learning, scholarship, and co-curricular experiential activities

intended to impact New Orleans and society at large as Taylor seeks to be Tulane’s

“interdisciplinary intersection” of social innovation, SE, and design thinking

(<http://taylor.tulane.edu>).

Tied to Student Interest

Participants recalled that SE “was a natural evolution of student interest and institutional strategy” at Tulane (Questionnaire), and cite the growth and popularity of the SISE minor, and the initiation of the student-led Changemaker Institute in response to student demand (Tulane University Taylor Center, 2015; Tulane Interviews; Field Notes).

Tied to Teaching

Tulane is proud of offering one of the first minors in social innovation and SE, as well as of being one of the first institutions to offer interdisciplinary human-centered design classes for undergraduates. Courses are taught by instructors associated with the SISE program.

Workshops and other training, such as the Human Centered Design Courses and Boot Camps, are conducted by Taylor staff and instructors, SE professors, and visiting fellows. SE professors have also infused aspects of SE into their classes in their own areas of academic specialization (<http://taylor.tulane.edu/past-present-future>; Tulane Interviews; Field Notes).

Tied to Faculty Scholarship

The Taylor Center considers Tulane to be a “pioneer in social innovation education.” The institution’s current research focus is on systems thinking and human-centered design as tools to facilitate SE (<http://taylor.tulane.edu/past-present-future>; Tulane Interviews).

Tulane’s instances of SE activities have been enabled by several strong institutional factors:

Enabled by Sustainable Resources

The Center uses committed endowment funding and an active donor base to support operational and human resources. Its new facility, occupied in 2015, was funded by an alumna (<http://taylor.tulane.edu/past-present-future>; Tulane Interviews).

Enabled by Culture of Community Service and Engagement

SE activities, with their commitment to social change, appear strongly embedded in the campus culture of service learning and civic engagement institutionalized in Tulane’s mission and vision statements, and reflected in curricular requirements. Faculty, staff, administrators, and students consistently voiced Tulane’s commitment to engaging with the local community in addressing social and environmental challenges. Such commitment was seen as a fundamental component of the educational experience at Tulane, and a reason many gave for initially coming to the institution (Tulane Interviews; Field Notes). Moreover, SE is seen by some participants as a logical extension of Tulane’s service learning model.

Enabled by Strong Community Ties

Tulane has intentionally cultivated ties with the New Orleans community, a priority written into its institutional mission. The university maintains close working partnerships with local nonprofit and for-profit enterprises, civic organizations, and public and private schools. Local nonprofit leaders and professionals regularly serve as resources for as well as beneficiaries of student and faculty projects.

Enabled by Strong Local Partnerships

Taylor has formed key partnerships with local SE organizations such as Grow Dat Youth Farm, Propeller, and other nonprofits that serve as venues for service learning, and as opportunities for student internships, professional development, networking, and research.

CHAPTER 9. WESTERN WASHINGTON UNIVERSITY PROFILE

WWU Setting

Western Washington University, in Bellingham, is the third largest of six public universities in the state of Washington, and among the most highly ranked comprehensive universities in the Northwest. It was established as the state's normal school in 1893, and continues to have a prominent teacher education program. WWU now has over 14,500 undergraduate and 700 master's degree seeking students, and 2,200 faculty, administrators, and staff. Eighty-eight percent of students are Washington residents, 11% are from other states, and approximately 25% are students of color. International students make up one percent of the student body. Domestic students are encouraged to include an international experience, such as study abroad, as part of their undergraduate education. WWU is known for its highly selective honors program, as well as for being a top producer of Fulbright recipients and Peace Corps volunteers among US master's granting institutions (<http://www.wwu.edu/about/quick-facts>; <http://www.wwu.edu/sixquestions/docs/demographics.pdf>; WWU Interviews).

Bellingham, a town of over 80,000 on Puget Sound and in the foothills of the Cascade Mountains, is known for its beautiful scenery and access to outdoor activities. Only 17 miles from the Canadian border, it is 50 miles south of Vancouver, and 90 miles northwest of Seattle. The WWU campus is situated on 215 acres of forested hillside overlooking Bellingham Bay, and includes the adjacent Sehome Hill Arboretum, jointly maintained with the city, featuring six miles of walking trails (<http://www.wwu.edu>). WWU's modern Outdoor Sculpture Collection, considered one of the top 10 in the US, is "integrated with the terrain, architecture, and social climate of the campus," and serves as a visual representation of the university's environmental

focus (Western Washington University College of Fine and Performing Arts, n.d., p. 1; <http://westerngallery.wvu.edu/sculpture.shtml>; Appendix L, Photo Gallery).

WWU was one of the initial signatories of the American College and University Presidents' Climate Commitment, and was an early, ground breaking "university of the environment. . . . Sustainability is at the heart of what we do here. Our Huxley College of the Environment was innovative at its birth in 1969, and today those ideals have spread to every corner of campus" (<http://www.wvu.edu/about/green>; Shepard, 2009). WWU ranks highly nationally as a green campus, and the Sustainability Office is active in collaborating with faculty, staff, and students to implement and maintain various environment-related projects. WWU is particularly proud of purchasing 100% renewable energy since 2004, when students decided to pay a yearly fee to cover the costs. Students also voted to ban the sale of bottled water on campus and funded the installation of water refilling stations to encourage individuals to carry their own bottles. The student-led campus recycling center has been in place since the 1970s, and the university's custodians have won national awards for initiating the use of more environmentally friendly cleaning methods. Participants also mentioned the interdisciplinary undergraduate degree program in energy policy and management, begun in 2012 through the Institute for Energy Studies, as a noteworthy example of the depth of campus dedication to addressing environmental issues (<http://www.wvu.edu/sustain>; <https://westerntoday.wvu.edu/features/western-to-pursue-changemaker-campus-status>; WWU Interviews).

Along with its commitment to environmental sustainability, WWU has a history of activism and concern for social justice. Participants in this study frequently talked about the progressive nature of the campus culture and the shared passion of the campus community for

effecting positive change in the world, attitudes also held by those recently taking part in listening sessions held by the university's presidential search committee (<http://wp.wvu.edu/presidentialsearch/2015/11/21/psac-chair-sharpe-update-on-feedback-results-position-description-next-phase-of-the-search>; WWU Interviews). This progressive outlook and the passion for bringing about change were seen as two of the major strengths of the institution, along with its belief both in the foundational role of the liberal arts and sciences, and in experiential learning as critical to the attainment of a comprehensive education.

WWU's joint emphasis on curricular and co-curricular activities includes civic engagement and service to the greater Bellingham community, as well as to the state and region (<http://wp.wvu.edu/presidentialsearch/leadership-profile>; WWU Interviews). This is reflected in the university's tagline, "Changing Minds, Changing Lives," which is prominently displayed on its website and in other documentation. As one participant put it, the motto is not so much aspirational, "although it is, of course, in some ways, but it's also a tag line that reflects who we are as people: faculty, staff, and students, and alumni," making the institution's interest in SE, social change, and innovation, "just sort of a natural thing for us" (WWU Interview 1 Participant 1). These strengths are further outlined in the institutional mission and vision statements:

Western Washington University serves the people of the State of Washington, the nation, and the world by bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities.

Western will build a stronger Washington by being an international leader in active learning, critical thinking, and societal problem solving. (<http://www.wvu.edu/president/strategic-plan.shtml>)

The President credited the university's recognized strengths as the reason for WWU's becoming, in fall 2014, the first public comprehensive university to be recognized as an Ashoka Changemaker Campus:

Our strengths in sustainability, social entrepreneurship, service learning, teacher education, and interdisciplinarity were not only recognized by the accreditation team that visited us, they are also areas in which our leadership for the other Ashoka Changemaker campuses is most eagerly anticipated. They noted what we have always known: that *Active Minds Changing Lives* isn't a slogan, it's the Western way of learning *and* making a positive difference in the world. (<http://www.wvu.edu/president/speeches/Convocation2014-1.shtml>, italics in original)

SE initiatives at WWU were uniformly described by participants as evolving naturally, organically, and as emergent processes arising from the spontaneous, grass roots efforts of faculty, staff, and students, rather than from top down administrative directives. This is in keeping with the culture of activism that is true of the campus generally, as well as with WWU's decentralized model of decision making. Most SE projects have arisen when members of the campus community have seen "something that they want to change, and they set about trying to change it. They don't always ask for permission. They don't always ask for support from higher administration. They just see a problem, and they work to solve it" (WWU Interview 1 Participant 1). Then, "very quickly those ideas are shared and sort of spread," more in keeping with a self-organizing network, seeking adoption across campus (WWU Interview 1 Participant 2).

Discussions and planning on campus prior to WWU becoming an Ashoka Changemaker institution crystalized around the potential of offering an interdisciplinary entrepreneurship

minor and other programming in response to student demand and faculty interest, as well as how to leverage the opportunity to “coordinate and enhance Western’s already strong presence in the broad area of social change” (<http://www.wvu.edu/upb/Prov12/linksociale.pdf>). For example, in 2009, the College of Business and Economics estimated that approximately a fifth of their college’s faculty were already creating courses or pursuing research in fields related to SE or innovation, and had “some expertise in social entrepreneurship that, when combined with expertise from the community,” could serve as a resource base for a minor in entrepreneurship “with a specialization in social venturing” (<http://www.wvu.edu/upb/princscotetc/1113scot/cbescot111309.pdf>). The College of Interdisciplinary Studies also saw leadership and social entrepreneurship offerings as relevant for liberal arts students, and, by 2010, SE had become one of the Provost’s strategic initiatives (<http://www.wvu.edu/upb/princscotetc/1113scot/fairscot111309.pdf>; <http://www.wvu.edu/provost/communication/documents/ProvostInitiativesAY2010.pdf>).

Part of the Provost’s SE strategic initiative involved soliciting campus feedback regarding Changemaker status, with a planning committee Change Team listening, through a series of small group discussions, interviews, and surveys, to the “dreams, visions and wisdom” of community members “about how the university can foster a campus-wide culture of social innovation” (<https://westerntoday.wvu.edu/features/western-to-pursue-changemaker-campus-status>). The collective input revealed that faculty and staff were already practicing and serving as models for changemaking and social engagement.

Western has a strong, ubiquitous culture around social change and innovation. Students are actively engaged in social change activities and show an eagerness to learn. Most

faculty and staff model social change behaviors and identify as Changemakers. (Western Washington University, [2014a])

A \$500,000 alumnus gift enabled WWU to “kick start” their entrepreneurship program through the establishment of an endowed professorship of entrepreneurship (<https://westerntoday.wwu.edu/news/releases/wwu-alumnus-david-cole%E2%80%99s-gift-to-kick-start-new-entrepreneurship-program>). The position was also intended to serve as a “champion for innovation campus-wide” (<http://www.wwu.edu/upb/Prov12/linkentrepreneurship.pdf>). The new faculty member, who arrived in the summer of 2014, has an office located in the College of Business and Economics. He teaches courses in the interdisciplinary minor, which became available to students in fall 2015, as well as directs the program, which was christened the IDEA (Interdisciplinary Entrepreneurship in Action) Institute (<https://westerntoday.wwu.edu/ar/14-15-curriculum/new-degree-programs-added-in-chinese-language-energy-policy>; <http://www.wwu.edu/idea>). As a cross-campus initiative within the Provost’s Office, IDEA is overseen by the Associate Vice President for Academic Affairs, who has been involved with campus SE planning efforts since their initiation (Western Washington University, [2014b]; <http://www.wwu.edu/avpaa/index.shtml>; WWU Interviews).

IDEA Institute

Purpose

IDEA’s mission “is to create more social impact, more on-purpose living, more leadership, more innovation and more community grounded in changemaking and innovation.”

It envisions:

. . . a community of changemakers. We see a better tomorrow driven by the collaborative work of people today. We envision a dynamic culture where it is the norm to see and

understand opportunities and challenges, where there are connections to a network of enthusiastic, knowledgeable and skilled people from around the world, and where we are able to access and bring to bear resources to grasp opportunities that meet challenges in innovative and scalable ways. (http://www.wvu.edu/idea/about_idea.shtml)

Among its programmatic goals, IDEA seeks to “extend the university’s reach and social impact,” “build a bridge” between the university and its various outside constituencies, “serve as a source of economic support” for WWU and the region, and “actualize the potential for enlightened social transformation” (http://www.wvu.edu/idea/idea_pro_programs.shtml).

IDEA’s purpose is closely aligned with the mission of the university in emphasizing changemaking and innovation, problem solving, community engagement, and leadership and collaborative activities leading to positive social change

(<http://www.wvu.edu/president/strategic-plan.shtml>; WWU Interviews).

Human Resources

IDEA Institute personnel include the Director, the David Cole Professor of Entrepreneurship, who is also an Assistant Professor in the Management Department, two staff members, the Associate Director, an Administrative Assistant who also provides support for the Institute for Energy Studies (<http://www.wvu.edu/idea/idea-team.shtml>), and a part-time adjunct responsible for delivering several of IDEA’s professional development workshops (http://www.wvu.edu/idea/about_our_team.shtml). The David Cole Professor and Director’s office is located in Parks Hall, the Business and Economics building, while the offices of the Associate Director and Assistant are in nearby Arntzen Hall, which houses five academic departments, including Environmental Studies (Field Notes). IDEA also has an internal advisory

board, consisting of former members of the Change Team who secured the campus's Ashoka Changemaker designation (Western Washington University, [2014b]).

Support

Support for the endowed professorship in entrepreneurship came from an alumnus, while state funding was secured for the new Associate Director position. The Institute uses existing classrooms and office space. Regular courses generate tuition, while workshops and other professional programs, as well as the Innovation Institute, are self-sustaining through revenue generation. Funding for events and special projects often comes from alumni and other donors. For example, the most recent TEDxWWU event was underwritten by a pharmaceutical engineering and equipment firm (<http://www.wvu.edu/campaign/news/stories/2015-03-TEDx.html>; WWU Interviews; Field Notes).

Generally, SE activities on campus, whether offered by IDEA or in other units, are funded through a combination of sources, including from current operations or reallocation of existing monies, and through the use of a recurring special innovation fund administered in the Provost's Office that is used to provide initial seed capital for activities until permanent funding can be secured. Participants indicated that, especially with the limited state allocations for higher education available in Washington, they need to follow a "mixed approach" regarding funding strategies, "where we can take some state money, we can take some self-sustaining money, we can take some program revenue generation that we can ask donors to help provide the margin of excellence, and put everything together that way" (<http://www.wvu.edu/upb/Prov12/resourceplanuniversity.pdf>; WWU Interviews).

IDEA Programs

The Director has been taking “a multipronged approach” to IDEA services, concentrating on curricular and co-curricular offerings, professional programs, and research. Research has primarily been limited to “trying to understand how to take the knowledge found at the university and translate it from a language that is very university-oriented to a language that is more accessible to the general public” (<http://www.wvu.edu/alumni/eblast2015/microsoft/june.html>). Other core activities are outlined below:

- The interdisciplinary entrepreneurship and innovation minor within the School of Business and Economics. One example of its integration into a major is the interdisciplinary B.A. in energy policy and management that offers the entrepreneurship and innovation minor as one of three options for completing degree requirements (http://catalog.wvu.edu/preview_program.php?catoid=11&poid=5372);
- “Combo” courses, in which community members pay to enroll in elective SE-related courses. For example, the adjunct instructor has begun the development of a three course series on Innovative Engineering. The first course in the series was offered during fall 2015. Intentionally planned to include interactions between students and business professionals as an integral component of the classroom experience, the instructor anticipated an average of five local people will enroll each quarter (<http://bbjtoday.com/blog/wvu-idea-institute-seeking-business-professionals-for-innovative-course/32318>; <https://westerntoday.wvu.edu/news/releases/western%E2%80%99s-idea-institute-to-host-intensive-course-on-innovation-sept-14-18>).
- Website that highlights SE and innovation-related events (<http://www.wvu.edu/idea/events.shtml>).

- Advising the TEDxWWU Club, which organizes an annual TEDxWWU speakers event (<http://www.tedxwwu.com>; <https://westerntoday.wwu.edu/photos/edxwwu-packs-the-house>; <http://www.wwu.edu/campaign/news/stories/2015-03-TEDx.html#sthash.kBkOu0oP.dpuf>).
- Professional Programs, geared toward “the life-long learning and development needs of current and future entrepreneurs, innovators, and change leaders,” are designed for businesses, nonprofit organizations, and government agencies. The programs are of various types, including one to five day intensives, conferences, in person and online programming, facilitated or self-paced training, and certificate programs. Programming features two major focus areas. The first, Entrepreneurship, Innovation, and Change Leadership, includes workshops on innovation, marketing, communication, and value creation and pricing strategies. The second, Entrepreneurship in Action, includes workshops on a range of related topics: environment and energy, spatial and geographic information systems, and governance, ethics, and decision-making. Programs are held either on campus or at satellite or other locations. IDEA also provides needs assessment, impact measurement, facilitator training, and other customized, fee-based services (http://www.wwu.edu/idea/idea_pro_programs.shtml).
- The Innovation College, a five day intensive workshop designed for professionals from all business sectors, is intended to attract regional as well as local participants. IDEA hosts the event on campus in the fall, while an external, Ohio-based firm, the Innovation Engineering Institute, provides the fee based training. WWU was the first university on the west coast to offer the workshop

(<https://westerntoday.wvu.edu/news/releases/western%E2%80%99s-idea-institute-to-host-intensive-course-on-innovation-sept-14-18>).

Teaching

Students pursuing the interdisciplinary, 24-credit minor take each of three courses (Introduction, Intermediate, and Advanced Entrepreneurship and Innovation) twice, for a total of six classes. The Intermediate class involves the creation and development of the students' own ventures, while the Advanced course features "an outwardly focused, deeply experiential and complex set of entrepreneurial learning opportunities," involving "multiple, custom built, highly integrated projects and ventures in real-life contexts" (<http://www.wvu.edu/idea/students.shtml>). The courses were offered as pilots during the 2015 winter and spring quarters, and then as part of the official minor track beginning in fall 2015. Classes have already proved popular with students (<http://www.wvu.edu/alumni/eblast2015/microsoft/june.html>; Field Notes). During the site visit, the researcher sat in on a combined class, co-taught by the Director and Assistant Director, of about 70 students divided into three cohorts. The entire class first explored their group culture and the nature of empathy. When the cohorts dispersed into separate classrooms, the researcher joined the advanced cohort, which was in the process of creating a business plan for downtown startups (<http://bbjtoday.com/blog/downtown-bellingham-partnership-hatches-a-plan-to-fill-vacancies/31626>; Field Notes).

IDEA's adjunct professor teaches several of the program's professional development workshops, while Business and Environmental Studies faculty teach others (http://www.wvu.edu/idea/idea_pro_programs.shtml; http://www.wvu.edu/idea/about_our_team.shtml). In addition, faculty members in various departments across campus teach SE courses or embed aspects of SE into their own disciplinary offerings. For example, the College

of Interdisciplinary Studies offers courses in SE, along with nonprofit business planning and organization (http://www.wwu.edu/provost/planning/integratedplanning/documents/fairhaven_strategicplan.pdf; WWU Interviews). The campus has a fellows program, administered through the Center for Service Learning, which has assisted faculty members in building SE-related content into their courses (Western Washington University, [2014a]).

Underlying Conceptualizations and Future Plans

The underlying premise of IDEA is “Entrepreneurship is for Everyone,” and IDEA encourages entrepreneurs to “follow their particular passions for impacting the world” in their specialized subject areas. WWU has coined this balance of basics and specialization the “E+ vision” (Western Washington University, [2014b], p. 10). E+ is meant to draw attention to WWU’s conception of a “much more than business as usual entrepreneurship” that includes an initial concentration in SE while accommodating entrepreneurship of all types (p. 11). IDEA is advancing the E+ vision through its “three interrelated pathways of curricular offerings, extra-curricular opportunities, and professional programs” (p. 10). An E+ Lab component has been conceived as the “multi-age, experiential learning laboratory” and “delivery structure” for the initiative (pp. 10-11).

IDEA’s six year plan for 2017- 2023 calls for expanding curricular and co-curricular offerings at the Institute, including increasing the number of students enrolled in the minor and introducing graduate courses; providing student mentoring, internship, and international experiences; and starting a Hatchery to facilitate student new venture creation. Such growth in capacity and services would require new faculty, staff, and student worker positions, as well as additional space and increases in operational funding. Various possible funding streams are being pursued. For example, there has already been alumni interest in funding internships and

international experiences (http://www.wwu.edu/provost/planning/sixyearplan/provost/idea_scaling_next_level_impact.pdf Western Washington University, [2014b]).

Campus Involvement in SE

Questionnaire data confirmed that there have been SE activities at WWU for over 10 years, and over 35 faculty and administrators are currently involved in SE from the Administrative Offices (President, Provost, other VPs), the IDEA Institute, Arts and Humanities, Business, Education, Physical/Biological/Natural Sciences, Social Sciences, and Student Affairs. WWU began engaging in SE because, “Western’s ethos has long been toward social change, and . . . these activities have been part of the development of the University as a whole and its mission, not from any conscious plan specific to social entrepreneurship” (Questionnaire).

WWU defines SE “broadly in the sense that we engage in innovative activities that ultimately benefit society. These benefits often are indirect” (Questionnaire). They intend to develop “a cohesive language to build out a standard vision and identity around the activities on campus” by utilizing the Active Minds Changing Lives motto to “build unity around our community’s strengths, which are intrinsically and clearly identified in the tagline” (Western Washington University, [2014b], p. 16).

Participants indicated that they held a broad, inclusive view of entrepreneurship intended to encompass the needs of as many campus community members as possible, including, for example, “. . . whether or not they’re an actual social enterprise, or whether or not they’re a corporation, for-profit, and just doing an incredible amount of good by building a healthy culture within, by supporting a healthy culture without, we have built a program that . . . supports anybody that’s on that spectrum” (WWU Interview 1 Participant 2).

Other Campus Activities

Due to WWU's decentralized nature, there are other areas on campus engaging in SE-related activities in addition to those offered through the IDEA Institute.

Making the world a better place is sort of integrated all across [campus]. So it would be hard to find one particular area where social entrepreneurship is, kind of, reigning. But rather, if you can look all across our entire campus, through different colleges, different departments, different clubs. Whether they're student led. Whether they're faculty led. Whether they're in collaboration with the community. And you will see that these, sort of, exercises, workshops, opportunities to learn and grow are just integrated everywhere. (WWU Interview 1 Participant 2)

WWU has seen their diffused model of SE-related activities as providing “multiple entry points” of opportunity for students, faculty, staff, and wider community members. These entry points include access to various programs and initiatives within academic affairs, such as IDEA; co- and extracurricular activities available through student affairs and student government; and “face-to-face” service contact in support services; and through high profile campus events (Western Washington University, [2014b], p. 2). Examples of entry points that have not been mentioned previously include two student organizations, in addition to the TEDxWWU Club, that cater to social entrepreneurs. The Changemakers Club, affiliated with Ashoka, hosts seminars, guest speakers, and workshops, networks with other clubs on campus, and holds off-campus group activities (<http://asclubs.wwu.edu>). They are currently advised by a faculty member in the College of Interdisciplinary Studies. The researcher was invited to attend their first bi-weekly club meeting of the quarter, where they discussed their plans for increasing their interactions with other student clubs with similar missions, including the sustainability

organizations on campus. They intend to develop their organization into a clearinghouse providing information and support for other clubs and for individual students interested in changemaking and SE (Field Notes). Additionally, there is an active WWU Net Impact chapter for business students, which holds regular campus meetings and fundraisers, and organizes prize challenge competitions (http://asclubs.wwu.edu/show_profile/104576-net-impact).

Changemaker Network

To coordinate WWU's broad range of formal and informal SE-related activities, the Provost's Office established a campus-wide Changemaker Network to "create synergies and efficiencies by bringing key individuals and project leaders together; creating opportunities for collaborations; identifying emerging trends and needs for new initiatives; and mobilizing resources" (Western Washington University, [2014b], p. 3). Convened by the Associate Vice President, network members represent all major campus units, including the Provost's Office (considered the network's center or Hub), various centers and institutes, student government organizations and student affairs, admissions, the sustainability office, university communications, extended learning, alumni affairs, and others, clustered into six functional areas (Curricular Innovation, Student Engagement, Community Engagement, Scholarship, Development, and the Hub). The larger network membership body meets quarterly, while a steering committee, made up of the IDEA Director and Associate Director and representatives from the different functional areas, assists the Associate Vice President with the coordination of operations and special projects (Western Washington University, [2014b]).

Stakeholders and Partners

The IDEA Institute promotes "multi-purpose, interdisciplinary entrepreneurship and innovation," to a variety of stakeholders: students, faculty, alumni, professionals, and community

members. Corporations and nonprofits, city, county, and state government, the university itself—including the many diverse university units embracing SE-related activities and represented in the Changemaker Network—as well as “other universities across the region and around the globe” are also considered key stakeholders and beneficiaries of program services. In particular, IDEA sees itself as serving as a “source of economic support” as well as a mechanism for generating social value for the university, the state, and the region

(http://www.wvu.edu/idea/idea_pro_programs.shtml; http://www.wvu.edu/provost/planning/sixyearplan/provost/idea_scaling_next_level_impact.pdf).

For instance, the Libraries and Learning Commons became involved in SE-related programming during the campus’s first Active Minds Changing Lives Week in 2015, and have planned on offering additional informational programs for their varied constituents, potentially in association with Ashoka (<http://library.wvu.edu/sites/library.wvu.edu/files/Western%20Libraries-Six-Year%20Initiative-Teaching-Learning.pdf>). The colleges, whose deans are considered strong advocates for SE-related initiatives, have important like-minded stakeholders and partners among their alumni bases. Participants in the study also mentioned strong partnerships with local schools, arts organizations, churches, community foundations, and various local businesses (<http://wp.wvu.edu/presidentialsearch/leadership-profile>; Western Washington University, [2014b]; WWU Interviews). And the campus Center for Learning is responsible for WWU student service learning placements in Bellingham that include social service agencies for the aged and underserved (Western Washington University, [2014a], p. 2; <http://www.wvu.edu/csl/Community-Partnerships.shtml>).

Participants noted WWU’s partnership with the Port of Bellingham in the ongoing redevelopment of the Waterfront District, resulting in new university facilities and outreach

programs through the adaptive reuse of a former industrial site. Current plans for the site include “a multi-purpose community engagement and innovation center that brings the business, not-for-profit, and other communities together,” with WWU’s Extended Education program serving as a “core anchor” (<http://wp.wvu.edu/presidentialsearch/leadership-profile>; <https://westerntoday.wvu.edu/features/bot-hears-report-on-waterfront-development>; http://www.wvu.edu/wwuarchitect/pages/cb/documents/2011_13_proposals/10_land_acquisition_waterfront/WWU%20Capital%20Project%20Proposal%20-%20Land%20Aquisition%20-%20Waterfront%20-%202011-13.pdf; <http://www.wvu.edu/ee/main/about.shtml>; WWU Interviews).

WWU also participates in statewide partnerships, such as the Washington Campus Compact, a higher education coalition with a mission of “advancing the public purpose of colleges and universities, educating students for civic and social responsibility, and creating vital and sustainable communities across the state” (<http://www.wacampuscompact.org/mission>). Seeing the relevance of SE to higher education, and “to inspire the next generation of civically minded social entrepreneurs,” the Compact, hosted on the WWU campus, recently announced a pilot project, the Students Serving Washington Awards (SSWA) competition, that will provide seed grants to winning student teams who address selected social challenges (<https://westerntoday.wvu.edu/news/releases/students-serving-washington-awards-to-honor-the-community-impact-social>).

Projects and Successes

Achieving Ashoka Changemaker status, the creation of the IDEA Institute and hiring of the Director and Assistant Director, and the introduction of the entrepreneurship minor were mentioned by most participants as notable successes (WWU Interviews, Field Notes). One of

the first IDEA Institute student projects, also considered successful, has involved giving students firsthand experience in planning startup businesses in association with the Hatch, a city-owned, previously vacant storefront opened by Downtown Bellingham Partnership for the use of small entrepreneurial businesses, and to “provide a venue for lectures, concerts and educational discussions and presentations” (Lazenby, 2015). This joint initiative was seen by students and faculty as not only relevant to curricular requirements, but also as a way to productively engage with Bellingham’s entrepreneurial community (WWU Interviews; Field Notes).

Challenges and Constraints

Analysis of the background and characteristics of WWU’s adoption of SE practices revealed several challenges and constraining factors limiting SE activities as they have been enacted across campus:

Transitioning to New Administrative Leadership

WWU’s current President will retire in June 2016, and a search is underway for his replacement, who is expected to start in fall 2016 (<http://wp.wvu.edu/presidentialsearch/search-process>; <https://westerntoday.wvu.edu/features/bruce-shepard-to-retire-as-wvu-president-in-2016>; WWU Interviews). While the leadership transition can be considered as constraining in the short term as the campus awaits a new administration, the recruiting materials for the presidential search, as well as the most recent university strategic planning efforts, reflect SE initiatives as one of WWU’s ongoing priorities. There has also been stable leadership in place in the Provost’s Office, the institutional home of IDEA and of the Changemaker Network’s coordination (<http://wp.wvu.edu/presidentialsearch/leadership-profile>; http://www.wvu.edu/provost/planning/sixyearplan/provost/idea_scaling_next_level_impact.pdf).

Resources

Funding for operations and staffing across WWU continues to be constrained given the decline in state appropriations. However, WWU secured donor support for IDEA's endowed faculty position, and has been able to sustain its operations through a creative combination of funding streams. Many IDEA programs are self-sustaining. WWU's six year plan includes pursuing additional resources through public-private partnerships, foundations, and major gifts (http://www.wvu.edu/provost/planning/sixyearplan/provost/idea_scaling_next_level_impact.pdf; WWU Interviews).

Scaling

WWU has seen that "a critical consideration for [their] programming is scalability," and has anticipated growing demand for both the minor and other IDEA services (Western Washington University, [2014b], p. 14). IDEA's six year plan projected the need for additional staffing of various types as well as other resources in order to grow capacity for new and enhanced offerings (http://www.wvu.edu/provost/planning/sixyearplan/provost/idea_scaling_next_level_impact.pdf).

Advantages and Enabling Factors

Analysis of the background and characteristics of WWU's adoption of SE practices revealed several advantages that helped to legitimize SE activities as they have been enacted across campus:

Tied to Institutional Mission

SE activities were seen by participants as being closely aligned with WWU's mission and vision focus on interdisciplinary activities, service learning, and societal problem-solving and innovation, as well as with its perceived institutional strengths in environmental sustainability,

activism, and social justice (<http://www.wvu.edu/president/strategic-plan.shtml>; <http://www.wvu.edu/president/speeches/Convocation2014-1.shtml>; WWU Interviews). IDEA's mission and Changemaker Network planning materials consistently affirm WWU's tagline of "Active Minds Changing Lives" (http://www.wvu.edu/idea/about_idea.shtml; Western Washington University, [2014b]; WWU Interviews).

Tied to Student Interest

Participants frequently noted that curricular, co- and extra-curricular SE activities were initiated and sustained at WWU in response to student demand as well as faculty, staff, and administrator interest (<http://www.wvu.edu/upb/Prov12/linksociale.pdf>; WWU Interviews).

Tied to Teaching

WWU's interdisciplinary minor is a major component of IDEA services, while many of the professional courses can be taken through Extended Education. SE-related courses are also taught in various colleges, including Environmental Sciences and Interdisciplinary Studies.

There are plans to offer graduate courses in future

(http://www.wvu.edu/provost/planning/sixyearplan/provost/idea_scaling_next_level_impact.Pdf; WWU Interviews).

WWU's instances of SE activities have been enabled by several strong institutional factors:

Enabled by Culture of Community Service and Activism

SE activities, with their commitment to social innovation, appear strongly embedded in the campus culture of service learning and community service institutionalized in WWU's mission and vision statements, and tagline. Faculty, staff, administrators, and students consistently noted the activist nature of their campus community and their interest in bringing

about positive change in the world (<http://www.wvu.edu/president/speeches/Convocation2014-1.shtml>; WWU Interviews; Field Notes).

Enabled by Administrative Structure

In spite of being a highly decentralized campus, participants mentioned that having interdisciplinary, SE-related activities coordinated through the Provost's Office signaled their priority and represented a high level of commitment by the institution. The administrative structure also allowed for access to campus and other funding sources that might otherwise not have been available, and facilitated cross-unit communication and cooperation (WWU Interviews).

Enabled by Campus Collaboration

While SE activities are guided and supported by the Provost's Office, they were still seen as emerging from the ground up in multiple units and service areas. Given this broad diffusion across campus, most participants were optimistic regarding SE's momentum and potential for growth at WWU. In keeping with this expectation, one participant reflected that, since many of the programs are still in their initial stages, "our best work is still to come" (WWU Interview 1 Participant 2).

Enabled by Strong Community Ties

WWU has effectively leveraged its long association with the Bellingham community, as well its partnerships around the state. The university has established ties with the city, nonprofit and for-profit enterprises, schools, and other organizations. Local professionals serve as resources for student, faculty, and staff projects, as well as attend classes, programs and other events at WWU, while faculty, staff, students, and administrators are regularly involved on

community advisory boards and with other community activities (<http://www.wvu.edu>; Interviews; Field Notes).

Enabled by Campus Planning and Budgeting

Early campus SE planning emerged in the colleges' strategic plans, and coalesced in the Provost's Office. Regular funding requests have since been tied to the university's budget processes. The Ashoka Changemaker membership initiative also generated topical documentation, including feedback data from the campus community, which has been incorporated into ongoing IDEA and Changemaker Network planning efforts.

Profiles Summary

While all institutions studied were similar in their strong commitment to SE-related activities, differing missions, cultures, histories, and environments, and the varied experiences of their faculty, administrators and staff, have engendered a different SE focus on each campus. The unique aspects of the development of SE at each of these sites allowed the researcher to gain a broader empirical understanding of the implications of SE across higher education settings. The observation of differences in the cases added depth and breadth to the study, and provided insight into the current, varied landscape of SE in academe.

CHAPTER 10. EXPERIENCES AND FRAMEWORK INTRODUCTION

The purpose of this study was to explore a proposed SEHE framework developed from the literature through a multi-case study of the experiences of five higher education institutions recognized for their adoption of SE practices, each of which was unique in its application of SE due to its mission, culture, history, environment, and to the varied experiences of faculty, administrators, and staff. The framework, informed by the experiences of these exemplars, is intended both to advance scholarly understanding of the elements and process of SEHE, and to serve as a guide for those undertaking or considering SE implementations at other colleges and universities.

Chapters 11 through 15 address the first part of the guiding research question: What have been the experiences of higher education institutions that have adopted SEHE? These chapters present the key overarching themes and subthemes emerging from the coding of participant interviews, the researcher's field notes, and a variety of site documentation in order to reveal some of the complexity, depth, and richness of each institution's SE activities. Using thick, rich description (Geertz, 1976; Shenton, 2004), the researcher employs these materials to describe a range of views and experiences, illustrated by participants' representative comments, to allow for a clearer recognition of the SE phenomenon as it is understood and enacted on each campus, and to explore more deeply what makes each site's SE applications unique, in what ways its experience sheds light on the phenomenon, and what other institutions may learn from the site.

Chapter 16 relates the themes and subthemes emerging from participant experiences at each of the five study sites to underlying structuration types to develop an understanding of how agents in their structural settings work together to define, create, sustain, and evolve SE processes at these institutions.

Chapters 17 and 18 address the second part of the guiding research question: Can the proposed SEHE framework account for the experiences of these higher education institutions? In Chapter 17, the initial SEHE definition derived from the literature is presented, along with a revised version reflecting participant comments. SE and alternative descriptors that arose during participant interviews are also discussed. Chapter 18 presents the initial cyclical model derived from the literature, along with the revised SIEHE (Social Innovation and Entrepreneurship in Higher Education) process model reflecting a synthesis of participant feedback.

Chapter 19 presents a structuration analysis and interpretation of the SIEHE framework, which suggests that the SIEHE definition and process cycle can account for the varieties of SE in the higher education institutions included in the study.

CHAPTER 11. BRIGHAM YOUNG UNIVERSITY EXPERIENCES

Service to the World

As a religiously affiliated research institution, Brigham Young University is committed to transformation on a global scale, and its manifestation of SE is anchored in its dedication to the betterment of society based on an understanding that the purpose of learning is to engender service. The Ballard Center for Economic Self Reliance, which organizes SE activities on the BYU campus, is located within a traditional business school and focuses first on the importance of addressing underlying economic issues for those in need in both developing and developed countries in order to create a foundation for social value generation. The Center itself is conceived as a sustainable social venture.

“Consistent with the Mission”

Participants frequently noted that their institution’s strong service ethic arose from its distinctive ethos as a faith-based university.

We're a little different than some other places because of the church affiliation. The argument that we make primarily is, that if we follow Jesus Christ, who used the philosophy that has to do with not only eternal or spiritual salvation but temporal salvation as well, and talking also a lot about we're supposed to help the poor, help those who are in need, things of that nature. To have a Center that sort of focuses on that issue is very consistent with the mission of the university, so people don't say, “Well, now what are you?” They don't wonder as much here as maybe they might . . . at MIT they might wonder a little bit more, “OK, how does that fit?” . . . So we're, I think, a little unique in that regard as maybe compared to a public university, or one that doesn't have the sort of religious affiliation that we do. (BYU Interview 15)

Consistent with its mission, BYU adopted a slogan that was:

. . . actually coined by the first . . . chair of my department. But BYU's slogan, it's on one of the signs that enters campus, the slogan goes, "Enter to Learn; Go Forth to Serve."

And there's a really strong ethic on campus that, you know, the education our students are gaining here is meant to make the world a better place. And I think social entrepreneurship is one of the most powerful ways for our students to do that. (BYU Interview 1)

This sentiment was shared by a number of other participants.

BYU's motto is "Enter to Learn; Go Forth to Serve," and so I think the Ballard [social entrepreneurship] Center provides students a really meaningful way to do just that, especially for the one program that I'm involved in with the on-campus internship. It's all about, OK, you've learned and gained this skill set, now use it to help somebody else. I think in terms of just general fitting in with the mentality and the priorities of what BYU is all about. (BYU Interview 117)

"The Rent We Pay"

BYU's emphasis on service, inclusive of all areas of the university, allowed the emergence of a Center dedicated to SE within a traditional business school. Participants strongly echoed the institutional belief that social value should be created by all business initiatives, even those primarily geared toward profit generation. Profit generation in the BYU context was considered a worthy and legitimate goal, if the accompanying service could be viewed as fulfilling the obligation to "give back," or as "the rent that we pay to live in this world." Seen from this perspective, the work of the traditional Entrepreneurship Center complements that of

Ballard. Both Centers are housed within the Marriott School, with students and faculty utilizing the resources of both.

There is a statue at the entrance on the east side of the building of Eldon Tanner, who is the namesake of our building. He once famously said that service is the rent that we pay to live in this world of ours. These social entrepreneurship and social innovation initiatives, I think, serve that mentality, serve that perspective very well. I don't think we have any underlying sense that there's a shame in being wealthy, or that there's a shame in earning profit. But I think we do have a sense that there is a need to give back, a need that others who are less fortunate need to be blessed. The opportunity for social entrepreneurship, the prevalence of social entrepreneurship, that's happening, I think all of those create among our students a sense of the rightness of it. Even I think, without preaching it, I think they're all gaining a sense of some obligation to it that, when they are more fortunate, they have a need to, an expectation to go and give back and try to make a difference. The model for our Center for Entrepreneurship is, "Learn, Earn, Return." I'm sure that there is no student in entrepreneurship and probably no student who gets touched by social innovation who's never heard that, or who hasn't had that insight impressed on them, that this is an opportunity to go get things that most of the world will never get in terms of human capital and skill and turn that into some value. And now, we all have an obligation to go make the world a better place for it. (BYU Interview 123)

"Self-Reliance"

The Ballard Center's focus is on what is termed "self-reliance," with the purpose of many faculty and student ventures and other projects, such as those concerning women and

microfinance, single mothers, microfranchising, and business training for necessity entrepreneurs, being to address the economic needs of underrepresented groups in the developing and developed worlds (BYU Interviews 15, 116, 122, 123). At BYU, the researcher heard repeatedly that social entrepreneurs needed to solve underlying economic issues in order to create the foundation for social value generation.

One of the things that I think is very important and that I want to teach at BYU . . . is this idea of finding a solution to the most basic problems. . . . The answer is not always what we think it is. . . . You've got to help them become self-reliant. If they have disposable income and increase the economics in each of these communities, then they can afford to buy products, then companies can come there and be successful, and make products, and sell products. People can afford them, and all of a sudden the economy starts changing. They can start exporting. They can start growing. Everything. . . . How is that going to help them? What's the benefit? So, think through what really is going to be the benefit. (BYU Interview 126)

The result should be “economic development that’s not exploitive, that's socially beneficial” for all those for whom the ventures or projects were undertaken (BYU Interview 121).

Transformative Change Across the Globe

Although participants talked about local projects and alliances to promote change in their community and state, most framed their conversations around the need to create major societal change and transformation on a global scale. They discussed the desire to share and replicate successful models internationally as part of their obligation as both a research and a church-affiliated institution. One faculty member told the researcher:

Our university has a very specific set of missions, and, in our mission statement, we often refer back to the types of scholarship and creative works that we do should be there to uplift and bless humanity. We should be doing something that solves large global challenges. Coming from a religious university that believes there is a God in heaven who has sent children on this earth to learn, we should be collectively arm in arm trying to help each other learn.

Wonderful. . . . For me, the idea of social innovation, that we put our talents and energies best suited to uplifting, blessing, changing, helping both the recipients of perhaps the social innovation, but also our students and how they created it and were able to grow themselves to become their best selves. That's the power of why this is such a powerful construct. It should be at the fundamental base of everything we do. I believe that it is, but I love the outward physical expression of it.

One of our great things that's working is we are partnering with the Ballard Center to create content and ideas that are being shared across the globe and being presented at international conferences, because it's not just a little teeny idea in our small community that got shared on campus and then it died. It's actually with the international nonprofits across the globe who are . . . People are talking, they're learning, people are calling and asking for copies of things because they want to learn from them, and to me that's working really well. We're shining a light on this methodology. (BYU Interview119)

Another faculty member noted that what had attracted him to SE initially was a discussion with Muhammed Yunus on the positive impact of international microcredit initiatives, and the potential of making fundamental change in the world through SE activities.

The key take away I got from that discussion wasn't microcredit per se as much as there are ways that social entrepreneurs and social innovators are disrupting existing systems to provide better services for those in need in ways that were disruptive, innovative, entrepreneurial. I mean, that really spoke to me, and so I think, for me, it was a clear tie to who I was and trying to bring that into this space.

I think for me, personally, the things I get involved with, I'm always trying to find things that are extremely large scale. If I'm going to spend my time on a board or interacting with an organization, I really want to find a way to reach out in a huge, large kind of way. (BYU Interview 5)

Student and Faculty Passion

SE activities at BYU were initiated as a result of student demand, and students continue to be “the ones driving everything when it comes to social innovation on campus” (BYU Interview 1). This is a source of delight as well as an inspiration for faculty.

I'm really proud of our students who, like most business schools, our students are very focused on getting a great education to build the human capital to go out and make an impression in a very worldly, profit-centered, corporate environment. I'm often surprised and often impressed by those students who say, “That's just not me.” Some who just say, “I just want to build something,” the basic entrepreneur. But others who say, “I want to build something for people who don't get our attention,” I'm just really impressed. Part of it is the support we give. Part of it is the training we give. But part of it is just that we have these really sensitive compassionate students who say, “I can help, so I should help and I will.” (BYU Interview 123)

Many participants cited ongoing interest in and passion for SE among the student and faculty grass roots as the key driver which sustains SE across the campus.

Institutionally, we tend to say we can find resources. We can find ideas. We can find people. We mostly just need permission. Again, mostly, we get it. I don't know, if I guess deep down, I suspect that if the university institutionalized some of the things that we do, that they would be less good than they are. That the part of what's so great about what we do is that they are driven by student insight and student passion, faculty insight or faculty passion. (BYU Interview 123)

Another faculty member stated that many incoming students arrived at BYU with a heightened awareness and experience of social issues gained from already having studied abroad or participated in service projects during high school. These students have:

. . . a concern for social issues and a desire to try new solutions to work them out. . . .

Well, when they get to the university, these people would like to . . . many of them would very much like to go to social involvement 2.0. . . . [There is a] cacophony of demand that's bubbling up and that will continue to bubble up around these issues from students.

(BYU Interview 121)

Although this faculty member warned that "this will sound really kitschy," he said he had become deeply motivated by "it's actually the love for the people in those countries and in that situation, and it's love for the students here," who he felt had:

. . . identified something that they think would enhance their education. They don't know everything, but they sort of know directionally they think this will be valuable, and so it's worthwhile saying, "Yeah. I care enough about you and I care enough about your

professional development to help provide a meaningful opportunity.” (BYU Interview, 121)

This student demand was channeled into either of two areas of interest: the first, manifested by those who wanted to start new ventures, and the second, by students in a variety of disciplines who had a more general interest in applying SE in their course of study or in their lives.

Venturing for the World

Students interested in venture creation have usually been drawn to Ballard’s Social Venture Academy.

There are a number of students who want to create their own venture. And I think that, you know . . . I think that's fairly common with universities as they get started and trying to get involved in this space, I guess. You know, there's often a competition or some kind of a method to incubate or support those going on. Our experience has been, yeah, it's a fairly consistent group, maybe, you know, 100 to 250, depending on the year of students who get engaged, while the other group is easily, you know, 800, 900 students trying to sort out how social innovation could fit into their life in a more permanent but part-time fashion. (BYU Interview 5)

Skill Sets for a Lifetime

The larger (800-900) group of students are involved in introductory SE classes as well as related programming, student clubs, and other activities. An instructor at Ballard noted:

[A] really neat thing about social innovation principles is that it's kind of like an overlay over anything. It doesn't matter if you're a law student, or health sciences, or communications, or education, because there's so many different social issues out there,

you can apply what we're talking about as an add-on to any one of those things. I just look at it as an enrichment to whatever major or minor people are pursuing. (Interview 117)

Another participant from the Ballard Center noted that there was a:

. . . reason why we have adopted what we have, which is, come and bring your major here. We'll try to provide a lens about social innovation that you can then look and figure out how to get involved in solving social problems, but with the skills that you have. . . .

Students are interested in understanding how to be involved in the world of social entrepreneurship, social innovation, social impact on a part-time basis, and, at least here, that's been our primary focus, is how do we help them understand how they could be doing that. Whether it's applying that to the corporation they might be working with, if it's applying to community groups that they may be working with, sitting on a non-profit board, or any of those type of activities, that they would bring to that a fresher, innovative, impact-focused perspective. (BYU Interview 5)

This participant detailed how faculty from across campus are being involved to accommodate the needs of a growing number of students from a wider range of disciplines.

We have well over 50 majors connecting now. Every semester we have a few others coming in, and I guess what I see as the strength that's coming in as well is there's an increasing number . . . I guess the sense that we've had is we also try to go and talk to the faculty about being interested in this. . . . So what we do have is more professors from those areas co-teaching a class or interacting as conduit points for reaching more students, and so I think from that perspective it looks more permanent. It looks like there will be a continuation of students getting involved. Our classes are part of multiple

minors on campus, a nonprofit minor, international development minor, Pacific engagement minor, and graduate MBA minor, that allow students to connect. So I think a lot of it has to do with faculty connecting and realizing this is something that would help them in the way they tried to reach out to communities either here or abroad. (BYU Interview 5)

A faculty member viewed these SE activities as providing critical thinking as well as discipline-based skills that prepare BYU graduates for a lifetime of continuous learning.

[At] the Marriott School we talk about attracting and developing men and women of faith, character and professional competence. Well, we see these social entrepreneurial activities as developing both character and competence. Character in that students are self-selecting based on a desire to learn more and do more and be pay-it-forward kind of people, and competence in terms of applying real valuable business skills. I think in the Marriott School we're working to . . . the aims of the university . . . , [and] one of them is lifelong learning, and I think that the net impact of this experience is people leave . . . saying, "Wow. I know so little about something I thought I actually knew something about." I think there's an impetus there to engage in lifelong learning. (BYU Interview 121)

Faculty "Doing Things" with Passion

One participant remarked that SE "is the kind of field where any faculty member with any expertise, you know, they can just show up and start doing things" (BYU Interview 1). These can include efforts to incorporate SE into discipline-specific classes (BYU Interviews 5, 119, 121, 122, 123), internships (BYU Interviews 116, 117, 126), creating business ventures (BYU Interviews 123, 126), and conducting projects with nonprofits, NGOs and other

organizations (BYU Interviews 15, 116, 119, 121, 122). As one example, the Ballard Center has “connected” with faculty in the School of Education “who are involved in education reform or, you know, changing the way classes are designed and adult learning happens” (BYU Interview 5). Moreover, faculty undertaking SE-related research usually include practical applications in their project designs.

There's a scholarly output and a practical output, and if we get both of those—which generally we have in those projects—then we feel like, “OK, that's been positive.” I think we could have gotten more out of the [practically oriented] single mothers [project] from a research standpoint—we got an article or two, I think, out of that—but that's the goal. (BYU Interview 15)

Learning Opportunities

Faculty expressed that discovering and developing new opportunities allows them to pursue innovative ideas, develop a capacity for dealing with failure as well as success, and learn from their experiences. According to one faculty member:

Allowing yourself freedom to try some things and see what happens, and prototype, and investigate, and sometimes you don't give yourself enough license to try because you're so afraid like, “Hey, at the end of the semester I have to have this executable in market or be done and it has to be perfect.” If we did that we'd have no light bulbs, because you have to try I don't know . . . I can't remember Edison's stories, but I'm pretty sure he broke a bunch of bulbs . . . before he ever had it to work, and this is good for us. So we're always evolving. The thing, I think, what's working so well is we're allowing us to evolve. We're allowing to innovate. We're allowing space to try things, and all the while we still keep our mind and our target on. And we will implement, and we will

develop, and we will see what happens, and then we'll assess it and come back and try it again with new lessons learned. (BYU Interview119)

Problem-Based Partnerships

As with Edison and his light bulb, faculty members have seen SE-related research and development as problem-based, involving creative thinking and multiple iterations, as well as requiring in-depth understanding of both a problem's environmental context and those it affected. The faculty member quoted above discussed how their department views their collaborative work with various partner organizations in solving challenging issues.

The answer is, tell me about your problem, tell me about what real solution you're trying to solve, and then you actually go three steps behind there and look is that really the problem, or is it organizational? Is it the product itself? Is it the awareness of the lay populous you're trying to speak to? There might be lots of things, and a viral video could be the answer, but you might need to do three things before that.

As we look at this exercise in design thinking, and creative problem solving, we're trying to vet out the real powerful answers and creative expressions that might be able to solve the real problem. What I love about that, where we identified, we looked at what skills we have, but then we get in with the partner, and the client, and then we start to identify. Let's talk about what you think your business objectives are, but also then what are the contextual objectives that you're trying to solve against what's happening in the world? What trend are you trying to change?

It might be in the case of extreme poverty and the eradication of that across the globe. There are lots of other . . . There are other things than income and access to affordable housing. There are other contextual issues that might need to be addressed.

We try to work with the partner that way. We use the best in class research objectives. We talked to our librarians and we try to really think of, “Let’s make sure we’ve seen what has the research shown, what has been working, what isn’t working? What can you learn from other people in studies?”

Then dig in with a partner in country, and on-site, and location to make sure that you’re actually finding out the real issues, and that you don’t import an idea that won’t ever work there, but that you’re actually empathizing and we use that design thinking mentality to solve problems creatively.

I think we do it kind of in a partnership way. The way that I like to do it is I bring multiple faculty members together, and we try to make sure that we’re also assessing, and identifying, and not saying, I’ll speak really simply, and this is a way over-generalization, but for illustrative purposes I think it makes sense. But we don’t go to an engineer only and say, “Let’s go solve the problem,” because the answer will always be a designed thing that solves the problem.

You don’t go to the entrepreneurship group and say, “Hey, let’s go solve this problem,” because they will always start a business. You don’t go to the filmmaker, because they will make a film. We don’t want the expected answer. We want to start with, “Well, what could you do? What should you do? What if you did what everyone’s already done, what were the results?” I guess collectively, collaboratively, creatively, we go together finding out the answer. (BYU Interview119)

Others commented that it takes effort to find and cultivate the right partnerships to make a problem-based approach workable and sustainable, and that the partner must be a good fit in terms of culture, values, legal status, and capacity (BYU Interviews 121, 126).

Testing and Experimentation

A closely related view of SE, incorporating rigorous experimentation at its core, was reflected by some participants, such as a faculty member who cited SE opportunity identification and development as one of his research interests.

In my class, and in the book that I'm writing, it's an emphasis on designing a good test.

If you design good tests, you will find your way to the right outcome eventually. Even if you start with the wrong idea. Of course the basic plan is to plan that you've got the wrong idea, and expect that you've got the wrong idea. . . . Let's toss out the bad stuff really quickly, and move on. . . . That when you say identification, that's not a thoughtful process. It's not a writing process. It's not a forecasting process. Rather that it's a whole bunch of experiments. . . . I think there is an education perspective, the interesting overlay of mentoring, and teaching, and human capital development, and so on. . . . People's intuition on innovation is to start there. I'll build something. And then I'll ask whether anybody needs it. And the university is doing a great job, because the university gives me a great context to break that intuition. . . . Yeah, there's an overlay of the role of the university in mentoring, in teaching, in guiding, and layered on top is having students go out and do it. . . .

To me the problem of input/output models is they assume, as economics has, and predominantly models come out of economics, they assume there's a production function. And the production function transforms inputs into outputs in a predictable way. But the only predictable input here is experiments. The output is not predictable, only that progress will be made if it's applied. So I can reliably predict progress. I can reliably predict a breakthrough, but I can't reliably predict this input leads to this

output. . . . But the uncertainty in search requires that our primary input be search, be hypothesizing, be experimenting. And the outcome is knowledge and insight. Then, once that's in place, then there's a fairly traditional managerial activity about growth, about financing, about marketing. But that earlier stage is either pure luck, which I refuse to trust, or there's, to me, a really fascinating process of search and experiment. (BYU Interview 123)

Lean Startup Approach

The experimental perspective Ballard Center faculty and staff apply to their own planning and operations is typical of lean startups. They have also begun utilizing design thinking concepts, adapted from architectural, engineering and commercial business applications. (Design thinking, as noted in Chapter 5, has been incorporated in other higher education institutions such as Tulane as a tool for SE.) A participant from Ballard commented:

I'd say the thing that has helped us the most has been a flip in how we approach entrepreneurship, how the Entrepreneurship Center that's here approaches entrepreneurship, which is very much a design thinking, prototyping test to validate perspective. From an entrepreneur perspective it's lean startup, which really came from a design thinking model as well. I think early on we just tried to create what we could. Now we're in a spot where, just like you heard me talking to students today, I'm asking them, please be more experimental. Let's produce tests and try to evaluate those rather than creating a program without the initial information, and we try to remember if those students in the class have been trained, and all of our staff here has been trained in design thinking, so we keep saying, "How do we walk our talk? How do we go back?" I think that's been something that's been very beneficial, is try to use that as a way to proof out

what's working, what is rigorous, and then quickly jettison things as fast as we can that don't feel that way. (BYU Interview 20)

This approach has resulted in “a tremendous amount of creativity” in establishing programs at the Center, and in following a “minimal, viable, prototype perspective,” they’ve managed to rapidly test ideas and eliminate those not deemed promising. Participants thought that “it makes a very unique and exciting environment” in which to be involved. (BYU Interview 5)

Willing Donors

Participants frequently mentioned the importance of the Ballard Center’s endowments and of donors who are “willing to fund” their initiatives, and that access to these resources might make BYU “a little unique in that regard as maybe compared to a public university or one that doesn't have the sort of religious affiliation that we do” (BYU Interview 15). At Ballard, they believed their reliance on donor and endowed income streams had:

. . . worked fairly well. [We] still fundraise every year trying to bridge the gaps that exist, but the gaps are, you know, \$100,000, or \$200,000. It's not a lot of money. My sense is I don't know that we would want an endowment that covered everything. I think we might get a little lazy. I don't know that you'd not want to fundraise at all. I think being in a place where we don't get any funding from the university . . . You know, when the budget changes here, we're not involved in that, because we're self-funded through those donations. (BYU Interview 5)

Their relationship with their funders was also seen as having additional benefits, including enhanced partnership development, mentorship opportunities, and extending Ballard’s robust philanthropic network.

I think the other benefit that's happened is those funders have taken a very hands-on approach and help us find great partners, help us, you know, connecting students to great mentors, so it's really been a win from many angles. Would I change it? I don't know . . . My sense is it's a pretty good spot to be in, not beholding to budgets, and not having to worry about a good amount of money due to the endowments, but also then on a yearly basis having to figure out what's our story? What do we tell new donors what we're doing? And I think that keeps us fresh and acting more like a social venture ourselves. (BYU Interview 5)

Networking for Success

In Utah, individuals and organizations within the BYU network also serve as mentors for as well as clients of Ballard's internship and other student programs, including their Social Venture Academy. As one participant described, they draw on:

. . . nonprofit executives. We have a lot of, you know, venture capital or mutual investor type people come, experienced social entrepreneurs. It's not a huge social entrepreneurship community in Utah, but there are a lot of really talented people around here. (BYU Interview 1)

In selecting internship opportunities to be guided by this talent, Ballard chooses “organizations that have a time-sensitive relevant issue that they're facing right now. . . . We really want it to be an impactful thing that will help further their mission in the work that they're doing” (BYU Interview 117).

BYU also benefits from access to a large international network of alumni and other interested professionals, businesses, and organizations. One faculty member commented that “it's been interesting to work with the Ballard Center because they have strong connections in

some parts of the world. They're building a BYU relationship there that's really powerful, long lasting, substantial. I'm glad to be a part of that" (BYU Interview 122).

International network members can often serve as clients for student projects, although there are "some logistical constraints" that often limit student opportunities, for example, "you have to have a certain BYU friendly infrastructure in that country. You have to have people who know the country," to facilitate accommodation and project-related logistics (BYU Interview 121). Despite the challenges of working globally, "the truth is we collaborate pretty broadly around the world" (BYU Interview 1). BYU is currently "looking at other universities and other groups" internationally with which to network "that can add value, as well, to what we're doing. That benefits the institution as well as the students who participate" (BYU Interview 126).

Measuring Success

The Ballard Center has actively considered how to effectively measure impact and assure accountability within their various programs.

We have been able to reach out to . . . more of the established organizations doing international development, doing, you know, even social work, or different kind of perspectives where public health, you know, others who feel like, "I'm, no, wait a minute. What's this new thing?" We've been involved in the social spheres for a long time, and my sense is that the social impact realm is that wide umbrella that then you can also go back to and say, "OK, but are we having an impact?" And so, it kind of comes back to this, right? Are we measuring and being accountable internally for what we're training students to get involved with, with law and, you know, any of these other disciplines? (BYU Interview 5)

They evaluate their classes as well as ask partner organizations for their feedback, and have been determining a way to systematically track and obtain alumni opinions.

We evaluate all of our classes. We're asking students. The university does it at a certain level. We do it at another level. Trying to really dig in and understand what has happened. What have they learned? Do they think it was how beneficial? What would they change? We're very open with that and do that from a perspective of students as clients. We also do that with all the partners we work with. We have been trying to figure out a way to reach out to alumni of the program and ask them two years out, four years out, what is it that you learned here that's helped you with wherever you're at today, and whatever you're doing in your community involvement, your social impact involvement? (BYU Interview 20)

Ballard relies on student workers, who serve in the classroom and perform other tasks at the Center, to provide the faculty and staff with insight into the relevance of courses, internships, and programming. An instructor for a projects-based course commented that:

We try to stay innovative ourselves and involve the students in the creation of what this course looks like. In fact, we have four students, essentially TAs that help run the program. I'm just there as a safety check. But really, they're the ones that drive a lot of what we do. I think that that helps us stay really relevant to what students like in these types of projects. (Interview 117)

Ballard personnel have found that their student workers are also reliable indicators of what “other students wanted,” and are enthusiastic in offering ideas for continuous improvement.

The students had a better ear for what was happening. They were more creative, innovative, and so they're constantly coming in and proposing, you know, what if we did

a class that looked like this? What if we had a competition that did something like this? And so in some ways, I think the way we've approached this is we see ourselves as being a social venture. The Ballard Center tackling the social issue of how the students learn how to be social problem solvers, and coming up with interventions either in the curriculum or competition or in, you know, consultants or, you know, some other kind of a role that students can get involved. (BYU Interview 5)

Growing Fast

Faculty thought it desirable to not only sustain SE activities but to “actually scale and grow to other locations” (BYU Interview 119). Ballard Center personnel discussed their current exponential growth and their plans for the expansion of an additional focus area.

We're not growing incrementally at the moment. My sense is we're growing fairly fast. I think we're going to need to come up with another, larger program that will help us take on, you know, twice as many students in a quick manner. But I think we're growing, you know, on a decent space. We've gone from, you know, 600 students deeply involved to 800 to 1,000. We could easily be at 12 or 1300 this year, you know, reaching another 3,000 students in other kinds of activities. So my sense is we're still in a good growth spot, and we're looking for the next area to provide a space of greater growth.

Currently, with our board and others, we think that spot is getting deeper involved with impact investing. We did something early in that in conjunction with the University of Utah. We created a group called The University Impact Fund on the outside that was housed up in Salt Lake City. We co-funded that with them and some other donors, and I think we're at a point where we're realizing it's time to do something like that down here where students would have easier access. (BYU Interview 5)

The Ballard Center is attempting to reach more students outside of the traditional major or minor options offered by the business school or other departments, since:

As we see it, the minors and majors, especially here on our campus, they're limited.

They're limited on the number of students that can get engaged, and I would say our goal is to reach, you know . . . We want to figure out how to reach 10,000 students around campus, have a third of the students have some kind of interaction with this, and try to find out how we can get 3,000 students engaged more deeply. (BYU Interview 5)

At a large research institution, personnel wanted to maintain a research component as part of Ballard's focus, alongside their curricular and programming activities, to assure maximum positive impact on their students. This approach included creating a "balanced learning model" with the potential to reach a larger number of students than can currently be absorbed by the Center.

On our part, it's still trying to create a space where research is happening, but the curriculum is being created and that curriculum, you know, would be a good. . . .

Methods that could be replicated and have larger scale, more of a balanced learning model, you know, different activities so that all of these activities could grow, so that we can be in front of a lot of students and not having them say, "OK, this is it. I'm all in," but having them really apply that into their chosen career space. I'm going to be an engineer. I'm going to be in public policy. I'm going to be in, you know, whatever arena it is that they would have this as a tool set. As a recognition of what I'm engaged in, I really want to produce some social impact. You know, understanding those words and connections. I think that's really what we're trying to figure out. (BYU Interview 5)

Learning Through SE

BYU participants expressed how much they had learned through their involvement with SE initiatives on their campus, including the necessity of approaching projects through an inclusive, interdisciplinary lens, and that those involved in SE projects can genuinely help change others' lives for the better, while also being profoundly transformed themselves.

“No One Discipline Has the Answer”

I've learned that no one discipline has the answer. No one area knows what to do. We need each other. We need to be more open to new ideas from anywhere. I love that this has brought me into connection and contacts with people who I probably would never have seen. . . . I love that I've come in contact with people I really value, because they're trying to do the same things and I'm learning from their disciplines. I'm finding, again, in creative problem solving you have to find adjacent examples. If you try to hit it on the head every time with the same initiatives, again, if this was science, I would have—and no offense to my scientist friends—but if this was science, I would have found the formula, bottled it up, sold it as a little package, and everything would be solved. It would be great. There is a huge art to the science of solving these problems.

I love that I'm learning how to be a better artist in that, and find my pathway, and how you communicate better, and I'm borrowing all these ideas from areas and disciplines that I know nothing about, and now I'm learning. I'm learning a ton, and it's just fun. (BYU Interview 119)

“People Can Make a Difference”

You learn a lot about people. You learn a lot about the world. . . . I've learned that people can make a difference.

You learn you've got to be strategic. It has to be sustainable. It takes some real effort, and some real coordination, and you have to be committed in order to make a difference, and so many organizations haven't made that commitment. It's wasted effort. Also, getting different organizations to work together instead of duplicating effort. I've learned so very much about what works, what doesn't work, about cultures, about people, about how to involve people in solving very difficult problems. There's a lot of very talented, bright, capable people all over the world, and you give them a little bit of motivation, a little bit of help, little bit of training, and it can change everything for them. (BYU Interview 126)

Insights and Cautions

Grass Roots Initiatives

Participants frequently described BYU's SE activities, although closely aligned with the mission of the overall organization as well as that of the Business School, as emerging from the ground up, rather than as initiatives of the upper administration. SE activities, although coordinated by the Ballard Center, have also yet to be seen as formally institutionalized, and this has been viewed as empowering by students and faculty, and a reason for the success of SE on their campus. As one business faculty member expressed, "I feel like, generally, it's the groundswell, it's the bubbling up that makes us successful, as opposed to top-down provision of resources or programs" (BYU Interview 123). Another faculty member commented regarding SE projects in his own department:

At this stage, ours is completely bottom up. What you actually have is not really forgiveness, but because there's no proactive, there's nobody in the dean's office saying, "Wow, we need a developing country initiative for our students. That's a key priority for

us.” The Ballard Center provides some of that, but they're mostly targeted toward undergraduate students, and simply their bandwidth isn't saying, “Let's provide these types of experiences to students.” What there is is when a seed sprouts from the bottom, it sprouts into very fertile soil, but there's no one at the school level actually out there planting seeds as a formal initiative. (BYU Interview 121)

This faculty member warned that, because of their grass roots, spontaneous nature, the scope of SE projects may remain limited unless faculty could secure additional resource commitments.

At this point, it works well, but there are natural bump up constraints where the soil can be supportive because nobody's being asked to make really hard commitments. If you were to say, for example, “Hey this initiative ought to be one-fourth of my teaching load,” then we would pound up against the hard constraint where people would say, “Wow. Well, that's a class of fifteen people, that doesn't really carry in the . . . program.” Then you run into resource allocation issues. While you're small, when you fly below the radar, everybody's really supportive, but of course the natural consequence of that is longevity is incredibly limited. (BYU Interview 121)

Several participants viewed resources for various projects as being fairly accessible, with one faculty member remarking that, while additional funds “to draw on might be nice, I don't know how often we're terribly income constrained either” (BYU Interview 123). Others also noted that they have continued to be successful with securing funds for projects (BYU Interviews 1, 5, 15, 20, 116, 126). This relative abundance is, however, not the norm across the schools studied, and may not be across the wider population of schools practicing SE. Institutions considering similar levels of SE-related activities should not assume easy access to a comparable

level of funder interest and financial support and may want to carefully evaluate accessibility of donor funding or alternative funding streams.

Challenge of Faculty Engagement

Some participants mentioned that it had been somewhat challenging to attract increasing numbers of faculty in various departments to engage in SE-related work with the Ballard Center, including “trying to get more and more faculty involved in starting new ventures,” advising, and co-teaching (BYU Interview 1). This was seen as due largely to what were termed the “constraints on full-time faculty...that may not be so unique” in terms of tenure and promotion requirements in a large university (BYU Interview 121). A faculty member involved with the Ballard Center noted that the difficulty mainly “just has to do with publishing, you know, like academic incentives, getting published, and everything like that. We, at times, have pulled faculty in for special projects,” but faculty time is limited by their teaching and research loads in their primary disciplinary areas (BYU Interview 1). Another participant noted that, while the university “absolutely” approves of and enables SE activities:

We have the traditional and typical academic restraints that there’s not always time for [these activities]. In a perfect world, if any university really wanted to engage with this as the core mission of what you do, then you need to create incentives that are proper for faculty to say, “I should be doing these things because my course load is directed there, my rank and status is directed there,” and that’s what we call it here.

But your tenure tracks, your rank advancements, those things could . . . If they were tied to how well you did these things, then you would see a whole lot more people doing them, as opposed to saying, “Hey, that sounds great. I love it. Good of you to do some social entrepreneurship and innovation, but that’s not helping me keep my job and

that's not helping me stay in my rank advancement path." So some ways that you could always improve that is if you're really committed to it, align your incentives to that.

(BYU Interview 119)

In light of these BYU participants' insights, institutions planning to implement cross disciplinary SE activities may want to consider aligning them with their faculty reward system to encourage and enable broader faculty participation across their campuses.

“A Social Venture Ourselves”

Those interviewed from Ballard conceived of the Center as a social venture in its own right, with their activities serving as examples for faculty and students considering launching start-ups. They talked about their efforts to “walk the talk” of new venture creation, maintenance, accountability and assessment of impact, and scaling growth to keep the venture sustainable (BYU Interview 20). Their accountability to beneficiaries as well as funders, in particular, “keeps us fresh and acting more like a social venture ourselves” (BYU Interview 5). Thinking of Ballard as a social venture has allowed them to build capacity in accommodating different types of students with a variety of needs, rely on student and client participation in evaluation, and partner with faculty outside the Marriott School to more directly tie in with the teaching and learning mission of the institution.

The language used in the interviews echoed the narratives in Ballard's 2013-2014 Tenth Anniversary annual report, which included goals of treating all revenue as stewardship; generating value greater than the initial investment in each program; remaining operationally lean; and serving as a model for self-reliance and living within budget (<http://marriottschool.byu.edu/ballard/about/overview/annual-report>; Field Notes). Viewing Ballard as a social venture was seen to have facilitated “a tremendous amount of creativity,”

which in turn made the Center “a very unique and exciting environment” in which to work (BYU Interview 5). Institutions planning for a similar Center or hub responsible for coordinating SE-related activities on their campuses may want to consider BYU’s social venture model of creating, sustaining, and scaling such efforts.

“No One Size Fits All”

BYU participants often mentioned that their mission as a private, faith-based university motivated them to create lasting, positive change in the world through SE initiatives. They understood that the way in which SE activities were supported, organized, and carried out in other colleges and universities would also be largely based on their unique situational factors, including institutional mission, culture, and stakeholders, and on whether it was a public or private entity. Their views were based on their experiences with other Ashoka Changemaker member campuses, and their reflections on the emergent nature of SE as a field of study. A participant summarized the various aspects of this insight.

We're a Changemaker, an Ashoka Changemaker campus. I think if there's anything that I've noticed is that each of the campuses do this differently. I don't think there's a one size fits all model. . . . How do we . . . If we're going to walk our talk and we're going to act like the social impact organizations that we're training students to be involved in, then we have to walk the talk that stays connected to our clients, understands their needs, and, you know, make sure they were having that kind of impact, right?

You know, for me, I think it's interesting to see how different higher educational institutions approach this, and in many cases it's because of the ways they're set up, or the ways students and faculty interact. I think it's an exciting time for, you know, this kind of work. My sense is it's, you know, [analogous to the state of traditional] entrepreneurship

30 years ago, and in another 20 years, you know, there will be a more substantial set of investigators and researchers, publications that, you know, make this a more viable field in traditional higher ed. (BYU Interview 5)

CHAPTER 12. COLLEGE OF THE ATLANTIC EXPERIENCES

The Ecological Alternative

College of the Atlantic was established as a radical alternative to mainstream higher education, and its manifestation of SE envisions the College itself as an entrepreneurial venture. This holistic vision is founded on a dedication to human ecology exhibited in a unique blending of curricular and experiential learning, in a focus on interdisciplinary studies without traditional departmental or disciplinary boundaries, and in a view of entrepreneurship as tightly woven into the fabric of campus culture. Examining COA's experiences can reveal how SE is expressed in a small, close-knit college committed to activism and problem-solving in local as well as wider societal contexts.

“The Founding Myth”

Participants frequently referred to COA's founding as an entrepreneurial venture. Its founding history was a source of pride and inspiration for participants, and was often recounted in conjunction with an explanation of the college's mission and motto. Participants didn't provide an exact definition of what was meant by entrepreneurship in this context, but their various versions of the founding history almost always mentioned the past glories of Bar Harbor's Gilded Age; community members' creation of COA to supplement their tourist economy and as a radical protest against traditional higher education models; the trail-blazing actions of the local businessman and the radical priest who spearheaded the founding; and the heroic qualities of the first faculty and students, who took risks to participate in such a unique educational experiment. All these elements are present in the following excerpt, which illustrates how the college's history and distinctive purpose have contributed to its culture in a

way few institutional histories have, melding economic, social, and radical ecological components in support of the college's activist vision.

Back in the 19th century, late 19th century. This was during the Gilded Age. MDI [Mount Desert Island] was the place where the urbanites from Philadelphia, Boston, New York City came to escape. It was also where the Hudson River School of Artists came to paint. It was this . . . Not in any way in terms of wealth distribution, it wasn't interesting, but it was certainly an interesting environment here that, after World War I, after the Depression, after World War II, and after the Great Fire of 1947, really struggled to reinvent itself. And so a college was the way. . . .

You know, the founding myth and history was that a local businessman and a Catholic priest got together. They were teammates on the local football team. The businessman, Les Brewer, was really interested in helping create not just a more robust year round economy, but a more robust intellectual environment for the island. Jim Garrow, who was a progressive Catholic priest, was tired of burying bodies during Vietnam and was in the midst of what he saw as a great ecological crisis. He saw the school as being a fountainhead for putting people in the world with a holistic understanding of education and how education might solve some of these most pernicious problematiques that the world was facing at the time.

And so it came together, and you had to be either an adventurous or an entrepreneurial student to come here in 1972. We weren't accredited. We were a school on an island that, at that time, not many people knew of. We had students who had finished three years at Yale and could have gone on and been very happy in their parent's eyes to finish with a degree at a very prestigious university. Instead, they came here,

which was great. Those 36 students, and four full-time faculty, and two part-time faculty, and a small group of administrators had a really interesting time in the 70s.

That kind of entrepreneurial, adventurous learning is definitely still here today.

(COA Interview 136)

“Rich and Deep” Entrepreneurial History and Mission

In discussing COA’s history and purpose, another participant underscored its aim to create societal change by educating students through a combination of curricular-based learning and action-based projects.

COA was founded . . . as an alternative to higher education. I think, and many people have said that higher ed in the US is one of the grand social entrepreneurship experiments. COA itself, I think, was formed essentially as an experiment in that the institution started out with the idea of creating students who could create social and environmental change in its mission. So it was really two-fold. One is the school itself was a sort of grand social entrepreneurship experiment to see if you could have a different kind of college. And two was all of these things that we talk about in social entrepreneurship, or as many of these things as were embedded in the mission. The school has a really rich and deep entrepreneurial history.

On the higher ed side, in terms of responding to higher ed, the college got rid of departments, it had everyone do one major. Everything was interdisciplinary. The students took an active role in governance, including hiring and evaluating faculty for their contracts, helping to run this college. The school itself, we have no tenure, no publish or perish, and you're evaluated on your teaching, which is primarily through the students. On the student side, in terms of the mission of the school, it was founded in a

rather tumultuous time and the feeling was—and it still is—that you essentially needed to go out. You needed to create the people who were going to go out and create a change. And so by having this self-directed education at the college, students were studying what they were passionate about, and were given both the knowledge and the theoretical grounding, but also the tools, to go out and create change. From the very early days of the college, change has been involved in applied projects which have ranged all across the academic spectrum from the sciences to business, to non-profits, policy, . . . all of that. . . .

The college has really stuck to this mission. And the mission of the school has proved flexible enough to survive the ages, and to evolve as different new issues have come up and old issues have reemerged. I think it is really offering and—as someone who went through a more traditional higher ed route—I think it's really doing a lot of the things that people have given lip service to in higher education. My feeling is our best students are really getting essentially a graduate experience as an undergrad, elevating their learning by combining this theory in action. (COA Interview 92)

A number of participants described shared student and faculty responsibility for institutional governance, referred to briefly above, through town meeting-style assemblies as a manifestation of social entrepreneurship on their campus, as well as campus sustainability initiatives including supplying their award-winning dining hall operations with food grown on the college's organic farms, and their campus-wide alternative energy and recycling projects (COA Interviews 92, 137, 140, 143, 144; Field Notes).

Human Ecology: “We Try to Touch the World”

Participants talked about COA’s uniqueness in offering only one undergraduate major, human ecology, which was defined as the study of the relationship between human beings and their natural, social, cultural, and built environments (Borden, 2014; COA Interviews 92, 137, 141, 142, 143; <http://www.coa.edu/about>). According to the college’s mission statement, human ecology enriches the undergraduate liberal arts tradition, and guides “all aspects of education, research, activism, and interactions among the college’s students, faculty, staff, and trustees” (<http://www.coa.edu/about/mission-history/index.php>). One participant added that human ecology at COA is considered a fundamental “way of thinking and being” (COA Interview 142), while others referred to it as a valuable “conceptual framework” (COA Interview 143), and “the reason why we are interdisciplinary” (COA Interview 137). Participants saw that this focus on human ecology set them apart from other liberal arts institutions, since COA was “one of the few, if not only, colleges that are dedicated to human ecology. So there's a whole academic environment surrounding that, and we're like really the center of that universe in some ways” (COA Interview 92).

One participant, who had been at COA for a number of years, recalled that the decision to adopt human ecology as the core educational philosophy was based on its perceived appropriateness for colleges which intended to remain concentrated in size and open in focus.

The early founding of the college when they were trying to figure out what could this college be, I think they wanted it . . . It had to be small, we knew that. It could either be really specialized like, I don’t know, a school of music, or it could be wide open, and give us a phrase, give us the language to put around this. . . . And human ecology was it,

and human ecology was in the founding documents before anybody was here. (COA Interview 137)

This participant described COA's establishing ties with other, mainly international colleges and universities, which had also begun to create academic programs based on human ecology. He noted that COA remains one of the leaders in the worldwide human ecology movement, and serves as a model for other small colleges as well as secondary schools.

After I was here for a bit, I started to hear from people that other human ecology programs existed here and there. Mostly, they were in Europe, and this was before the Internet, so networking was not so easy back then. . . .

Another little small group of people in this country who were starting to use the term were creating a Society for Human Ecology. . . .

Then we get people coming from as far as Australia where there had been a program founded over there the same year as this one, and there were many others. . . . So all of a sudden, boom! Something was happening . . . and just slowly building this international network where I think I currently know of maybe 120, 140 human ecology programs of every possible variation out there in the world.

We are the only one where the whole institution is dedicated to it. Most of these people are in universities where there's a few people working over here maybe in planning, a few people working over here in epidemiology, or a few people working over here in sociology or something, but they're using the term human ecology. When you get them together and they start to talk, it's not the Tower of Babel. . . .

It's a small subset of academics in the world. It's not just academics, it's applied people, certain professions. Obvious ones like planning, health and stuff like that, food systems. . . .

Some terms come into the language and they're like, I don't know, sticky something and everything gloms onto them. Then it becomes like, "Who knows what it means anymore." Sustainability is one of those terms. It's almost used itself up because it sticks to so many . . . Human ecology has been more, I think more baffling to ordinary people, and that's good because I think if it just becomes an easy adjective for saying good, it doesn't say anything at all. It has to have serious content. . . .

We've got a college, we've got a sweet little college that is now being looked at and wanting to be imitated in various places . . . Germany, Japan. There's a high school, residential high school out in Idaho that is now clearly doing it, very, very well done, largely inspired by us but not actually imitating us. . . . We try to touch the world. (COA Interview 137)

Human Ecology, Experiential Learning, and SE

Participants indicated that human ecology was closely tied to experiential learning, since practical applications were integral to the concept of human ecology. One participant commented, "for the kind of degree that we have in human ecology, I think students actually need to go out and apply it in real world settings sooner" than they would in more traditional interdisciplinary approaches. Such project-based learning takes "more time," than standard lectures and traditionally designed courses, but it can be "rewarding in some really deep ways," and faculty "think students have gotten a better education out of it" (COA Interview 141).

While all participants talked about the importance of experiential learning in the COA context, some admitted that they “struggle with the vocabulary” to describe it, often using a variety of terminologies.

Some people call it field based learning, some people use the phrase experiential or hands on/minds on, or at the nexus of thought and action, or expeditionary. But I think none of those phrases quite get at . . . And [the Sustainable Business Program] talks about social entrepreneurship. And I think that each of those phrases probably appeals to a different kind of person. But none of them quite cover the kind of engagement. I guess I often use that word, it's learning that's engaged in the world, or engaged in community. And students talk about, I have heard them talk about, “I'm not just learning from books, I'm learning from real world issues and working on project based learning.” There are lots of different ways to talk about it, and I don't feel like we've nailed . . . There really isn't really a kind of shared vocabulary in higher ed that gets at exactly what we are doing.

(COA Interview 144)

SE in an “Incredibly Entrepreneurial” College

Participants noted that vocabulary could also be a challenge when discussing SE-related activities on campus. “For a place like COA, that is incredibly entrepreneurial, the terminology can be a barrier” (COA Interview 92). This was despite the fact that:

From the origins of the college, the sense of entrepreneurship has permeated the culture since 1969 when we started. We've done a really good job setting up what entrepreneurship and social entrepreneurship is, and have attracted as many artists to the program as we have potential future business entrepreneurs. (COA Interview 136)

While many participants indicated to the researcher that they were comfortable with the term SE, others preferred to refer to the underlying concept in other ways. One participant remarked that “it almost becomes worse when you try to put a wrapper around it. . . . People won't talk about it as social entrepreneurship.” Instead, they are more likely to talk about “creating change, or finding a new way of doing things” (COA Interview 92). This participant also distinguished between working toward solutions to specific problems and what he considered the higher level concepts of SE, social innovation, and changemaking.

I usually focus on what are you trying to do versus the macro work that contains it all—like social entrepreneurship, social innovation, changemaking. Because I haven't found one term that doesn't carry a lot of baggage with it. But everyone, the people I talked to, want to do stuff. They want to make change happen. . . .

I like the notion of solutions. Because in all of these things, what you're really trying to do is solve some sort of difficult solution, and the path that you take to get there is then even more open-ended. (COA Interview 92)

A participant related SE to engaged learning (COA Interview 144). Others referred to “innovative programs or innovative things” (COA Interview 139), “innovation” (COA Interviews 141, 144), or “collaborative innovation” (COA Interview 137). Another, when mentioning she had no issue with the SE “label,” talked about the close relationship between SE and creativity and innovation (COA Interview 143), although a colleague thought that COA should perhaps “reinvent” a more acceptable terminology for SE than has been previously suggested, in the same way the college had adopted the term human ecology which has since become mainstreamed.

The nomenclature of that word, entrepreneurial. I've thought a lot about this, and I don't

know whether you're aware of it, but in the art world, there are the anti-entrepreneurials. I think that actually everyone is on the same page. I'm not sure exactly what the solution is, but, in the spirit of reinvention, in a way I almost wish that this college could coin a different way of talking about it. I mean, we kind of did that with human ecology years and years ago, but the human ecology now, I mean the Pope's talking about human ecology. (COA Interview 142)

Another participant predicted that SE activities on the COA campus will continue to grow and expand in keeping with the school's mission, regardless of whether or not they are referred to as SE.

I don't know if we'll ever call it SE, but I just see it just continuing to grow and get broader, and have students understand how it fits in better. I think we already have a lot of students that do that, but getting it just more broadly disseminated in the curriculum. Last graduation, our president of the board was talking about how everyone is an entrepreneur. We had [anti-capitalist and environmentalist] Naomi Klein speaking, as well, at the graduation, and so to have that language just be more disseminated where people aren't afraid of the word, because this culture is incredibly entrepreneurial.

There's a ton of social entrepreneurship happening all over the campus. The school itself was a giant social entrepreneurship experiment, but it's never been labeled as such. I don't know if the term will ever come into common parlance, which I'm fine with, but I think this idea of moving toward solutions in the world is kind of what this school is all about. (COA Interview 138)

Human Ecology, SE, and Sustainable Business

Participants frequently noted, underscoring the interdisciplinary and experiential nature of human ecology, that COA does not organize faculty into traditional departments (COA Interviews 92, 136, 137, 142; Field Notes). Instead, faculty members are clustered into three general areas of interest: arts and design, environmental science, and human studies (COA, 2014; Field Notes). Sustainable Business, where much of the SE-related activity on campus is coordinated, is located in the human studies area, which also includes “everything from poli-sci to sociology, anthropology, psychology, all those sorts of things, social sciences, basically.” The chair of Sustainable Business is a member of the Center for Applied Human Ecology (CAHE), a group of “professors who tend to like to do things in the community” (COA Interview 138). CAHE was considered a “sort of think tank, if you will, where faculty from different disciplines come together and talk about what kind of projects we can do” (COA Interview 140).

Participants mentioned the difficulties COA experienced in beginning a Sustainable Business program, despite what they considered the entrepreneurial origins and values of the college itself. Faculty members talked about how faculty at first resented, as antithetical to their activist and environmental values, the idea of a business program, even one that would concentrate on green, ethical, and sustainable business practices. (Many Rollins College faculty members expressed similar feelings about the inclusion of business in their liberal arts college.) One COA participant related:

I can't tell you how hard it was to bring business into an ecologically oriented college. That was like, “There's the enemy.” But slowly, slowly, slowly we worked our way, until, OK, it's a way of being in the world, and [the chair of Sustainable Business] is very much of this stuff. And now, we look back and say, “Of course, business, of course. It

has, it has to be there.” And the same thing with performing arts. And just always go to the edge and then see if you can pull something at the edge in, and it’s like, it is evolution. (COA Interview 137)

Another participant also commented on the ideological struggle at COA preceding the decision to establish the Sustainable Business Program.

For a while at the early stages of the college you can see the contradiction, at least in the 70s, between business and overall ecological principles, because it was set up as the private sector was causing the problem. I wasn't here when this was happening, so I can't speak from first person here. From second person, I understood that, as we were imagining what this [chair of Sustainable Business] position was, there was some resentment among the faculty. We are not a business school here. There was skepticism among faculty about the role and power of capitalism. The private sector as a force for good, so to speak. And because [the chair] is who he is, the personality had a big role to play in making sure it did work and it does work. (COA Interview 136)

Once the Sustainable Business chair was filled, the program quickly gained broad support from students and faculty across campus.

The [chair's] position was fully funded, in terms of it was an endowed chair, and it was fully funded about five years before they actually hired somebody. So there was a five year internal debate about whether or not they should hire someone in business, sustainable business. Once [the chair] arrived, the basic philosophy is very laissez-faire about letting the teachers teach what they want to teach. As a professor here, [he] was given a tabula rasa. No one told [him] what to do, and no one else knew anything about

business, so [he] just said, “OK, here's what I'm going to teach,” and then started from there ...

That's sort of where it started, and then it's evolved since then based on student interest and what [he heard] from different folks. It was quick. The Hatchery that we got set up, that was six months. So you went from students asking at the end of a class on entrepreneurship, saying, “We'd like to do these enterprises. Where can we do that?” Then, six months later, we had the Hatchery space set up. We had started applying for grants. We had gotten it cleared through academic affairs to get academic credit, and broke a lot of rules that I think were previously in place. That part's been, thankfully, pretty easy. (COA Interview 138)

“Infectious” Nature

COA has since become recognized for its Sustainable Business Program, one of the first for undergraduates in the US and internationally, that became a campus fixture due to collaborative interdisciplinary planning coordinated by the chair.

We were one of the first six programs in sustainable business founded in an undergrad school. We were definitely on the bleeding edge of that. I think one thing or two things that might've helped is one of the first things [the chair] did when [he] got here is [he] asked all the faculty to send [him] any course they thought had anything to do with sustainable business. Then, [he] built an example of how [he] thought all those pieces hung together, and why a class on philosophy fits into sustainable enterprise in an area of leadership, or why something on debating also fits into business, and tried to show, “OK, here's where [we] think that this lies within the curriculum,” and really made the whole curriculum part of the program.

At that point, I think there was something like 13 different faculty that [we] felt like were teaching other courses that directly applied. In some cases, they were using books like *Getting to Yes*, and the philosophy course on community development and compromise, and courses that you would've seen in a business school, and so going out and talking to people, getting those things, and then doing lots of community presentations and lots of one-on-ones. I think, with the Hatchery, [we] sat down with a whole lot of different faculty and said, "Hey, what do you think of this idea? Is this a good idea? How could your students fit into this and encourage those relationships?" In the first few years . . . Those things have died away now that the foundations have been built. (COA Interview 138)

Participants commented on the momentum the program, particularly the Hatchery, has developed, with one describing the "infectious" spread of interest among students on the close-knit campus.

There's a lot that's happening. I think that it's a little bit infectious. Just having an incubator, and this is a little bit of where we are and where we want to be. But what I've seen since coming here is that what ends up happening, especially at a small school like this, there are still plenty of people who don't really know what, or are only aware of one or two anecdotes, but only loosely even understand what it means. And so, as they are exposed, as students themselves are exposed, more to this work that their peers are doing, it's . . . At least what we try to have happen is that it spreads, or the interest, the questions, spread. . . .

Once students, who are not involved with the program catch wind of something. Either they have a friend who's involved and does a project that gets funded. Or they

come and another student venture tries out this cafe on the weekend, cafe on campus, they have their test run, and 70 students come and they all signed up. This is part of the class project, the ideas and that questioning about, “What ideas have I had about doing something cool in my area, or something that I'm passionate about? What could I do? How did they do that? What did they have to do? Did it take that much work? It doesn't look that hard.” . . . One of the most positive byproducts is getting other people exposed to this. (COA Interview 161)

Overall Value

With the successful Sustainable Business Program and SE-related activities integrated into a variety of subject areas across campus, participants commented on their overall value to the college in terms of student satisfaction and recruitment, community service, and fulfilment of COA's experiential learning mission.

It's providing a unique education for students that makes them better citizens. And I think that attracts students, the fact that they can do real world projects. I think it's something that helps the institution attract students for sure. (COA Interview 140)

I think how they contribute to the school is that this is what we do, we're about making change. Students learning, all aspects of that, like how you define what the issue is. How do you work with a community to implement something that is meaningful, that isn't someone coming in from outside and making change, but it's connecting people, so I think it really is putting our mission into practice. . . .

I think if you look at the COA mission statement, as well, it's not just about exploring topics intellectually, it's also learning about how to make change in the world, to see things that we ought to change in some way and be able to become one of those

people who has the skills and the perspective to be involved in shaping change. (COA Interview 144)

SE was also described as providing learning experiences that can enhance COA students' capacity to collaborate with others, ability to work in teams, and their future prospects in the job market.

It gives students an authentic learning opportunity, first and foremost, where they see a need that they want to fill and they have the opportunity to take their ideas and run with it. I think it really invigorates student learning, which is obviously the central aspect of our mission. Whether or not every student is doing that, because we're such a small community, people are involved in other people's projects in a variety of ways. Either being sounding boards or more directly involved in terms of partnering with someone who's starting a business or social entrepreneurship, a not-for-profit or something in the Hatchery, or smaller projects that develop into larger projects. Maybe an assignment in a class to a larger project that ends up being a senior project that ends up being a business when they graduate. (COA Interview 143)

“External Support System” and SE Partners

SE was seen as a key factor in embedding COA “more strongly in community, and it gives students an exposure to aspects of the community that they wouldn't necessarily see. I think it broadens their view of what community is” (COA Interview 139). COA was:

. . . distinctive in that the college is very, very much integrated with the community here on Mount Desert Island. We weren't always, even though we were set up with that intention. For a long time we were like, what is that college? That has not erased, but we've really strengthened that. (COA Interview 136)

SE was responsible for improving:

. . . our relationship with the neighboring communities. I think that there are institutions here that respect us that didn't 25 years ago. The culture's changed a little bit on the Maine coast. But we're still a little bit of the hippie college in a place that, until probably the 1970s, had been Republican for 100 years.

I think that our alums going out into the community has made some of that change, and maybe deserves more credit. But I actually think that having people in the community know the students in terms of their capabilities, and seeing the ability of what they can do, has changed the notion of, "Well, these are spoiled rich kids who are at this hippie college by the sea." (COA Interview 141)

Although Bar Harbor and the surrounding communities are isolated geographically, and have a small population and limited commercial and industrial infrastructure, participants nonetheless saw their locale as a valuable social and cultural "support system" for students and faculty who were pursuing SE-related initiatives.

Mount Desert Island is a unique cultural ecosystem that, interestingly, brings a lot of interesting mentors to the table here. We've long been a place that attracts government officials, artists, and entrepreneurs who see the College of the Atlantic as bringing added value to the economic and intellectual culture of the island. They want to play a role in that. Given our population size, we're not an urban area where it would be maybe easier to have such a support system. But, for a rural area, I think you'd be hard pressed to find a place that has a larger external support system to support social entrepreneurship like we have here. (COA Interview 136)

The SE support system, according to participants, served to provide practical skill sets for students through internships, to offer research and service opportunities for faculty, and to broaden connections for alumni, whether they stayed locally or ventured outside the state or country after graduation.

Impacts would be in our collaborations with other organizations, both locally and overseas. . . . For people who work with us in other communities, whether that's in Nepal or right here in Bar Harbor. I think it serves the institution because we are able to extend our network, both in terms of friends of the college but also in terms of potential internship sites for our students. . . . I think it allows alumni to network amongst each other and with our partner organizations in ways that can have a multiplier effect on what they're trying to accomplish in their various missions. (COA Interview 143)

Project Topics

Participants provided a number of examples of their SE work undertaken with various local, state, national, and international partners, including classroom-related projects, service, and research. These involved both interdisciplinary group projects and work in subject areas spanning COA's three academic interest areas, including: environmental policy (COA Interviews 139, 141, 144); alternative and sustainable energy (COA Interviews 92, 136, 138, 140, 144, 161); food systems and sustainable agriculture (COA Interviews 92, 136, 137, 138); clamming (COA Interview 139); watersheds (COA Interview 141); geographical information systems (COA Interviews 140, 141, 144); urban planning and housing design (COA Interview 140); K-12 education (COA Interview 143); private schools in Nepal (COA Interview 143); art and public spaces (COA Interviews 141, 142); social issue performance art (COA Interviews 141, 142); and printmaking (COA Interview 142).

Acadia National Park

The college's partnership with Acadia National Park is especially noteworthy for the length of the relationship and for the number of COA faculty and students who are typically involved in projects at the Park at any time. A participant mentioned that Acadia's interactions with Bar Harbor were also "so much more interdependent" than most of those between other national parks and their respective communities (COA Interview 140). Acadia was the example participants gave most frequently of a partner organization, citing the wide range of environmental topics that could be explored in conjunction with the Park, as well as its close proximity to campus. One participant noted:

The college has a long term partnership with Acadia National Park, and I think that's an example of a partnership that's been very successful, in part because there are some clear shared goals. And for the National Park having students engaged in these research projects or hands-on projects is very helpful to them, because they are getting things done, and also because they're educating the next generation of people who will be doing conservation. So the Park has this shared conservation and educational mission that overlaps nicely. That is one that comes to mind immediately. (COA Interview 144)

Another participant, who had coordinated the bulk of COA's interactions with the Park for the last few years, described his close working relationship with Acadia's administration as well as the kind of activities faculty and students have been involved with across a range of disciplinary areas.

Acadia's literally on our doorstep. Geographically, we're probably as close to a major national park as any college in the country. Any four-year college, anyway. We also have a curriculum that is pretty close to the needs and mission of the Park Service. Those

missions line up relatively well. . . .

This has been a multidisciplinary effort . . . because faculty for years have worked in the Park or with the Park. Of our faculty of 35, this is three years ago, I did some polling and looked back at projects. More than half of them had worked in the Park sometime in the last five years. And there were about 13 who are actively doing things in the Park.

I've been working to solidify that relationship, not only in the standard resource management, park management types of classes. But actually to think again about, well, what can we offer the Park that . . . You know, they can offer our students quite a bit. Amazingly dedicated professionals with a lot of knowledge, and, also, opportunities. We've had students who've gone on and who've done internships up there, and have gone on to work for the Park Service.

One of the things we can offer them, again, especially in the era of heightening budgets, is we've got a range of expertise and student time, just raw labor and knowledge here on campus that could help. I think that that's not unusual or not particularly innovative, and that there are other places that do that. There are some universities that focus on parks that do that kind of consulting all over the world. What's been great about this program is that it's not just confined to resource management, biology, though that's a part of it, but, also, the writing classes actually work with the Park to help them design literature.

We also have one of our artists who does exhibit design works with the Park to help them redesign their nature center. And I do policy work, and I'm working with the park in terms of bio-political issues and also Natural Environmental Policy Act things . . .

to help them develop better processes. That's the part that I think is exciting. I sometimes call it the parks across the curriculum, as a take-off on writing across the curriculum. People outside of academia don't understand that.

It's not a really useful reference, but that's the idea is that there's a desire, not in every class here, but there's a strong desire across the disciplines at the college to look for ways to apply knowledge into engaging real problems. There's enough of that that the writing teacher isn't just going to have them do exercises but would like them to work with a client, makes things like that possible. I actually think that's, at least currently I think, a particularly great example of some of the stuff we do. (COA Interview 141)

This faculty member was considering developing a cohort model that would “identify students their first year as sort of Acadia Scholars” to provide them with additional internship opportunities and “build some of that more into their actual classes.” He liked “the diffuse model we have now,” but thought a more formal approach would appeal to some students who wanted in-depth exposure to the Park over a sustained period of time throughout their four years at COA. Another advantage of a scholars program would be the contribution it could make to the college’s advertising and recruitment efforts.

In part, that does tie into telling the story more publicly, because that's just a concrete thing that I can go out and tell the world, “You know, prospective students, do you want to work in national parks? This is the perfect place for you to come.” It will attract the kind of students that we want. It'll attract interesting, talented people. It will give them a pathway. But it also is something they can . . . It's like a shiny thing. But it is something to tell more of the story. (COA Interview 141)

Longer term, the possibility was also discussed of creating a Parks Institute to build on COA's and Acadia's strong partnership, and on student interest in parks management. While the faculty member commented that he'd prefer to see interdisciplinary programming continue to be integrated across campus, having "an institute might help with fundraising" and also "raise the profile" of the college (COA Interview 141).

Challenges

Participants acknowledged that, while advantageous, projects undertaken with partners such as the Park Service were time-consuming and harder than they had initially thought to initiate and manage. They also mentioned that they often relied on their own informal sources and contacts to determine project ideas.

But a lot of it is either looking at key issues that are coming up in the newspaper, or are through Friends of Acadia, or someone you know. So we're quite depending on those kinds of individual contacts. That becomes a key in generating the projects. (COA Interview 140)

Establishing and maintaining rapport and trust among all stakeholders, and assuring that all constituencies that should be included in a longstanding partnership or a short term project were represented, also took time and effort, especially when experiencing turnover of key individuals. Participants liked being able to "bring together different groups that don't normally come together," but likened it sometimes to "herding cats" (COA Interview 139). They also talked about having to accommodate different academic and non-academic calendars and schedules, and the necessity of developing a sensitivity to political considerations and budgetary planning cycles (COA Interviews 139, 140, 141). Participants frequently mentioned the challenges of communicating effectively when dealing with a variety of stakeholders, and in

determining needs, finding adequate funding, and reporting outcomes (COA Interviews 139, 140, 141, 144).

One faculty member summed up many of these partnership experiences in connection with work with Acadia National Park.

There was some sense of the needs, looking from the outside. But it took a lot of conversations, a lot of meetings. I don't know a lot, in the grand scheme of things, but it took several meetings, because just sort of understanding each other's lingo, understanding the way . . . One of the challenges of the Park is it's just this large bureaucracy, and figuring out what they had to do within that was probably the most challenging thing for me is to figure out, "OK, so they have what seemed to be needs, but they think about them in a totally different way." And sometimes their need is to spend money really quickly, which is sort of alien to me because we don't have that problem.

And most of the time they don't have that problem either, but because of the way budgeting works . . . And so it involved a lot of conversations. What made a really big difference . . . is that there's a point person at the Park end who is sort of my counterpart, and we actually work really closely together. . . .

With the Park, the scale is pretty clear in terms of geographically. But what sort of issues we work on is the thing that's taken some work. So having that counterpart at the Park Service who can translate for me, and sort of herd all of her cats while I'm herding my cats, that's been instrumental in trying to figure out those needs. There have been times we've tried to, actually, at the Park, do some real needs assessment type of work with mixed success. If I'm honest about it, I think that that was probably not clear to the Park why that was going to be beneficial for them, because they have their own

process for doing those things. It just wasn't in a form that was useful for me. But it would have been really useful for me to have this in another form.

What we do now is, at the beginning of the year, I have them literally put together a list of their short-term research needs. That's a starting point. Then I farm that out to the community here. I say, "OK, these are the things that the Park would like people to work on. Do you have an interest? Is there an opportunity to do this? This doesn't foreclose other things, but these are the things that are on their plate that would make their lives better."

That works OK. It works better than the needs assessment, because that just took time and they just don't have time. (COA Interview 141)

A "Laboratory of Entrepreneurship"

Participants viewed their current SE-related activities as an outgrowth of COA's unique founding as a "giant social entrepreneurship experiment" that was "moving toward solutions in the world" (COA Interview 138). To create these solutions:

What we try to do at the College of the Atlantic is integrate the campus into the learning environment. We are not . . . I think the good analogy is, we really want to avoid being a country club. We are interested in being a laboratory of entrepreneurship here. (COA Interview 136)

"Relentless Questioning"

Key to practicing SE within this COA laboratory is what one participant called "relentless questioning," or fostering an environment of radical changemaking and skill development that prepares students and faculty to succeed in their areas of interest.

Really, I think, some of the key parts of social entrepreneurship come from questioning, and that, in a lot of ways, is one of the first true skills of this discipline is kind of relentless questioning. . . .

Even if those students don't end up taking any [business] classes, or don't even dig deeper themselves, we've still posed some questions for them that they hopefully take on into their lives and at some point tap into. I see it, personally, as underpinning everything that happens at a college like COA. Anyone who's coming here is going to need to have this skill set, or they're going to have to rely on someone else who has these skills at some point in their lives.

They're doing scientific research, and aren't ever going to touch a commercial enterprise with a 10 foot pole. They still are going to have to advocate for their research, and get funding from nonprofits, or get their work into other graduate school programs. They have to advocate. They have to understand how the financial support that they're asking for is going to be deployed, and what they need to do, what mechanisms they need to put in place to build out a successful project.

That's stuff that's the meat and potatoes of what we do. Ideally, we'd be touching 100% of the students and 100% of the professors. We're not there yet, but that's the goal, because I think that really all academia, all disciplines within academia . . . Not that COA is particularly keen on departmentalizing . . . with one major. They absolutely are transferable skills to every other part of academia. (COA Interview 161)

Social Venturing

On campus, SE was strongly identified with student venture creation in the Sustainable Business Program's Hatchery, in large part because Hatchery activities have received extensive external press coverage.

I think a key part of this is that the students come to the project entirely on their own and not be fed it by an administration.

Learning-wise, I think there are dozens of interesting pieces of our own campus culture and of our own infrastructure here that would provide a great bed for social entrepreneurship [ventures]. Part of the learning is coming up with the idea entirely on their own. In terms of a list of potential needs, we really want to make sure that they are identified through the individuals themselves. . . .

[We] want to hold these ventures out to the world a little bit more. because [we're] interested in raising the profile of the College of the Atlantic. And so, often the work that these young people do in their ventures are, A, very interesting, B, are emblematic of the kind of learning that we do here, and, therefore tell our story writ large.

It's funny because a lot of the external PR bandwidth of the College of the Atlantic crosses over the venture sector in a way that sometimes would make some faculty jealous that don't necessarily lend themselves to such ventures. But I think entrepreneurship and kind of adventurous learning as we do in the Hatchery and the Sustainable Business program raises all boats at the College of the Atlantic, because it does raise our profile and in so doing helps all faculty here. (COA Interview 136)

Community Problem Solving

Involvement with partner organizations, through class-related assignments, internships, service and research, was described as addressing problems in communities. A faculty member explained that this work also enabled faculty to expose students to problem-solving techniques that addressed real world issues. Such experiences allowed students as well as faculty to develop a capacity to confront the realities of dealing with complex or “wicked” social problems that had no easy solutions.

It’s problem solving. In Maine, sometimes, we call these wicked problems. They’re wicked problems when you’re asking, “How are you going to deal with these, . . . and what are the real problems?” This guy says this and this guy says that. How do you try to resolve that? How do you find common ground?

I think those are all just pretty universal questions that were kind of across the curriculum. I think they help students feel comfortable going out there in the world a little bit, but they also expose them and go, “Wow. That’s different than I thought.” It also makes it much harder to give the easy answer, which is lucky for our students.

Our students like gray. They’re not black and white students. I’ve taught a couple other places before here, and these students really hate black and white. It’s wonderful almost to a fault. It makes it a lot easier to do this kind of teaching. You’re reducing naiveté. You’re adding complexity. I think it also is just helpful. (COA Interview 139)

In these problem-solving exercises, COA students and faculty can encounter phenomena that don’t resolve as previously planned or anticipated, again reflecting real world social conditions. One participant reflected, in particular, on urban planning projects including political

or procedural challenges that may not be able to be adequately overcome. These experiences, however, can better prepare students in becoming more effective citizens and community members.

That's the drawback of working on real world projects is that there are political realities that you can't control. That's probably the biggest drawback to working on things that are real world, because there can be unforeseen complications.

I think that it gives students a much more real world experience, so that, when they leave here, they're not only much better informed of what the process is, but they also are much more informed citizens so that they know how to participate in the process. (COA Interview 140)

Participants thought these opportunities for problem-solving in the community were, like the Hatchery, a source of effective publicity and marketing for COA.

For the school from a publicity standpoint, interacting more with those communities, getting out there more, getting more feedback back and forth, getting more stories out there is a good thing for the school in terms of, I mean, for us the most important thing for us probably is our footprint in the world, because we are such a small school. (COA Interview 139)

Insights and Cautions

The College as a Venture

COA serves as an example of how one higher education institution purposed itself as a radical entrepreneurial experiment, rejecting disciplinary boundaries in attempting to create an interdisciplinary learning environment where theory and practice are meant to seamlessly integrate within the campus experience. This approach might hold promise for institutions with

the desire and opportunity to make changes to their current departmental and collegial structures. However, COA has achieved this aim by intentionally limiting the size of its student body and the scope of its academic curriculum. Colleges and universities with more traditional structures, student numbers, and broader ranges of curricula may consider COA's approach to have limited transferability to their own situations. Instead, larger institutions might wish to examine how BYU's Ballard Center, located in the Marriott School, models itself as a social venture. COA can, nonetheless, provide additional insights as well as cautions for academic institutions considering SE implementations.

“Pulling Disparate Faculty Together”

COA participants suggested that creativity on an entrepreneurial campus can be enhanced by faculty from different disciplinary backgrounds and diverse sets of interests working together to inspire and guide students both in the classroom and through hands-on projects.

I think that one thing that we probably do remarkably well is pulling disparate faculty members together to teach. We have a ton of biologists here. We have six of us who are biologists. My most likely team teachers are a historian and an environmental lawyer. That wouldn't happen in most places. Those kinds of connections where people connect in very unique ways to bring together expertise happens pretty regularly. Regularly enough to where I don't think we think it's that unique, but it probably is absurdly unique when we really look at it. I don't think we tout it as much as we should. Again, some of that's personal. Some of that's because we share common beliefs with people that may not be in our field, but they're people in other fields and we're attracted to them and find common ground in that.

So the two people, other people upstairs . . . I work with them much more than I work with any biology faculty. . . . I think that's an important aspect of it. I think we also try to . . . I work really hard to—what would be the right verb?—de-siloize our school. I try to keep us from being siloed really strongly. . . .

In trying to make sure that your students are getting a broad form of that, and that they are not just hanging out with one professor, but they're hanging out with four really different professors, and getting that. . . .

To try to get that, and trying to use a bunch of the resources to pull together what you really want them to do is you want them to invent something that you wouldn't have thought of. . . . You want them to pull together a bunch of things from a bunch of interesting perspectives and create something that they can own and then move forward with. (COA Interview 139)

Inclusive Planning

COA's experience suggests that it may take time to obtain faculty support for an SE initiative associated with a business program introduced into a liberal arts institution. Rollins, also a liberal arts college, faced a similar challenge in undertaking their SE planning efforts. At COA, it took five years to plan for and achieve consensus before the Sustainable Business Program could be inaugurated, although once the program was underway, it was able to quickly establish working relationships with faculty across campus and is now widely accepted as an integral part of the institution.

SE and the Environment

COA's ecological focus has been a prominent characteristic of the school since its founding, and participants frequently mentioned it as one of the major reasons campus members

were attracted to the college (COA Interviews 137, 139, 140, 141, 161; Field Notes). COA demonstrates, in a liberal arts setting, a commitment to environmental issues viewed as requiring a truly interdisciplinary approach, bringing together scientific, social science, and arts and humanities perspectives, in order to create solutions in such areas as alternative energy, sustainable food systems, recycling, and land use. This commitment to utilizing SE as a tool with which to pursue environmental initiatives is similar to that of Western Washington University, a large state comprehensive institution, whose own SE efforts also stem from its longstanding dedication to environmental sustainability.

CHAPTER 13. ROLLINS COLLEGE EXPERIENCES

Liberal Arts and Innovation

Rollins College's manifestation of SE is associated with its longstanding commitment to global civic engagement anchored in the liberal arts tradition. Rollins serves as an example of how SE has evolved in a changing higher education institution, as well as provides a way of seeing SE, in both curricular and co-curricular applications, as a pathway to attaining critical thinking skills in the process of generating positive impact in the immediate community as well as in wider social contexts.

Vehicle for the Liberal Arts

Rollins participants frequently talked about how SE-related activities complemented and enriched the educational and service goals of a liberal arts institution such as Rollins. SE was a means of applying the liberal arts to real world environments, often resulting in making lasting, innovative change in local as well as global communities. SE was also seen as helping demonstrate the value of a liberal arts education in contributing to preparing students for life and successful careers beyond academe.

I think we are in a place in the history of higher education where liberal arts colleges across the nation are coming into question, like what is the value of a liberal arts education? I think especially for a school like Rollins that is heavily focused on the liberal arts, social entrepreneurship can really be a vehicle for the application of the liberal arts. You're able to take what one could consider soft skills, or also some of the soft sciences in other areas, and really apply it within the business world, while at the same time, focusing on really changing the community. (Rollins Interview 149 Participant 2)

A faculty member noted that adoption of SE in a liberal arts setting “curtails some natural societal criticism of liberal arts being not functional, not practical, not able to address real-world problems” (Rollins Interview 152), while a Trustee believed strongly that SE, along with service learning, provided the skill development that helped liberal arts students meet the future demands of the workplace.

It's just an enormous thing versus the old days where students would come to school, and they would sit in the classroom and somebody would get up in front of them and talk to them, and they'd be asked to memorize it. I think social entrepreneurship makes them put enormous skill sets and values that students have today to direct applicable work, and so I think it does an enormous thing to help educate them. . . .

It's been strongly proven that students who are engaged in a liberal arts institution during their college years go on to successful careers. That's what employers are looking for, and so the ability, through social entrepreneurship, through community service, for students to put their skills to work I think leads to great success in careers. (Rollins Interview 157)

“Easy Fit” with Liberal Arts Mission

A staff member defined the SE-related skills taught at Rollins within its liberal arts framework as:

. . . getting students to think holistically, think critically, examine the bigger questions, and be solution-oriented in a personally and socially responsible way. That's exactly what our mission strives to, so social entrepreneurship is an easy fit into that. I think that's why, here at Rollins anyway, it's been so successful and has the opportunity, it's

why our students gravitate towards it and why the institution itself gravitates towards it.

(Rollins Interview 149 Participant 3)

Inculcating general critical thinking and solution-oriented proficiencies as part of Rollins' SE focus, rather than solely emphasizing the acquisition of narrower, venture-based expertise, was reflected in this comment:

If 10% of our students belong to the social entrepreneurs by profession, wow. But if 100% of our students go on to be critical thinkers around social issues, to have an entrepreneur mindset, we've done our work. (Rollins Interview 149 Participant 4)

Another participant added that, in his view, SE-related skill sets gained primarily from experiential learning opportunities would directly benefit the students in terms of career and life preparation, as well as benefit the college and the communities where they lived and worked following graduation.

We think about our mission being focused on global citizenship and responsible leadership, while also preparing students for meaningful lives and productive careers. I think social entrepreneurship is really mission-driven, and I think it's also a hub for students to be able to take what they're learning in the classroom around the liberal arts ethos and applying it into a practical world. Because I think we're seeing more and more students needing experiences and experiential opportunities to prepare them for employers and employment. If they're able to focus on this social lens while also gaining those skills, it's a win for the student, the community, and also for Rollins. (Rollins Interview 149 Participant 2)

Faculty members, in referring to the skills students acquired, often talked about how the ideals and conceptualization of SE supported the generation of sustainable social value, which

was seen as core to Rollins' mission and its long tradition of civic engagement. SE was also thought to closely tie in with other mission-based initiatives on campus.

The mission of Rollins College is about global citizenship, responsible leadership. . . .

That is the mission, and if you think about social entrepreneurship, you're talking about innovation, you're talking about social impact, you're talking about making a difference in a sustainable way. These are things that I think go hand-in-hand with that mission. I think just, in general, what SE is, it's very consistent with the institutional mission.

Then when you add in a lot of other things that Rollins is doing . . . We've been a leader in community engagement for quite some time. We're an Ashoka Changemaker Campus. We are a fair trade campus. Many things that we're known for are very synergetic with the ideas of SE. I view it as like a complementary and supportive force, rather than like a competitive force within, because it's really bolstering a lot of initiatives that we've already had, but pushing some of them in new ways, particularly thinking about the difference between one-off changes and lasting sustainable changes. (Rollins Interview 150)

Many other participants discussed SE's close relationship or synergy with Rollins' core liberal arts mission. For example, a faculty member believed "the social innovation and social entrepreneurship understanding and construct and concept," aligned completely with their mission (Rollins Interview 128), while an administrator went so far as to say that she thought SE activities were not only "integral to the institution because of our mission," but that:

The SE initiatives are our mission. I think there's just no difference there. For us, it makes good sense to not just do things that are good for the world, but to figure out a way to make those sustainable. (Rollins Interview 155)

“One More Step” Beyond Community Engagement

Some participants viewed SE as a step beyond community service and engagement. One of the faculty described students as being:

. . . immersed in our culture of, first, what I would call community service, then I would call community engagement, to challenge themselves and to challenge us as an institution to take it one more step. I've actually had that articulated to me by an alumnus who said, “You know when I first came into Rollins, I came to really understand what this community service means. Then, as I was here longer and participated in different activities and things, I understood what community engagement means. Now as an alumnus I look back and I see the messaging around social entrepreneurship and I say, yes, this is the evolution, and a deeper dive, and a more sustaining drive toward positive social and environmental change. (Rollins Interview 128)

Another contrasted community service and engagement, which he thought provided well-meaning but largely unsustainable models of change, with SE, which offered a way to create more fundamental, sustainable change within communities and society.

I've learned that there [are] a lot of people out there that are a lot more creative than myself, first of all, and that are able to really think about how do we fix the world's problems in innovative ways. I think for so often in the service community, engagement world, that's always, well, we've always handed out the bowl of soup to those that are hungry, or things like that, but I think I've learned that there are much more creative ways that we can think about systems that exist in some of these other countries, and be able to create, not only just give someone a pair of shoes, but how do we think about ways that

we can help them make their own shoes within their community, and trying to rethink that we're not just giving out, and really changing the environment and learning.

Because I think what happens when we can go serve in these communities, and then when we leave, those communities still exist. I've learned about ways that we can actually create that change in the systems that have existed previously. (Rollins Interview 149 Participant 2)

On the other hand, one faculty member, who had been involved with community engagement projects for a number of years, while still acknowledging that “the structure of the college” had “reoriented around SE,” believed SE was essentially “riding on the coattails of community engagement.” In detailing his continuing commitment to community engagement, he described some of his experiences with and reactions to SE initiatives developed at Rollins.

A lot of my work associated with social entrepreneurship has to go back to a previous engagement with community engagement.

Because, of course, Rollins is a currently classified community engagement campus, and some of us have many years of involvement with community engagement. When social entrepreneurship emerged, it seemed to me, at least personally from my interpretation, that it was very much like community engagement. In fact, my initial response is like, “We’re already doing this. You just called it . . . Changing the name.”

I wasn’t going to stop doing the things I was doing. I was already involved in community engagement, and students were very involved and very excited around what was described as social entrepreneurship. . . .

Obviously, from my own experience with community engagement on campus earlier in that endeavor, when I was just arriving on campus and we started doing that, I

think a lot of the same sort of critiques were leveled against that. And until it became sort of institutionalized, it was always vulnerable to some sort of like, “Well, we’ve been doing this before, we just called it civic education,” or something like that. . . .

Social entrepreneurship is basically community engagement. Community engagement has been like a big part of my experience on campus. . . . It’s a little bit harder, I think, when you say social entrepreneurship for people who don’t know how to project themselves into it, right? In fact, I know this from my community engagement, because being a part of the whole process on campus, I tell people, “I think you need to do community engagement,” and they say, “No, my discipline doesn’t do that.” You’re like, “No engagement with the community whatsoever?” . . . The way they think of it is, they thought of it as volunteerism. . . .

Like service learning, which in itself, it’s just a question of how do you think of your method of engagement, like partnerships, and what can you do within the structure of your class that would have this community engagement pull in? We really over time allow people to see different ways for them to project themselves in that so that they can see like, “Oh yeah, we can do this in class, and it would help this part of the group, and the students would learn, and part of it would benefit them. . . .”

From my perspective, social entrepreneurship is sort of like riding on the coattails of community engagement. It’s different in the sense that the possibility of the creation of some sort of venture, which, honestly, I never really accepted that, either. I just thought that, “I can see how that makes sense to you,” but it didn’t make a lot of sense to me. . . . (Rollins Interview 152)

Despite this faculty member's questioning whether SE activities should be considered merely a continuation of community engagement at Rollins, he believed that a large number of faculty had wanted to be involved in SE because of demand from students intending to pursue the generation of social value in business and other contexts.

I think a big contingent of faculty wanted to try to maintain social entrepreneurship, because students were heavily invested. Our millennial students really liked the idea of creating enterprises that actually have a social good. The ideal social good, or for-good corporations that have a positive outcome, but at the same time a lot of them also have a business and everything, so it's very important to know, and so supporting that made a lot of sense to me. (Rollins Interview 152)

He also indicated that he had incorporated aspects of SE into his own courses because of its having been enthusiastically embraced by his students. Moreover:

This semester, I had an opportunity to start thinking about urban sustainability as a community engagement process, but they're actually reading literature that would probably be closely aligned with social entrepreneurship and social innovation readings and practices and issues, like that language is in the reading. (Rollins Interview 152)

“Convergence” with Sullivan Foundation Interests

Participants frequently mentioned the Sullivan Foundation and its long-running sponsorship of many of Rollins' community engagement activities. Rollins adoption of SE was seen by these participants as evolving from Sullivan's growing interest in and integration of SE into programs for its membership network.

It was actually kind of the convergence of a lot of things at once. It's like the stars started to align. The Algernon Sydney Sullivan Foundation came to campus. It was in 2008, I

believe. . . . Because I'd heard there were some really amazing things happening at Rollins in the community. I wanted to learn a little bit about our processes, our work with community engagement, our work with our Sullivan students and scholars. This is right when there was a shift in leadership from the top. There was a new chair of the Foundation. Well, their whole board came and, actually, were completely blown away by students' involvement and service, service learning. They were starting to think a little bit about how to bring this work to the next level, and had gotten connected with Ashoka at that point. This was probably then around 2009.

It was actually through Sullivan that Rollins learned about Ashoka. . . . It was Algernon Sydney Sullivan that kind of birthed our whole understanding about Ashoka, and we did send students to that first conference, and it was really powerful. I think they came back with another understanding, and framework, and language around kind of their next step in their work. . . .

So fast forward. . . . We're at Duke, at the Ashoka Exchange. This was in 2011. That was kind of that first moment where this language started coming up on campus. There are faculty members doing stuff in this vein or in the spirit of social entrepreneurship, but they definitely weren't calling it that. There wasn't this fundamental understanding or language. I mean that was isolated in small pockets. . . .

And the thing that was amazing is it brought together folks from all across campus who maybe never saw their work in this way, where it became a shared language and a shared passion for doing good in the world, which is really neat. The big interdisciplinary committee moved forward with the environmental scan, moved forward with the campus visits, we were anointed Changemaker Campus. . . . Maybe in 2012. . . .

I would say that's something that went well, bringing people together in a purposeful, meaningful way. . . . That went well, those moments where I think we could share in the work together. I would say the Ashoka retreats with Sullivan have gone really well, sending students and doing that. (Rollins Interview 149 Participant 4)

“Ground Up” Identity

While the Sullivan Foundation provided an external stimulus for working with Ashoka, overall interest in SE at Rollins had emerged from what participants described as a grass roots process, initiated by student interest supported by faculty in the Crummer Business School, that quickly included faculty, staff, and students from the other schools in an interdisciplinary approach to planning and implementing activities. One faculty member noted “it's been really inspiring and galvanizing, lots of student energy behind it” (Rollins Interview 156), while a staff member commented that:

It's so important, and it's so exciting to see students heading in this direction this early on in life. I think it's that passion to help others, and to improve things in their community, or across the country, or in another country (Rollins Interview 145).

I would say that the identity has always been a ground-up or bottom-up initiative at Rollins. It was initially, when we started at SESi, and then into The Innovation Hub. We said to ourselves, hey this stuff is going on and this stuff is happening and our students saying, “I'm interested in this, what can you faculty member, you staff member, you senior student tell me about this? What are you doing? What do I know?” It was always kind of ground up. (Rollins Interview 128)

I think what has worked well since the beginning of SESi on campus at Rollins is that students want this and get this, and there is an inherent interest in students to not only

volunteer to make the world a better place, but to think strategically about making their world better in a long-term, career-minded manner. And I think that we have a lot of staff and disparate faculty who get that, so I think that's been really good, and that's been from the beginning. (Rollins Interview 151)

One participant, who was instrumental in starting what became the SESi planning group, recalled details of the process from her perspective within the Business School.

When I came to Crummer and began to focus on the entrepreneurship space, I uncovered this idea of doing good and doing well. I'm a capitalist by trade with a heart for social causes, and I thought, "Wow. That is, you know, brilliant." I began reading up on it, and learning more about it, and felt like . . . As I got to know the students, initially from Crummer, so graduate level students getting their MBA, we, at the time, had a core group of students that really wanted to get into some sort of businesses where they did good. That kind of started me on a path.

I went around the Crummer building and found two faculty who shared my passion and ideas. . . . The three of us started meeting regularly. I was a total novice, and completely naive as to what something like that meant on a college campus. I just knew from a strategy standpoint and a business standpoint that it made sense. I felt like it was a gap at this institution.

One thing led to the other. We found a fourth person . . . who's now an instructor in the social entrepreneurship undergrad program. She came on board as a consultant to help us create a white paper and begin to really look at social entrepreneurship as an industry. What were the factors on college campuses. It was through that process that we found Ashoka. And then, through Ashoka, we were invited to be part of the very first

Ashoka U. By then we had probably amassed six or eight of us that were a part of this, not formal, but very informal group. . . .

We went to the Ashoka U conference and learned so much about what they were trying to do and this world of social entrepreneurship on college campuses. That caused us to begin to benchmark other colleges. It was at that conference, I remember vividly, literally sitting in the bar after one day with the four of us that went, and I said, “Did anybody read that catalog they gave us? We could be an Ashoka U campus. Why wouldn't we do that?”

We started looking into that. We realized this needed to be more than a Crummer initiative. Really, where the juice was, was in the undergraduate population. Less so, in the MBA population. So we began to build bridges to the undergraduate population, and try to find the right people to do that, looking into the Ashoka U. And then one thing led to the other, and before you know it, the president and the provost at the time agreed to establish an office focused on what we call the Social Entrepreneurship and Sustainability Initiatives. We found someone to underwrite the overhead for that for one year so we could establish that office, a benefactor. And then we had an office. We had a 12 month runway to try to figure out how to become an Ashoka U campus.

We hired a full-time person who is no longer with the college, but she, with us, we figured out a way. And we reached out to Ashoka U, and one thing led to the other, and we were ultimately designated an Ashoka U campus. The whole SESi initiative, which now is the Hub, became a cross campus initiative. Within a year, two years of getting the designation for Ashoka U, we had a group of faculty from the undergrad who

were very motivated to start the major in social entrepreneurship. One thing led to the other, so that's how it all happened. (Rollins Interview 147)

Two faculty who were key members of the early Crummer Business School planning group mentioned how students, in particular, were the driving force for SE, serving as the catalyst for faculty and staff action. One also believed that this student involvement provided students with a unique experience that benefited their future careers.

The thing that was constant in all of this was that our students got it. . . . Across the board, the students got it. They knew exactly what this was, and they were on board. That helped quite a bit, because the energy from the students was like a catalyst, pulling in that direction, and that's something that none of us could deny. (Rollins Interview 158)

We saw the students coming back from the Sullivan Retreat that we participated in back in 2011, and they came back with a desire to really understand on campus what the feeling among students was and the understanding of the concept of social entrepreneurship. And they initiated a research project on campus and collected data. We analyzed that data, and that was the beginning of really informing ourselves, like a campus-wide scan, of what was of interest and what was special about social entrepreneurship. . . .

I think that was very memorable because it was really enduring and it was really initiated from the ground up by students. And all of those students are now doing super incredible things in their own lives, and I believe that it was impacted by the work that they did in social entrepreneurship here on campus. (Rollins Interview 128)

“First in the World”

Participants frequently referred to Rollins having the first Association to Advance Collegiate Schools of Business (AACSB) accredited SE major, as well as an SE minor, as a unique success. As a Rollins Trustee indicated, “we thought that it took a niche that Rollins could do a good job of, but really students are looking for academic and major programs in that area” (Rollins Interview 157). Undergraduate Business and Social Entrepreneurship (BSE) department faculty members said that because the SE program was developed to meet the needs of the current generation of students, it was both innovative and attracted interest among Rollins’ peers and other colleges and universities. They also thought it held promise for research, development of best practices, and further curricular applications.

I'd have to say it's a highly viable program. We're accredited by AACSB International, and once we got the program up, I actually contacted them. It took them about a week to run it down, but we are the only one in the world that they accredited. . . . When I go to various meetings and this comes up in conversation, it really peaks people's attention. It is an innovative and creative new program. One of the interesting things is this wouldn't have worked 10 years ago, in my opinion, because of the characteristics of the millennials that we're dealing with right now today. They have part of their persona is wanting to help. Much more so than some previous generations. Ten years ago, you wouldn't have had enough students interested. (Rollins Interview 154)

One faculty member, who was instrumental in developing the program, remarked that: Since we're the first in the world for our major, for AACSB accreditation, I've spent a lot of time talking to folks about emerging best practices, lessons we've learned. We were

just at NYU Stern this last week talking about what we've learned. (Rollins Interview 148)

Another, who was also closely involved, remarked that the establishment of the new major “has really propelled us to be a leader in the field.”

We all know that creating new programs or new organizations or whatever is a challenge, but when you are trying to create a new major in a somewhat nascent field, where there are not a whole lot of examples that have been successful, it's quite challenging, first of all, to figure what the right mix of classes should be, like how it should really work.

We, of course, used a lot of external feedback from many different organizations towards that. One thing would just be how challenging it was, and how, even after we created it, right away we learned how some things needed to be repackaged in order to make it work better for the students. It's been basically like perpetual evolution of that program in order to make sure that it's accomplishing what we say we want to accomplish, and that it's meeting the needs that have been expressed by students. . . .

Actually, I received several calls over just the past six months from different institutions, all liberal arts institutions, interestingly enough, that have seen what we're doing and want to, maybe not emulate it a hundred percent, but think about what goes into creating something like that at their institutions, and asking for tips, and talking through the process.

One thing I've learned through those discussions is that one of the issues . . . that we faced here is that, and which I think is pretty standard for any liberal arts environment, is that there's a lot of controversy over how anything related to business fits

into liberal arts. I haven't spoken to anyone at a liberal arts institution anywhere that hasn't expressed similar things about their own institution.

Not only are these things that we're working with internally to deal with those issues, but also these are things that people from the outside, when they call and ask to talk to me, have asked, "What have been the challenges? What have been the successes? How did you weave through some of those issues?" That's something I think that's on a lot of institutions' minds. (Rollins Interview 150)

"Take Off"

Faculty in the undergraduate BSE department talked about the phenomenal success of the SE major and minor—along with a second major, in responsible business management—and the benefits they believe these have brought to the campus.

Fall 2014 was our official launch, and we're graduating our first cohort this spring 2016. . . . Right now, we have 70 majors and 30 minors in social entrepreneurship, so that's 100 students. But we only have 1,900 undergrads. That's a significant portion. We're already the eighth most populated major at Rollins. . . .

It's just going to continue to just take off. One of the benefits for Rollins is our retention rate has really gone up several percentage points, which has never happened before. The students are not leaving Rollins between the first and second year. They're staying here. We know it's because of these new, the responsible business management major and the social entrepreneurship in business major. . . . The impact of these two majors and two minors is off the chart. (Rollins Interview 148)

An administrator also commented on the growth of the program and some of its impact on the rest of the college.

It's already helped in our enrollments. Last year and this year. It's not totally the BSE program, but it's a piece of it. We went from zero to about 70 students last year majoring in BSE, to this year, I think, 170. It certainly has had a positive impact there. (Rollins Interview 160)

Some participants from other campus areas recognized the appeal of the major and minor to students and their broader implications beyond the BSE programs and commercial or nonprofit settings.

[SE's] been integrated into the curriculum through what's now kind of a business department. And that, being one of the main focal points, is students engaging and kind of a track along social entrepreneurship. I think, through that lens, students have really begun to see and think about business, but our greater world, in a different perspective from the lens of making sustainable change, through the potential of for-profit or nonprofit, and asking bigger questions about how they go about doing that. I would recognize that as one of our huge successes in regards to SE. (Rollins Interview 149 Participant 1)

SE and the Business Narrative

However, some, reflecting the general trend in liberal arts colleges mentioned by a participant earlier, had concerns about whether business as a subject area should even be included in the curriculum, and objected to placing the SE program in an undergraduate business department. One faculty member pointed out that, at Rollins, some “were hesitant to just simply allow a business-only narrative to define social entrepreneurship.” He felt that establishing a major makes it “siloeed” in one department, “as all majors are,” and therefore it was “not interdisciplinary” by nature. Further, he saw “one of the critiques that was leveled against social

entrepreneurship more broadly on campus,” was the concern that if “it becomes more defined by business, it becomes harder . . . for people who aren’t in that area to then sort of see themselves in it, or to project themselves into it” (Rollins Interview 152).

An administrator felt that establishing the major tended “to have some negative impacts because [faculty in other academic departments] say, “Well, if we'd done it, we would have gotten those students” instead of business (Rollins Interview 160). Another participant felt some, at least initial, tension between the goals of the interdisciplinary SESi initiative and the creation of the SE major.

I believe the [SESi] committee was going in one direction, which is really focused on the interdisciplinarity of social entrepreneurship innovation across campus. There are a group of faculty who were in different programs, who, new to social entrepreneurship, went to Ashoka at the Changemaker Exchange at Brown for the first time in probably 2013, and got super excited about this becoming an academic major and discipline. And that's where I saw a little bit of tension. Nothing because of the work and the name of social entrepreneurship. I think it was more how would people continue to be at the table on that conversation, if there's a major and an interdisciplinary effort.

I'm not sure if we're talking to the folks who are teaching in business and social entrepreneurship, but I don't really see those two things like this. I see them as kind of competing at times. That's natural. These people are trying to kind of claim their work and their place. And I think, over time, I want to see it more as mutually beneficial.

(Rollins Interview 149 Participant 4)

A former member of the SESi committee commented that the interdisciplinary focus of their original plan for the major had called for a curriculum that:

. . . was truly broad-based across the campus, that was a liberal arts social innovation/social entrepreneurship curriculum . . . Faculty from across the college still do contribute to that major. That major has been successful. Still, I would say it's not entirely what I or other people on the task force had envisioned. (Rollins Interview 156)

A faculty member in the undergraduate BSE department explained:

We created a business major, and we created a social entrepreneurship in business. So those majors, they actually take the entire business core, accounting, and marketing, and all that stuff. And then we put social entrepreneurship courses that are focused on business on top of that, and the students we have attracted are the ones who want to make a buck while they're doing something good in the world. Those two things. They merged our new department after two years with the international business department, so now, as of this year, we have a department of business with the three majors in it. . . . My forecast was dead wrong on what would happen. I thought what we would have was just a small handful of majors and a lot of minors, kind of adding that to their passion. It was just 180 degrees opposite. (Rollins Interview 154)

This faculty member added that the program had attracted so many students in other disciplines that they were expanding to accommodate the demand. “We get a lot of non-majors and minors interested in taking the courses as electives. We actually got a new position for next fall that [we’ll] try to hire a tenure-track in social entrepreneurship for” (Rollins Interview 154).

SE as a Means to “Bridge Artificial Silos”

An SE faculty member elaborated on how the minor was attracting students, not necessarily business majors, who wanted to be changemakers on campus, and how the courses were providing them with:

. . . the tools to make the change. Not just protesting . . . but just being more highly skilled at making change, and it's empowering for them. . . . When they have the skills to be able to make change, it's transformative for them, it really is. (Rollins Interview 148)

Like others, she also expressed concern about BSE being perceived by some on campus as “hijacking” SE, and added:

I am always looking for the students that say, “Business is evil,” but let's bring them in and give them the skills. . . .

We're hoping we can reach non-business students. Already, we are attracting non-business people to our minor. I keep telling them, too, I really wish, as a nonprofit manager, I would have had business classes. It's so practical to have that instead of learning along the way. (Rollins Interview 148)

This faculty member conceptualized SE as promising “to really bridge those artificial silos for the academy. Arts and sciences and professional studies, it's all the same, and SE needs all the skills” derived from various disciplinary perspectives to enable individual as well as institutional and societal transformation, especially within an interdisciplinary, liberal arts framework (Rollins Interview 148).

SE and the MBA

Most participants discussed the demand for SE as coming predominately from undergraduates, and the efforts of BSE faculty to accommodate students from various disciplines in the SE minor. Several participants also mentioned that there was also considerable interest in SE among graduate students, citing the Business School’s new MBA concentration in SE and sustainability as a clear response to student demand. In addition, these participants saw the undergraduate program as potentially funneling BSE graduates into the Business School,

creating a pipeline with an increased capacity to produce students who will remain in the area following graduation and positively impact the Orlando and Winter Park communities.

I see a very strong major and a significant minor that is combining this unique worldview that liberal arts brings to the students with some tactical application through the major if they desire that. I also hope that I see a stronger streamline for the students who do desire that, whether they have the business major at the undergraduate level, or they have another liberal arts or professional studies major, hopefully creating a larger funnel into Crummer, where we really take advantage of some of the skill sets that we have at Crummer to then graduate some students with a concentration in social entrepreneurship and sustainability, or sustainable enterprise as we call it here. Then I think we will take what is this movement in Orlando and really fulcrum impact it, because . . . the last statistic I heard was somewhere between 80 to 85% of our graduates from Crummer stay local. If we can introduce more of these concepts of social entrepreneurship sustainability to our students, then they're going to directly impact our local community. I think I see that happening academically, a strong major, a strong minor, and the pipeline into Crummer. (Rollins Interview 151)

The new MBA concentration, offered by the Business School, was designed to approach SE from an entirely business perspective.

There's definitely a core group of MBA young people who are interested in social innovation. They come at it from a business standpoint. It doesn't necessarily have to be a nonprofit. It can be a for-profit with B Corps and all the different corporate structures that are coming out now. So we now really approach the whole topic of social entrepreneurship at the MBA level from a business perspective. [One faculty member]

teaches an elective on social entrepreneurship. [Another] teaches a few electives on sustainability. We've just petitioned to add a concentration in social entrepreneurship and sustainability in the MBA program, and it's received preliminary approval. (Rollins Interview 147)

This business perspective included an awareness of local and global diversity, and faculty noted that there was “a good deal of diversity” in their MBA classes, “coming from our local businesses” and from their commercial partners “such as Siemens and Lockheed, and to a lesser degree Disney.” (Rollins Interview 151)

“Gamut of Privilege:” Addressing Issues of Class, Race, and Gender

Participants mentioned class, race, and gender, and how they were attempting to address social justice and diversity issues in the context of SE. A participant commented that SE can be a means of expanding understanding of processes of alleviating social inequalities beyond the “charity mindset” of earlier generations.

I've just learned a lot about, I would say, about the opportunities we could provide students, what students want and need in the 21st century. . . . In the seventies and the eighties was this charity mindset. Our students are more focused on this justice mindset. And [SE] is an amazing pathway to provide that type of learning for our students.

(Rollins Interview 149 Participant 4)

A faculty member noted that Rollins is attended by students from extremely privileged backgrounds as well as by students whose families were struggling financially. This financially heterogeneous setting was seen as providing opportunities for students who want to improve the situation of the less fortunate.

We have the ability, like the students in our classrooms, the people they know, the impact they can make, it's amazing. It blows your mind. If we do this right, we, Rollins College and these graduates, they are going to have a tremendous impact on our world. They already are. That's another motivating factor, it's just the resources. Twenty-five percent of our students, their net worth, family net worth is \$5 million or more, and then a big percentage of those is \$10 million. Great wealth, and then we have students that don't have enough food to eat, literally. . . . You have this gamut of just incredible privilege, and so it's a really interesting place to teach and to work with students. (Rollins Interview 148)

Affluent students have been attracted to Rollins because of the opportunities afforded by the undergraduate SE major to utilize the experiences their privileged backgrounds had already afforded them to embark on ventures that will benefit society.

We're getting students that they're already engaged. They've already done community service. They already have launched businesses. They've already done amazing things with their lives. . . . We do have a lot of students that are very privileged. They've traveled the world. One of our students who, when we launched the major, he heard about it on the Internet, flew out from Chicago and he said, "I know what I want to do. I want to make low-cost pre-fab housing in Africa, and I already have an idea how to do it." Seventeen years old. Those are the kinds of students we're attracting. It's amazing. (Rollins Interview 148)

On the other hand, Rollins faculty mentioned that students who are not as financially well off are being prepared for a wide range of careers that will be meaningful for them as well as allowing them to support themselves.

I think it's really irresponsible for professors to say, "Oh, just go follow your passion." Only if you're wealthy can you do that. The privilege that that is: "Go follow your passion," and don't have a job. Our students that are first generation students, that are English majors or art history majors, they're unemployed, or underemployed, and it's horrific what's going on. It's "Follow your passions," and, for me, it's like, let's be responsible and make sure that our students have the ability to find good work, and they can support themselves, and, if they want, to have families. That's kind of the ethos there of it's very impactful. I think you need to be well-rounded in this kind of job market, you need to be nimble. (Rollins Interview 148)

Faculty have approached issues of privilege in SE-related classes through such lenses as global development (Rollins Interviews 148, 150, 156), women's studies (Rollins Interviews 148, 150), and history (Rollins Interviews 148, 152). SE classes have looked at the relationship between race, poverty, and opportunity in Central Florida, where, even at Rollins, "we didn't have a black student until 1970, and we still don't have a woman of color who's a tenure-track professor" (Rollins Interview 148). One faculty member in history has been examining "things like equity," and "basically looking at the question of race, and what gentrification is responsible for," with "the idea of trying to make sure that an issue that I think is deeply rooted in the social entrepreneurship and social innovation space is sort of driving" class projects (Rollins Interview 152).

SE faculty mentioned that they had recently received a grant to begin designing workshops concerning gender and privilege.

We're going to do some workshops on human-centered design thinking with specifically LGBT people that are interested in LGBT activism. . . . Then [we're] going to look at

socioeconomic status. Because we know from our climate studies that it's hard to be at Rollins if you identify as LGBT, or people who are lower on the socioeconomic scale. (Rollins Interview 148)

Women and Empowerment

Several participants discussed exploring the issues surrounding women and empowerment through Rollins' curricular and co-curricular SE activities. They approached these themes through a variety of theoretical perspectives, three of which to be mentioned most frequently were feminism, international development, and environmental conservation.

For example, a participant in the graduate school had adopted a feminist perspective in looking at the potential of entrepreneurial empowerment for fundamentally changing social structures and power relationships.

How we play in society is really important. . . . As a woman who has pretty much worked all her life in male dominant industries, I feel a passion to use my skills and talents to educate the next generation . . . to think about empowerment, for me, particularly of women, but I would say empowerment for anyone who has not been granted the same empowered ideologies or empowered tools that we have. . . .

I am a 1970s feminist, and, if you know about that kind of movement and that idea, it's not just about women, but women are a force for the idea that the current power structures need to be redesigned and reexamined. That's what I like to ask students to do, from looking at your business model, to looking at the way you live your life, to looking at just the choices that you make as a consumer, and conscientious consumption and things like that. (Rollins Interview 151)

A participant in the undergraduate business department approached women and SE through the lens of international development.

I've always been interested in equity issues, and thinking about strategies for pushing forward beyond all of the . . . just everything, poverty, health, education, that are faced, but particularly by women around the world. And so, for me, I've been researching, for example, labor and finance issues for women for a long time. Long before I ever heard the term social entrepreneurship.

When I learned of the term, and I heard about it, and I read more about it, I basically said to myself, "Well, this is what I've been researching for a long time, I just didn't have the verbiage to go along with it." It's a rather seamless integration. (Rollins Interview 150)

A participant working on co-curricular programming saw women and empowerment through an environmental and sustainability focus.

I have a huge drive for environmental conservation and sustainable development within business. Once you get involved in the environmental side, a lot of the time it's tied to the social side of things. A lot of the places in the developing world . . . If everyone was to act and live the way Americans lived in the world, then we'd have a huge amount of fossil fuel use and stuff. Development of societies in the developing world is really important.

Then, I just think education and women are the answer to a lot of problems that are currently going on. I know it sounds biased, because I'm a woman, but I just feel like the more education people have, the more understanding, the less violence there'll be. . . . I think that people need to be more educated, and if you can get that out through social

entrepreneurship, and get people just thinking about it. Because we're all so privileged... You've got to understand that you've got to give back. . . .

You can't solve environmental problems unless you solve problems within society. . . . You've got to address problems of inequity and rights before you can get on to the environmental problems. People have to have their basic needs and rights served before they can address their other problems. (Rollins Interview 153)

Women and Global Links

Participants frequently saw as a flagship program at Rollins the Innovation Hub's Global Links cross-cultural exchange for female faculty members, which resulted from a major strategic partnership with the US Secretary of State's Office of Global Women's Issues and with a corporate funder, Tupperware Brands. As an administrator stressed, "the concept of Global Links is to help enhance the entrepreneurship skills of women in underdeveloped or developing economies, and I think the Global Links program is just really, potentially, very, very powerful, and an integral part" of Rollins' SE initiatives (Rollins Interview 160). Others saw Global Links as capable of impacting the lives and careers of female entrepreneurs by serving as an educational and training model that, if successful in its current implementation in India, could be applied in other countries. Participants described their work with scholars from India and the Winter Park businesses that will serve as mentorship sites, as well as plans for expanding the program by involving additional corporate funders.

The partnership through Tupperware and Global Links I think is one that's really important to mention. When [the Global Links Scholar] joined us over the last year and did everything from audit courses, to be in shared spaces to talk about global conversations, to just sharing her personal story. I would say that that was an amazing

experience to meet someone who then was going back to her home country and sharing what she had learned. But in that same regard, how much we were able to walk away with from just being in shared spaces with her. (Rollins Interview 149 Participant 1)

We want to work with more scholars in more areas in India and grow the program as well as focusing on the next phase of the current scholar [who] is back in India right now, so the second phase involves her actually teaching what she learned here to students in India. Then, working with local businesswomen, so her students will mentor these businesses that the women are trying to scale or trying to start. . . .

I think that the mission of the Global Links program is amazing: to empower women. I think that's the way, the way to try and end poverty in the world. . . .

A few executives from Tupperware [had initially gone] to Iraq. . . . I think they switched to India because of the laws and the current state of the country it wasn't feasible to keep growing the program there. That's how they moved to India. . . .

We want to grow the program because it has huge potential to affect so many people. Ideally, I would like more corporations around the area to be involved, specifically, in Global Links, because of the huge potential it has to grow.

Right now, we have one corporation. . . . But the more funding we can get, the more corporations involved, the more scholars we can bring over, the more people we can reach. So, ideally, I would love the Global Links to be just . . . everybody knows where it is around central Florida. Older corporations around here want to be involved, so we can just grow this to a really big scale. (Rollins Interview 146)

Innovation Hub

Participants frequently talked about the evolution of the Innovation Hub, including the history of various interdisciplinary SESi planning initiatives, as well as their concerns about the Hub's budgetary and staffing challenges in the context of leadership changes in the College's upper administration. They also revealed their desired next steps in the future development of Hub and cross-campus SE-related activities.

We certainly have the major that we just created two years ago, the major and the minor, that help fulfill our mission of responsible leadership, global citizenship. It's what we do as curriculum. We've changed significantly. Obviously, I want to mention that the Changemaker campus status with Ashoka is an important rallying point for the campus, and important PR for the campus, certainly. . . . The program changed significantly in the last couple of years. There was a campus wide working group that fed into a faculty/staff kind of strategic planning working group, and implementation five years ago of the creation of a full time staff position. . . .

Two years ago, the provost created a new department, with a major in that department, which focused a lot of the curricular aspects within the particular department, hired new faculty for that department. Then the following year the provost took away that full-time staff position, replaced it with a part-time faculty position, and cut the budget significantly in terms of operational budget. Some of the things that we did before 2014 in terms of support of students, providing stipends, providing travel allowances for students and faculty to do different SESi related opportunities, are not available anymore because of senior administration changes.

We still do a lot of those things. We have focused a lot of resources on this curriculum within [the BSE] department. I'm not in that department, so I can't give details about that too much, but that significantly serves the college's mission. But we did less of that kind of student and faculty support across campus for these kinds of SE issues. . . .

I have argued a long time for keeping that full-time staff member. I thought that was really important as a person to galvanize, to organize the activities across campus. I've argued for keeping that budget that was dropped. . . . When we did have our full-time staff member, and when we did have a budget, the idea was to seed that initiative with some internal funding and some internal grants and use that seed funding to then attract external funding. . . .

I do think the buy-in from across campus really successful, to define what social entrepreneurship is at Rollins as consistent with the liberal arts ethos that draws from math professors, philosophy professors, poli sci, business professors and others, and put its money where its mouth is in terms of supporting student travel, other kinds of opportunities, venture type competitions and so forth. (Rollins Interview 156)

Another participant elaborated that it was during the fall semester of 2014 that they: moved from having a full-time administrator with one part-time support staff who was running the budget, to our current structure. Previously, the full-time administrator was the change leader for Ashoka U and running the SESi Initiative, so in September, which really activated in November 2014, the structure changed so that the faculty director [was appointed] on a part-time basis. . . . Now [we] have a part-time, fifteen hour a week coordinator . . . two graduate assistants, two work study students, and one . . . intern. . . .

There were budgetary rationale reasons and also a desire to try to emphasize, as the field itself has developed, to emphasize the need for research and increased pedagogy. The major and minor in social entrepreneurship and business was created in January, I believe, of 2014, so it aligned with that as well. . . . The budgetary rationale should probably also be emphasized. . . .

This may or may not be the permanent structure. [The] term is a three year term. What's going to happen next? That's part of [the faculty director's] job in this three years to put forth a plan for that. (Rollins Interview 128)

A faculty member remarked concerning widespread displeasure at the removal of the former full-time staff director of the SESi initiative that she:

. . . did a really good job of reaching out to faculty from all over the campus. We have a somewhat divided structure here at Rollins. She did a really good job of pulling in faculty from all the different schools. (Rollins Interview 156)

A staff member agreed, adding that the former director was a rallying point for SE on campus and “did all she could to get it out there to faculty,” including holding faculty workshops:

. . . on social entrepreneurship, how to teach it, what to teach. It was after that that they started . . . the new undergraduate program. . . . She helped a lot with that, and trying to teach faculty, or sending them places where they could learn how to teach social entrepreneurship and different aspects of it. (Rollins Interview 145)

Of the August 2014 move of the SESi office from the Administration Building to a separate facility called the International House, a participant explained:

With this move we repositioned ourselves into the name of the Innovation Hub to sort of designate that we have a place where students and faculty and staff can come to explore their ideas and thoughts and processes of social innovation and social entrepreneurship. (Rollins Interview 128)

Given fiscal and staffing constraints, the Innovation Hub has focused on coordination and referral.

Now, the Hub is changing towards [being] more . . . like a hub. People come here. It's not so much that we actually help them with their ideas. We direct them to other aspects of the College, people who can help them, or the community. "This would be a good person to talk to." "This would be a good community member to talk to." Even for the whole campus, a place to come to where we can give them, hopefully, information that they need or want, or if we don't know, we can find out. (Rollins Interview 145)

The Innovation Hub continues to support faculty and student travel as much as the current budget allows, with additional funding often coming from philanthropic sources, including support from Trustees. They are also initiating closer ties with community organizations, particularly for co-sponsorship of events. As a participant commented, "we're starting to get more funds from outside of our main budget, which helps tremendously" (Rollins Interview 145). One participant elaborated that funding continued to be a challenge, but "that's not because SESi was being picked on, but because there were some overall cuts across campus." Regardless of the tight budget, the current faculty director had "made a wonderful soup from ingredients that are borrowed, begged and stolen," to successfully sustain the Hub and its services (Rollins Interview 147).

[The Faculty Director of the Hub] is so good at creating partnerships and connections. She doesn't believe in silos. That's absolutely what we need to be thinking. I think if we think of this work as special and unique in its own corner, we're going to lose the breadth and spirit of touching multiple, multiple people. I would say that's where I'm hoping to see that it's going. In terms of space, space is always an issue in college campuses. I mean in an ideal world, right, so we have this humongous center in the middle of campus that houses everything we do with the mission. Internationalization, global learning, social entrepreneurship and innovation, leadership and community engagement, career, and internships. That whole space is kind of like the epicenter of the mission. I don't think creating, or do you think about as we become more innovative around a residential campus, we have touch points in places in residential buildings where we have these areas. . . .

I think there's always the discussion with some of these areas, and, like ourselves, in academic affairs, in student life, student affairs, and, where does that lie? I think ideally, we all work together collaboratively, it shouldn't matter, but I think it ends up mattering. So thinking through what that looks like, also adding more implementation, could be important. (Rollins Interview 149 Participant 2)

“Make it Soar”

Almost all participants reflected on the need for an improved budget and additional staffing for the Innovation Hub, and proposed a variety of solutions including restoring operational budgets to previous levels, seeking additional endowments, establishing endowed chairs, adding support staff, and pursuing more partnership agreements. One typical response was that the Hub has “done a great job building relationships and connecting the people. I think

in a perfect world, having more resources, including staff and financial dollars, to do more implementation would take SE to a next level” (Rollins Interview 149 Participant 2).

Many participants also mentioned what they saw as the need for the Hub to expand into an Innovation Lab, modeled after the one located at Florida Hospital, which one faculty member thought might be “willing to help kick start something like that with brainpower.” Such a Lab was envisioned as a “subset of the Hub that anybody could use” (Rollins Interview 154). It could also serve as “an income generator for us, where we could bring non-profit organizations, small to medium sized enterprises, into our space, into our campus, and provide that training and thought leadership for them” (Rollins Interview 128).

One participant from the Business School, while acknowledging the need for additional human, physical, and operational resources, spoke of some of Rollins’s SE related accomplishments to date, as well as the existing potential of SE-related initiatives at Rollins.

Rollins is now known to be a campus where social entrepreneurship flourishes. . . . The undergraduate major is, I think, over-subscribed. It's very popular on this campus. What it's done for Rollins is it's given Rollins a brand identity in that space. Rollins has lots of areas of excellence, and this now is one of them. It was even cited in the Forbes ranking, Rollins was ranked I think in the top 20 or top 10 maybe of entrepreneurial campuses in the country. The social entrepreneurship major was cited as one of the reasons for that. . . .

I would love to see [the Hub] get some resources, which would mean that this initiative, this effort would need to be raised up for a potential funder out there who could really make a big difference. Financial resources would make all the difference. . . .

[There are] huge naming opportunities, and I believe, with the right strategic thought and approach . . . There's a lot of wealth at Rollins. There're a lot of priorities, but I believe there's got to be somebody out there who has a heart for this and can provide that financial undergirding that can really make it soar. (Rollins Interview 147)

“How it All Comes Together”

One faculty member remarked about the sheer energy “around SE” on the part of students, faculty, and staff, and also “how the story about the changes of social entrepreneurship at Rollins is a story about leadership and the importance of having both responsive and clear thinking leaders” (Rollins Interview 156). With the changes in the upper administration over the last few years, almost all participants mentioned their hope that their new president, who had been at Rollins for only a few months, would be an enthusiastic supporter of their SE efforts, given their clear alignment with Rollins’ core mission. One participant mentioned that, during the last year, they had been in “transition mode, with leadership transitions,” but felt “now things are starting to stabilize” and they can begin strategic conversations regarding future directions (Rollins Interview 150). Another commented:

Those of us who think SE is a good idea, I think we're all hopeful that our new president is also going to think that it is, that he's going to recognize that it is the mission. He says he came here because of the mission. He talks about the mission all the time. I think we're hopeful that he's going to realize, recognize, that this is the mission, and that he's going to put his authority behind that. If he does that, then that will certainly give lots of people permission to do some things in that area. (Rollins Interview 155)

Another participant referred to the next steps of Rollins’ planning processes:

I think when President Cornwell is in strategic planning for the next couple of years, we need to think about where does SESi, where does social entrepreneurship fit into the bigger part of the institution, and I think how it ties into our commitment in international experiences, how it ties into our commitment around community service, service learning. I also feel better thinking about social entrepreneurship and intrapreneurship. I think we need to take SESi and figure out how it all comes together and gets to be integrated, and I think there's a pretty good chance, as an integrated signature program in the institution. (Rollins Interview 157)

A faculty member added that they had “an immense champion on our board of trustees” who supported SE efforts “philosophically, enthusiastically, financially.”

That has been really important for us in keeping the topic in the forefront of the board, and the president, and the provost. . . . We had a recent leadership change, and in the new leadership I see incredible support and alignment with his mission as a leader of our school and social entrepreneurship and innovation. . . .

We're searching for a new provost. My understanding is that we will do year one strategic planning when the provost comes in. That would be fall of 2016. . . . Right now, I think we are in a silent stage of the capital campaign, but that's been going on for several years. I don't know where that is, but we're kind of seeing what exists in the strategic plan that makes sense, and where we can draw some bows around things and then move forward from there. (Rollins Interview 128)

Insights and Cautions

Liberal Arts and Community Engagement

Rollins can serve as an example for colleges and universities that, within a liberal arts framework, have strong commitments to community engagement or service learning and might be considering adoption of SE-related activities on their campuses. In Rollins' case, SE-related offerings, driven by student demand, were seen as directly tied to the college's emphasis on local as well as global leadership and service, and to its long history of engagement with the Sullivan Foundation.

“Collaboration and consensus.” Participants attributed their success at implementing SE to the grassroots origin and collaborative nature of their planning efforts. Rollins participants also believed that, in order to thrive, cross-campus consensus-building in support of SE must be carefully cultivated and sustained.

It was very much grassroots. . . . As our informal core group began to get larger, that someone would know someone, and someone would know someone else. We knew we needed both staff support and faculty support. It was just very grassroots in terms of how it grew. I think that's probably why it's successful today. From what I've learned on college campuses, that's critical, that there be collaboration and consensus as opposed to being a top down kind of initiative. I'm not sure it would have ever been born if we were sitting around waiting on some higher up to go, this is something we should be doing. I'm not sure it would have ever been born. (Rollins Interview 147)

Rollins' efforts can be compared with those of BYU, where participants also saw the grassroots activities of students and faculty as driving SE within the Business School and across their campus. While the coordination of BYU's SE-related initiatives has largely remained

within the Marriott School of Business, at Rollins they are now mainly divided between the Innovation Hub, which organizes interdisciplinary activities, and the curricular-based SE major and minor offered through the undergraduate BSE department. The new SE concentration for MBA students appears to have the potential to more firmly establish Rollins' SE initiatives within their Business School as well.

“Energy and effort.” Adopting SE in a liberal arts environment should be carefully considered, as participants cautioned that it may require, as it did at Rollins, continuing conversations about issues concerning the relationship between SE and business, and about how SE is understood by liberal arts faculty and staff.

In our context at a liberal arts college, primarily with a focus across the board on liberal education, the term entrepreneurship carried a tremendous amount of weight. For a lot of people that was not a good thing. . . .

It took some time getting people to understand what do you mean by social entrepreneurship? Many people have not been studying some of the emerging literature in their field. Again, it's a new field, but for a lot of people who are not involved in that field at all, but were in the liberal arts traditional disciplines, it took a lot of energy and effort to get our heads around this. . . . That has been interesting, and it's taken some time, it's taken some pull and energy. The thing that was constant in all of this was that our students got it. . . .

We had to figure out how to get around the question of the definitions, and move forward. It wasn't surprising that there was a sense, in some ways, of perhaps territorialism. We would kind of bring together, under this big tent, people from different kinds of silos. (Rollins Interview 158)

Changing Leadership, Challenging Resources

Consideration of Rollins' experiences of changes in leadership as well as recent budgetary constraints can aid other institutions in examining questions concerning the viability and sustainability of SE-related initiatives. As one faculty member indicated:

There have been a lot of changes. I guess how I would depict the environment is that it's just replete with changes from the top down and from the bottom up, and those changes have brought both opportunity and challenges. So I think some of the challenges have been a complete change in the funding stream. . . . I think that we, as an institution, have somewhat struggled, or at least continually tried to define what is social entrepreneurship, what is sustainability on a campus, how do we activate around that, and then how does it fit into various existing infrastructures? (Rollins Interview 151)

Curricular Program

Rollins' new AACSB-accredited major has already been acknowledged as innovative, and shared as a template for other institutions.

“A whole new genre.” Participants noted that both the major and minor will continue to evolve, cautioning that there had been challenges in developing the curriculum because of the lack of precedents for program development, and, as they discovered when attempting to recruit for a new faculty member specializing in SE, there are few faculty qualified to teach in the new discipline. One administrator expressed:

I think what makes it work is a dedicated group of faculty who believe in it and are willing to work hard to get this thing going. I would say that the very first and foremost is you've got to have strong faculty leadership on bringing one of these programs up, because to be truly socially responsible, they can't be just a repackaging of the existing

program, they have to be actually involved in this arena. One of the problems is there's no one classically trained in this area. You've got a whole new genre, if you would, of faculty that are going to be needed that no institution I'm aware of is yet graduated doctoral students in this area. (Rollins Interview 160)

“Variety of pathways.” Participants also cautioned that, as was “pretty standard for any liberal arts environment, . . . there’s a lot of controversy over how anything related to business fits into liberal arts” (Rollins Interview 150). This can be compared with a similar debate at COA, before it inaugurated its Sustainable Business Program, regarding the appropriateness of business courses being offered in a liberal arts setting.

However, according to a business faculty member, Rollins’ BSE curriculum is intended to reach those interested in SE, regardless of discipline. And one non-business participant reflected that, through the BSE program, students have not only “really begun to see and think about business but our greater world in a different perspective, from the lens of making sustainable change” (Rollins Interview 149 Participant 1).

I've always taught about a variety of pressing issues around the world. . . . I began to realize, after more work in SE, that students want to know how to make change, and they want to know that it doesn't have to just come from some top-level government body. They want to know the variety of pathways for making change. In the classes that I teach now, I've really brought that to the table, because it helps students understand the changes possible, and that it can start here, that basically no matter what discipline or what kind of sector they work in, there are lots of things that they could do. (Rollins Interview 150)

How “broad and deep.” In addressing questions of interdisciplinary pathways and options for preparing individuals from a variety of fields and perspectives who are concerned

with changemaking, faculty considerations of the relative appropriateness of discipline and problem-based learning may be potentially useful for other institutions considering an SE-based curriculum and applications.

I think that we are, as are many institutions, continuing to struggle with how we are broad and deep in this space. . . . We are discipline based and discipline focused, and the movement of education is toward solving problems, right? But all of our structure and finances are surrounded by the discipline. So I think that that is really a deep discussion worth having at more than the platitudinal level. . . .

You know it's a little hard. . . . I would say in some ways we're doing incredibly innovative things. . . . Professors are doing some incredibly integrative experiences. . . . I think we both can serve as thought leaders in this space but also have a lot to continue to get right. (Rollins Interview 128)

“Never painless.” Another faculty member warned that other institutions will need to expect “some bumps in the road” if they choose to develop an SE curriculum and plan SE initiatives.

I guess I'll just say that any endeavor, regardless of whether it's institutionalizing SE or any others, these processes, like change making as a whole, they are never painless processes. You take two steps forward, you take a step back, you figure it out, you keep going, and so I don't think that it would be natural for anyone to just think that, whatever endeavor we're taking, that it's always a seamless process.

I think it's fine. There's been some bumps in the road. There's also been really wildly successful things going on here, and I think that's OK. I think the key is just that

people try to work together to get past the bumps, and just press on to the next thing.

(Rollins Interview 150)

Global Outreach

One participant noted the desire that Rollins expand its global outreach efforts to benefit more social entrepreneurs through additional education and training opportunities for its partners as well as Rollins students.

I'd like to see us become an even broader platform for social entrepreneurs and social innovators globally, to be able to come together and share ideas. I think we've been working both globally, in terms of taking our students globally, and then working a lot with ventures in the local community. I think I could see us continuing to expand that as we go forward. It would be nice to have some more dedicated resources to this area, the education for our students, and engagement, interaction with the community. (Rollins Interview 158)

“Multiple Entry Points”

Participants spoke of the opportunities arising from the diffusion of SE-related activities through various entities on campus, in contrast to what were viewed as the comparative limitations of a more coordinated model of SE that might have been offered through a single center, such as at BYU or Tulane. They also provided suggestions for other institutions regarding overcoming some of the challenges they encountered in operating a more distributed set of services or, as was stated, having “multiple entry points” (Rollins Interview 149 Participant 2). These included avoiding duplication, and the importance of clear communication, including a need to market one brand encompassing the multiple service points.

However, when dealing with community partners:

I think when we think about the community and these social enterprises, I think sometimes it is challenging that we do have different areas on campus where there's touch points. They don't know necessarily what is the difference between the Center for Leadership & Community Engagement, SESi, or the Crummer School.

I think it's just challenging and there's multiple entry points for an outside organization, and they're not necessarily sure where to connect it. I think we make decisions sometimes based on what we think is best for Rollins, and we don't always think about, or any institution for that matter, you don't think about how the organizational structure, or departments, or offices can be a roadblock for those outside organizations. Sort of like create an easy pathway between the two. (Rollins Interview 149 Participant 2)

“Avoiding replication.” In order to address the presence of multiple service points, the Innovation Hub’s current strategy was to help “bring the whole campus together in the social entrepreneurship part of Rollins, and give students more of what they need, and not replicate what other people are doing,” while they considered that:

. . . the next steps are getting the Rollins campus, the staff, the faculty members, the different departments, all on board in one direction. Not one direction, but all agreeing upon, “We're going to do this together. How are we going to do this together?” (Rollins Interview 145)

Under one umbrella. Participants talked about the need for marketing SE-related initiatives, “to gather all of these things together under one brand, one nomenclature, one institutional-wide structure. I don't mean that by organizational structure, but I mean one message is better. . . . I would call it an umbrella-branding concept,” that would capture Rollins’

unique strengths regarding SE for both internal and external audiences (Rollins Interview 128). The need for “marketing is huge,” added one participant, who thought “a lot more people will want to get involved” once they have more awareness of all the SE-related initiatives in which Rollins was involved (Rollins Interview 153). Additionally:

I think we have a tremendous number of people doing these small pocket projects, and they're not associating them with SE. They may not even use that terminology in their own project, which means that we don't have a full accounting of the projects that there are. We don't have a full accounting of how much social entrepreneurship we're doing. Again, I think if we did, we might understand that we have an opportunity here to really turn these efforts into something that's more focused, more strategic, and those kinds of issues.

I think there's really a big marketing issue. We had problems initially because of the marketing, and I think that's something that [the faculty Director's] trying to work hard on, is to change that, and fix that, and have it become something, to have people realize that SE is our mission. They're exactly the same thing. If that's our mission, then we should really all be focused and looking at those kinds of issues. (Rollins Interview 155)

“Part of the Same Web”

Rollins participants perceived strong institutional commitment, regardless of financial and staffing challenges or structural configurations, as fundamental to SE on any campus. At Rollins, these structures, or, as one faculty member termed them, “facets,” met “different needs in different ways,” but were still “part of the same web,” and therefore integral to an evolving understanding of, and support for SE.

I think that there is, I would say, acceptable, I don't mean ideal, but I think that there's an acceptable level of support for SE initiatives here at Rollins. Considering that it is a fairly new field, it's been a big transition for the institution. There have been resources which have gone into supporting the new academic programs. We have been granted a part-time faculty director and some part-time help, so it's better than nothing. I mean it's better than not having anything and just having people volunteer, which happens a lot in places. And we found out recently that the institution is going to be hiring a position in social entrepreneurship, tenure track, starting next year. That's a big deal for a place like this to actually have that. So I think that's a really good sign.

Part of those things are financial that I was just mentioning. I think, in nomenclature, like in the ideas, it's very supportive, because Rollins is proud to be a Changemaker Campus. These are things publicized on the website. I think that there are challenges with the specificity of discussion about social entrepreneurship on a campus, which goes back to the issues relating to business. . . .

I think there could be more support in terms of we are proud of all of the facets of SE at this institution. . . . The major is there. The student groups are there. The Hub, here, is there. All of these things are there. They fit into this. They are all part of the same web, they are all good, and they support different needs in different ways. (Rollins Interview 150)

CHAPTER 14. TULANE UNIVERSITY EXPERIENCES

Service by Design

Tulane University's manifestation of SE is an extension of the institution's commitment to service learning "building on the success of what happened immediately after Katrina, and then keeping that intact and moving forward" with the establishment of the Phyllis M. Taylor Center for Social Innovation and Design Thinking (Tulane Interview 100). Taylor Center programming and curriculum incorporate design thinking principles and practices as part of "a toolkit for social entrepreneurs" enabling faculty and staff associated with the Center to explore more fully the intersection of design thinking and social innovation applications (Tulane Interview 2; Tulane Interviews, 4, 5, 6, 9, 11, 91).

"Pivotal Moment"

Those involved with SE expressed that "for Tulane, Hurricane Katrina was really a pivotal moment for doing something about how we engaged in the community," and was the impetus for starting "our social entrepreneurship work" (Tulane Interview 11). Despite more than 10 years having passed since the storm devastated much of New Orleans, participants almost always described contemporary and recent historic events relating to service learning and SE in the context of Katrina. Memories of Katrina have remained immediate, powerful, and motivating.

Service learning was something that Tulane instituted after Katrina, and it attracted a lot of students who were interested in thinking that, "This service, we're building New Orleans." In general, to be more attracted to giving back to the community kind of more, we would say, change makers interested in doing something and excited about those different opportunities. (Tulane Interview 87)

One of the things I've noticed since post-Katrina . . . one of the big changes to the curriculum in Tulane, was the public service requirements so that now all students have to do a minimum 40 hours of community service through a service learning course. But we noticed even without that, even putting that aside for a moment, the first year or two after we got students who came specifically to Tulane because they wanted to be here to help with the rebuilding, which was really phenomenal. . . . And I think part of that was at least in those first three or four years, these were high school students whose schools, churches, clubs, organizations had come down and done spring break things here in New Orleans over the area. And students were I think really affected by that, and they wanted to continue doing their work so they felt, "Well, I'll come to one of these schools." So you come to Tulane, come to Loyola, whatever, and do this work. The fact that Tulane then also had the service requirement I think made that even more attractive. They felt, "Well, that's what I really want to do." And I think [SE] was a natural outgrowth of that because it's a focus on social good as opposed to simply being an entrepreneur. . . . I like the kinds of students we seem to be getting. They have lots of creativity. (Tulane Interview7)

At Tulane, with the experiences of Hurricane Katrina and post-Katrina, we also have a lot of faculty members that are saying they want this type of engagement, and we have a lot of graduate students and undergraduate students who came to Tulane specifically for that involvement. (Tulane Interview 9)

So, to me, New Orleans was the perfect place for SE to really ripen, because you had all these people who wanted to come in and do something, but they wanted to do something for good. (Tulane Interview 4)

The “Tulane Brand”

An administrator further explained how the emergence of SE was uniquely tied to Tulane’s dedication to service learning.

It's really tapping into something that's fundamental as part of our university's identity at this point. We're perceived nationally as an engaged institution. Education is engaged with the community. Every self-respecting university in the United States says that their mission is teaching, research, and service. That's the triad. I think we are all of those things, but we add to it the whole notion of engagement, community engagement, as a fundamental responsibility and something that's really part of our DNA. It's virtually across the board in terms of strength within each of the schools, but students who come here, typically come here because of this, not just because we have a great reputation generally, which we do, but also because we've connected up that reputation with real-world challenges and a sense of purpose. (Tulane Interview 100)

A faculty member remarked that SE-related initiatives were now “the brand of Tulane,” and thus “really important” for the university to promote, and “I do feel like it's a place where I'm really encouraged to do that” (Tulane Interview 8).

Community Involvement

SE as a development of service learning was thought to benefit the students as much as the community in which they served. Students are able to learn socialization skills, as well as experience opportunities they would not otherwise have had access to had they remained in a narrow, exclusive campus environment.

What I think can happen in a school like this is that the students, even though we are in a city like New Orleans, I think the students can be isolated. So I think opportunities like

this, like the community service, all of these ways that give opportunities for the students to get off campus and see what's happening in the community and where they can be participants in improving the situation of the entire city, I think is just a great opportunity for students in terms of their learning. I think what I'm understanding is that a lot of students come to Tulane because of the community service component. I think they're really attracted to it and they like thinking of their education as an opportunity to also give back to communities. So, I think that the SE projects that we have here on campus really get them those opportunities to get more involved in their community. (Tulane Interview 4)

Issues of Power and Privilege: “Why is Your Wallpaper Crumbling?”

Participants characterized most students at Tulane, while clearly eager to participate in service to the community, as coming from privileged, non-diverse backgrounds and having little grasp of the issues surrounding the implications of race, power, and privilege in society.

Our population of students is very well fed . . . and it's these very privileged white children wanting to fix the Ninth Ward. And it was like, “You know what? You don't even know where it is.” You know what I mean? We have to be more socially conscious and aware, and not overstep. And so that's another really important problem. We don't want to be those nineteenth century women who went into houses, and said, you know, “Why is your wallpaper crumbling?” They didn't understand the problems before. And I think that, in privileged schools, you're going to have that same problem. So how do you make sure that social entrepreneurship doesn't become social imperialism? (Tulane Interview 14)

Participants at the Taylor Center thought the university had become more aware of the necessity of providing the means for students to develop a deeper understanding of these issues.

We're much more cognizant of it, and the need for it, and the lack of it on campus now than . . . ten years ago. I think a lot of students are demanding that we are addressing that. . . . How do you help students who haven't come from diverse backgrounds understand that and understand their privilege and how that relates to engaging in the community, because there's a lot of baggage and background there that some students go into the community not understanding. And so we at least hope that they can start to understand that as they are thinking about what type of social change they want to create in the world. (Tulane Interview 9)

To address this need, the Taylor Center, in collaboration with Student Affairs and other campus units, designed various co-curricular programs, such as pre-orientation sessions intended to provide eye-opening experiences for incoming first year students who take them:

. . . outside of the Tulane bubble before they get inside of the Tulane bubble, through the lens of social change. It was a lot of volunteering, but it was also a lot of workshops and engaging conversations/dialogues with local leaders. . . . Again those ranged from volunteering at our school, at Grow Dat grocery, which is an urban farm in the Lower Ninth Ward, to Youth Rebuilding New Orleans, which is construction, ripping down, tearing down houses. To having a three hour . . . one group of students, 12 students had a small group dialogue with a man who'd been incarcerated in solitary confinement for 14 years for a crime he didn't commit. And the school to prison pipeline in Louisiana, especially, is crazy, and we're the highest incarcerated state in the country and highest in the world. It's crazy. And then we had different workshops about art and activism and

wellness, and hardly any of it was here. It was all out in the community. Going to the Musicians Village in the Lower Ninth Ward that was created post Katrina. Doing a social justice bus tour all around the city where students really learn about the context of oppression, and privilege, and power, and racism, and all these different powers that really influence New Orleans and Tulane. (Tulane Interview 6)

While the Social Innovation and Social Entrepreneurship (SISE) minor classes are primarily focused on “mostly traditional four-year [undergraduate] students,” Taylor Center workshops have been more diverse and have included nontraditional students who:

. . . have actually helped some of our four-year students learn a lot, because they have different life experiences, they've been working for a while, and so they bring that in. That's actually why I'm really excited about the crash courses, because there has been more diversity. There's staff, faculty, community members, and students, and they can get to know each other across those differences. (Tulane Interview 9)

In their SISE minor classes, instructors have also been attempting to provide students with:

. . . the right skill sets that they need to really immerse themselves in the community. . . . It's like you're an outsider looking in and trying to change somebody else. . . . There's a history of literature about westernization, colonization, and what that looks like. And I feel at times . . . we don't acknowledge that within social entrepreneurs. It's like these are great things. It's always going to be really good for the community if you're the hero. . . . You're going to go in and save people, and you have something to contribute just because you are coming out of this university. I think we have to really buffer against that. And I see it with some of the student ventures that get launched. It's like they're here for four

years. They want to go out and try to do something in the community, and then they leave. It's like, "What's the message we want to send?" (Tulane Interview 5)

Instructors in the SISE program felt that Tulane's setting within New Orleans, one of the most racially and ethnically diverse cities in the United States, has provided them with exceptional opportunities to incorporate diversity into their classrooms and service learning assignments that other institutions do not have access to.

I think we're on a pretty unique location geographically in New Orleans to be able to talk and study these things. It's not all the university campuses around the country have those opportunities, the same opportunities, because of where we're located, because of the entrenched poverty and inequality in the city. (Tulane Interview 5)

One of the ways they have been taking advantage of these unique opportunities has been through a pilot initiative with a local nonprofit, in which the partner organization provides:

. . . experiential training for students in the realm of social innovation, social entrepreneurship because, I think a little bit of the challenge of social entrepreneurship is that it's very easy to recreate the dynamics of power and oppression that exist. Because if you look at a university like Tulane, it's clearly like mostly white, mostly upper middle-class students, and I think there's a little bit of a mantra that, because they are in college, they have ideas and innovative solutions to problems that no one has ever thought of before. I think that's how social entrepreneurship can be misunderstood. I've had experiences working with students at Tulane where they just want to know like, "How much is your budget and where do you get your money?" And I think the real challenge of being a strong entrepreneur, manager, leader, is the capacity to understand yourself and what role you can most effectively play, and what roles you really can't play.

And so, one of the things that's been exciting is developing the framework for this partnership in training where we're able to flip the script a bit and put these college students in a learning role being led by high school students. Many of them are low-income or folks of color from New Orleans. One of my reflections is just that it's easy to talk about social . . . I shouldn't say it's easy, but it's one thing to talk about social entrepreneurship in the context of the classroom, and to dissect problems and solutions, and think about why they may or may not have worked, but I think it's another thing entirely to actually try to implement solutions. And to do so really requires like a level of awareness around what level of privilege you're bringing to the table, particularly if you're designing solutions for communities that you don't come from. (Tulane Interview 2)

In the course of the pilot initiative, SISE instructors address questions, such as:

What does it mean to immerse into a community, how do you recognize difference, how do you acknowledge your own identity, what historically does oppression look like? And especially since a lot of this is where we're trying social entrepreneurship and social change, in the Deep South. So it's important to recognize the historical implications and provide things to students that they're probably not getting anywhere else at Tulane, at least from my understanding. . . . I think it's often glanced over. (Tulane Interview 5)

During the pilot, two of the nonprofit's staff have been responsible for facilitating: four sessions and it's all around oppression, identity and, like next week, we're going to be talking about micro-aggressions and white supremacy culture and what that means, and how we interact with that as white people and/or as people of color. (Tulane Interview 9)

Instructors felt that the pilot with their nonprofit partner, like other curricular and co-curricular offerings, provided opportunities to be “much more intentional about some of that engagement in learning than we have been in the past,” and they suspected that aspects of diversity and inclusion “will become a strategic priority once we're able to really articulate that for the next five years.” Another example of this intentionality in diversity and inclusion included their attempting to find “workshop content and workshop facilitators” for their venture accelerator program:

. . . that reflect the diversity in our world. One of the concepts is entering community and doing workshops on entering community. Actually, just yesterday in the design thinking class, they had a guest facilitator around that topic, entering community, so I also know that is important in the design thinking classes. (Tulane Interview 9)

“A New Standard”

SISE faculty considered their programming and instruction as creating more robust and meaningful service learning offerings for students seeking to make a difference in their community.

[SE] has taken the service learning, the CPS [Center for Public Service] work of making public service a requirement for undergraduates, and raises that to a new standard. So, students were coming, the undergraduates were coming to Tulane because they recognized the public service and they're coming because they choose that. I think they recognize it and they want that, while some are saying, “I'm coming anyway despite that.” But the best interest would be, “Yes, we come because I want that. I like that part. I like that in the university.” But CPS itself is offering [only] one package . . . an initial service learning experience and then the internship. But [SISE] adds a whole new level

of thinking, and thought, and rigor, and commitment, and students like that. So, I think even though it's not a very big undergraduate program, it's cool. (Tulane Interview 2)

An instructor mentioned that in some disciplines on campus students and faculty have not been happy with the service learning requirements, which do not seem relevant to their areas of interest, but that there is a perceived natural tie-in with the courses offered in the SISE minor, as well as a practical relevance for students intending to pursue entrepreneurial opportunities in the job market.

Students are often really frustrated by their service learning experiences that happen elsewhere. . . . And all of a sudden the mathematics professor is having to do 20 hours of service learning, and he's like, I don't have time for this. I think something that we do is really where we try to do it in a way that is engaging, and is harnessing that interest and that mission, but is doing it in a way that is powerful and is efficient. I'm not saying all of our service learning is, definitely not. We've had a lot of bumps along the way, and we still do. . . . I think it's also recognizing the needs of the 21st century where students are not going to pay \$100,000 to come and pat themselves on the back because now they look at a homeless person different. And I think we're really realizing that students need jobs. Like the economy has really changed, and it's no longer enough to just have a college degree. And so this is both preparing students for a career while also showing them they can do it in a socially conscious way. (Tulane Interview 6)

“Let’s Bring Social Entrepreneurship to Tulane”

According to one participant, an assistant to the former president who had been listening to students said, “Let's bring social entrepreneurship to Tulane.’ And he said, ‘Sure.’ And she started raising money and started running speaker events and some kind of competitions out of

the president's office" (Tulane Interview 2). Another added that this took place in 2009, and included "co-curricular programming outside the classroom, a student group, a speaker series, and a funding competition for social ventures" (Tulane Interview 11). The resources were derived from local foundations and alumni donors (Field Notes).

Soon after, an institution-wide planning process, "The Big Idea Campaign," identified social innovation as one of the campus's promising focus areas by surveying five main campus constituencies: alumni, community members, faculty, staff, and students. A faculty member explained:

Students were surveyed broadly, faculty were surveyed, alumni were surveyed, and I think select community members were also surveyed, and staff. So the whole university had input to what they thought would be good ideas. And then there was a task force that went through all of this material and started kind of picking out what seemed to be the more prominent ideas, and then they started some meetings with different groups of people on campus, different students in particular, trying to figure out what would be the best, what is the most needed. And so I think a lot of it was done from trying to survey and got direct input from the people who would be most concerned, so faculty, staff, students. (Tulane Interview7)

As a result, the Center for Engaged Learning and Teaching (CELT) was created, in 2010, and the co-curricular SE programming, previously housed in the President's office, "became one of the four cores" of the new Center. Two years later, in 2012, the School of Architecture began to offer the interdisciplinary SISE minor. Staff responsible for CELT's co-curricular programming worked:

. . . very hard to collaborate with the minor, so that we could be supporting the students and what they were learning in the minor, Even though we were really trying hard to collaborate, we weren't in the same space and we weren't following the same bureaucratic lines, and so it was difficult. . . . It just seemed students were getting confused about why they were going to different places for what they thought was the same program. (Tulane Interview 9)

With the opening of the Taylor Center in 2015, Tulane's curricular and co-curricular SE offerings were merged into one entity within the School of Architecture.

To us, it just made more sense to be in one space, because we could serve the students better, we could continue to have a collaborative relationship with CELT. So essentially, it made more sense for the university and for the people we were trying to serve if the social innovation core, all of that programming, moved over to the Taylor Center. . . . We're willing to change things around if they're not working, which actually is a quality of a social entrepreneur, is the willingness to self-correct or the willingness to not take credit. That the focus of the social impact is more important than the focus of who gets the credit . . . so I think that's why it was such a smooth transition. (Tulane Interview 9)

Participants at Taylor indicated that their co-curricular programming has grown steadily since 2009. While it was begun primarily to serve the needs of undergraduate students, they are now seeing increasing numbers of graduate students in attendance. The academic program minor has also “grown pretty significantly,” to such an extent that now “the number of students that we're able to reach through classes is much greater than the number of students we are able to reach through co-curricular opportunities” (Tulane Interview 11).

Both “Top Down” and “Ground Up”

Participants described the Taylor Center’s various initiatives as having originated through a combination of both “top down” and “ground up” strategies. A faculty member expressed that:

What you have at Tulane is, at the top leadership levels, you have a president and a provost and an associate provost that are committed to and interested in social entrepreneurship. Then from the bottom up, you have students who are attracted to Tulane because Tulane promotes itself and brands itself as a place where students can come and do this and get trained in it. (Tulane Interview 8)

The interdisciplinary SISE minor was viewed as a response to student demand for: skills that they can draw from to eventually implement their own ideas for social change. . . . It's the fastest growing minor at Tulane University, with students from all five undergraduate schools on campus. . . . It was really coming in many ways from the ground up. There were many students coming to Tulane post-Katrina who were eager to explore their ideas while they were students, rather than waiting until they graduated. Maybe, to some extent, that's a millennial generation issue, too. It's not just Tulane. So, I guess it would be, to some extent, in response to that demand that the students are very different now than they were 20 years ago, particularly the students who we get. (Tulane Interview 100)

A SISE instructor pointed out that the interdisciplinary nature of the SISE minor draws students from majors across campus, including biomedical engineering, social sciences, liberal arts, and architecture, because “it’s an academic field that’s already in demand” (Tulane Interview 87). Another faculty member explained that the program is also desirable to

undergraduates because it teaches them skills that “are transferable to just about every area in life and every academic area” (Tulane Interview 91).

Participants recognized that the creation and expansion of SISE based on student or ground up demand with high level administrative support had not appealed to some faculty in other disciplines at Tulane.

Yeah, that's this kind of market model. If students want it, we have to offer that. That works to a degree, some people resent that. . . . Students want this. That's what they're paying for, and the faculty say, “Well, no, no. We need to teach the classics.” What does that mean? I believe in the classics, but we need to teach people to join this world, right? So, the reality of how this program came to be on campus is student led, but administration supported. (Tulane Interview 2)

Participants frequently discussed this as a challenge for the institution.

In between those two levels [students and upper administration], you have the faculty. Within the faculty, particularly at the associate and the more senior levels and the full professor levels, you have people who have been here for a while and don't really understand what social entrepreneurship is. Or, are even a little bit resentful towards it, because they feel like it's something that's being pushed on them from above. (Tulane Interview 8)

Taylor Center personnel have recognized this lack of support, and are seeking to build additional rapport with faculty and provide them with additional services on a scale comparable to those they are providing for students.

Starting from the initial creation of [SISE], we had strong student support and we had strong administrative support, but it took us a while to start to gain traction with faculty

members, and I . . . don't think we really realized that there was this third group of people that we really needed to go learn from and hear what was it that they were passionate about. Luckily, with the creation of the SE professor endowments, we were able to start really bolstering that. But I think we lagged in that compared to the work that we were doing with students, which I think shows in that we have more robust student programming than we currently have with faculty members and research. That's an area that I feel like we definitely realize we needed to put more time and energy in in figuring out what it was that faculty members were really hoping for out of the social entrepreneurship, social innovation work. (Tulane Interview 9)

Alumni Donor Support

While participants saw SE-related activities as internally driven by student demand and administrative commitment, they also mentioned alumni donor interest and support as an additional factor shaping SE at Tulane. The bulk of the funding for SE-related activities has come from alumni donors since the first co-curricular programs were introduced by the president's office. The Taylor endowment was only the latest, if to date the largest gift in the line of donor sponsorship. As an administrator explained:

Most of what I'm talking about is supported by philanthropic investment. That people care about what we're doing. Individual donors and people in foundations get it. They understand that what we're doing is unique and impactful. We're a tuition driven private university. That provides the funding necessary to deliver a great education, but a lot of what I just described to you is really above and beyond a basic education at a great private university. What does it take? It takes a lot of visionary people helping to fund it. [The] Taylor Center was really launched and created after a whole series of individual

philanthropic gifts at a smaller scale came in. . . . For example, . . . individual donors, we've got eight endowed social entrepreneurship professors that predate the arrival of the Taylor funds.

Those are, I would call them, kind of incremental elements that were set in motion going all the way back to 2006. Then they started to really gain momentum in 2009 or so, and by 2014 when we launched Taylor, her \$15 million gift was coming in at a time where we had clearly demonstrated that we knew how to do what we were doing, and her investment was a very good one. She could tell it was going to be a very good investment, because what that does is it amplifies what we're already doing quite well and opens up new avenues. (Tulane Interview 100)

Participants discussed the connection between donor interests and the success of initiatives.

Some of it's been driven in part by alum contributions and interests and then they've gone out and sorted out some other funding for it. . . . And the fact that Phyllis Taylor gave this money for the Center, it's quite clearly a reflection on the work that went on with [SISE in] the previous years. The vast increase in students' involvement in the Center as well as the growing numbers of students doing the [SISE] minor that attracted her attention. . . .

They are continuing to work on finding other donors out there. Development has been working with them on that. I think this is something with universities, they pick and choose what they will focus development efforts on, and this one I think is the one that they like because it certainly puts the university in a good light when these projects are out there and have been successful. Success breeds success. As the word gets out that

these things are really actually happening and are good, I think donating is going to, getting donors to put [additional] money into it will be easier. (Tulane Interview 7)

Participants at Taylor commented that, although “there's always some push from donors in terms of what donors are hoping to fund,” they see donor involvement as positive, and have been able to balance both donor and other stakeholder requirements, so that when “student needs evolved, we were able to adjust our programming to that” (Tulane Interview 9). Further, donors were seen as “our strong supporters and partners, and so I think seems to have worked well for us at Tulane” (Tulane Interview 11). Faculty noted that alumni donors have also been instrumental in providing non-financial support for activities, such as “offering of time and consultations,” as well as internships and “experiential type learning situations” (Tulane Interview 7). Finally, participants at Taylor saw a clear advantage in their reliance on philanthropy for the majority of their work.

So most of our funding is raised from private donors, which means that we have a little bit more leeway with that because, as long as the donors are happy, Tulane's happy, because we're not competing for resources that Tulane is allocating other places for staff lines and things like that. (Tulane Interview 9)

“Our Social Innovation Footprint”

Several faculty mentioned that Tulane, with the new Taylor Center, endowed professorships, and extra-curricular and academic programming, was in the process of planning and articulating its next steps regarding SE across the campus.

I think that the idea of social entrepreneurship is amazing, and I think that we were doing it for a long time without realizing that others were doing it too. I think that there's a huge power and resource in the university that's being untapped. I think that our

academic work and where we want to go with it is about how can people rethink what the university is, and it is a resource for growing incredible ideas and solving problems. We solve a teeny tiny problem but in a really big way or a big problem in a tiny way, and I just think thinking about the university in that way is transforming and game changing. It's just going to take some time to think through it a little bit more and with a little bit more finesse. (Tulane Interview 14)

Remarking on the potential for further growth and impact, a participant noted that Taylor personnel had begun undertaking a large scale initiative:

. . . which is looking at how we can expand our social innovation footprint as a university to really take advantage of and advance the strengths that exist all across the university in every school of our university. It is a multifaceted strategy, but it's certainly helped by the gifts that Mrs. Taylor made a year or so ago in helping to launch this new Center . . .

From the top down, I guess you would say, the university was looking at how we could accelerate or advance something that really began in its focus around public service and service learning . . . but then the question is what do you do next? How do you take that to the next level? (Tulane Interview 100)

“Shift the Entire Ecosystem”

The Taylor Center’s future planning efforts are in a visionary stage, where the exact goals and strategy were still said to be in an early process of development.

We've got plenty of work in front of us and we have a plan. So, the next steps are really building out a vision that the donor and that many of us have in creating something really special on this campus. (Tulane Interview 100)

A faculty member described this emerging vision as involving a fundamental conceptual shift capable of transforming the campus.

[SE] could be transforming the entire university to be more effective at solving problems, or be more effective generally, which is different and more effective at producing change makers. We're still not there yet, but I think that's some of our model, not just running an independent program. . . .

My goal is to think about ways to spread design thinking through the community in the campus, not simply to instruct it as a part of an undergraduate degree program. . . . I'm actually just in the middle of it. Our value system, theory of change, a team of people doing it, how we find more people from that, how do we get this paid for, which I don't necessarily directly have to do. But thinking of these pieces, how do we transform, how do we spread human centered design as a toolkit for social entrepreneurs, social intrapreneurs, change makers? And to shift the entire ecosystem means reaching staff, like professional program staff. And then there's administrators who are often faculty and take on another role. And then faculty, kind of traditional faculty, with their tenure track status, and then other kinds of instructors. And there's graduate students who are future professors. If you think about it as a whole system, then you identify people who, I don't know, I'm trying to figure all that out, figure that strategy out. But I think to look at the university as a system, it's putting out people and reproducing things. If we can shift that maybe thinking long-term it's about training the future professors, rethinking administration. (Tulane Interview 2)

This faculty member defined design thinking as it was being utilized in the SISE program.

It's not really clear [yet] how we teach design thinking, because it's kind of new to teach to non-designers. It's a professional discipline, but if any people teach it to the public, what does that look like? I think it means building creativity, building a fast-paced way of working, kind of a new set of habits, and people who have a vocabulary so they can communicate with each other more efficiently, and . . . prototyping. (Tulane Interview 2)

The Center's approach to design thinking has been applied in other academic departments on campus, with one faculty member mentioning that, in collaboration with Taylor personnel, they "gathered teams together and, using that process, we got a lot of suggestions and thought about different ways we could improve our program. So it's helped us directly and indirectly in many ways." This participant also commented that:

I think this whole design thinking process can really help as you get people to work in teams. . . . It's really not all that new, it's just kind of a new language around it. But it's new, in that it really requires people to empathize and think about the needs of others as they design. It's more of a human-centered design. And I think sometimes in education, we've missed that piece when we've developed units. We're probably better at it than we think, because we've really been using the process. (Tulane Interview 91)

A SISE instructor discussed design thinking in the context of participatory education, as a "different way of learning," and a possible opportunity for "redefining the space of social innovation" in universities. SE and design thinking could also be associated with the concept of collective impact, and preparing people who:

. . . are going to be able to respond to the potential challenges we foresee in the future. That's not just by launching a venture. And so I think that we've swung more towards this collective, and you can see some of that with the design thinking and thinking you

need like these multidisciplinary teams of people working on a problem. (Tulane Interview 5)

Partnerships for Service

Community Partners

Participants frequently talked about their fruitful partnerships with nonprofit and other organizations in New Orleans. SISE's longstanding relationship with Grow Dat Youth Farm, founded and managed by a Tulane alumna, was considered the oldest and most firmly established. Participants uniformly described Grow Dat as their most notable partnership success.

It was always a mutually beneficial partnership in that I believe at first Grow Dat filled this really important role within the university of being like a model of what they were trying to encourage students to do or at least to study. Grow Dat's now six years old, or we're entering our sixth year, so five years ago there was a lot less of the social entrepreneurship infrastructure built out at the university, and Grow Dat became a really good kind of flagship entity, or example, of what they wanted to do that I think galvanized a lot of interest and excitement about the idea of social entrepreneurship through a kind of non-academic, real-world example. . . .

We definitely see a lot of gains among young people in terms of their leadership and communication skills, also content knowledge about food justice, health, environmental issues. But I think also Grow Dat has emerged as an often cited example of, well, social entrepreneurship for one, but also just an idea that, while we're not structured as a business, our business model does integrate both traditional nonprofit financing and for-profit revenue generation. (Tulane Interview 1)

Grow Dat has provided opportunities for service learning, including for the architecture students who designed and built the Grow Dat complex. It has also served as a site for undergraduate, graduate, and faculty research projects, and Grow Dat staff have recently conducted training sessions for students in the SISE program as part of their classroom experience. One participant noted that:

The School of Architecture designed and built the buildings that are housed in City Park, which was an incredible asset to us. And then we've engaged various students—undergrads and PhD students—as practicum students or host event students that do case studies and research or, through groups doing service learning, work on the farm. So, there's been a lot of basically volunteer labor and/or research that's been committed by students at the university. . . .

I think we hashed out a really, really, very powerful partnership with the university that felt like it was serving both entities. I wouldn't want to restructure the terms of our partnership. We continue to grow and evolve the partnership so now it includes a dimension in which we are providing experiential education about social entrepreneurship to students in the SISE minor at Tulane, and that is a fee-for-service model that . . . the Phyllis Taylor Center is actually awarding us the funding in order to provide this training. The training's led by a mix of staff and then young people in the program.

So, I think what we've done well in terms of the partnership is it's not become static, it's been iterative and relevant to whatever stage in the organization's growth we've been at. The university used us a lot as a marketing tool, and that was fine because it was helpful for us in terms of exposure. And I think the university got a tremendous amount

out of the partnership with us too. It's definitely a prominent example of Tulane's social innovation, social entrepreneurship engagement, and it's definitely touted, which has been helpful for us. . . . So, I think we've actually crafted an excellent partnership and I wouldn't change the way it's evolved. I think it's been a very healthy and mutually beneficial relationship. (Tulane Interview 1)

The partnership model practiced by the Taylor Center and by Grow Dat, has been based on the establishment and maintenance of close personal ties with staff in these partner organizations.

I was just having conversations recently with my colleagues about what a partnership looks like for the Taylor Center. Who do we partner with in the community? And it seems that people have this conception that a partnership is just this institutional thing between two bodies, two entities, and no, that's not it at all. It's relationships with people. That's what creates a partnership.

I think that is why it works so well with Grow Dat for me, and I know that I wasn't the first one to create the partnership with Grow Dat or with the people there. But I think why we have such a good relationship is because . . . I invested my time there, and they're investing their time here. So I think the more of those opportunities that cross-exchange where you're both . . . But it's not like this transactional relationship. It's a meaningful . . . like we like each other. We get along. That's why it works. . . . We can be very adaptable in how we're learning about what's going on on both ends. . . . That the system works well because we have this fluid process of adaptability, and it's all because we have relationships with each other. (Tulane Interview 5)

Due to their already close working relationship with Taylor personnel, Grow Dat became the first organization to be named, this academic year, to take part in the Center's pilot program intended to identify community partners with which they could:

. . . develop really, really deep relationships where our students can interact with those partners multiple times over the course of their four years at Tulane, rather than just through one service learning class. And also the community partner will hopefully benefit in addition to the compensation when we look to leverage the resources that are available through the institution. And again we think those relationships will probably be customized based on what the community partner does, their maturity, how well established they are, as well as whether their specific needs and how they could utilize the university too. (Tulane Interview 11)

Liberty's Kitchen, another community partner mentioned during the course of the interviews, was chosen by an instructor to work with students in a design thinking class.

Liberty's Kitchen, which is an organization here in New Orleans that brings young students—I think they are ages 16 to 22, from lower income neighborhoods and communities—where they are given the opportunity to learn restaurant skills, whether it's running a restaurant, owning a restaurant, cooking, managing, serving food, they learn all aspects, and they get a lot of really great resume writing skills and skills to help them succeed. And I think their program is maybe six or seven weeks long, and they'll have a cohort that goes through all those, the entire system. So what my group of students—I've got 15 students in my design thinking class and we'll be going in and meeting—we haven't yet had our formal introduction to that social venture, and we'll work with them

and see, mainly so my students can learn how design thinking can be used for social innovation. . . .

I knew that I wanted my students—who are all Tulane students here on campus—to have the opportunity to meet an organization and work closely in the same way our intro classes work with Grow Dat. I wanted my a little bit more advanced students, at this point they've taken the intro class, they've taken maybe one other, maybe a business class, and I wanted them to have the opportunity to work with a community partner. But I realized that it had to be a community partner that was open to my students learning on them, so that, yes, they can in the end maybe offer some expertise, but really they're just learning. It had to be the right fit in terms of a partner who would be open to helping to teach my students to be better design thinkers. (Tulane Interview 4)

For this intermediate course for the SISE minor, the instructor chose the partner organization, but usually, in the more advanced classes, when students are:

. . . in their final year, I think they're more ready to choose their own community partners, and we do have that in our core. One of our core classes for the SISE minor is a senior practicum and the senior seminar, and those courses will give them the opportunity to choose their own community partner. (Tulane Interview 4)

Campus Partnerships

In addition to their connections with on-campus service units such as CELT, the Center for Public Service, the Office of Multicultural Affairs, and Student Affairs, as well as with various academic departments, including those of the endowed SE Professors, Taylor has partnered with the Levy-Rosenblum Institute for Entrepreneurship, located within the Business School. A participant from Taylor characterized their partnership with the Institute as “a really

great relationship. They also have done work in social entrepreneurship and conscious capitalism in the past.” However, Taylor hasn’t yet “established any long-term partnerships with the School of Business” (Tulane Interview 9).

Some participants mentioned a lack of rapport with the Business School, including one who “had thought we would get more buy in from the Business School . . . but the vast majority of the students seemed to be coming from the liberal arts” (Tulane Interview 7). On the other hand, another faculty member commented that the SISE “program right now does, my understanding is, draw very heavily from the Business School” (Tulane Interview 10), and another participant from Taylor noted that she was heavily involved with Business School students and faculty.

We have a couple of folks in the Business School who are on our change team, and I have a monthly meeting with a woman from the Business School to update what we're doing, what they're doing, and stay in touch. The Tulane Entrepreneurs Association, which is the student organization at the Business School, I'm in strong communication with. We're trying to build a partnership this year for a Changemaker Institute where students from TEA, who are mostly graduate students, could potentially be mentors and consultants for students in the Changemaker Institute, and we're trying to use some of our funding through the Changemaker Catalyst awards to actually pay them. So it's a professional development opportunity for them. . . . So we're trying to find ways that we can get students from the Business School to teach their great skills that often people in the social sector side aren't as knowledgeable about. Whether it's accounting and budgeting, and everything it takes to actually run the books, and being an entrepreneur.

We can definitely expand, but we definitely have some strong partnerships there.

(Tulane Interview 6)

Taylor personnel indicated that they were eager to work with additional campus entities, one commenting they were:

. . . always looking to be more collaborative with other units, and I think that is actually a challenge is we're very siloed. And that's something that I know [the] president . . . is working on in general, is how do we be more interdisciplinary, and create more joint degree programs, and have more formal structures where we can collaborate? I think we also have made some attempts to partner with the School of Science and Engineering. This building is their space and we rent from them, and they run a venture creation program. It's more funding available for venturism, so we try to partner with them on that. I think we're in discussion with the School of Liberal Arts around cross-listing one of the classes that we offer in the minor that they are starting to offer in a similar minor around leadership. And obviously, the School of Architecture, while there might not be as much overlap in faculty or student engagement, there is a lot of collaboration because [the] Dean . . . is also the director of our Center. (Tulane Interview 9)

“Measuring Ourselves”

Participants mentioned their initial efforts at measuring and evaluating SE-related programs and services, although they were still looking for effective ways to account for social impact.

We've been busy measuring ourselves ever since I got started four years ago in terms of things that we can measure easily, things like . . . there are some standard metrics that you can recognize in terms of student contact, dollars spent, multiplier effects of things

that we've invested in, and so on. The thing that I think becomes even more interesting is, how do you measure social impact and how do you measure the long term impacts on students' career trajectory, leadership and the like? That's a nationwide conversation. We are working on some pilot projects that start to do that, but we will definitely be interested in measuring and publishing what we're doing every step of the way. [We] just finished doing an annual report on Taylor that has some of those metrics built into them. We need to do much more, but again, that's part of the stage plan. I think research will become more and more important as we continue this enterprise. . . . That's still a work in progress. (Tulane Interview 100)

Another participant spoke of the Center's mixed approach to measurement, combining standard output measures with more qualitative means of demonstrating impact.

In terms of evaluation, we have done some internal work, but I would not say that it's been very comprehensive or consistent, and that's definitely something that we're hoping to work on more. And I think there's a tension between qualitative and quantitative research or evaluation work. I think some people want to focus more on the qualitative aspect of things. . . . It's kind of always been a tricky balance of how do we promote . . . which of those things is . . . how much time do we spend on those. We have not received any significant work grants that require a certain level of reporting, so it's really been our own initiative to make sure that what we're doing is actually effective, and to decide when it may not be, when we may want to divert those resources somewhere else because they're not making as much of an impact. (Tulane Interview 9)

As the number of students enrolled in the SISE minor continues to increase across campus, a participant commented that, "moving forward" in the next couple of years, they might

conduct an assessment in order to measure the program's overall impact and to aid them in determining the feasibility of adding an undergraduate major. (Tulane Interview 87)

Endowed SE Professors

Participants frequently pointed to the establishment of eight Professorships as one of Tulane's greatest SE-related accomplishments.

We currently have professors in social entrepreneurship, which are endowed chairs. Those are faculty members that are selected from across the schools at Tulane. And so it provides a really unique atmosphere and community. We have professors from the humanities, the liberal arts, the hard sciences, public health, law. It really spans a wide range of disciplines, and provides some interesting interdisciplinary conversations and projects, as well. (Tulane Interview 91)

Faculty who held these endowed appointments commented on their experiences with the program and how they interacted with one another.

I was identified as an SE professor and given an endowed professorship five years ago, and it's contributed, really, to the different departments across the university because we're all from different areas. We have public health, we have biology, we have environmental studies, faculty recognized from each of those areas, and we work together. We meet almost monthly, at least every six weeks, as a professorship group, share ideas, share what we're doing, try to get input from each other on how we can incorporate . . . some of the things that they're doing into what we're doing, and it's been great for sort of cross or interdepartmental collaboration. . . . I think the collaboration across departments has probably been one of the key outputs. (Tulane Interview 91)

A second SE professor saw the appointment as:

The opportunity to be part of the group that was doing stuff that was off the grid in the way that I love. I was the only one in my department doing anything quirky. I wanted a group to feel connected to. (Tulane Interview 14)

An endowed professor in a scientific field expressed that:

It was an interesting decision for me how to contextualize and to present my community engagement. I'm using community engagement and social entrepreneurship almost interchangeably, because for me they're very similar sorts of things. . . .

I think of myself, I'm a good scientist, I'm productive. But what really sets me apart is the union of the engagement and the science. I see exploring that space as what I could do to really make a major lasting contribution in the field. Concurrently, something that really matters to me is improving human lives and conserving biodiversity in natural environments. I feel very committed to this path moving forward. . . . I feel like Tulane's going to be a pretty good place for me to do that from. (Tulane Interview 8)

This faculty member elaborated on how scholarship in a disciplinary field can complement and inform SE activities.

For me, the thing that is one of my greatest strengths or that's worked well for me, is that I've been fortunate to develop a model in which the one hand feeds the other. I do scholarship and I do community engagement that has a real world impact, but the community engagement that I've had, taken in the long view, it does not detract from my scholarship. In fact, it adds to it and vice versa. All this costs money and I get grants. I support both the research and the engagement on grants that I get. Sometimes, I get grants from people who are really interested in the human side, other times I get grants

from people who are interested in seed dispersal by vertebrates. But the two, they reinforce each other. (Tulane Interview 8)

Another participant noted that the need to balance their interests in both their own disciplines and SE was less problematic for SE Professors in some disciplines than in others.

Professorships [are] for . . . two to three year periods and they are renewable if you apply to have them renewed, but you're still working for another department and so you can't put your full efforts into the field of social entrepreneurship. But in my case, I feel like that they're so intermingled, but I don't know, it works for me. (Tulane Interview 91)

SE Professors who participated in the study were pleased with the yearly endowed funds they received, which were said to vary from \$10,000 to \$15,000 a year, “depending on the market” (Tulane Interview 2). They spoke about how they used these to support their scholarship, teaching, or other activities. One SE Professor commented that it’s:

. . . a fund that I can use to do all different kinds of things. I've been able to do things that I wouldn't be able to do otherwise. Some of them have worked, some of them haven't worked, but I like that about it. (Tulane Interview 8)

Another’s funding was used for purposes including conference or research travel, hiring student assistants, and supplies.

Financially, it's really helped the social innovation professors to have these endowments. I wouldn't have been able to visit schools around the country without some funding to support the travel and the time, and to hire our own graduate assistants or undergraduate assistants to work with us. So in that sense, it's provided resources that I never had at any other university that I worked at. Also, I think that the collaboration across the campus

with other people and from other fields, that's a resource that's hard to put a financial number on, but it's certainly been very valuable, I think, to all of us, definitely to me. . . .

I've used it to go to conferences. I've used it to hire undergraduate assistants. I've used it to take my partner's school folks with me to conferences, so that we can co-present, and so that it is really a true partnership. I've bought books, supplies for meetings. . . . It's basically supported my being a professional in this area, and supported my learning. (Tulane Interview 91)

Along with supporting travel and student assistants, the funding could be used for a course buy-out in an SE Professor's home department in order to provide time to devote to SE activities.

If you're teaching Sociology 101 and your department needs you to teach that, then you could hire an adjunct, that's a course buy-out, or your field worker scholarship per student. So, that's been great. Over the past few years, I've had this extra money for travel [and] for doctoral student stipends. . . . So, I could support my doctoral student. . . . So, we create the scholars and researchers and the talent, you know, the future faculty. . . . I think it's kind of unique. (Tulane Interview 2)

Another endowed Professor commented that, while most of the Professors used their funding "as salary... and that's because they're teaching classes, so that covers their class teaching," she used it to help match university funding for one of her SE ventures.

We were funded by the university. We got \$50,000 initially . . . but we didn't have a budget. We didn't have money each year, and now four, five years we'll have \$10,000 a year. So we can plan, and we can travel, and we can invite people, and we can do all kinds of things, and that's good. . . . I'm much, much, more powerful in terms of what I

can do because I have a little bit of money to spend. And so money really matters. And I think that that's why I wish that the program focused on that, because these projects, if they can figure out how to generate a little bit of revenue, it changes the nature of the project, right? It gives you freedom in a way that begging for grants doesn't. Grants are good, but it also is really good to be financially independent. And so that's what this has done for me, hugely. Hugely. So I can't tell you. I am incredibly grateful and proud to be part of this group. (Tulane Interview 14)

In addition to the funding, having an endowed chair title added prestige and was seen to legitimize SE Professors' activities both on and off campus.

Having a titled name legitimized me in a way that I can't ever, ever, ever repay. Before, I had this super quirky project that nobody understood. Now they still don't necessarily understand it, but they respect it. I got that pre-tenure so that I got, from my provost and from my school outside of my department, legitimacy on my project, and also the world. So that when I email people, they take me a lot more seriously than they did before.

Titles are huge, huge, huge, huge. (Tulane Interview 14)

Several SE professors mentioned that their interest in SE had developed from their work in local or international ventures (Tulane Interviews 8, 10).

Insights and Cautions

Service Learning and Interdisciplinarity

A combination of “ground up” and “top down” support may be an option to facilitate SE-related activities in an interdisciplinary environment. In Tulane's case, SE-related co-curricular and curricular offerings, driven by student demand and administrative interest, were seen as

resulting directly from the service learning priorities of the institution, and its focus on the interdisciplinary nature of knowledge.

While BYU participants saw the grassroots efforts of students and faculty as largely driving SE within the Business School and across their campus, Tulane participants viewed their programs as emerging from students' commitment to service and efforts by the president and upper administration to distribute SE-related practices among various service and academic units. The securing of a major alumna gift led to the merger of already existing programs and to their being physically housed under one roof. Participants mentioned Taylor personnel's intention to build on the momentum created by the establishment of the new Center by expanding on as well as improving the quality of their services, including in developing new offerings for faculty and graduate students. They also planned to utilize what they have learned from their experiences in program delivery and curriculum development to produce interdisciplinary research. An administrator predicted that:

I think the opportunities in front of us are really dramatic. I think about what this place is going to look like five years from now, and it's hard to predict exactly everything that we'll be doing, but we have such a strong foundation and such a commitment at the highest level of the institution. We've got money in the form of the Taylor Leadership Gift. There'll be plenty of other money that comes in as a result of that. And there's people . . . in the potential that they represent for the university and community.

Universities can be very silo-like, as you well know. What this does is, at its very nature, it's cross disciplinary, it's collaborative, it's respectful, and opportunistic in the sense of trying to find ways of getting together across disciplines to address problems and to try to solve problems in ways that are creative and valuable to society. I

really think that where we're at is the cusp of a unique moment . . . that's going to have longstanding impacts within the community of New Orleans, certainly, but we're a national university. So, what happens is, this is likely to have a significance well beyond New Orleans based on what we publish, how we celebrate what's going on, but also with the fact that most of the people who graduate from this institution go out to other places.

So, I think SE is not the only thing we do. . . . But this is really something that I think distinguishes Tulane University as compared with a lot of our other peer universities that have great qualities, too. Very, very few have the same mix of things that we put together in the whole space of social entrepreneurship. (Tulane Interview 100)

An SE Professor had similar thoughts about the direction of Tulane's SE-related activities, especially regarding their research potential and implications for the preparation of interdisciplinary graduate students.

With an inviting structure that provides resources, very little administrative chaos, and encourages different tracks for students, so that if it's a student who wants to be an intrapreneur, go into business, but have these skills for a social entrepreneur or someone who wants to just work on projects, but it recognizes that people, everybody has different needs and supports those needs and does it in a kind of transparent way. . . . Everything we're doing here should be becoming a research paper of some sort. Finally, the last part is really training PhD students, so that we get known as someone that you hire from. We become one of the schools that if you are looking for someone to run a program, or you want somebody that's an English PhD with this experience. . . . So, I think that's the only

way your program gets really known, is if you're training people to become the leaders in the field. (Tulane Interview 14)

“Borrowing People” and Diffusion across Campus

Tulane offers an example of the creative tension of diffusing SE through SE Professorships representing a variety of disciplines, and the coordination of co-curricular training and the SISE minor through the Taylor Center. While this can be seen as offering a range of options across campus—and participants spoke approvingly of the unique advantages of having eight endowed professorships—participants called for the addition of more endowed SE chairs in additional departments, as well as the need for tenure-track faculty in the SISE program itself. As one SE Professor reflected, “we're not hired as full-time faculty in a department of social entrepreneurship,” the SISE program “borrows people” from other departments (Tulane Interview 2). Two other participants cautioned that the SISE program’s lack of tenure-track faculty lines—which are fairly common on other campuses with Centers such as theirs—was a major barrier to sustainability.

I think the main barrier we have is capacity to really do it well, and resources to really do it well. We're not a department that has tenure-track faculty in its department. All of our teachers are either adjuncts or they are from other disciplines and they're teaching a class with us, but we don't have our own faculty in that sense, and I think that would be something that would be really important, to hire people specifically for teaching SISE classes in a full-time capacity. (Tulane Interview 9)

Right now, internally, we just have adjunct positions. We have social entrepreneurship professors, but they're based in their own departments, and they don't necessarily teach our core classes. . . . So I think if you want to consider growth and

have a solid program and want to, in the future, have graduate certificate or have the coordinate major, then we will need, I think, that continuity of some faculty is essential. If you keep having adjuncts . . . it depends. Some people may stay, but you will have a lot of turnover because people will go for better opportunities where they feel like they have a career path. I think that's something we will need to address, that being adjunct-based is not sustainable in some ways, so I don't think it will produce the highest quality we want.

That's kind of the typical challenge, that a lot of centers are created at the universities, and there are some endowments sometimes, and we have one, so that's good. But it's not always like everything is solid, and it's kind of patched together, and it works. We have good people to teach, we have great people to teach, but when you look at it, it's a fact, you feel like, "Wow, it's all adjunct." That could be some criticism there, questions about that. So I see that as a challenge. (Tulane Interview 87)

These comments echo, in a different situational context, the challenge some participants at BYU stated they had experienced in attracting increasing numbers of faculty across campus to engage in SE-related work because of the "constraints on full-time faculty" resulting from their teaching and research loads in their primary disciplinary areas (BYU Interview 121).

Community Partnerships

Tulane offers an example of working with partner organizations that may be useful to colleges and universities seeking ways to more actively engage with their local communities. It is also one that is attempting to address issues of power and privilege that may be inherent in academic SE initiatives. Their current pilot with a nonprofit partner seeks to imbed diversity in their SISE program by including the voices of those traditionally seen as only recipients of social

initiatives, rather than as active contributors to student learning. This has the potential to provide a template for building a learning community with a capacity to enrich the experiences of students and faculty as well as to expand the role of partnership organizations in higher education settings seeking to increase the reach and effectiveness of their SE programs.

CHAPTER 15. WESTERN WASHINGTON UNIVERSITY EXPERIENCES

Entrepreneurship for Everyone

WWU's manifestation of SE is associated with its long commitment to environmental sustainability within the context of the values it espouses as a comprehensive, largely undergraduate, university focused on the liberal arts and sciences. Examining WWU's experiences can also reveal how SE is expressed in a public university. Participants from WWU conceptualized SE as part of a broader interdisciplinary spectrum of service-oriented entrepreneurial practices designed to make positive change in society. WWU has no physical center dedicated to SE. Rather, activities are dispersed throughout campus through multiple entry points, with the Provost's Office providing overall coordination.

“Towards Some Larger Good”

Part of Washington's state university system, participants at WWU nonetheless saw their campus as having a unique organizational culture that has always been geared toward service and the production of social value within their community and region. Participants perceived, as one faculty member expressed it, that members of the campus community had a strong:

. . . desire to have education be meaningful, and to have people actively engaged in their education, and to have that go out and create impact in the world. Changing things for the better, I think that is a pretty broadly held desire here. (WWU Interview 127)

SE-related activities were seen to be “pretty synergistic with many of the things that are already going on on campus” (WWU Interview 127). An administrator expanded:

This university is a regional comprehensive, and most regional comprehensives, at least in Washington State and a lot of places in the country, look pretty similar. I would call them generic. That means they're very career oriented. They offer a standard curriculum.

They don't really rock the boat very much, if you will. Certainly that's true for other regional comprehensives in this state. Western feels very different. Western certainly has plenty of more traditional aspects to it, but when you look at what this university values, and what we talk about, and what we put resources into . . . There is, nonetheless, a resonating feeling of mission orientation towards some larger good or goods outside of just individual enrichment, intellectual or financial. That really permeates the whole university. (WWU Interview 104)

“Natural Thing for Us”

Almost all participants remarked on the natural affinity they felt toward SE-related activities, which they linked to the campus's unique history and culture, and to the progressive political climate in the state of Washington and the Pacific Northwest.

Social entrepreneurship, or social change, or change making, I guess, more broadly defined, is sort of natural, here. I think, first of all, we're a former teachers' college. We were a normal school, as a lot of comprehensive universities were, so we grew up that way, so we grew up with an idea of public service, and we grew up with an idea of connecting with the community. And over time we've, I think, kept that identity, even as we've morphed into a comprehensive university with 39 departments, and 70-some undergraduate majors, and so on. So, I think, those values have always been here. Plus we're in the Pacific Northwest, or west of the Cascade Mountains, which tends to mean that we're very progressive, and that we're very, you know, politically progressive and oriented toward improving society, changing society. And, so, I think, that has led to the sorts of activities that we're trying, as well. And, when we went through a branding process a few years ago, we came up with the tag line, “Active Minds Changing Lives.”

It's also a tag line that reflects who we are as people: faculty, staff and students, and alumni. So, you know, it's just sort of a natural thing for us. (WWU Interview 1 Participant 1)

“Fulfills Who We Are”

Almost all participants characterized Western as a naturally caring community, whose members strive to help others on campus as well as in society at large. This culture of compassion was seen as what made them unique and set them apart from their peer institutions. It was what led the campus toward SE as an altruistic form of entrepreneurship that accommodated their community focus on environmental, peace, and social justice issues.

The social entrepreneurship activities, how could that not be, “Active Minds Changing Lives?” Part of it is really capturing the essence of the type of institution is . . . Another one of our lines is “Western Cares.” We care about each other. We care about our communities. We care about people. We don't have any fraternities or sororities, I'm not saying they're bad things, it's just that we don't have them. We don't have a football team either. . . .

The students who come here, they do come to make a difference. We still are in the top of supplying people who are interested in the Peace Corps. So Western attracts students based on our core missions. I think if you say what fits Western well, is social entrepreneurship. So we talked a lot about what do we want, do we want a typical entrepreneurship? Not that that's bad, and there's certainly a role for that, and maybe that's more centered in a college of business economics. . . . As far as, where do we want to start? I think as far for the students that are here, social entrepreneurship fits very well, doesn't exclude the other aspect. It's probably not a choice all institutions would make,

but it wasn't a difficult choice here because of who our students and faculty . . . Our faculty come to Western because they want to be teaching, they want to be with the students. It's not a hard thing here to get the faculty together with the students. I think it fulfills very, very much who we are as an institution. (WWU Interview 107)

If you ask students . . . This comes up time and time again, what are the issues that they care most about? What are they about? Social justice and sustainability are their kind of two top issues. They see climate change as an issue, they see justice and equity as a huge issue and challenge for them. I have a lot of confidence that, as a university, we have the value system that we didn't need to be a Changemaker Campus, but being a Changemaker Campus kind of reinforces the set of values that are already here. (WWU Interview 113)

I think the whole Changemaker initiative for us was simply a way of codifying and acknowledging what we were already doing. We didn't do anything new in response to becoming an Ashoka Changemaker Campus. . . . It just allowed us a space to confirm what we were already doing. (WWU Interview 111)

“Publicly Purposed Institution”

Under their present administration, the university has characterized itself as a publicly purposed institution that marries its focus on sustainability and service with an ongoing commitment to demonstrating its responsibility towards taxpayers and to serving as a force for both economic prosperity and social advancement.

I've been really pleased with our current president and his framing of our institution as a publicly purposed institution. For me, when you're in an institution of higher education, there's a lot of capital that comes with that. Sometimes that's financial, sometimes it's

intellectual, sometimes it's the capacity to convene people around issues. There are lots of things you can do as an institution of higher education that contribute to the community. I feel like it's our responsibility to contribute to the community. To me, that's at the heart of the work that I do, is really sharing the resource that I have with the community in a way that they can make effective change happen, whatever their work is. (WWU Interview 114)

Participants saw designating WWU a publicly purposed institution as a means of making the case, as funding for state higher education continues to be cut, of the benefits a university such as WWU provides. One staff member, reflecting the comments of other participants, related that the focus on SE's practical applications could demonstrate WWU's worth to those in the state who were skeptical of the value of public universities.

We've had some real issues with funding for state higher ed, and, I think, Western Washington was second from the bottom in the hardest cut institutions. What we have seen and heard is that legislators are saying, what is the relevance of higher ed to Washington State?

Through social entrepreneurship, as long as it's aimed at state issues and we can make that connection, it legitimizes the institution in the eyes of the state. Either citizens you're paying taxes that go to us, or the legislators that are in Olympia, it helps them to see the relevance of higher education. . . . We use these phrases like "In Service of Washington State" when we talk about the work that the students are doing.

Most students who graduate from Western, we know statistically, will stay in Washington State. If their work is supporting a larger state's agenda, then we're more legitimate and we're more helpful and useful in the eyes of the state. . . .

The more, I think, that people see the work that students are doing as real, and helping the world, and helping everything that we're trying to do, it changes the perception of certain groups about what college and university, what they're good for. . . . I think it can change people's notion of what higher education's for. (WWU Interview 109)

An administrator added that, as a state institution, along with the political and economic advantages of aligning SE as a force for good in the community, SE also served as an internal mechanism for “really uniting faculty” in pursuit of a “common purpose,” and for connecting faculty members across the institution who would not necessarily work together were it not for SE.

From a mission level, the president is pretty consistent in messaging around our purpose being to leverage our strengths for the citizens of the State of Washington because we are a publicly purposed university. In light of that, I think it fits very well with what the mission of the university is.

So social entrepreneurship, I think, pretty directly is . . . linking theory and practice. It helps us to better understand what we're doing educationally and the practical impacts that those learnings will have on enhancing economic activity in this state, enhancing the betterment of lives of people in this state. I think it all goes back to mission. I hope that doesn't sound too abstract, but that's where it starts is at the mission level. . . .

I think it does reinforce the tag line [Active Minds Changing Lives], which is a statement of mission as well, an abbreviated statement of mission. I see social enterprise doing all of that. It has a side benefit of really uniting faculty in a common purpose. I

think that, in the pursuit of social enterprise, faculty that wouldn't necessarily interact with one another start interacting with each other. (WWU Interview 111)

Sustainability and “Doing Good Work”

Since its founding, WWU has prided itself on being an early “university of the environment” (<http://www.wvu.edu/about/green>), and its sustainability initiatives are considered part of the campus' overall commitment to environmental concerns. Curricular-based programs are largely centered in the Huxley College of the Environment, including in its Sustainability Academy, while faculty, staff, and student extra-curricular activities and environment-related projects are often coordinated through the Sustainability Office, whose manager reports directly to the Associate Vice President for Academic Affairs (Field Notes).

Huxley College was described by one of its faculty members as “one of the first environmental colleges in the country,” and “has this history of really encouraging activism in students involved, primarily, in environmental issues.” In the past few years, WWU's definition of sustainability has expanded to apply to more than “just the environment,” and now encompasses other areas, including SE (WWU Interview 102). The Sustainability Academy was started by faculty, “probably about eight or nine years ago,” with a “point person” in Huxley College, and is now made up of:

People just wanting to exchange ideas and have conversations about sustainability. And so we loosely call ourselves the Sustainability Academy, but, as the program grew and as students really pushed for more academic offerings in sustainability, we realized that we needed to go more from this grassroots loose leaf coordination into a more systemized academic effort. So starting this year, we are now offering a minor in sustainability studies. And it's . . . a pretty directed curriculum that looks at sustainability through the

different lenses of economic, social, and the environment. . . . Most students will say they're interested in sustainability, but it's hard to pin an actual number on it. I would posit the vast majority of students at this particular campus would say they're interested in sustainability. . . . They're across the board in terms of majors. . . .

There's a campus sustainability planning studio. There's campus planning studios. And students really wanted a hands-on approach to try to address sustainability issues through curriculum. And one of the things . . . the university has done really well is, for years, this is a student initiative where students basically vote to tax themselves \$7 a quarter. It used to be called the Green Energy Fee. . . . And students would then apply for money into this Green Energy Fee to fund alternative energy projects. . . . And just this past year it was renamed the Sustainability Action Fund, so it's not just about energy anymore. So real student activism on our campus to do that. . . . And I think students pick up on the passion of a lot of professors, but conversely, the professors are really motivated by students also. . . .

Everybody loves the idea of sustainability, even though not everybody knows what it is. And so what's working is that there's a real passion by students and faculty to really want to be involved in sustainability issues. (WWU Interview 102)

Another participant described the campus-wide Sustainability Office's planning studio and the services offered students and faculty who have ideas for innovative projects.

In our language, we use sustainability as our term for social and environmental innovation. . . . We have a lot of great ideas here on campus, but up until I'd say, really, five years ago, we lacked the resources to bring a lot of those initiatives into action. We

still lack the resources to do them on the scale that we want to, but we can, at least, pilot what we're doing through the Sustainable Action Fund.

People can come in for \$500. They might come in for \$200,000 for their project. We collect about \$300,000 a year from students, and then we manage that fund that is then doled out to the different groups who apply for that. It's actually a few needs. One is the resources to get the job done. The second one is helping, especially students, figure out what their project should be, because they want to get something done but they don't really know what does it take. . . .

They don't know who to talk to, how to conduct the research . . . all the considerations that go into a project that a full-time staff member project manager would make. They don't know that, so we're actually training them, not only to be able to fill the grant application out properly and fully, but also a little bit on how to conduct research and product management. It's helping them both on campus and then, hopefully, off, as well. (WWU Interview 109)

Applicants to the Sustainable Action Fund may either work individually or in teams, and the Sustainability Office has seen successful ideas generated through a variety of different avenues.

One of the ways is students just seeing what's happening in the world, and seeing what's happening on campus, and self-identifying the problems. . . .

Students come up with these ideas on their own. That's one route. Another route is faculty who are working with students, and faculty are teaching about sustainability and social entrepreneurship, and either a faculty or student will say, "Hey, I got a great

idea,” or they're learning about an issue, social environmental issue, and someone says, “Boy, we can do something about that. Why don't we start here?”

It happens also through the classroom, and a sub-part of that is a class [taught by the sustainability manager] called the Campus Sustainability planning studio where we are using needs that are identified by [the manager], which is in connection to our sustainability committee and people all around campus identifying needs that are then researched within that class. Right now, [we've] got four research teams that are each looking at different aspects or each looking at a different project on campus, so . . . charging station policies, purchase of green energy. We've got a host move out waste sorting issue that we've had in neighborhoods around campus. And then, we've got one more, turning off lights in buildings. . . .

A third area that will, I think, in the next year or so, identify those needs will be our strategic sustainability action plan that we're writing right now, and that will, I think, be a reflection of the sustainability committee's and, thus, the university's hopefully priorities and sustainability, and then we can use that to identify where we should be using funds. (WWU Interview 109)

The Sustainability Office started reporting to the Provost's Office “about a year ago,” since much of what they are currently responsible for has become “really co-curricular,” and their purpose statement now refers to “creating graduates who will go on to do sustainability/social innovation work in the greater world.” They are “still working on operations,” but staff members are thinking about them “differently.” Previously, they “talked about greening campus,” but they now see sustainability and “doing good work” in the community as integrally part of the university's learning and service mission.

We stepped back and [said], well, if we green campus and no one learns from it, we would feel like we failed because this greening Western Washington University in itself is, I wouldn't say useless, but, in terms of the scale that all of our 4,000 graduates every year can take to the places where they work and play and live, worship, whatever they do, it pales in comparison. Really, the endgame is students doing good work not just greening campus. Greening campus is a way to get them to do that work. (WWU Interview 109)

“At the Intersection of Colleges:” Leading from the Grass Roots

WWU's SE-related initiatives were characterized by most participants as having been initiated by faculty and students at the grass roots level, and often occurred, as one administrator put it, at the “intersection of colleges” (WWU Interview111). In addition to Huxley College, three other colleges, in particular, the College of Business and Economics, the College of Science and Engineering, and Fairhaven College of Interdisciplinary Studies, were frequently mentioned as loci of SE planning and activity. Participants from the university administration, as well as from each of the colleges, talked about these efforts from their own respective vantage points. An upper level administrator provided the example of a socially entrepreneurial development in response to student and faculty interest in an interdisciplinary energy studies major that spanned multiple colleges.

Western has had, we've had Fairhaven College of Interdisciplinary Studies for a long time. Huxley, again in the environmental area. These are not new kind of commitments to Western, but to bring them outside the college and put the colleges together, that's new. The other thing we do a lot at Western is, we pay close attention to the needs of our students. The energy initiative that was, at its fundamental roots, students and the faculty

members thinking about where does Western want to be in 5 or 10 years in that area? Social entrepreneurship group of students, right? The student commitment, here. . . . Students come here to be serious about their education, but they come here to make a difference, a positive difference. (Interview 107)

A participant from the College of Business and Economics discussed the Business College's parallel commitments to sustainability and to SE, and the development of the energy studies major as well as a major in business and sustainability. He viewed SE at WWU as arising from a creative diminishment of the distances between colleges, rather than the planning process typically undertaken within individual colleges.

Here in the college, from a sustainability perspective, for years, we've had faculty teaching environmental marketing, triple bottom line accounting, environmental management, energy economics, environmental economics. There's always been that initiative as well. I view them as parallel tracks. It seems that they emerge from faculty or students, not so much from staff, though some of that happens. In sustainability, we have a lot of staff, but when it comes to social enterprise, I think it's really student-driven or faculty-driven, but I would say more so by faculty, honestly.

I think the social enterprise has emerged not within colleges so much as it has at the intersection of colleges. If you look at, we have a combined major between the College of Business and Economics and Huxley College of the Environment in business and sustainability. We have a combined major in energy studies that's a collaboration of the College of Science and Engineering, Huxley College of the Environment, and the College of Business and Economics. It's really a merging of the space between colleges more so than in colleges themselves. (WWU Interview111)

A faculty member from Fairhaven College, who currently teaches courses in SE geared toward undergraduate arts majors, and who was involved in the initial planning committee that led to the establishment of the interdisciplinary entrepreneurship minor at WWU, spoke about how student demand there sparked faculty interest.

I was one of just a handful of people, really four or five, who got together several years ago because we felt that there was a need for, and a demand from students for, a minor, or even major, in either entrepreneurship or social entrepreneurship. Some of us were coming more from the kind of social entrepreneurship broader perspective, social justice area. Others were really coming from the business world, and so forth. My interest was always in social entrepreneurship, so I was hearing this. And there were two other individuals at Fairhaven College . . . which is a very small college. Almost acts as an independent college within the university. . . .

Anyway, we were hearing from students, and it was loud and very clear. . . . [One of the students] came to me and she said, “I’ve never been able to put a word to this, and now I understand. Social Entrepreneurship kind of pulls it together, because it’s about social justice activism, about entrepreneurship changing the world.” From my perspective, first developing with students and administrators and creating what we, at first, thought was going to be a kind of conventional minor in, we were actually calling it a minor in social entrepreneurship, was where we first navigated. . . .

And so what was happening was, from our perspective, the faculty perspective anyway, was that we were addressing what we felt were and hearing from students the types of courses that would pull together from business, from basically social issues, whether it was sociology, anthropology, whatever, economics and so forth, into one

program. That was kind of the beginning. Then, from my perspective, at the same time an influx of money and interest was coming into entrepreneurship at the College of Business and Economics. . . .

We got together, and it was just us for this, like a whole, huge university, but we knew that we represented any number of faculty, administrators, and students who are all talking about change, talking about being catalysts for change, having a mechanism to talk to each other, to bring forth our ideas, whether it was for-profit, nonprofit, didn't really matter, you know, as a group. So we thought, "OK, where is this going?" . . .

Then, actually, another individual who was less involved at that point, but became extremely involved, was the Vice Provost. . . . Anyway, he got heavily involved, was at that time the dean of the College of Business and Economics. . . . Then [he] became the Vice Provost. Well, as all of this was developing, he really was very instrumental in bringing funds, and also working with the foundation in getting funds. . . .

It took a while, but over those few years, we were able to develop this new program, continue adding courses in various places, whether it's in the College of Business and Economics, or Fairhaven College, those are two main ones in terms of coursework. (WWU Interview 110)

Another Fairhaven College faculty member, also instrumental in early planning for the SE curricular and co-curricular activities, described them as stemming from the demand of students seeking experiences that would enhance their careers, as well as from the fact that, although there were multiple related initiatives on campus springing from student activism, there was no coherent network to organize or coordinate these efforts.

I think that changing lives, that piece has been taken relatively seriously by Western over a pretty long arc of time. But that kind of work has been happening in little pockets across the campus without a coherent or cohesive campus network or vision. Our students on campus developed one of the first campus recycling programs in the nation, years and years and years ago. So our students that took [one of my classes] started an initiative on the Farm to Table, worked with the dining hall providers. There are lots of places where that kind of social entrepreneurship work was happening, but there was no sort of coordinated, or ways for those people in those areas to structurally share the work that they do, or to look at the kinds of skills sets that students who want to do that kind of work might desire, for example, in the social entrepreneurship minor that we've developed.

There was a lot of conversation with people across the campus, both faculty and students who were running these other initiatives, those kind of pocket places, asking what they need. An additional place of information for us was when students at Fairhaven write their own degrees, they write a program plan that has to be approved by three faculty members. We went back and looked at many of the program plans that had been developed over the last 10 years that related to social entrepreneurship to see what kinds of courses students had chosen on their own, with the guidance of other faculty, to try to build up that skill set, and that gave us some ideas about the kinds of things. Reading their narrative summary and evaluation papers at the end gave us some ideas of what seemed useful and what did not. (WWU Interview 26)

An administrator added that, at Fairhaven College, the experiences provided by faculty in response to the diverse mix of student interests had led to the availability of resources from the

university, especially following WWU's application to Ashoka for a Changemaker Campus designation.

So much of the interest here in this college in social entrepreneurship has been bottom up, coming from the students and their interest in finding those career opportunities that do lead to tangible outcomes. We have a diverse pool of students coming in here. We have some with more life experience. We've got some coming in with two year technical degrees. It's a good mix. I think that part of it has worked out well for Fairhaven. I think the university's association with Ashoka, I would point to as another very positive part of the process. Ashoka provided a very positive model and set of some language and inspiration, and because of the Changemaker Campus opportunity to get certified, that focused some activity and we got some resources put into it. . . . Clearly, that whole spread that I was talking about before the fact that there's bottom up energy and that there's support all the way to the top was key. (WWU Interview 104)

“Multi-College and Cross Disciplinary”

This support from the university's administration, complementing the grassroots efforts of faculty and students, was frequently mentioned by participants as not only a success factor, but as signifying the value and importance placed on SE at WWU. A faculty member commented:

I think the fact that SE is being supported through [the] Provost's Office is a really, really strong indicator. . . . So [the Associate Vice President] has been really fabulous in terms of supporting all of these multi-college and cross disciplinary initiatives. . . . I would say we're definitely finding support at upper levels of administration. (WWU Interview 102)

Others voiced similar views. An administrator from another cross disciplinary program remarked:

We have an administration right now that I think sees the value in letting faculty ideas bubble up from the bottom. I think they see the value in these cross-disciplinary, transdisciplinary programs. I think it's part of the culture of Western to connect across boundaries. The fact that our administrators are supporting and encouraging . . . I think that we couldn't do it without that kind of administrative culture. I don't know that 10 years ago we would have had that same support. (WWU Interview 115)

Another participant cited additional strategic benefits of SE-related programs reporting to the Provost's Office.

Because we report directly to them, and they have such a big umbrella view of the institution, we can come to them with ideas and they can see whether it's implementable or not, or they can see where the holdup is going to be. And they can pull in the people from the right other divisions of the institution, whereas we may not have the informal power or the cachet that people really want to talk to us. I absolutely think it's a benefit to be housed under the Provost. (WWU Interview 115)

It was said that the origin of the Associate Vice President's involvement in SE planning and programs followed the then recent precedent of the Institute for Energy Studies, the first cross-disciplinary initiative that came under the oversight of the Provost's Office.

The need, I think, was very much identified when we started our Institute for Energy Studies, which is really a socially entrepreneurial organization. It came from student demand, a couple of faculty, said, "Wow, we need to do something about this," started planning a program, started thinking about how the program might be able to reach out

into the community, and started the institute, and, you know, it's moving forward in a great way. But the thing about that institute and the program that was so important in helping us see the need for this was that it was a collaboration of three different colleges. And I was dean of the business school at the time, and we were involved, along with our environmental college, and our college of science and technology. And as I was looking at this, you know, coming at it from a business school and a strategic and organizational perspective, I was thinking where does this program wind up reporting, and where does the person who's directing the program wind up reporting? And I quickly came to the conclusion that it made no sense to report to any particular dean, because three colleges were pretty well equal partners in it. It made no sense to have a rotation among deans, and so where else do you go when you're a program that crosses college boundaries? And, so, I thought immediately it needed to go to the Provost's Office. (WWU Interview 1 Participant 1)

Further, another participant observed that a restructuring of the Provost's Office also gave WWU the opportunity to organize SE and other cross-disciplinary programs directly under a new Associate Vice President.

You really need a university level champion of interdisciplinary program projects. . . . We made that commitment to do that, so, when we restructured the Provost Office, we said that that was one of our priorities. . . . We didn't feel we had enough of person power into that to really continue to foster those programs. That was quite a strong institutional commitment. (WWU Interview 107)

Adding SE to the Associate Vice President's portfolio of responsibilities was thought especially appropriate, given SE's boundary-spanning nature and university-wide potential to facilitate positive change.

The energy program . . . was the catalyst, but we had several programs that crossed disciplinary lines very easily, whether it be leadership, whether it be international, whether it be sustainability, and, when [the Associate Vice President] was dean of the business school, the entrepreneurship program, [he] always thought that that was the right way for entrepreneurship to be approached, as well, was really cross-disciplinary and not in the business school. And, so, all of those things sort of staring us in the face, we just said, OK, this makes sense. . . .

It's also the nature of Western in that we work across disciplines pretty easily and pretty well. We're siloed, there's no question about that, but we're not as siloed as a lot of other universities. I think that's part of our, sort of, small campus feel, too. I mean, it's just people know each other, so it's pretty easy for them to talk and then start working together. So, I think it's necessary, here, to have somebody who has the interdisciplinary portfolio to make sure that, when those things happen, as they do organically, here, that we can take care of it. But one of my real firm beliefs is that entrepreneurship, whether it's social or not, it has to be a university wide focus. So, yeah, I think that was one of the reasons why we could think about how we wanted to organize what we were doing, here, about change making, this way. (WWU Interview 1 Participant 1)

Innovative and Actionable

After coordinating with Ashoka WWU's successful application for Changemaker status, the Provost's Office was able to create the IDEA Institute, in part, with a donor endowment to underwrite a portion of a new faculty chair to oversee operations.

To move us forward . . . the Associate [Vice President was] in a position to influence some administrative central funds to provide the seed money to get things going. That's how [an assistant] was hired to start the exploration of becoming a Changemaker Campus, and where that might lead.

That was very important, and then the business school got a donor to endow a chair to create what is now the IDEA Institute. So [there is a] chair, and that was a very very helpful thing. The university is now committed publicly, and we've got this donor who has provided the backing for at least some of the cost of that faculty position. That was pretty essential, and then, beyond the finances, having the administrative support for the creation of a new institute focused on this stuff. . . . It was a pretty good challenge to get the IDEA Institute approved, and it was successful.

So now there's an institutional commitment, because we've got the new institute. We've got the chair. We've got the minor. We've got these connections. . . . It feels, to me, like it's got kind of a critical mass, so that it can thrive on its own. It has enough stakeholders, internally, that it would be hard for me to imagine how that process would get . . . Say if a couple of key players left, right now, there's so much infrastructure that they've built, I think it will continue. I think it will be resilient towards the changes that happen in the future. (WWU Interview 104)

The direct reporting line to the Associate Vice President enabled IDEA to “get up and moving very quickly in this alternative structure that really is housed across colleges” (WWU Interview 155). IDEA was intended to provide a:

. . . process for people who have the desire to make change happen within some sort of social purpose area. And so, the need is the desire to be able to actually do something with this thing that they're particularly interested in or passionate about. . . .

What we were trying to do was to provide curriculum in other areas that were accessible to people. It allowed for inter-disciplinary work to happen. The reason we chose the institute was because of those types of reasons. If we had followed models that are happening at many other universities, we would have, perhaps, housed things related to social innovation inside a particular college. And those colleges might have prerequisites that would create systemic or institutional barriers to being able to access it.

We took a broader perspective of quote, “social entrepreneurship” to be inclusive, really, of all entrepreneurial and innovative behaviors and purposes. So context became neutralized, and, therefore, once again, that lowered the barriers to saying is this for me, or not. (WWU Interview 127)

Another participant commented on what she saw as the innovative organizational structure and curricular aspects of the IDEA Institute.

I think the way [IDEA personnel] have set up the IDEA Institute, with the way that they're scaffolding the curriculum, is very innovative. It's really shaping the way students think from the very beginning, and the way they can express and articulate that to others outside of campus that I think gives them, the students, a lot of confidence to be able to know that they've been thinking critically, to be able to empathize with people, to be able

to articulate and have great presentations so you can get your ideas out there. I think [IDEA personnel] have been doing a really great job of trying to develop that self-efficacy and agency in their students. . . . I think . . . we're not the creators of that kind of culture and that behavior. I think it was existing before us. But we step in with very specific philosophies and practices and ideals and values. Then we can just, the hope is, catapult what we are already doing forward . . . And formalize it, absolutely. Give us language to talk about it and reify it, in a way, by formalizing it and giving it structure. It makes it real in a way. It makes it feel like we can do something. It's very tangible. When something is tangible, we know how to move forward. When it's very ephemeral, and it's an idea, it's hard to put it into action. I think [IDEA personnel], with all the work that they've done, have been really great at turning an idea into something actionable.

(WWU Interview 115)

“A Pathway to Collaborate”

One recent, actionable result for IDEA was the new entrepreneurship minor's being designated as one of three curricular options in the new BA track in energy policy and management offered by WWU's Institute for Energy Studies. As a faculty member described it:

What we've done is basically, to date, brainstorming and planning to try to find a pathway to collaborate between the entrepreneurship and innovation program, and particularly that minor, and the Institute for Energy Studies and the energy majors and minors that we're developing.

We've done one thing formally, which is to include the entrepreneurship and innovation minor as an option in what this quarter now is a brand new bachelor of arts degree track in energy policy and management. In that major . . . it's mostly about policy

economics and energy sciences and so forth, but there is a track, you go through all this stuff you have to take, and then you come down here to a set of business oriented classes, and you have three options. Two of the options are take this class or this class. The third option is take the entrepreneurship minor. That helps you complete that major, and you get the minor. It's actually more total units and courses than the major all by itself. I think it's a very attractive thing.

We're trying to figure out other combination sets of coursework, maybe just a major that includes the entrepreneurship courses without adding on so many units and thinking about other ways to combine our efforts. The theory here is that, from the standpoint of entrepreneurship and innovation, there's a need for context. And there's a need for motivation, and a lot of the motivation of students at Western is social problems and social awareness. And those in entrepreneurship are interested in social entrepreneurship and solving the energy problem which underlies so many other problems from poverty to global security and all kinds of environmental issues, of course, which is a very important and coherent social mission that we see as potentially a strong motivator and focus for entrepreneurship and innovation.

The innovation is a lot about not necessarily starting up a new business, but intrapreneurship. . . . If you look at the energy industry in particular, the demographics are pretty horrible. Anybody who knows how to do anything in an electric company is over 60. There's going to be a huge amount of turnover, and, at the same time, a huge need for innovation. You're going to need newer, younger, smarter, and way more innovative people. That's what we hope to deliver to them, of course, in the context of a very important social mission.

From our standpoint, we see ourselves producing something different from just another engineering program. We do have an engineering program. It's very small, but what we're most interested in is people who have a mix of technical chops, but also the understanding of the context, the policy, the regulation, the economics, and business aspects of the energy field in a way that they can hit the ground running and innovate. Having tools such as the entrepreneurship and innovation training under their belt seems like a perfect fit to me. . . .

Our own program is designed in direct response to student interest, and in direct collaboration with a pretty high powered board of advisers from local industry and government nonprofits and so forth who are telling us what they see the need to be . . .

I see part of the breadth—not just the technical and analytic skills in energy—part of that breadth being how to solve problems and how to get things implemented in the real world, not just get the right answer on a piece of paper. (WWW Interview 108)

“Multipurpose Interdisciplinary Entrepreneurship”

According to participants, the IDEA Institute supported a broad-based view of entrepreneurship that encompassed for-profit as well as social aspects. However, IDEA's curricular, co-curricular, and continuing education offerings have “a fairly substantial social entrepreneurship focus,” that attracts “people who are specifically interested in social entrepreneurship, starting a social venture, what experiences they might have” (WWU Interview 1 Participant 1). A participant noted that, although the Institute has become “the mechanism for taking ownership of an SE minor,” that IDEA personnel did not want “the IDEA Institute to be labeled SE,” but to be seen as supporting “both traditional entrepreneurship and SE” (WWU Interview 111). According to one faculty member, “our work at the Institute” specifically

focuses “on making change happen, and trying to understand social purpose broadly, and trying to create process to any sort of contexts students may have, or staff may have” (WWU Interview 127). Other participants talked about how their activities at WWU reflected a “spectrum” of entrepreneurship:

. . . for changemaking versus just social entrepreneurship, and the choice not to choose one or the other. . . . And what we did was actually to change the language of it, and call it multipurpose interdisciplinary entrepreneurship, which means that our program is housed underneath the Provost's Office instead of in a particular college. So, for example, many entrepreneurship programs are housed in a business school, and you know where your home base is. But being housed underneath the Provost's Office means that students from anywhere on campus, any of the majors, any of the minors can apply to become more experienced and knowledgeable in entrepreneurship innovation, right?

So we only offer the minor, and the minor is meant to supplement their, sort of, passion. So whether or not it's in computer science, or whether or not it's in humanities, or whether or not it's in agriculture, we provide the opportunity for students to, kind of, gain the skills, knowledge, tools, abilities to innovate wherever they are. So, whether or not they become intrapreneurs, whether or not they go into an organization . . .

And so the idea is to really start from kind of a base of who people are when they walk into the room. So we start with people skills, right? Let's talk about ways that we can benefit from teamwork and collaboration. Let's build our empathy muscles. Let's build the skills that we need to be better listeners. Because we feel that all of those moves us closer to that side of entrepreneurship for something, and, ideally, social entrepreneurship.

But we also need to face the fact that there could be a corporation out there whose whole home base is that they are community integrated, community supported, environmentally friendly, that they are stewards of the spaces and the place around them. And, so, whether or not they're an actual social enterprise, or whether or not they're a corporation for-profit, and just doing an incredible amount of good by building a healthy culture within, by supporting a healthy culture without, we have built a program that then, kind of, supports anybody that's on that spectrum. (WWU Interview 1 Participant 2)

The spectrum espoused by WWU faculty members embraces the idea that “the entrepreneur doesn't have to be the rapacious capitalist, but rather the innovative person” (WWU Interview 125), while still accommodating others' more business-oriented associations of entrepreneurship with free market applications.

For me, social entrepreneurship or social enterprise is the next evolutionary step of free market capitalism. It's leveraging free market principles for social good. From the perspective of the College of Business and Economics and the values of the college, but also the values of the university, it helps students to understand that you can apply what they've been learning in a more traditional business context outside of that context, either in not-for-profit or for a social purpose corporation, or even governmentally. . . .

It seems to me that what is happening, and should happen, is a kinder, gentler application of the model of capitalism that Adam Smith both promoted and recognized the shortcomings of at the same time . . . hopefully creating the application of capitalistic principles in a more humane and environmentally sensitive way that benefits people who have historically been disadvantaged. (WWW Interview 111)

Whatever kind of entrepreneurship is enacted along their spectrum, participants talked about “looking for long-term behavior change . . . long-term system change,” in addition to producing smaller, cumulative changes, including relating to campus sustainability.

So there sometimes are things like the green energy fee, one of the things that they spent some energy and initiative on was banning water bottles from campus, right? Because of the impact they have on the environment, because of the impact they have in cultures in the global south. And then to flip that, and take the money that we were saving on the sales, or to at least provide water opportunities on campus, they created water bottle refilling stations.

So, one of the things it does, it just encourages people to be more thoughtful about what sort of resources they're using on a daily basis. So, for example, when you walk across Western, you very regularly see people carrying their own water bottles and coffee cups, which, if you look at the lifetime and the impact of the lifetime of people not using single use water bottles or coffee cups, and about how much impact that could have, especially if those people then go off and start, like, impacting other communities. . . . Even if it starts small, and we start looking at how does this, kind of, start weaving its way across communities and across cultures. (WWU Interview 1 Participant 2)

“Accessible to All”

Participants desired to expand the IDEA Institute’s minor and other core services, but recognized this would require additional resources.

What we're trying to accomplish in terms of building a more all-purpose entrepreneurship and innovation program that is accessible to all of the various stakeholders that we have that we identify as important to us is something that can be built, but it takes talent. For

me, being able to understand how we can get all the different kinds of talents on board is critical. A core staff of professionals is what's really needed, in terms of being able to go after our key mission areas, the curriculum, extracurricular, professional programming, and research. So getting that core and then a slew of people that support that, but then, keeping the circle continuing out, being able to reach out and create champions of what we're doing out in the community is important, that would be amazing. But then, also trying to expand our opportunities for experience or learning for our students. . . .

Space wise, we would be best off if we had a way that we were connected with the other interdisciplinary people on the campus. And that's in the works. And we would be well off if we had the ability to be connected into the community. (WWU Interview 127)

“The Door into the Community”

While summarizing a number of participant observations, one participant reflected on the variety of SE-related activities that are now associated with the IDEA Institute. This network had, she felt, a potential to more fully impact their immediate community through its variety of curricular, and co- and extra-curricular service points.

I think we've been talking about entrepreneurship on this campus in a variety of ways for a long time. We've been teaching classes. To be able to finally solidify that into a program that's coherent for our students to understand, that provides them some connection that it's not just a class you take or a couple of classes, but really this embedded and developed program I think is really meaningful for our students. I think it provides an opportunity for a variety of voices on our campus who have been talking about these things for a long time but they are in their different pockets, silos we call

them on our campus, all these folks in different silos. It provides us some kind of structure for us to start speaking to each other, developing a conversation, a dialogue about social entrepreneurship that we just haven't had.

I think that, as an institution, I think we've been doing it individually. It's been individually driven rather than a really concerted and endorsed effort on behalf of the institution. For me, the development of that initiative has been really important. I'm personally really excited with my own program to be working with the IDEA Institute because I see so much synergy between my institute and the IDEA Institute, as well as so many of the other institutes that we are working with. I'm really excited about that. . . .

First of all, I think it's benefiting our students by giving them a better sense of how to work with the community. One of the things that higher ed is sometimes not good at is we act in our own colonizing ways. We have a tendency to walk into a group or a community organization and say, and I've done this myself—I'm totally calling myself out here—walk into an organization and say, “We're really smart, we're quote unquote the experts. We know what we're doing. Listen to us, we're going to tell you how to fix it.” I think the approach that we've taken to social entrepreneurship on this campus is not walk in and act like you know what you're doing, but go in and listen to who your clients are, who your community is, who you're working with.

The other thing that I know from working with [the IDEA Institute] is the importance of developing a sense of empathy to really understand what is it that we're trying to innovate here. If we're going to be social entrepreneurs, really, what are we doing, and who are we doing it for, and why are we doing it? I feel like that's been, I think that that approach has really helped our students, because they walk in not with this

entitled full of themselves attitude, but instead are I hope going in really humble ways saying let me listen, let me hear, and then let's see how we can collaborate to create something new together.

I think it's for sure impacting the quality of our students that are being sent out into the community. That's one benefit. I think the other benefit is related to a longtime criticism of Western. That's the town and gown relationship. We are the University on the hill that's not very connected to the community, although we've been here for so long, although we're the largest employer in Whatcom County. There are pockets of connection. I'm connected because I do service learning. Other folks are connected through specific projects or research. There hasn't been a real concerted effort on behalf of the University to really connect with the community until the last few years.

One of the things I think the benefit of the SE program here provides is a reason to collaborate, a mechanism for collaboration, an opportunity, the door into the University and the door into the community I think in a lot of ways. We need that. I know with talking with [IDEA personnel] on a couple of projects that we've been talking about together, community organizations are coming to us saying, "We recognize you as the experts and we need help. How can you help?" The entrepreneurship program is one way in which that can begin almost right away. (WWU Interview 115)

Collaborative, Inclusive, and Challenging

A faculty member in another college commented on the collaborative, inclusive, and challenging nature of SE.

I think what's great about the institute and about social entrepreneurship, as it's defined here, is that it's challenging. It's challenging. It's challenging students, and it's

challenging faculty to kind of look at learning in a different way, and to look at the relevancy of learning in a different way. I am pleased to see how inclusive the program, and the philosophy, and the people behind the entrepreneurship on campus are being. They're very inclusive. They're very interested in working together. We've already worked together on projects. . . . It makes it very encouraging to see how inclusive they are being. They are reaching out to all kinds of departments and colleges across campus to work together on projects. That particular aspect, I think, is one of the things that I find the most promising and the most challenging, breaking down the silos. (WWU Interview 101).

Another faculty member mentioned that SE was a way to make “very loosely organized but quite robust programs” in isolated “pockets across the campus . . . find a way to talk to each other and collaborate,” instead of, again, being “siloed.” She thought “as with many things, when you can get people with similar visions together to talk about what they do and why, sometimes the pieces come together into a larger whole that has more power.” Such collaboration can allow for working “imaginatively across many kinds of differences” in order to engage in solving challenging issues of community concern. (WWU Interview 26)

Enriching Teacher Education and Community Learning

Notable examples of SE’s utilization in work with the community are to be found in the university’s education programs and the links they provide to local school districts. Three projects will be highlighted: an after school mentoring program, a new teacher training initiative, and the publication of K-12 curricula.

After School Mentoring

WWU's education faculty have successfully partnered for almost a decade with local middle schools to help students who are struggling to succeed. With the cooperation of a university foundation officer, the faculty member who initiated the programming was able to secure private foundation grants for startup and during the project's early stages. Much of the programming is now sustained through a federal grant and funding from the school district, although the college of education has recently hired "a friend-raiser, fund-raiser, not necessarily someone that's really familiar with grant writing processes, but who has been starting to do some outreach and to look for [additional] funding" (WWU Interview 144).

This faculty member's experiences over the last decade illustrate how the project has evolved and grown organically, including into a model that has been applied to other schools. The purpose of the program was not to develop, or "scale up" the model, but to assure that the project continued to meet the needs of the local community. This can be seen as reflecting the aspect of the proposed SEHE model that includes implementations that are not necessarily intended to grow, but which are planned to remain at or near a certain level of performance over time. It also reflects the SEHE model's focus on opportunity identification and development through collaboration with the intended partners or recipients of the service. As well, the experiences support other participants' comments that WWU had been undertaking SE-related activities long before they had either named them SE or begun planning efforts to formally coordinate or network them.

Need. The faculty member summarized the origin of the mentoring partnership as arising from the need in the community to address at risk youth.

Working with students here on Western's campus, I developed an after school mentoring program for them that really focused on social and emotional development of the youth. We worked really closely with our partners in the school to identify the young people that we wanted to recruit into this program. They were kids who were not well connected socially. Many of them had challenging issues in their home lives that might have prevented them having strong adult role models with them. The major focus that we were working on was to get them connected with peers and get them connected with caring adults. That model started nine years ago and, as of last year, it's been totally taken on by the school district, because we worked with them to get a major federal 21st Century Learning Community Center grant that's now supporting that program and a number of other after school programs at that campus. (WWU Interview 114)

Initiation and expansion. The mentoring program was initiated by the faculty member at the suggestion of one of her former students, and was expanded in response to demand. It has also been replicated in other area schools.

Interestingly, the opportunity to create this program came to me through a former student who was working with Washington State University extension in the 4-H program. He had received a small grant for civics education programs, and he knew that that was in my background. The way that it was framed was around helping young people actually be change agents in their communities by an established program that had them look at community needs, think about issues that were important to them, and then create action projects that were based around that. We had an opportunity to start an after school program from that framework. We did use that framework, but what we found, or what

emerged and developed, was that what we were really doing was socially and emotionally supporting these kids.

We were doing it through civics education and through having them become change agents, but it grew from an initial about eight week project the first year we did it to a year-long project the next year, where we really developed the curriculum and laid it out over the course of a year of working with these young people, which culminated in community action projects. When the opportunity came to me, I took it to my school partners and I said, “I've got some funding, I have a program framework to run this kind of an after school program. Are you interested?” They said, “Absolutely. We have some students we think could really benefit from that. It sounds like something that would empower some young people. We have some students that we're concerned about. They're not getting connected to school. They're not engaged.”

Then how the program grew and changed over the course of those nine years, and even it's still evolving now, really was based on our interaction together, so school personnel and I talking about the program components, looking at and evaluating what happened as their young students moved through the program. It also then became a way for our teacher education candidates to have a really strong field experience, and practice working with creating relationships and socially and emotionally supporting young people, which is a key part of teaching. It became a very mutually unofficial endeavor that just kind of grew and changed slightly through the years as different populations at the school changed. . . .

It's ongoing at that school, and we took that model to another school, but it was never really our intention of creating a model that people could use. I think that's where I

have a bit of a disconnect with what I understand of the social entrepreneurship framework, which I perceive to be a little bit more from the business perspective where you create a model and then you . . . ramp it up is not the right word. . . .

You scale it up. That's what I was looking for. Then it gets implemented in other places. For me I'm very much more embedded in my particular community. My longstanding relationships with the personnel at the school have really helped me create programming that's much more responsive to their needs. At the end of that first year of programming, actually sitting down with the school staff and talking with them, they said, "This program was great. We really want to continue it, but we need some help supporting our Latino population." (WWU Interview 114)

Based on partner feedback, the initial project spun off another program specifically geared toward Bellingham's growing number of Latino students and their parents.

Then that really grew into a whole separate project that became very extensive. It ended up that we got people together from that school community. We interviewed Latino parents about their experiences with schools. We developed a plan then to work directly on parent outreach, student outreach, and then working with the school personnel to help them become more effective at reaching out to those populations. Ended up creating a second mentoring program that was specifically for Latino youth. Worked with some AmeriCorps funding here to place a person in a position to do family outreach with Latino families. That position then was later picked up by the school district, and established. Actually a position of a person that directly reports to the superintendent in our school district here, who's called the family engagement specialist for the district. That emerged over the course of about four years of our outreach, starting initially with

Latino families, and then we went to a more concentrated district-wide effort to reach out to families. (WWU Interview 114)

Learning and diversity. The ongoing partnership with the school district has been valuable to this faculty member both in affording the opportunity of addressing local equity and diversity issues in her community, and in exposing her to practices in the field that have informed her university teaching.

I've learned so much. There are so many different categories of learning. It's enabled me to be present in school sites, which you could be in the ivory tower up here and get pretty disconnected from what's actually going on in the day-to-day lives of school children, and of school systems. For me it's been an incredible opportunity to watch my partner schools really wrestle with the big issues in education today. Issues of equity and diversity, and how to make sure that all of their students are learning, and how to change and adjust their system to make sure that that happens. The type of work I've done, it really does go beyond the academics as well to dip into what else do we need to do to support kids? That's been huge. The weekly interaction with middle school kids is amazing. I mean you always learn from them. They're funny, they're charming, they keep me excited and engaged in my work. It sort of put fuel in my gas tank to be able to do that work directly with them.

I've learned so much from the really smart teachers out in the buildings that I collaborate with. They're always bringing new techniques that I can then adopt and share with my students and classrooms. I guess that's another benefit to our institution is bringing the best practices from the field back to my own classes that I'm teaching here at Woodring [College of Education]. (WWU Interview 114)

Through this partnership, she has also been able to increase her knowledge of local demographics and the ethnic and cultural diversity that has increasingly impacted her community and the local school system (which, as other participants pointed out, reflects a wider demographic trend impacting K-12 as well as higher education throughout the state of Washington).

I've learned a lot about my community and the people who are here. The work with the Latino outreach was incredible for me. A lot of people look at Bellingham and they think we're not a very diverse community.

Yet this partner school that I work with and the families that attend that school, there are 22 different languages spoken at home as their native languages. I mean it's an incredibly diverse school. I now am rather puzzled when people say, oh, Bellingham is so non-diverse, there's no diversity here. I have to reflect back on the fact that I've had a lot of interaction with a number of diverse people through my work in the schools, and with community agencies that we have also engaged in with this work with the schools. (WWU Interview 114)

Successes and challenges. The participant remarked that the programs' successes have been the result of the close collaboration established with her school partners, including the initial, joint discovery of needs, as well as of the presence of continuous assessment. Conversely, she pointed out some of the challenges in achieving these successes, including the time required for these initiatives, especially on the part of the partners.

I think the things that have worked the best have been the close collaboration with the school partners. . . . Where were the needs discovered? It's been very mutual. My spending time out in schools lets me observe and bring some analysis to my school

partners about things that might be needed. And they being with their students every day, all day can help us assess whether or not our programs are effective, or likely to be effective. That being said, from time to time I've felt like we didn't necessarily always have the right student population within our groups, or we had difficulty during some years, not every year, recruiting students or keeping them connected with the program. I feel like closer communication or more effort on the part of the school staff would have helped with that. They were always very happy to have the program there, but we might have owned it a little bit more than they did at some points. Even though they loved it and valued it, they weren't necessarily expending as much energy towards the program as might have been helpful to support it. . . .

I mean they're very busy. Their jobs are completely overwhelming. There were just times where I felt it would have been better to have more staff members kind of engaged with the idea of the program to be able to support it. (WWU Interview 114)

Reward system. Similar to the experiences of some BYU and Tulane faculty, this participant mentioned how her work days have been impacted by these SE-related activities, which have been counted as faculty service. In future, she saw value in WWU considering such activities as part of teaching load.

I didn't have release time from that, it's considered part of my job if you frame it as service. I certainly have had some scholarship that emerged from that. Otherwise, I feel like it was more just an initiative that I was involved with my school partners. It wasn't necessarily seen as a central part of my work here, per se.

It would be nice if it could be considered part of load. There were times when I was running those programs that involved up to five hours a week after school being in

the building supervising the program, and then two to three hours a week meeting with various student lead mentors that I was guiding into supporting as facilitators. . . . There were times when, in addition to my regular teaching and grading load, that became a little overwhelming. If those activities could be considered part of load, that would be very helpful. (WWU Interview 114)

Growth and ongoing assessment. The participant had expanded her partnership with the local school district to include after school programs at elementary schools, and program assessment processes continued to insure the viability of the initiatives.

I'm now working with an AmeriCorps team of seven members. Even though I'm a secondary focus person, one of those teammates is in a middle school and one in a high school. Three of them are in elementary schools. That's been a new endeavor for me kind of working with that different level. We are creating after school programming at a number of our elementary school sites. We do have one who's placed at a community agency, a migrant housing complex that I've worked with for a number of years. Right now that's feeling like a pretty good level. We'll be assessing, every year we assess with the district. Do we want to continue this? Is it valuable to your school partners? We assess with individual buildings. At this point the school district is funding those positions, so they've made a large commitment, depending on budgets which may grow or shrink. I definitely see that work continuing. I'm not sure at what scale at this point. (WWU Interview 114)

Benefits. These after school programs have benefitted WWU in a number of ways, including in providing service learning opportunities for student teachers, and in establishing entry points for additional collaborative activities with the school district.

How does it benefit Western? . . . In these particular instances it's very reciprocal because, as a teacher educator, I rely on my colleagues in the community to help me co-educate students who are going to become teachers. I need place and space to do that. In that way, I guess it's an exchange of capital. They have certain things that meet our needs, and that has really enriched our teacher ed program at Western. It's a much deeper program. We've really developed a number of service learning opportunities for our students that were based in some of that initial work that have continued to grow throughout the years. My work with that one AmeriCorps member at that particular school, and I've worked with several through the years at various schools now, has resulted in a team of seven AmeriCorps and VISTA members who are out at six different school buildings and one community-based organization building that are all working together to support students and families in this community. It's given us as an institution some entree into the public school district, and it's helped support kids and families in the public school district as well. (WWU Interview 114)

School District Change Management

Another entry point for collaboration with local school districts is a new program involving education and business faculty who provide two district administrative offices with change management consultation and training. Initial funding was supplied by a donor. Since the program is only a year old, it was too early for participants to provide many details or discuss preliminary results, although they were enthusiastic about their initial experiences.

But this will also show you the sort of structure that we have put into place to help encourage these sorts of entrepreneurial, innovative, changemaking efforts. We have a program, it's actually going on right now, where we have, and this is the first year of it.

We have two school districts that have some district level staff coming together. We've worked with them for several months on a particular problem that they've identified that they want to engage in change management around solving. And it's been a collaboration between faculty in our College of Education and faculty in our College of Business and Economics to try to bring that sort of outlook into educational administration and leadership, to try to help people move from administration to leaders, to try to help people be able to successfully accomplish change.

And something that I'm sure you're very familiar with is a very conservative type of organization. Universities and school districts tend to be that way for lots of reasons, and we're trying to work on changing that. And that impetus came from a donor. A couple deans who heard from the donor what he was interested in said this is something that we can do. A faculty member in the education college, who is a former superintendent, who said this could accomplish such great social change for the students who are coming up, who are in the K-12 system, and the students who are to come, and school districts who were interested in this. (WWU Interview 1 Participant 1)

Curriculum Publishing Company

An education faculty member now also serves as the publisher at a nonprofit curriculum development company that “just joined Western Washington University a little over a year ago, and it’s focused on educating for sustainability.” The company, which remains nonprofit, is now “part of the university structure.” Their publications, while focusing primarily on environmental and economic sustainability, also treat social justice and equity issues, and are:

. . . intended to be useful in any content area, but I think that the primary users are social studies teachers and some science teachers. Some of our more recent materials have

more of a science focus, alternative energy, fuels, and climate change. The intent is that it's transdisciplinary, which means that it's useful across curriculum. Particularly, social studies teachers really see the value in those kinds of global issues approach. . . .

It's curriculum, so teachers can implement it where they want, but we do have descriptions of ways to link to service learning. One of the things we're working on right now is just fine-tuning the pedagogical approach, more problem-based or learner centered rather than experiential per se, but there certainly is some experiential learning that could happen. (WWU Interview 113)

Creating a sustainable business model. According to the new publisher, the company was absorbed by the university because of its unsustainable business model, which he is now replacing with a more socially entrepreneurial one based on his experiences of SE at WWU. The new model incorporates an appreciation for the financial as well as product cycle considerations that must still be addressed in a nonprofit environment.

I think at least in my own experience with being more involved in Social Entrepreneurship and working with the folks here on campus, it's helped me better appreciate . . . Because I'm a do-gooder, I was an activist, I was a community developer, I was a teacher for years, but I never paid that much attention to the business side other than my own little many attempts to just make a living. Now, in particular now with this work, we're about being a business, where it was a nonprofit business before that didn't, like a lot of nonprofits, they never paid close enough attention to their business model.

They spent a lot of their energy doing good, and eventually they crashed and burned because it was a failed business model of giving too many things away, of trying to expand their product line without thinking about the revision cycle, those sorts of

things. Now I'm really tuned into what makes a good business model, and in what ways does a good business model support doing good. (WWU Interview 113)

“A much better alternative.” The faculty member/publisher generalized the potential value of SE, with its emphasis on the application of appropriate business principles, especially financial sustainability, for faculty and staff in higher education institutions concerned with securing and maintaining adequate revenue streams for projects undertaken in a competitive market.

What I see time and time again are well-intentioned, good-hearted people who just aren't tuned in to the fact that business is not a bad thing. It's not like your hands get dirty if you're trying to figure out where does the revenue come from? If you're trying to sell a service, where are your profit centers? No, you have to really think about that. I'm way more friendly towards business in that respect than I was even a few years ago. I think that's what a social entrepreneurship in higher ed could do, because a lot of us we're about our discipline, or about our work, our research, or whatever. (WWU Interview 113)

He thought that it was especially hard for faculty and staff at public institutions “to understand that there is not an unlimited font of resources, and you can't keep doing things on the backs of student tuition, or fees, and all the kinds of tricks that universities try to play.”

Alternatively:

I think helping higher ed faculty think through what's the business model that underlies their interest in going to Costa Rica or Chile? Or what's the business model behind doing research on alternative energies that you're just going to give away? Or what's the business model behind an open source piece of technology offered out there? Not that

having a business model means you're going to make a profit, or are going to exploit people, or steal from people. It does mean you get to keep doing the good that you want to do, if you figure out how to create a revenue stream for it. . . . I feel like that is the way that higher ed could benefit from having more of an SE kind of orientation. (WWU Interview 113)

Relying on grants and contracts had become problematic, and he thought the “philanthropic community is not helping colleges of education.” For him, SE offered “a much better alternative,” and afforded a greater span of control for the type of project he was currently undertaking.

You know not only are grants and contracts not as forthcoming, but it's not free money. Contracts are far worse than grants in this way. There is going to be a deliverable. You're doing somebody else's work. I think that's one thing that, if you're building through an SE model, it says I get to do my work if I can figure out a way to monetize enough of it that I can continue doing it. . . .

When I first got into SE, I was kind of put off by the notion of entrepreneurship as a business model. Then the more I got into it I realized, wait a minute, that's precisely what we need to do, because there's always money involved. If I write a grant proposal, I'm asking someone to give me money. That money came from someplace. I would much rather have more local control of what that revenue stream looks like than to have to have somebody else's deadlines, somebody else's deliverable, and somebody else's vision. (WWU Interview 113)

“To better serve underserved populations.” The next steps for the curriculum publishing venture included reviewing and modifying their products to be more appropriate for

underserved populations, in order to expand their customer base and better meet the needs of those who had not been targeted previously.

Now we're trying to figure out what are the problems out in schools that we can solve with this product. More to the point, what are their problems can we help find solutions to those problems? We are looking to modify some of the curriculum now to better serve underserved student populations, students from poor school districts, English language learners. Previously their target markets were often charter schools or magnet schools and elite private schools, where they weren't as concerned about what the problems were that the schools had. They just said, "Buy this curriculum and you can use it in these kinds of classes." (WWU Interview 113)

"Listening to potential users." He and his colleagues were operating in a more collaborative framework in order to better understand customer needs, including for online publishing formats that could be easily kept up to date and customized based on user preferences.

Possibly because I'm involved here [at WWU], we're moving towards more of that SE model where we're doing a lot of listening to potential users of the material. In the meeting I just came from, was at a school district about 20 miles south of here, and we're looking to digitize some of our curriculum. We wanted to meet with the folks there that are working with some digital media and see what do they need? How are they using digital media? What suggestions do they have for how to move forward? It really helps. Right away we said, "Oh yeah, we were going in the wrong direction, we need to go in this other direction." (WWU Interview 113)

Structure and Bureaucracy

“Red Tape”

Some participants talked about how the complexities and barriers they encountered within a state institution, including the necessity of steering “through a lot of bureaucratic red tape,” could provide a challenge to implementing SE related initiatives (WWU Interview 111). For instance, one faculty member commented that he had to learn “mostly patience” after his move to WWU.

Coming from the private, even the nonprofit sector, to a state university, everything moves very slowly and very bureaucratically, and I don’t want to say politically. But people are pretty genuine and nice here, but every little box has to be checked, and it’s very hard to redirect resources. There’s always ownership of everything that exists.

If you’re going to do something new, you have to bring something new to the table. In a very stingy funding environment, that isn’t always money, though money always helps. I’ve just been learning that I can’t come in here and bark orders and see all the chessmen line up the way I want them. . . . I anticipated that, but it’s pretty real.

(WWU Interview 108)

Others spoke of the difficulties they faced in dealing with turf issues, especially when initiatives crossed college and divisionary lines, and the challenges they encountered moving up and down both the campus’s formal hierarchies and informal power structures. Participants frequently cited these impediments as part of the reason they welcomed Provost’s Office coordination that increased the chances of their initiatives’ acceptance and implementation.

Resistance to Change

Other participants mentioned a natural resistance to change in a bureaucratic institution, which is often “not so much about the specific content of what you're proposing, but simply about the fact that someone is trying to move something big that might influence the whole university” (WWU Interview 104). This resistance often took the form of skepticism of anything new or creative, precisely what SE-related activities were expected to be. Another participant elaborated on the various ways she’s observed doubt and suspicion emerge at WWU in regard to new initiatives, and how this can be addressed.

I think that sometimes our faculty colleagues can be resistant to creation of new programs and to change. Not all, but I think that there could be more. I think sometimes the skepticism can be more than a healthy dose of skepticism, and can be doubt. I think a challenge that our IDEA Institute is going to have is potentially just doubt and push back from faculty. What is this thing, how is it operating, who's this director, who's the associate director, how do they fit in the university structure?

All universities tend to be pretty bureaucratic. And when you start doing something different than the bureaucracy, people get suspicious. And we need that to be creative and innovative. Sometimes it can create roadblocks that we don't see coming, or that we don't anticipate. I think [IDEA personnel] are prepared to deal with those. I served in some major leadership positions on campus. I can say from experience you don't always see the resistance coming. It comes over the things where there shouldn't be resistance. It can be sometimes out of proportion with whatever the thing is at stake. I guess that's going to be a challenge too. It's the IDEA Institute and SE on this campus,

the programmatic version of it is still relatively new. I hope they don't have too much resistance. (WWU Interview 115)

Communication

A faculty member explained that WWU purposefully endeavors “to include a lot of voices” when discussing new initiatives, “but in a campus our size it's hard, and there is always someone who feels like they weren't consulted.” In order to sustain their new SE initiatives, particularly the IDEA Institute, she thought those involved should:

. . . continue to nurture those connections and collaborations with the people that are doing the good work, and to be very clear that they don't see themselves as a replacement for that work, but rather as a facilitator for building the connections between these silos. That work still needs to be done. There are a lot of people on our campus who still don't quite understand what Ashoka is all about. (WWU Interview 26)

“A Team Effort”

Others also mentioned collaboration and facilitating relationships as an effective strategy for faculty and staff working inside the bureaucratic context of the WWU campus. One administrator saw a strong tendency toward collaboration, which he believed was needed at any college or university seeking to be innovative, as being a leading factor in the success of WWU's SE initiatives.

Even in entrepreneurial endeavors, and I think this is true outside higher education as well as inside, but certainly is true inside higher education, from my perspective, I think you have to remember that you can't do it yourself. The lone wolf entrepreneur, even as a startup, is a kind of a mythical figure, in part because it just doesn't happen that way very often. Inside an organization as complex as the university, I think it's really really vital

to, early on, if anybody has an idea, enlist, share the idea, don't go very far before you're sharing the idea. Don't go very far before you're opening up your own mind to other people's ideas, other people's participation, other people's help, and maybe even winding up letting go of the idea because somebody else is in a better position to get it accomplished. . . .

To move things forward in a university requires a lot of work and it requires work across lots of things, lots of divisions, lots of units and everything else. You can't have one person to do it, it's just not going to happen if one person is trying to do it. I think entrepreneurship, social entrepreneurship, innovation in a university, whether it's with students, or whether it's with faculty and staff, or whether it's with the combination, it's got to be a team effort, it's got to be a group effort, it's got to be people coming together and doing things. (WWU Interview 105)

Budget Austerity

Funding scarcity and competition for limited resources has been part of the bureaucratic climate at WWU for a number of years. Participants often referred to the drastic drop in state appropriations, estimated as declining, in the last seven years, “from 70% state support for our budget down to 30% . . . that leaves gaping holes in everything” (WWU Interview 103). This decline in state dollars was accompanied by a tripling of tuition, but the “legislature just voted to lower tuition by 25% over the next two years” (WWU Interview 104). SE was seen as attractive to many participants because of its focus on economic sustainability, while austerity was often perceived as prompting more effective collaboration and creative use of scarce resources. Some pointed out, however, that:

. . . the way the budget process works at a university such as ours, and this is true in most universities, is there's no incentive to innovate. . . . The only alternative we have is to try to find other ways to fund those initiatives. (WWU Interview 111)

Many mentioned pursuing a combination of funding streams, including private donors, grants, foundations, contracts, and revenue generation, which in turn took time away from other faculty and staff responsibilities.

Insights and Cautions

Coordinating SE in a Large Institution

WWU's experience suggests that, in a public university setting, it may be useful to consider housing overall facilitation of SE-related initiatives in an upper level administrative office, such as that of the Provost. This may be especially desirable in order to coordinate effective communication on a large campus, maximize use of limited resources, secure additional funding, and demonstrate transparency in a challenging statewide political and budgetary climate. It also may be useful, as WWU participants suggested, in leveraging "the strength of the university" to help establish consistent operations across units if there are "parallel activities happening in so many different places" (WWU Interview 104).

Distributing SE-Related Activities across Multiple Areas

WWU offers an example of successfully implementing SE in a comprehensive university without relying on a physical Center. It should be cautioned, however, that maintaining multiple contact points can result in duplication. Some participants perceived this approach as offering desirable complementarity and flexibility across units, while others saw it as resulting in the provision of overlapping services, especially from the co-curricular offices, institutes, and

centers on campus, such as the Center for Service Learning, IDEA Institute, Leadership Institute, and Sustainability Office.

No participants spoke of the lack of a dedicated building as a significant barrier to successful SE implementation. Most thought, however, a physical Center would be desirable in the future should funding become available. Some mentioned WWU had already started discussions regarding the possibility of constructing a Center for Centers to house the various co-curricular units under one roof to enhance collaboration. One participant envisioned it as a “big building where we all exist in the same place. We work together, it's endowed, it's highly funded, [with] programs underneath this larger umbrella of services” (WWU Interview 103). Multipurpose spaces could include meeting rooms for use by community partners as well as campus organizations, and larger venues for community events. Realistically, such a building would be a long term goal if they wished to secure matching state funds, since “it takes ten years to get something, get enough capital funds to build something” in Washington state (WWU Interview 113). In any case, capital planning would also depend on the priorities of the new university president, who is not due to take office until fall 2016.

Multi-Purpose Entrepreneurship

WWU's broad approach to entrepreneurship may hold some insights for colleges and universities wishing to appeal to a widely divergent set of practitioners and stakeholders. WWU participants' conceptualization of what SE encompassed on their campus appeared to be more inclusive than their counterparts' at any of the other study sites in scope and application. Such a perspective reflects WWU's mission as a public comprehensive institution to serve the variety of perspectives and needs of campus and community members. WWU's practices have also been shaped by the progressive nature of the campus culture, and one participant viewed SE at WWU

as serving as a mechanism for “communicating across a wide variety of disciplines some key progressive social ideas” (WWU Interview 104). Conceiving entrepreneurship as a flexible and open concept has allowed WWU to “fit it in with almost anything” (WWU Interview 105). This “big tent” approach can be considered problematic in not clearly differentiating SE from similar or related practices. Nonetheless, it has allowed WWU to view entrepreneurship as a tool to address environmental issues, as relevant to the arts, and as a way to promote opportunity for diverse and underserved populations.

Environmental entrepreneurship. Like COA, WWU’s culture included a deep-rooted concern for environmental issues, and, at WWU, SE has become closely associated with environmental sustainability. One participant remarked that the entrepreneurship minor was designed to allow people to “treat it as environmental entrepreneurship” (WWU Interview 104). Another described SE as “part of a couple of majors or options within a couple of majors,” including energy studies, where it could be considered a “mashup of energy and entrepreneurship” that would “hopefully stimulate more interest and maybe more of that kind of mashup” in other science departments (WWU Interview 108). And several participants talked about the potential of offering more SE programming, including certificate options, for students in the sciences as a strategic response to the state legislature’s recent efforts to promote and fund STEM education in the state university system.

Arts entrepreneurship. Fairhaven College of Interdisciplinary Studies was an early proponent of SE at WWU. Many of its faculty were integral to the planning and promotion of the entrepreneurship minor, which has been especially attractive to students in the fine and performing arts. Several participants felt that providing opportunities to see SE from an arts perspective was a unique contribution of Fairhaven College, and one that can serve as an

example for other colleges and universities. One participant elaborated on the value of the arts in enriching SE practices through the use of imaginative methods and creative expression to bring about desired change.

The thing that has seemed to me really powerful, like taking social entrepreneurship way to the next level, is to bring in the creative element, performance, writing, literature, art. I think in terms of if you're looking at avenues for creating non-linear change. I think art has more potential than most other arenas that I can think of. For me, with that insight in hand, that's why I'm really excited about Fairhaven, because this is the type of place where you really can bring together creativity, performance in entrepreneurship in powerful ways.

It seems to me like in the marketplace of social entrepreneurship, there's a need for more of that. . . . I see it's an opportunity for Western, I think, to be in a leadership role. (WWU Interview 104)

Dealing with demographics. WWU saw their broad spectrum entrepreneurship as part of the campus's efforts to address diversity issues tied to changing statewide ethnic and socioeconomic demographics, in order to make "the campus population more accurately reflect the state population" (WWU Interview 125).

So we're in this little corner in the Pacific Northwest, which has been rural and semi-rural, and we attract white, suburban students, and that's been our population all these years. We reflect that in our leadership, and we've been fine, unless you're not one of those people, and you don't see yourself in those people. So, as our demographic has changed, we've become more diverse as a campus. Nowhere near where we need to be.

But if you look at, I think, it's 40% of our high school graduates are non-white, and then our university doesn't reflect that, yet. . . .

So I think just the more that we're visible and represented in the community, either as Western students or faculty, then that will reflect back on us a lot more positively. (WWU Interview 103)

At WWU, SE was especially envisioned as an attractor for first generation students from diverse backgrounds who were concerned that their investment in higher education would offer practical experiences that would yield both economic and social benefits.

One of the things that I see as being a hole in our whole university system, here, is the degree to which we're serving low income first generation students. In my world, there is a mechanism for recruiting and attracting first generation students using social entrepreneurship or entrepreneurship in general as a marketing tool and a hook. . . . And so, I think, social entrepreneurship is a great way for those people to understand the direction they're going without abandoning their opportunity to have . . . a bachelor's degree. (WWU Interview 104)

CHAPTER 16. EXPERIENCES ANALYSIS, SYNTHESIS, AND INTERPRETATION

The themes and subthemes emerging from participant experiences at each of the five study sites can be related to underlying structuration types to develop an understanding of how agents in their structural settings work together to define, create, sustain, and evolve SE processes at these institutions. The structuration typology includes the internal social structures of Meaning, Norms, and Power/Resources; internal agent structures comprising Knowledge; agential practices or Active Agency; and internal and external Outcomes (Schwandt & Szabla, 2013; Stones, 2005). This structuration frame is intended to address SE processes in a “critically challenging” way; facilitate a “more precise explication of what is happening with an existing explanation;” and assist, by means of “the ontological shaping, regulation and assessment of empirical evidence, in showing what is present and what is absent across various aspects of a proffered explanation” of the proposed SE Elements and Factors (Stones, 2005, p. 147).

In structuration, “‘social context’ is conceived as a movement where individual (or collective) actions ‘structure’ social systems and are in turn ‘structured’ by them” in a recursive and continuous development process (Cajaiba-Santana, 2010, p. 99). Structuration analysis and interpretation considers SE as resulting from the efforts of singular or community agency interacting with organizational investments, practices, and initiatives. It acknowledges the influence that cultures, norms, rules, and conventions can, at times, exert in enabling as well as constraining individual and collective SE-related practices in complex institutional environments (Cajaiba-Santana, 2014).

Each institution studied had developed a different SE focus due to its mission, culture, history and environment, and to the varied experiences of its faculty, administrators, and staff. The unique aspects of each site, which were explored through the emergent themes and

subthemes, have allowed the researcher to gain a broader empirical understanding of the implications of SE across higher education settings, and added depth and breadth to the study, providing insights as well as cautions derived from the varied experiences of the participants at each of the institutions. Regardless of this variation, the themes and subthemes confirmed that all institutions studied were similar in their strong commitment to SE. The study sites exhibited other commonalities expressed in themes and subthemes also suggesting the transferability of certain findings as characteristic of SE in diverse academic settings. These commonalities will be discussed below.

Meaning

According to Schwandt and Szabla (2013), Meaning is established, conveyed, and renegotiated within organizational structures through collective schemata manifested in mission and values statements, guiding principles, handbooks, logos, and other forms of communication, including both formal and informal language usage among agents. As detailed in Chapter Two, Meaning was a predominant structuration type underlying the SEHE Mission; Opportunity Identification and Continuous/ Inclusive Learning Elements; and Values/Motivators/Drivers, Ethical Considerations, Cultural, and Historical Sub-Factors (see Table 2).

While each college or university included in this study professed its own unique mission and purpose, each mission emphasized some aspect of service to society, and improving the world through education experiences. This was the case whether the mission was faith-based (BYU), concerned with sustainability and activism (COA, WWU), or imbued with service learning and community engagement (Rollins, Tulane). Further, SE programs at these institutions made concerted efforts to align themselves with the meaning and collective values

attached to their institutions' missions, and almost all participants talked about their SE programs as expressions of the ideals embodied in these missions.

During interviews, as well as in informal conversations, faculty, staff, administrators and students often referred to and affirmed institutional taglines and mottos (such as "Active Minds Changing Lives," "Do Good. Better," "Enter to Learn. Go Forth to Serve," "Life Changing, World Changing," "Western Cares"), and related them directly to their projects and programs. References to these mottos also appeared in program documents and on their websites. Participants' use of these mottos in conversation or during interviews could be interpreted as obligatory dissemination of their schools' promotional messages, and participants across sites mentioned that their programs had generated positive publicity for their institutions. But the extent to which participants shared meaning and conveyed a deeper understanding of common values appears to indicate they had internalized institutional schemata as a part of their internal knowledge structures and symbolic of their interest in and purpose in pursuing SE-related activities.

Many participants across the sites appeared to share a common language concerning SE as a tool for empowerment and for addressing issues of race, class, and privilege through access and inclusion. Participants often employed this common language to discuss similar concerns, including ethical considerations of caring for the underserved and associated with student and faculty interest in making a sustainable difference through practices disassociated from for-profit motivations. Participants also frequently discussed the importance as well as challenges of developing shared understanding and engaging in mutual learning and meaning making with their communities and strategic partners.

SE was generally seen as a more socially acceptable means of contributing to society than traditional commercial entrepreneurship. Some participants across the sites sought to make the meaning of what they practiced even more broadly acceptable by avoiding the use of the term SE, instead preferring social innovation (SI) or other terminology. This was intended to underscore the interdisciplinary nature of SE-related curricula and activities, as well as being in response to perceived opposition from other parts of the campuses to terminology originally derived from business. While attracted to the social aspects of SE, non-business faculty who were interviewed were often overtly anti-business, and perceived references to business or “entrepreneurship” as constraining the adoption of SE-related practices by non-business departments. Especially evident in institutions with strong liberal arts programs, participants attempted to coopt and neutralize the business language of SE to make it more appealing across disciplines. Some participants from sites with interdisciplinary centers dedicated to SE also expressed their need to distinguish their services from those of business programs to counteract this perceived anti-business bias.

SE was described at each of the selected colleges and universities as having been adopted because it was seen as consistent with their cultural and historical environments. It was related to key historical moments, such as a college’s founding (COA, WWU); or environmental disaster and community renewal (Tulane); or to inspiring individuals (BYU, COA); or as the outgrowth of new memberships or historic alliances (Rollins, WWU). SE was also closely associated with characteristic campus motivational themes, such as community and international service, environmentalism or ecological sustainability, leadership, social activism or responsibility, social justice, and volunteerism. Programs across sites attracted students by advertising skill sets meant to prepare them for a lifetime of meaningful work opportunities

contributing to the good of society. For instance, to attract students and faculty interested in new ventures, Opportunity Identification often targeted innovative solutions that would be meaningful to their local or global communities. Preparation for new venture creation was also understood and sometimes promoted as providing experiences that contributed to agents' continuous growth beyond their formal courses of study.

Norms

Norms prescribe or legitimize agential activities within an organization (Stones, 2005). According to Schwandt and Szabla (2013), Norms are sets of “rules, used by the collective to judge the appropriateness of social interactions or their ‘moral’ justification,” and are both enabling and constraining (p. 5). Examples of the usual manifestations of Norms in organizations include standard operating procedures, rules defining relationships between personnel, and social influences exerted on agents through either external collective sanctions or an agent's internalized conformity to perceptions of socially acceptable thoughts and behaviors. Norms were considered a predominant structuration type underlying the SEHE Sustainability/Growth Element; and Values/Motivators/Drivers, Ethical Considerations, Regulatory/Policy, Cultural and Historical Sub-Factors.

SE-related activities—with their commitment to innovation and social change—appeared strongly embedded in service Norms and cultures across all sites, although they were expressed in local variations based on each campus's unique characteristics. Norms could be seen as influencing the direction SE would take on a campus, whether, for example, actors gravitated more toward transformational or incremental change, new ventures or innovation in existing structures, or large scale or smaller projects. They could also be seen as a factor in determining

whether services were preferred to be targeted locally, statewide, nationally, globally, or at a combination of levels.

Norms appeared to influence where SE-related activities were placed within the organizational structure. Institutional settings including business programs in which responsible business values had come to be generally accepted as congruent with social good either organized their SE-related activities within a business school (BYU), or in a sustainable business program (COA). Other colleges or universities emphasizing cross-disciplinary approaches established interdisciplinary centers (Tulane), or diffused programs across a combination of service points (Rollins, WWU). SE was also frequently associated or closely identified with other previously existing campus services or initiatives, such as curricular immersion requirements, co-curricular leadership opportunities, community engagement, or experiential learning.

Most SE-related programs, including some that had evolved from previous initiatives, still considered themselves in the early growth stages of their operations, and both their current status and their sustainability or future growth was generally viewed by participants as dependent on their popularity and success with students and faculty. College and university administrations continued to see SE as a legitimate and attractive area of interest, and, somewhat surprising in a higher education context, participants, even those from larger and public institutions, spoke of few regulation or policy barriers to SE operations. Nonetheless, some, particularly at one public institution, mentioned the red tape and bureaucratization encountered when successfully navigating protocols and procedures in academic settings, including their own. Participants on all campuses spoke of the value of establishing and maintaining appropriate formal and informal relationships to mitigate these procedural barriers.

Power/Resources

According to Schwandt and Szabla (2013), Power/Resources include decision-making procedures, rights and obligations associated with organizational positions, and resource allocation. Giddens (1979, 1984) categorized these as authoritative resources allowing agents to control others, and allocative resources allowing agents to control material assets. These would include the effects of institutional power dynamics on SE agents and initiatives, and the availability or limitations of physical and other resources. Power/Resources were considered a predominant structuration type underlying SEHE Opportunity Development and Sustainability/Growth Elements; Collaboration, Environment and Resource Factors; and Power Sub-Factors.

Although stressing the grass roots origins of their SE-related programs and initiatives, participants often mentioned the advantages of a reporting structure reaching into the institutional administration. Despite the ground up nature of their initiatives, college and university administrations could play a key role in providing legitimacy and resources. Some participants across sites saw reporting directly to such as a provost, associate vice president, or dean as providing a distinct advantage in affording access to resources that were not as readily available to others on campus, and in terms of prestige. They believed such an administrative structure signaled a high level of commitment by the institution, and that it often facilitated cross-unit communication and cooperation. Presidential acknowledgement or inclusion within a campus's top strategic goals or budget priorities could also enhance status. The existence of a center further added capacity for cross-campus influence and for interactions with external constituencies, and aided in either collaboration or competition with other campus centers or similar entities.

Across sites, having powerful supporters, including trustees, alumni donors, and other funders, was recognized as extremely important. Donor funding had often been the catalyst for launching the initiatives, and for major new services and the development of physical spaces. The use of formal and informal alliances or of strategic partnerships provided additional benefits, including mentorship, internship, scholarship, and research opportunities.

Leadership transitions, occurring either in the programs or in the institutional upper administration, were viewed as challenges as well as opportunities to further position the programs strategically within their institutions. Transitions were especially challenging for SE-related initiatives that were not yet firmly established or that had been included in the goals or priorities of a previous administration. A related issue sometimes mentioned by those from institutions with more distributed models of SE was the uncertainty among constituents concerning which departments or offices were responsible for emerging or evolving activities, including those involving multiple entities.

Across institutions, current operational resources were seen as ranging from adequate and well leveraged, with endowments or other revenue streams providing generous funding, to being far from robust. While participants at all sites viewed their programs as established and growing within their parent organizations, many remarked on the constraints imposed by resource limitations, and participants generally thought their SE-related initiatives could absorb additional human and operational resources. Some talked about the need for additional staff, and about the limitations of the faculty reward system in encouraging more faculty participation. Even among programs that were doing well financially, some faced capacity issues affecting how much they could continue to grow various initiatives, including new ventures or other projects and research efforts, without additional resources. Many talked about space limitations. Regardless, in again

noting that the overall viability of programs was not in question, it appears SE can work across a range of academic allocation models, even those deemed austere.

Across sites, participants expressed a strong sense of accountability and claimed to be making a conscious effort to provide good management and to leverage all available resources. SE program management was often facilitated by participation in campus-wide planning and budgeting efforts, with funding requests becoming part of various strategic planning efforts and benefiting from feedback from the campus community. There was also discussion across sites, whether located in or near metropolitan areas or in more remote locations, of how programs had creatively leveraged the distinct aspects of their environmental, cultural, historical, and market resources to advantage. This included developing initiatives in connection with major area industries, national parks, local or regional cultural or historical organizations, or for- or nonprofit tourism related enterprises.

Knowledge

According to Stones (2005), and Schwandt and Szabla (2013), agential Knowledge can take two forms. The first, general-dispositional knowledge, was gained through agents' understanding and experience of the Meaning, Norms, and Power/Resources pertaining to their organizational structures, such as the acceptable range of collective schemata, procedures and regulations, ways of communicating, and general power dynamics that can be applied differently in various situations. The second, conjuncturally-specific knowledge, relates to agents' own dispositions, habits, emotions, and self-interest affecting their thoughts, and actions. In this study, these two forms have been collapsed into a general Knowledge type, since the level of granularity involved in categorizing and discriminating different forms of agential knowledge was not required to address the research question, and, as such, was beyond the study's scope.

This study was not unique in this respect, as the researcher had not uncovered other research that attempted to discriminate between different forms of agential knowledge corresponding to Schwandt and Szabla's work on distinguishing Meaning, Norms, and Power/Resources.

Knowledge was considered a predominant structuration type underlying the SEHE Continuous/Inclusive Learning Element and Agents Factor. As an internal structure, Knowledge can be empirically observed, analyzed, and interpreted largely through participants' expressed motivations, backgrounds and learning experiences, and understandings of SE on their campuses. Participants' motivations, backgrounds, and learning experiences were explored in Chapters 11 through 15 and are analyzed in this chapter, while their various understandings of SE will be discussed in Chapters 17 and 18 regarding their reactions to the SEHE framework and analyzed in Chapter 19.

Agents reported diverse sets of motivators and drivers, but shared a common desire to create meaningful and positive change in society through their SE-related practices. They were often driven by concerns for equity, diversity and social justice, and desired involvement in projects that would help improve the lives of the underserved or underrepresented in their communities or elsewhere. While some were drawn to establishing new ventures to implement innovative products or services, others preferred to acquire new skill sets that could be applied more generally within leadership or community development, teaching, research, or their own and others' lifelong learning.

Most agents across the sites, including participants in research institutions, considered themselves practitioners, emphasizing practical applications over conceptualization or theory. The campuses' SE agents constituted a diverse mix of faculty, undergraduate and graduate students, and alumni, staff, administrators, and trustees. In addition to teaching or conducting

scholarship in their various disciplines, some faculty were also practicing social entrepreneurs currently operating their own ventures, or had previously worked as social entrepreneurs in such fields as communications, energy, technology, or the arts before becoming involved in academe. In addition to their campus based SE-related activities, some engaged administrators, trustees, faculty, staff, and alumni had also become involved in external ventures or in more traditional nonprofits as board members or managers. Students were often motivated to participate by being given credit for their work on new ventures or other assignments, although some were also running their own ventures because of a personal passion for or interest in a particular enterprise. Others intended to create new ventures after graduation and wanted to gain experience in a relatively safe learning environment. Students who were majoring or minoring in SE, or taking SE courses as electives were often required to engage in field work or consulting as part of their academic programs.

Participants strongly identified with the importance of acquiring and renewing knowledge through Continuous/Inclusive Learning. They saw this Element as applying to learning specific to improving or evolving current ventures or activities; to research applications and experimentation related to their own studies or scholarship; and to gaining general skills or experience that could be applied across disciplinary interests or in their professional or personal lives. They also saw it as relevant to their continued engagement with alumni through their incubator or accelerator programs or with previously launched ventures or spin-offs. Some understood Continuous/Inclusive Learning in the context of institutional partnerships and collaborative learning with community-based and other categories of stakeholders.

Active Agency

Stones (2005) saw Active Agency as including “a range of aspects involved when agents draw upon internal structures in producing practical action” which in turn affects external structures (Stones, 2005, p. 9). These aspects are considered “the ways in which the agent either routinely and pre-reflectively, or strategically and critically, draws upon her internal structures” (p. 85). Active Agency includes agents’ experiences and practices. Active Agency was considered a predominant structuration type underlying SEHE Agents and Collaboration Factors.

SE initiatives were consistently described as “bubbling up” or “arising from” the grass roots levels of the organizations, and participants across sites usually attributed the initiation of SE-related curricular, co-curricular, and extra-curricular activities on their campuses to student demand, which, as well, was seen as inspiring and driving faculty, staff, and administrators.

Participants took part in a variety of SE-related activities based on individual interests and time commitments. Faculty often mentioned that their involvement in new ventures and projects was limited due to teaching and research loads in their own disciplines, especially if they held tenure track appointments. Both tenured and untenured faculty noted that they usually did not receive release time for pursuing SE-related ventures or projects, which often fell into the category of service on their campuses. SE courses in majors or minors offered at some sites were frequently taught by non-tenure track faculty or by staff. Student options for participation beyond for-credit courses and venture activities included a variety of voluntary and extra-curricular initiatives. Mentors, often successful alumni frequently from the local business communities, worked and interacted with students as a way to foster the next generation of social entrepreneurs.

Most sites reported rapid growth in the number of students enrolled in majors and minors, with most programs also predicting that this trend would continue. However, regardless of their level of activities, most sites continued to attempt to broaden programming to reach untapped audiences both on and off campuses. For example, with the majority of students less interested in venture academies or programs geared toward launching start-ups, well attended classes have often concentrated on social entrepreneurial principles and topics such as creativity, innovation, or design thinking methods. An exception to this trend might be reflected in some faculty and staff participants' remarks that they could not accommodate increasing demand for additional student ventures since they did not have resources to allow expansion of this capacity.

The importance of internal and external collaborations and partnerships was cited across all sites as enabling and extending the impact of individual and collective agential activities. Working relationships with other campus units allowed SE-related initiatives to deliver joint offerings, including classes, training, and special events. Close ties with campus stakeholder communities, including alumni and trustees, facilitated friend-raising, fundraising, and political connections. Many participants talked about their relationships with nonprofit and for-profit enterprises, government organizations, and K-12 schools, which often served as resources for student and faculty projects and research. Networking was usually seen as core to SE-related activities, with some programs benefiting from the extensive global networks of their parent institutions, and many faculty having well established connections across their respective academic fields.

Outcomes

Stones (2005) understood Outcomes as external and internal structures, as well as events, noting:

. . . the effects of agents' practices on extant structures can involve change and elaboration or reproduction and preservation. Under other kinds of outcomes can be included the success or otherwise of agents' purposes irrespective of their effect upon structures. The structural context can serve to either facilitate or frustrate agents' purposes. (p. 85)

Outcomes included key events associated with SE, the impact of SE on the overall institution, and SE-related achievements of and challenges experienced by individual and collective agents. Outcomes were considered a predominant structuration type underlying SEHE Impact/Social Value Creation/Transformation and Measurement/Accountability Elements.

Key landmark events for many sites included the opening of new centers, institutes, program offices, incubators and other facilities, as well as the establishment of associated endowed professorships and staff positions. Participants also cited being recognized as Ashoka Changemaker campuses, receiving major grant awards, endowments, or gifts, and their creation of various competitions and awards for student ventures or projects as memorable accomplishments.

Participants across four sites pointed to their success in starting interdisciplinary SE majors or minors, often as the first or among the first of their kind in the field. The fifth site, a college with one major (in human ecology), created a unique program in sustainable business. All sites mentioned their ability to attract non-business students to their interdisciplinary programs. Some also taught collaborative courses in other departments or as part of leadership programs affiliated with student affairs or similar offices. Most provided courses or training opportunities for professionals, nonprofit managers, and others in their communities.

Participants at all sites talked about the achievements of interdisciplinary student ventures, some of which had received national or international recognition, and had gone on to become sustainable enterprises. These spanned a range of student interests and disciplinary areas, including the arts, sciences, social sciences, community development, food systems and technology. Most student ventures were associated with venture incubators, hatcheries or accelerators, some of which continued to provide resources for and maintained ties with students after graduation.

Participants at most sites described themselves as thought leaders and pioneers in the field, citing what they saw as their important work in SE-related curriculum development and research. Faculty mentioned successfully involving students in their own ventures or projects or in classroom learning activities. Across sites, SE-related courses and experiential learning opportunities were often associated with the production of related faculty scholarship, including community-based action research.

Since most programs were relatively new, participants often commented that they were still considering or developing methods to effectively measure impact and account for the social value of their activities, rather than relying on traditional output measures. However, most sites believed they were positively impacting and evolving the structures of their organizations, seeing SE as a way to break down academic “silos” and as a tool for effectively crossing academic disciplines. A few mentioned intrapreneurial capacity building as a possible contribution that could be made by faculty and others who saw themselves as less involved in social ventures and more as collaborative agents within these larger organizational contexts. Some also saw SE activities as encouraging the acquisition and utilization of necessary skills such as empathy, creativity, and cultural sensitivity across their campuses. Across sites, participants remarked that

SE-related initiatives contributed to the recruitment, retention, and public relations efforts of their institutions. They also saw themselves as using SE to establish or strengthen partnerships and alliances with the community sector that were valuable to their colleges and universities.

Table 3, below, presents a summary of this chapter’s structuration analysis, synthesis, and interpretation of the themes emerging from participant experiences.

Table 3

Summary of Structuration Analysis, Synthesis, and Interpretation of Themes Emerging from Participant Experiences.

Meaning
SE-related programs aligned with campus missions including service to society

Norms
SE as tool for empowerment
SE morally preferable to entrepreneurship
SE as interdisciplinary
SE consistent with institutional cultural and historical environments, which influence organizational placement of SE-related activities
Programs associated/identified with other previously existing campus service initiatives
Programs dependent on popularity
Few regulation or policy barriers to implementing SE on campuses
Formal/informal relationships confer benefit

Power/Resources
Place in administrative structure signals level of commitment by institution
Importance of powerful supporters
Works across range of allocation models

Table 3. *Summary of Structuration Analysis Synthesis, and Interpretation of Themes Emerging from Participant Experiences (continued).*

Knowledge
Accommodates diverse sets of motivators/drivers for agents sharing common desire to create positive change
Practitioner-focused
Active Agency
Initiated and sustained by student demand: “grass roots” origins
Variety of agents and activities
Internal/external partnerships and collaborations enable/extend impact of campus activities
Outcomes
Opening centers/institutes/other facilities
Major gifts/endowments/grants
Interdisciplinary majors/minors/concentrations
Student/faculty ventures
Curriculum development/scholarship
SE as tool for breaking down “silos”
SE contributes to recruitment/retention/PR

CHAPTER 17. SIEHE DEFINITION

The purpose of this study was to explore a proposed SEHE framework developed from the literature through a multi-case study of the experiences of five higher education institutions recognized for their adoption of SE practices, each of which was unique in its application of SE due to its mission, culture, history, environment, and to the varied experiences of faculty, administrators, and staff. The framework, informed by the experiences of these exemplars, is intended both to advance scholarly understanding of the elements and process of SEHE, and to serve as a guide for those undertaking or considering SE implementations at other colleges and universities.

This chapter and Chapter 18 address the second part of the guiding research question: can the proposed SEHE framework account for the experiences of higher education institutions that have adopted SEHE? In this chapter, the initial SEHE definition is presented, along with a revised version based on participant feedback. SE and alternative descriptors that arose during participant interviews are also discussed.

Initial SEHE Definition

The initial proposed definition was derived from an extensive literature review, as previously outlined in Chapter 2:

SEHE is a process of responding to societal needs and catalyzing social change through the development of market-based and economically sustainable innovations in support of the academic mission. It involves:

- Engaging in continuous learning, opportunity discovery and exploitation, and adaptation;*
- Creating social value for stakeholders and communities;*
- Exhibiting a heightened sense of accountability to constituencies;*

- *Partnering within or across public, private, and voluntary sectors to achieve social goals;*
- *Participating in policy initiatives to foster inclusion and societal transformation.*

The initial proposed definition was very positively received, with participants at the five study sites suggesting very few modifications. None suggested either that the definition should be re-conceptualized or the need for major revisions. In nine comments, eight participants went further than expressing general approval of the definition, and commented on what they particularly liked or on the minor changes they wished to see made.

In acknowledging the need for an SE definition for the higher education context, one participant thought this proposed definition in particular corresponded to her SE-related experiences on her campus.

This is one of the better definitions I think I've read of this. To me it makes sense of the things that I've seen in action. So that's nice to see, nice to see a definition attempt at any rate because I think that has been one of our . . . One of the problems early on was trying to define all of these things and say, "What exactly is this? What does it mean?" (Tulane Interview 7)

Another participant also approved of the proposed definition, including the process approach and the bulleted points.

As much as academics like to argue over such statements, I find that I have no critique of the definition as written. I specifically like that SEHE is described as a process rather than a product. The five specified points are right on target. (WWU Interview 125 Follow-Up Email)

Someone else thought the definition accurately reflected and synthesized the current SE literature, and that it avoided being either too narrow or too generalized, faults she saw in other definitions.

I think you're right on with your work. It looks like it's really a synthesis of what's out there, the literature of the definition. . . . I believe the Ashoka, and the Stanford, the Oxford definition, it's too narrow [see Appendix M]. Then we have a lot of it that's way too . . . broad, and especially some of the process definitions. It just becomes, “Well, anything that's social good and whatever.” (Rollins Interview 148)

Referring to the process based nature of the definition, one participant mentioned that a question of “market-based and economically sustainable innovations” had come up previously at his institution, where some faculty were opposed to such language as being too closely tied to business. He himself was not resistant to the language.

There were a number of participants in the task force working group that didn't love that phrase, and thought it was too business-oriented, and social entrepreneurship, as a field, was bigger than that. I didn't have skin in the game on that debate. I didn't particularly care too much . . . in terms of this idea of market-based and economically sustainable . . .

I get it. Nonprofits are still market-based and economically sustainable, or a social enterprise service is partly economically sustainable, so that's the kind of debate we had. Yeah, in terms of the process model, this makes sense to me. The idea of making a unique model of social entrepreneurship in higher ed. (Rollins Interview 156)

A second participant also commented on the inclusion of “market-based and economically sustainable innovations,” but as it might be applied to nonprofit community partner organizations associated with her university.

I think the market-based is something that is an interesting conversation. And what does market-based actually mean? Because thinking about Grow Dat [Youth Farm], they're a nonprofit organization and they're trying to earn some of their revenue to support themselves, but they don't think they're ever going to get to fully supporting themselves. Just that spectrum of what market-based means. I think, for me, in social entrepreneurship, I see the changing of the equilibrium in the markets as an interesting concept, but how do we actually get there? And what does it actually take to make that change? (Tulane Interview 9)

Since neither of these participants was concerned about the inclusion of the phrase “market-based and economically sustainable innovations,” and both acknowledged it was derived from the existing literature, the researcher retained the language in the revised proposed definition.

A participant desired clarification that the SEHE definition included curricular innovation, as the researcher indeed had intended. The participant also expressed a concern for a need to explore the possible differences between how SE is enacted at public and at private colleges and universities, which was not a definitional issue, but which the researcher had kept in mind as a point of interest while studying the cases.

On the framework/definition, I only have a couple of comments. The first, on the definition: as I read it, the definition seems to be pointing to co-curricular or auxiliary activities. I'm not sure whether you mean it this way or not, but the phrase “in support of the academic mission” points me that way. There are curricular innovations that otherwise might fit in with social entrepreneurship as a construct.

Second, and this really is for both the definition and the framework: it seems to me that there might be a fundamental difference between public and private institutions in this area. Private schools can be much more overt about their changemaking intentions as an organization. Public schools need to be much more careful. There are many historical examples of this as well as modern ones. Perhaps that's not a definition/framework issue but a variable to be studied, but it struck me as I was reading. (WWU Interview 105 Follow-Up Email)

Another participant also remarked concerning academic mission in the context of the SEHE definition, although she did not suggest revisions to clarify the text.

I think it's interesting to consider the difference between an institution within higher education being the social entrepreneurial engine versus teaching social entrepreneurship to students. (Tulane Interview 9)

Someone else commented on the phrase "partnering within or across public, private, and voluntary sectors to achieve social goals," and the trend toward blurring sector boundaries. He thought the definition accurately reflected the literature, and did not suggest changes. As a result, the researcher retained the standardized sector language.

It's interesting that you have this line here, partnering within or across public, private, and voluntary sectors to achieve social goals, which I think is probably true if you're doing a literature review.

But the other thing that's happened is those boundaries are breaking down. Now, like in the State of Washington as of a few years ago, you have the opportunity to be incorporated as a social purpose corporation. I think what's happening legally with organizational structures is there are emerging organizational forms that aren't clearly

private or not-for-profit, and I love that, right? So the traditional boundaries, the traditional way that we segment the economy is breaking down. . . .

It looks to me like, again on first read, that you've captured everything pretty well. That's really my only comment. But the other thing that I don't know how you capture it is there is going to be a breaking down of those boundaries over time it seems to me.

(WWU Interview 111)

Finally, a participant commented on the use of the term “SEHE” in the definition, stating that, at her institution, they preferred social innovation instead of social entrepreneurship to designate their activities.

Yeah, I feel like [the definition] is fairly inclusive. I think that the biggest difference between the way we do things here at BYU and the way that you're approaching it would be that we refer to social . . . what is it, social entrepreneurship or social innovation? I don't know if anyone's explained it to you, but we talk about social innovation as the umbrella term and social entrepreneurship being one aspect of how you might do that. So I think that would be the biggest, really the only thing that I feel like we do slightly differently. (BYU Interview 117)

Renaming the Revised Framework

The concern regarding naming or labeling the concepts and activities treated by the proposed definition was also reflected in participants' comments on the cyclical model that will be discussed in the next chapter. Participants suggested a variety of descriptors for the various activities they were engaged in, and it was difficult to perceive whether social entrepreneurship, social innovation, or some other label was preferred overall. Participants' differing perspectives appeared in large part due to the historical and cultural environment of the individual campuses

on which SE-related activities emerged, and which in turn dictated accepted localized terminology. Participants also often stated that the question of what to name the SE phenomenon had been a challenge at their respective campuses. This issue appeared to be of more interest across each of the study sites than how they defined the phenomenon itself.

Although it was difficult to discern a definitive trend, the terms social entrepreneurship and social innovation were referred to most frequently in participant interviews, were often used interchangeably or combined in the same phrase (for example, as “social entrepreneurship and innovation,” or “social innovation and entrepreneurship”), and frequently appeared together on institutional web sites and promotional material. Because of this, the researcher has proposed SIEHE (Social Innovation and Entrepreneurship in Higher Education) to replace the originally proposed SEHE as a label for the framework under investigation. The addition of social innovation is also justified given its prominence in the work of Dees and others (Dees, 2004; Worsham, 2012). Since many still found SE acceptable and it continues to appear in the literature, and given the definitional issues with social innovation (discussed below), it was not felt that social innovation should simply replace social entrepreneurship. Following up on the interviews, participants who talked with the researcher during the Ashoka U Exchange conference, and who responded via email, indicated that the label SIEHE was acceptable to them.

Revised SIEHE Definition

In response to participants’ comments, the text of the definition was clarified to reflect that SIEHE pertained to all SE activities that occur within higher education institutions, including those related to curricular, co- and extra-curricular, administrative, or auxiliary services:

SIEHE is a process of responding to societal needs and catalyzing social change through the development of market-based and economically sustainable innovations in support of the academic teaching, research, and service mission. It involves:

- Engaging in continuous learning, opportunity discovery and development, and adaptation;*
- Creating social value for stakeholders and communities;*
- Exhibiting a heightened sense of accountability to constituencies;*
- Partnering within or across public, private, and voluntary sectors to achieve social goals;*
- Participating in policy initiatives to foster inclusion and societal transformation.¹*

“Struggles with Naming”

Most participants, rather than discussing definitional components constituting SE-related activities in higher education, preferred to speak about the labels they considered appropriate to their various activities. These discussions frequently included nascent definitional considerations typically tending to confirm the revised SIEHE definition, and were considered relevant to include in this chapter.

One participant thought that “this environment struggles with naming, you know, just trying to understand, are we really focused on social entrepreneurship versus social innovation” (BYU Interview 5)?

¹Participant responses to the process model (presented in the next chapter) indicated objections to the term “exploitation,” considered to be too business oriented, which had been used in the initially proposed SEHE framework. For consistency, “development” was also substituted in the revised SIEHE definition.

I think it's the struggle of this nomenclature, social entrepreneurship versus social innovation versus other activities. I think the sense certainly here that we're approaching this is the wider we can make that tent, the more we actually find people across campus who are already doing some things that, when you sit down and look at it, are directly in the social innovation arena. They just don't know to call it that. They're calling it something else. (BYU Interview 20)

Others also referred to challenges they encountered regarding naming issues (for example, BYU Interviews 116, 117; COA Interview 92, 137, 142, 144; Rollins Interviews 128, 148, 147, 151, 154, 156, 158; Tulane Interviews 2, 9, 10, 14; WWU Interviews 1, 104, 105, 109, 113, 115, 127). Themes emerged across the sites regarding these issues surrounding terminology, including: the meanings associated with SE and related or alternative terms; the use of different vocabularies for various audiences; and the relationships between the terms being used. The terms used by the sites suggest that they were determined by each institution's history, culture, and organizational structure. The discussion across sites also suggested that no terminology has yet been offered that is ideal or universally acceptable in capturing the full range of SE practices in higher education settings. This finding does not appear surprising, given SE's status as a new field (Nicholls, 2010), where many participants are unfamiliar with the emerging literature (Rollins Interview 158), and concentrate largely on practice rather than theory (BYU 116, 117; COA 92).

Associations with Business

Many participants at each of the study sites remarked that the challenges their institutions encountered in agreeing upon terminology for their SE-related activities were primarily due to the perception that SE was closely associated with business, which made it especially

problematic for many non-business faculty. For that reason, some participants preferred using the term social innovation, either in conjunction with social entrepreneurship or in place of it. Participants also noted that the naming issue had mainly to do with faculty and staff preferences, and how they perceived they could market to and accommodate a broader range of students. Some participants commented that students were accepting of SE as a term, and many recounted that SE initiatives were implemented on their campuses based on initial student demand for SE, and that students remained attracted to SE's general accessibility and the impacts it can achieve. A participant at a comprehensive institution commented:

There is some of that stigma and, certainly, just the terminology, social entrepreneurship, some people trip over that. I know Ashoka has been playing around with moving away from social entrepreneurship towards social innovation. I personally am not so bent out of shape by the specifics of that language. I like it all. Yes, for some people who come from a Marxist's viewpoint, or something like that, the term social entrepreneurship is kind of offensive . . .

I think that a lot of the students that I'm working with today have become a bit jaded about the global scale solutions, about a turnover in the global economic system, or a solution to global climate change, or a lot of other things that had been tried at the global level. They're really hungering for a hands-on avenue where they feel like they can be positively contributing to the sort of world that they want to live in. To them, social entrepreneurship becomes very appealing, that is something that can actually be achieved. That's an interesting dynamic, I think. (WWU Interview 104)

Another participant from this institution remarked that, coming from a social activist perspective, she did not initially accept the term SE because of its business origins. She now thought it was suitable in light of its general acceptance.

I don't know that I'm particularly crazy about using the metaphors of business in this work. But, it appeals broadly to Americans who are, you know, individualistic. So social entrepreneurship almost sounds like a contradiction, like an oxymoron. But I think what it's pointing at are the skills that drive the initiative of the entrepreneur, which takes it right back to the notion that an individual with a good idea should be able to put it forward and see what flies.

But, in this case, applied to our social lives, our collective lives. And the phrase social engineering certainly has negative connotations, so I've come to live with social entrepreneurship. But I worry when too many business metaphors are applied to the University, because it's not a for-profit enterprise, and there are good reasons for that. (WWU Interview 125)

When asked if there were any terms with which she or other faculty were more comfortable in referring to SE-related practices, she replied that she thought acceptance of SE as a term was based on a faculty member's subject discipline.

I think that depends on the discipline. I think the social sciences are more wary of the language, perhaps, than . . . I don't think the sciences care one way or the other.

Obviously, the business schools think it's a fine idea. (WWU Interview 125)

However, she also noted that the term had more recently been “rehabilitated” and was used by interdisciplinary studies faculty at her institution.

We have a school of interdisciplinary studies that was founded in the late 70s around social justice, and every one of their faculty have to teach interdisciplinary courses. I think it's particularly hard on them. Although, the leader of the social entrepreneur initiative on this campus is from that college. So it tells me that they are willing to rehabilitate, maybe. The notion of the entrepreneur doesn't have to be the rapacious capitalist, but rather the innovative person. (WWU Interview 125)

SE and SI in the Liberal Arts (Rollins)

Participants thought the use of the term SE could be particularly problematic in liberal arts institutions.

Coming at it from a business perspective, I was very surprised by how the term “entrepreneurship” has a bad name in largely a liberal arts faculty culture. We had to really overcome that, and debated ad nauseam about should we even use the term entrepreneurship? Should it be social innovation? What should it be? Because the term entrepreneurship really posed a barrier to people opening their minds and understanding that, no matter what your discipline, there is an application for social innovation. It's not just about going out and making money. . . . [The debate resolved] but that didn't happen overnight. Now you can see that we've even gone through a name change [combining social innovation and entrepreneurship], because I think that's been a natural evolution of the program. (Rollins Interview 147)

Another participant from this institution added that the naming struggle they experienced can be related to the “siloing” effects of discipline-specific vocabularies and meanings, and to the challenge of creating any type of interdisciplinary program.

In our context at a liberal arts college, primarily, with a focus across the board on liberal education, the term entrepreneurship carried a tremendous amount of weight. For a lot of people that was not a good thing. . . .

It took some time getting people to understand, what do you mean by social entrepreneurship? Many people have not been studying some of the emerging literature in their field. Again, it's a new field, but for a lot of people who are not involved in that field at all, but were in the liberal arts, traditional disciplines, it took a lot of energy and effort to get our heads around this. Then, when you wanted to talk about social entrepreneurship and sustainability, that made it exponentially more intractable for some people. Because in some minds, for example, of our Environmental Studies folks, sustainability means environmental conservation, and nothing else. It's like, how is this even coming into the conversation with social business? That has been interesting, and it's taken some time, it's taken some pull and energy. The thing that was constant in all of this was that our students got it.

Across the board, the students got it. They knew exactly what this was, and they were on board. That helped quite a bit, because the energy from the students was like a catalyst, pulling in that direction, and that's something that none of us could deny. We had to figure out how to get around the question of the definitions, and move forward. It wasn't surprising that there was a sense, in some ways, of perhaps territorialism. We would kind of bring together, under this big tent, people from different kinds of silos. Probably, the piece that surprised me the most, was just how much we struggled with the definitions. . . .

I believe that one of the things was that there's a big focus across the board on the innovation. I think we wanted to define a space, rather than necessarily defining a center. (Rollins Interview 158)

However, another participant from this liberal arts college viewed SI as not necessarily compatible with SE in the “big tent” approach (Rollins Interview 158) referred to above, since many faculty did not consider financial viability in their versions of social innovation. This participant equated social innovation with civic engagement.

The other thought, let me cycle back to what I said about we tried to implement a plan with social entrepreneurship and business, since entrepreneurship normally is based in business. I heard one faculty member, one that I respect too, in another area, said, “We all do social entrepreneurship.” “No, you don't. You do civic engagement. You may do some social innovation, but you don't do social entrepreneurship.” That involves investing money, taking a risk and all that stuff, like an entrepreneur would, only this is a social entrepreneur. (Rollins Interview 154)

Social Innovation in Research Universities (BYU, Tulane)

Participants from research institutions often used the term social innovation when discussing their initiatives. One indicated that he preferred social innovation, which he viewed as personally improving, to social entrepreneurship because he identified SE with traditional entrepreneurship.

The idea of social innovation, that we put our talents and energies best suited to uplifting, blessing, changing, helping both the recipients of perhaps the social innovation, but also our students and how they created it and were able to grow themselves to become their best selves. That's the power of why this is such a powerful construct. It should be at the

fundamental base of everything we do. I believe that it is, but I love the outward physical expression of it. . . .

We keep entrepreneurship out of it, because I guess it implies that you're going to begin businesses, and sell things, and not everybody wants to do that. (BYU Interview 119)

Similarly, another participant distinguished social innovation from social entrepreneurship by defining the latter as narrowly focused on starting new ventures, albeit not necessarily profit-based. He viewed this categorization as organizationally convenient, allowing them to divide their programs into those geared towards general audiences interested in innovation, and the services provided by their more specialized venture academy, designed for those mainly interested in new startups.

We actually consider social entrepreneurship a narrower category within the broader field of social innovation. And, so, we work at that because the way we see it is entrepreneurship is very specifically about starting new ventures whereas social innovation, as a broader category, can apply to existing organizations changing the way that they do things. And so we make that distinction internally, because it helps us organize, kind of, our activities, essentially, within the Ballard Center. (BYU Interview 1)

Another participant from the same institution thought giving precedence to social innovation over social entrepreneurship made their programs less intimidating for the students and faculty she dealt with.

I feel like, I guess for me, in my personal opinion, I think social innovation is less intimidating and less to deal with than social entrepreneurship, because people think they

know what entrepreneurship means. That's going to turn off a particular audience especially, in our experience, in an academic institution. You say "entrepreneurship" in public health or education, and they're going to be like, "I want nothing to do with that." (BYU Interview 117)

At the same time, she acknowledged that it was difficult to define what was meant by social innovation.

We try and talk about, "I am on campus making an off campus difference." Or like trying to talk about the results of working in this field, like being able to create lasting change, eradicate old world social problems. It is difficult. We still struggle with it. And in fact, when people ask me what I'm doing, I struggle with what to say, because if you say "social innovation," you still have to explain it. How do you explain it without saying innovative? It is definitely problematic. (BYU Interview 117)

One participant concluded that both terms, social innovation and social entrepreneurship, could be "polarizing" or "very abstract," making them difficult for many people to conceptualize (BYU Interview 116).

Another, noting that replacing social entrepreneurship with social innovation still raised naming issues, suggested using the even more abstract term of "innovation" because he had seldom experienced any "push back" when using the term at his university, since everyone on campus identified with wanting to be innovative. He admitted, however, that using such a broad term also led to questions about its exact meaning.

I think social innovation trips people just as much as the social entrepreneurship does, but entrepreneurship trips a lot of people. I think you're getting rid of one of the words. I think innovation, there isn't anybody that we've run into who's pushed back on we need to

be more innovative, we want to teach people to be innovative. I think the only push back we get with innovation is perhaps at that deeper level . . . about how we can be quite innovative as an organization where some other organizations on campus have a much longer cycle . . . planning, over-planning, whatever that might be. I think the word, I think people are quite comfortable. I think when you add social to it, I think there are a few who still kind of struggle with what does this mean, but our sense is it's a much easier connecting point. (BYU Interview 20)

The equally abstract term “social impact” has been used on this campus as well. Social impact was said to be more inclusive than social innovation, and, as such, attractive to non-business students and faculty, particularly those in international development, public health, and social work.

There's a number of older institutions here, programmatic centers who have been involved in the social sphere, and I think one of the more inclusive terms is just talking about social impact, because at some level people agree, yeah, if we're not making things better than why are we here, right?

I think that's been a way we've been able to reach out to, like you said, more of the established organizations doing international development, doing, you know, even social work, or different kind of perspectives where public health, you know, others who feel like, “I'm, no, wait a minute. What's this new thing?” We've been involved in the social spheres for a long time, and my sense is that the social impact realm is that wide umbrella that then you can also go back to and say, “OK, but are we having an impact?” (BYU Interview 5)

The other research university included in the study had decided to combine the terms social innovation and social entrepreneurship in describing their programs in order to appeal to a broad base of faculty and students, although they currently have a preference for social innovation: “We have included both social innovation and social entrepreneurship, but then we started more toward using the term social innovation” (Tulane Interview 11). One participant at this institution discussed at length why social innovation had become her personal choice over social entrepreneurship, largely because she felt social innovation had less of what she described as jargon, hype, and baggage. She also identified social entrepreneurship with the heroic individual rather than with its collaborative and institutional manifestations, which she considered characteristic of social innovation.

I have an understanding of how entrepreneurship is aligning, finding a problem in the world and bringing some creative strategy to solve it using whatever resources are at hand. And it's not necessarily about private sector business development. So, that's how I'm comfortable with it. But there's some tension around the terminology. I actually use social innovation. Partly it's easier, and it makes people say, “So, what is that?” We're cultivating people who can create social innovations and test them out and spread them in the world, rather than social . . . the emphasis would be more on the ideas, solutions, rather than the people. I think that what you see is that Tulane, I think you might see us crafting our own fish and absorbing the field as it emerged and making it our own. . . .

I make a choice to go with social innovation, because I believe it captures what I want, but also because SISE [their Social Innovation and Social Entrepreneurship program] is a jargon. . . . If I say SISE, nobody knows what it is. And social entrepreneurship and social innovation is too long. I remember going back a few years to

when we were labeling it, naming it, and I don't remember all the conversations, but I wish we settled on social innovation. But that's been my own journey, so that could be helpful. I don't know if other people you're talking with have the same awareness.

Language matters. . . .

I think it's fine when you have the time to develop [social entrepreneurship], but it's happened that it's gotten so much hype. I came in skeptical. You can note that. I came in skeptical, but interested, because I noticed a lot of *New York Times* articles around social entrepreneurs who were these rich white people who noticed a problem and dropped everything and decided they would solve the problems that nobody else could. That's just not right. So, I come around and I like the spirit of it. I don't mind social entrepreneurship, but I don't like to use the word at the level of labeling what we do or communicating it, because it just comes with so much baggage. I wanted to clarify that term. I like the likes of Florence Nightingale as a social entrepreneur. That's great. That's fine. It's a long pathway to get there to communicate with most people. Also social innovation puts the focus on the innovations and the solutions, and not necessarily the people. (Tulane Interview 2)

This participant indicated that she believed that the SE field had been evolving in the direction of Ashoka's understanding of changemaking and empathy building. She also expressed interest in design thinking. While participants at the other sites mentioned having utilized empathy and design thinking as tools for enhancing SE, these practices were considered most significant at this site.

I'm looking to the future. I think that the social entrepreneurship field has evolved since the '80s. I met Bill Drayton in 1985. I've known about this for a long time. I can see him

changing and taking Ashoka in directions of empathy and changemak[ing]. I think that's great. So, we should go in that direction, too. . . . I'm kind of more focused on the design thinking part right now, but then ways to spread it out to everybody and systematize that so we can keep doing it. (Tulane Interview 2)

Note that the Ashoka concept of changemaking the participant referred to is exceptionally general in nature, being defined as having “the freedom, confidence and societal support to address any social problem and drive change (<http://ashokau.org/resources/ashoka-u-glossary>). The Ashoka definition of empathy has also been loosely formulated. It is described on their website as consisting of the innate as well as acquired capability “to understand another’s perspectives and feelings” (<https://www.ashoka.org/story/empathy-evolving>). Ashoka’s concept of empathy includes the generic abilities of problem-solving, collaboration, communication, and team-building that are not unique to either changemaking, social innovation, or social entrepreneurship. The goal of this concept is:

To grasp the many sides of today’s complex problems and the capacity to collaborate with others to solve them; it means being as good at listening to the ideas of others as articulating your own; it means being able to lead a team one day, and participate as a team member the next. (<https://ashoka-courses.appspot.com/Empathy/preview>)

Note also that while Ashoka had initially focused on supporting the efforts of individual social entrepreneurs, they now explicitly include group entrepreneurship as part of changemaking (<https://www.ashoka.org/approach>).

Changemaking in a Comprehensive University (WWU)

The public comprehensive university included in this study was the newest Ashoka Changemaker campus of the five sites, and participants at this university frequently referred to

the term changemaking in lieu of or in addition to social entrepreneurship and social innovation. A participant described his reasoning for preferring to use changemaking, based largely on his identification of SE as limited to new venture creation, and as excluding other activities such as faculty or staff intrapreneurship.

I think that the idea of using social entrepreneurship or social innovation as a phrase for what happens throughout a college or university campus is misguided, maybe. Those things happen all the time. They're so associated, particularly social entrepreneurship, I'm sure you've found this, so I guess this is confirmatory. When we talk about social entrepreneurship, the leap immediately is, "Oh, they're going to start something. And how can we support that?" There are things that are started, but that's not what the university does, generally speaking. The university doesn't go out and start social enterprises, generally speaking. What the university does is prepare people to make change in society. That change might be through an existing organization, it might be through a new organization, it might be through a for-profit organization, it might be through a not-for-profit, it might be through public sector, it might be in the academic world. It could be global in a scale, or it could be in the neighborhood.

Trying to pigeonhole something into a social entrepreneurship, or even social innovation. You can make change . . . It's hard to make change without innovation. You can certainly make change without entrepreneurship. It's hard to make change without innovation, I think, but even so that's what we're about as universities, as the institutions of higher education, is to go out and help people change society for the better. (WWU Interview 101)

This participant referred to two other terms he closely identified with changemaking, social change and social justice, which, in the literature of the field, are usually tied to SE.

I'd prefer, when I'm talking about things, I prefer to use the term changemaking because I think it resonates better with people for whom entrepreneurship might be a bad word or for whom entrepreneurship might connote a narrow view of what is happening in the university and out of the university. So I do think the choice of language is very very important, and I do think that it would be helpful for the people who are engaged in the project, those of us who are academics, the people in Ashoka and other institutions or organizations like Ashoka who are interested in promoting social change, that we understand the language very very well, can communicate very clearly what those terms mean. I guess the other term, and I just used it, social change is probably the one that I'm most comfortable with along with changemaking, because, again, I think, that's what we're trying to do. I think for a higher ed institution I think it's very important. It's just simply not the case that people in the humanities, generally speaking, are going to get fired up about entrepreneurial endeavors. But they do get fired up about changing society for the better. They get very fired up about that. . . .

If they hear social change, then they can start thinking about social justice, then they can start thinking about improving the lot of the least well off, they can start thinking about those sorts of things. They can actually be pretty innovative in their thinking and pretty entrepreneurial in their thinking about that. You just can't call it that for those people. You can't say that because then all of a sudden they'll start . . . You have to be very careful about how you approach it. After they've done something, I think you can say, "You know that was an interesting entrepreneurial idea and it really worked

well.” Then they might be able to connect the two and be more comfortable with it, but certainly in the beginning it's a difficult conversation, from my experience anyway.

(WWU Interview 101)

His comments on first enacting change before informing collaborators that it could be attributed to social entrepreneurship also serve to illustrate the practitioner-based approach of many of the participants.

Collective Impact in a Comprehensive University (WWU)

Another participant, also reflecting a concern for social change and social justice, predicted that a framework using the word “entrepreneurship” would not be acceptable to faculty concerned with these issues.

Just the term entrepreneurship is such a business term that I think people who work in social justice, or who work in social activism, social change, I think that some people would automatically put the framework aside just because of the word entrepreneurship.

(WWU Interview 114)

When asked for a more neutral term that she would prefer using, she first suggested the phrase “co-evolution of practice,” although she acknowledged that it did not fully express the meaning she was trying to convey.

That is really tricky when you're talking about change, which is essential to all of this. Oftentimes, when I describe my work with the partner school, I talk about the co-evolution of our institutions. It wasn't just them changing, we changed back. Again, that reciprocity is the difficult one to capture when you're changing, because otherwise it does sound like you're going out to change someplace. That is inherently unidirectional, and that's not what I've experienced the process to be. It's much stronger, and it lasts longer,

and it goes deeper if you're both evolving. It's been a co-evolution of practice with my partners, but I don't know how you'd choose a word that expresses that . . .

It's a great challenge. Thanks for throwing that one at me. . . . But to me, the spirit of the work that lives here is the collaboration. (WWU Interview 114)

The participant mentioned her current interest in collective impact initiatives, and considered that collective impact and social entrepreneurship models may share a number of similarities (WWU Interview 114). Collective impact focuses on multi-sector, large-scale social change. It requires all participating organizations have a shared vision and common understanding as well as a joint approach to solving a major societal problem that includes a shared measurement system, mutually reinforcing activities, continuous and long term methods of communication, and coordination through a backbone organization (Kania & Kramer, 2011). Collective impact does not preclude social entrepreneurship or more traditional non-profit approaches, but requires the formation of large cross-sector coalitions. This level of activity and coordination among multiple organizations in multiple sectors would be on a much larger scale and include a broader scope of control than envisioned by the proposed SIEHE framework, although the SIEHE framework does include partnering within or across sectors to achieve individual organizations' social goals. Investigation of the interesting possibility that collective impact could form the next higher level subsuming SIEHE in a large coalitional model would require a separate study.

Multipurpose Entrepreneurship, Social Enterprise, and Sustainability in a Comprehensive University (WWU)

Other participants at the university where collective impact was discussed had developed a concept they labeled as “all purpose” (WWU Interview 127) or “multipurpose” entrepreneurship (WWU Interview 1 Participant 2), which they represented as a spectrum of activity encompassing all varieties of entrepreneurial changemaking. As one participant explained, this spectrum was intended to address the naming issue as well as attract a wider range of interest among faculty and students than could the terms social entrepreneurship or social innovation.

We took a broader perspective of quote, "social entrepreneurship," to be inclusive, really, of all entrepreneurial and innovative behaviors and purposes. So context became neutralized, and, therefore, once again, that lowered the barriers to saying is this for me, or not. We also changed the way we talked about it. (WWU Interview 127)

Another participant at this institution preferred the term “social enterprise:”

When we've talked on this campus about what social enterprise is, I suggested a definition once and it was doing with, not doing for. That I think cuts across what we believe here and that's why it works. I'm not driven by social enterprise because I want to feel good about myself for helping other people. It's not doing for. It's doing with, and really empowering people with the knowledge and the experience that they need to achieve their own professional aspirations. (WWU Interview 111)

Others preferred subsuming social innovation or entrepreneurship under the institution's longstanding commitment to sustainability. As one participant remarked: “In our language, we use sustainability as our term for social and environmental innovation” (WWU Interview 109).

Solutions in an Entrepreneurial College (COA)

Participants viewed their college as a holistic laboratory for entrepreneurship, and saw entrepreneurship as thoroughly engrained in their institutional history and culture. One participant saw social entrepreneurship as a neologism for what they had been doing for some time.

You're using the term social entrepreneurship. That's a relatively new terminology and I understand the sense of it, but I think we were doing something along those lines before the term was in the air. . . . If I translated that to another language, I could call it collaborative innovation. (COA Interview 137)

Another participant believed that there was no single name that would appeal to all members of his campus community.

I don't usually talk about social entrepreneurship. I talk about creating change. A lot of it's about creating change, or finding a new way of doing things, or giving students the tools they need to get stuff done. . . . [Innovation is] still a little business-y for us. . . . I don't know if there's one easy way or one defining term that would work for everyone. (COA Interview 92)

This participant felt that the term “solutions” most fully captured what they did at his college, although he acknowledged that it, too, possessed definitional limitations and the potential to be misunderstood.

I think the one that I found out that's been the most widely accepted here, and this is like a survey that's not scientific at all. But I talked about solutions. In creating solutions, and all these sort of social sculpting words also can be a little scary because this is the same thing that the Nazis talked about, like the Final Solution, or social innovation. You

have to just be careful that there's also some baggage that goes from that side of it too, or it could be for more sinister means. . . .

I like the notion of solutions. Because in all of these things, what you're really trying to do is solve some sort of difficult solution, and the path that you take to get there is then even more open ended. (COA Interview 92)

Strategies for Dealing with Naming Challenges

Utilizing Discipline Specific Language

A strategy some participants suggested for use with a variety of audiences in engaging as many individuals as possible in SE-related activities was to tailor how concepts were expressed to appeal to others' disciplinary interests. The goal, it appeared in most cases, was not to have others achieve a detailed understanding of entrepreneurial or innovation concepts, per se, but to have them "do stuff" together (COA Interview 92).

If we're in front of a bunch of business students, we'll say social entrepreneurship. If we're not, we switch to social innovation, and then depending . . .

I think that's been a way we've been able to reach out to . . . more of the established organizations doing international development, doing, you know, even social work, or different kind of perspectives where public health, you know, others who feel like, "I'm, no, wait a minute. What's this new thing?" (BYU Interview 5)

You have to be mindful of your audience, whoever you're talking to. . . . You have to adapt the language to fit the schools and have people open up to it. . . . Everyone, the people I talked to, want to do stuff. They want to make change happen. (COA Interview 92)

One participant provided an example of customizing their social innovation language to make it appropriate for teaching citizenship skills in elementary schools.

In education, we've had a group of students work with a partner who works in elementary schools to teach good citizenship skills through play. And they have this whole framework and model. Their theory of changing the world is to reach children at a young age. They choose to do this through an elementary school, through this particular engagement model. Helping to give them that example helps them see their place within what we call social innovation, even if they don't really understand what that is. They're at least willing to have that conversation. Yeah, so that's just been my experience in trying to sell this across campuses. (BYU Interview 117)

Someone at another institution talked about crafting her explanations of her initiatives' intentions in order to convey social entrepreneurial concepts to a variety of faculty departments on her campus.

If I'm presenting it to people who have NIH money to do scientific research on behavior change or health behaviors, I'll say, "Hey, NIH is paying attention to this. You might see different funding sources." Item one is people need money for the research. Item two would be, "These things need testing. We need your rigorous skills to test out this crazy idea to improve HIV prevention in East Africa." And they didn't know that that's considered a social entrepreneurial way of thinking. So, as a topic of study . . . So, I present it differently to them. I say that the students, we're preparing our students for jobs. See, these organizations are recognizing that we need social innovation thinkers. So, selling it as, we've got to prepare our students with these skills. That's why I convey it to downtown colleagues, and also from a theoretical perspective, as a scientific basis.

Uptown, though, in the liberal arts, say it's humanities, I would say this is the way to cultivate creativity and help people be engaged as world citizens. Like anything, you have to think about your audience. It's not just one thing. Interestingly, I often have to say, "It's not in the business school." (Tulane Interview 2)

Don't "Put A Wrapper Around It"

A second strategy some participants mentioned was not to attempt to name the phenomenon or standardize terminology, since, as one participant indicated, "It almost becomes worse when you try to put a wrapper around it." Instead, he concentrated on practice: "I usually focus on what are you trying to do versus the macro work that contains it all—like social entrepreneurship, social innovation, changemaking." This was primarily because, "I haven't found one term that doesn't carry a lot of baggage with it," although he also acknowledged that this wasn't a "very academic" approach (COA Interview 92).

Another participant at a different institution thought attention to practice and promotion through example were the most effective means for making a case for embedding SE-related initiatives on her particular campus. Naming was considered a higher theoretical level process that should be considered only after activities were well underway. This provides another example of privileging practice over conceptualization, also indicative of the practitioner-focused approach generally pursued by participants (WWU Interview 101).

I think that the place for the concepts that you're talking about is once you're already in the door, and you already have this established relationship. . . .

I feel like those conversations are more that you're having once you're already in the door and everyone's at least somewhat comfortable with this space. The explanation, at least in the beginning, in trying to explain the value of a program like this across an

institution, I think it's much more high level. I think it's much more big picture in terms of what I was describing. . . . I think that examples at least are what we've found to be the most persuasive. We try not to get into all the nomenclature and all the theory behind it at that level. (BYU Interview 117)

What's in a Name?

(A Rose by Any Other Name Will Still Have Thorns)

In studying the applicability of the initial proposed SEHE definition, the study revealed that determining terminology used to describe SE-related activities across the five study sites remains problematic. Preferred terminology varies from site to site, and often within the institutions themselves. Some of the sites hierarchize SE and SI, use or combine both, prefer one to the other, or prefer other terminology, including changemaking, entrepreneurship, innovation, social enterprise, social impact, social ventures, solutions, and sustainability. Some participants argued, for example, that SE could be subsumed under SI, but the difficulty remained regarding an acceptable or consistent definition of social innovation itself. Others thought the reverse, with SE as the umbrella term under which SI appeared as a component. Moreover, some saw SE as narrowly relating to venturing, while others viewed it as having a broader range of applications, including in intrapreneuring and innovative project management. Participants also mentioned closely associated or corollary concepts, such as collective impact, design thinking, empathy, social change, and social justice, as influencing the way they viewed and practiced SE and SI.

Participants discussed outstanding questions regarding labeling, including how the various concepts the sites adopted should be distinguished from one another, and if they might relate to each other in a consistent or systematic fashion. While tailoring or customizing SE or SI vocabularies based on audience interest or discipline was seen as useful for outreach,

marketing, and collaborative purposes, it also appeared to underscore the current lack of consistency in terminology. If manifestations of SE can be viewed as occurring along a spectrum, as some participants believed, there still remains the need to investigate that spectrum and its expressions more precisely as they apply to higher education institutions. And even in combining SE and SI into a label for the revised proposed SIEHE definition applicable to higher education, the exact relationship between these two concepts has not yet been clarified.

“The Many Voices of SE”

Underlying the problem of naming, it was apparent that the concept of SE means different things to different people within as well as across institutions, suggestive of why the field is still in flux regarding this issue.

The problem is that there are many visions of what social entrepreneurship is. . . . Many voices need to be heard. . . . So the notion is that it all should be free, like freedom to dream, to create, to help, whatever way you think that is, right? . . .

And I think everybody's right. I don't think there should be a “right” with social entrepreneurship. (Tulane Interview 14)

This participant also commented that the inclusion of the voices of an entire campus is required for social entrepreneurship to flourish there.

The researcher suggests, however, that some definition or boundary setting needs to occur to address blurred definitions, enable comparison across campuses, and allow for communicating effectively across differences in practice. Inclusionary boundaries would allow the “many visions of what social entrepreneurship is” (Tulane Interview 14) to be heard in the context of a clearer understanding of what they constitute. This development of shared meaning could undergird the desired freedom of uniqueness while allowing for mutual understanding

across higher education, enabling empathy and collaboration, and furthering the growth of SE in this environment.

CHAPTER 18. SIEHE PROCESS MODEL

The purpose of this study was to explore a proposed SEHE framework developed from the literature through a multi-case study of the experiences of five higher education institutions recognized for their adoption of SE practices, each of which was unique in its application of SE due to its mission, culture, history, environment, and to the varied experiences of faculty, administrators, and staff. The framework, informed by the experiences of these exemplars, is intended both to advance scholarly understanding of the elements and process of SEHE, and to serve as a guide for those undertaking or considering SE implementations at other colleges and universities.

This chapter and Chapter 17 address the second part of the guiding research question: Can the proposed SEHE framework account for the experiences of higher education institutions that have adopted SEHE? This chapter presents the initial cyclical model along with the revised SIEHE (Social Innovation and Entrepreneurship in Higher Education) process model based on a synthesis derived from participant comments.

Initial SEHE Model

The initial proposed SEHE process model (presented below in the modified version produced following the five site visits conducted in Autumn 2015 and presented at the Ashoka Exchange conference in New Orleans in February 2016) was derived from an extensive literature review outlined in Chapter 2:

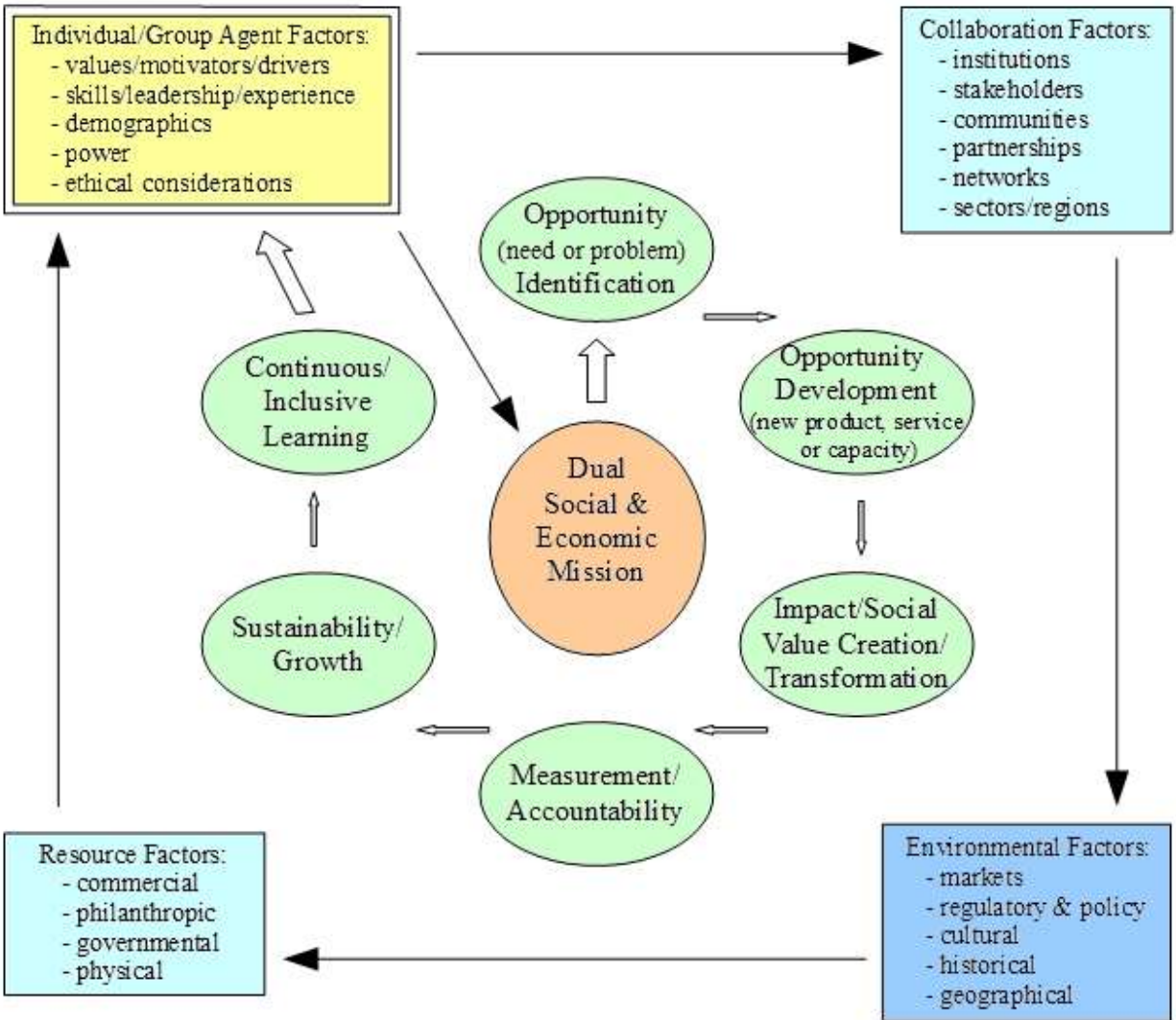


Figure 7. Modified version of the initial SEHE cyclical process model. This figure illustrates the modified version of the initial SEHE cyclical process model presented at the Ashoka Exchange conference in New Orleans, February 26, 2016.

The initial proposed model was very positively received by participants at the five study sites, none of whom suggested major revisions or that they considered the model needed to be fundamentally re-conceptualized. A total of 651 participant comments regarding the model’s design and content were coded, and are summarized below. A treatment of comments on the model’s overall design and its potential use are summarized first, followed by a treatment of comments on the SEHE framework’s elements and factors as these appear in the model.

Overall Design and Use

Participants used such terms as “good,” “fantastic,” and “nice” to describe the overall model, and commented that it was clear and understandable (BYU Interviews 5, 119, 121, 122, 123; Rollins Interviews 153, 154; COA Interview 138; Tulane Interviews 2, 100 Follow-up Email; WWU Interview 113). Some noted, in particular, that they liked the idea of using a process model to describe SE in higher education (BYU 116; WWU Interview 115). Some mentioned that it made logical sense (BYU Interviews 5, 116, 117; COA Interviews 138, 143; Rollins Interview 154; Tulane Interview 2, WWU Interviews 110, 114), even though those who were familiar with modeling indicated it was difficult to undertake (BYU Interviews 5, 119, 121, 122, 123; COA Interview 138).

No participant indicated that any major elements or factors had been omitted, while many expressed, as one participant commented, that the “inside core . . . accurately describes both what we do and what's missing, . . . what we should do, and how do we close the loop” regarding the SE process at colleges and universities (BYU Interview 121). One participant said he saw “nothing out of place,” and also commented that the model was at a higher level of construction than what was being researched at his institution.

You have really high level constructs. Compared to what we're teaching our students to do, these are really high level constructs in terms of, what I'm teaching my students, get out there and just do some ethnography. Just watch, talk, and tell stories, and just figure out what makes someone wince. What makes someone's day hard? What makes somebody's life harder? Then come back. (BYU Interview 123)

Another thought that keeping it at a higher level of construction allowed flexibility in presenting the cycle to different audiences across campuses.

The nice thing about leaving this more generic like it is is as you or whoever else is trying to achieve this implementation on whichever campus and whichever department, they can speak to, for example, in the education school, a cultural issue that I know that we need to consider. You know your audience and you can speak to that and use those as your examples that you choose to illustrate which each of these are. . . .

In the model, visually, I think that this is at least a good thing to be able to say and to direct people, “Here's everything we need to consider. Here's what we have considered both from what we're trying to accomplish, but also what I'm anticipating that you might be concerned about” whoever they're trying to bring around. (BYU Interview 117)

Someone else commented on the model's potential explanatory and normative value in understanding SE on campuses, especially relating to faculty involvement in program development.

At a larger level, this model is both explanatory, but it's also prescriptive, . . . and very normative in terms of, if you're going to do [SE] well, it requires managing these different links, and again, it's a textured model because this line [between agents and collaboration] is really, really thick. If this one doesn't happen, none of the rest of this actually matters. It's all just a pipe dream. But if you have this, then these resources become really critical, and it's actually . . . I like the way you have the arrows, because it should run from here to here, and then from here to here, because, if you have the faculty person having to run the program and get the resources, there are prescriptions there. There are normative implications about what works and what doesn't work. (BYU Interview 121)

Another participant stated that the model accurately reflected the way SE activities are enacted on most campuses.

I guess my sense from just looking at this is it's from a social venturing perspective. I mean this is, I think, very close to what most groups are doing on university campuses, right? Providing the central framework that you're describing here, and then you know, in some ways providing the support activities or outlet groups. (BYU Interview 5)

He also commented that the model might prove useful in facilitating positive change among actors in an often change-resistant sector.

I think in some ways you're saying if you approach it from a standpoint of like you just mentioned, that higher education doesn't move fast, doesn't change well, could this model be used as a way to affect that change even within higher education, I think becomes an interesting perspective. (BYU Interview 5)

A few discussed whether the cycle should commence with Agents, as proposed, or with some other element or factor, such as Collaboration (BYU Interview 121; COA Interview 139; WWU Interview 113), while a few mentioned that it was, as one participant commented, “hard for me to tell where the starting point was. That can be just the general comment, but those are easily addressed by just moving things around” (Rollins Interview 150).

Many participants mentioned understanding the difficulty of condensing a multilayered process into a two dimensional model, with some suggesting cascading sub-elements within the elements or creating sub-models for each (for example, adding the piloting or prototyping steps that can be included in Opportunity Development). This amount of detail would have resulted in a multi-page representation that they also acknowledged was beyond the scope of the present study (BYU Interviews 119, 121, 123; Rollins Interview 154). Some suggested adding

transitional intermediary steps between some of the elements, such as between Opportunity Development and Social Impact (BYU Interview 122; Rollins Interview 154); shifting various elements in the cycle, for example reversing the order of Sustainability/Growth and Continuous Learning (BYU Interview 121; Rollins Interview 154); and where to possibly add feedback loops (BYU Interviews 119, 121, 122, 123; COA 138). Most agreed that the model should express a sequential but iterative process, with a few suggesting the use of two way arrows between components in addition to or instead of using feedback loops (BYU Interviews 121, 122; WWU Interview 110 Follow-up Email, WWU Interview 113). Some also suggested using thicker or dual lines to accentuate the movements of the cycle (BYU Interview 121). One participant talked about using more arrows to connect the parts of the model, in addition to commenting that he liked the use of different grain sizes in the illustration.

I think you've got all the parts there. And I don't really think it matters . . . but I think the arrows are eventually going to . . . you are going to eventually connect everything with arrows, so you have to have some kind of a coherent model here.

There are very different grain sizes here of the things that are going on. There is a collaboration within my group, among groups. It's hard to represent in two dimensions what is really an n-dimensional entity. I think you are on the right track, I like all the things that you've got there. . . . I like that it's got that kind of spiral feel about it. There's just so much you can do with graphics and words. . . . You got it. (WWU Interview 113)

Another stated that, although the model already included actions (such as Opportunity Identification and Development) and outcomes (such as Social Value), it would be “pretty impressive” if the researcher could “separate activities and outcomes,” although he “wouldn't know how to draw it like that” (Rollins Interview 154). A few proposed alternative terminology

(opportunity discovery for Opportunity Identification; opportunity exploitation for Opportunity Development; assessment for Measurement and Accountability; and scaling for Sustainability and Growth) (BYU Interviews 119, 123; Rollins Interview 148). Finally, some suggested other design features such as triangles, squares, or spirals, or nested or concentric rings (BYU Interviews 119, 121; COA Interview 138; Rollins Interview 154). One participant, for example, described making it into a “circle model, so it's a larger circle. . . . Here's the program itself, here's the social initiative, here are the institutional factors, and then here are the larger environmental factors” (BYU Interview 121). Another recommended putting an animated gif file consisting of a “three dimensional cycle that moves” up on a website (BYU Interview 119), while someone else envisioned an illustration modeled on a nuclear fusion reaction, with an inner cycle depicted as a three dimensional spiral beginning with Individual Agents, and the surrounding factors bombarding the cycle like plasma cannon to stimulate movement (COA Interview 143).

Another participant recommended a design similar to the concentric-circular model he had been developing for a recent project.

I could almost see three layers. . . . Then you say, “OK, this is higher ed in here, because this is what we're all about, is helping with the idea of agency,” and then, “OK, we would like people to help push it beyond the level of just simply ideating. How do we do that?” This is the implementation level, then the outside is, this is the supporting level. . . .

What I liked about the layering of it was that there is a movement that's implied from either outside in or inside out, and all parts are touching each other. In some ways, that's more real than having them be individual bubbles. . . .

If you've ever been in a venture, it's all mish-mashed together. It's not like, “OK, today's mission day. Now, we're doing an opportunity identification. Now, we're going to develop.” It's like you develop stuff, it goes back. And I think you can imply . . . If you're doing this in a circle, you could always make it into segments. I'm not even sure I would do that, though. . . . That's why I like them almost unbounded within a circle. . . .

This is the same thing. When we were doing this, what we wanted to show was all of these things were touching at the center, so you can move from one box to another, and then how to show like here are all the factors that can be influencing each other . . . and so it can have flow through to either way. We were dealing with a lot of the same factors here that you're thinking about. (COA Interview 138)

He also suggested that a hexagonal design could have advantages over a circular design, since the elements and factors “cut across all of these different areas. . . . They're not linear. There's no causality” (COA Interview 138).

Whatever the design, this participant thought the model may be useful as a decision tool for institutions or individual departments which were considering SE activities.

This is really helpful for me, because I'm thinking about . . . So developing this is one set, and this let's any academic area play. When you say, “OK, well, wait. Now we've got people, and they've got this drive, and motivation, and this perspective, and they want to go do something, now here is a way to implement that.” And then, in order to have that in place, here's how you do it. (COA Interview 138)

SE Elements: The Inner Cycle

Dual Social and Economic Mission. One participant commented that academic institutions were:

. . . inherently social because that's what universities are. At their deepest mission statements, you know, there's very few that don't have something in there that says, we exist and students coming here and faculty coming here are gaining this information and knowledge, and one of the expectations is they're going to be involved in making change, making things better in the world, and so it does seem, you know, to fit into that well.

(BYU Interview 5)

Some talked about what should be at the center of the cycle, with some preferring mission (BYU Interview 121), and others preferring agents (BYU Interview 119; COA Interviews 138, 143). A participant who believed mission was central to the model also agreed that SE in higher education had both social and economic aspects, but raised a question about whether other institutional agents shared his understanding.

I love Dual Social and Economic Mission in the middle, because it's really where it belongs. . . . I think everybody would say, "Oh, we have a social mission because we're a university," but I think if you actually dug underneath that you'd find out not everybody . . . This social and economic mission, or it's like our traditional mission is to educate students to prepare them to work in the Utah environment. To grow up and raise great families. Yeah, that's a social outcome, but are we, as a university, engaged meaningfully and positively in social change, or are all of our faculty just taking pot shots at policy makers and pointing out what doesn't work? I mean, there's a lot of variation here. Belongs in the center, absolutely. (BYU Interview 121)

One participant who believed Agents, rather than mission, should be central to an SE model, noted that this was:

. . . because the person's before the mission. I think the mission . . . Theoretically speaking, the mission of an organization isn't really supposed to change that much, but I think the mission and what people hope to accomplish changes as it evolves. And then the individual has to decide, "OK, this is where I think I'm going with it." But the mission ultimately is derived from an entrepreneurship perspective that's being derived from the people who are in it. Once you think you know, "This is what I want to achieve," then you say, "OK, is there actually an opportunity there? Here I am. I'm excited about this. This is what I want to hope to achieve," and then, "Is there an opportunity?" (COA Interview 138)

Some wanted to add environment to the mission indicative of the values incorporated in the triple bottom line accounting framework (Elkington, 1994; COA Interview 138, Tulane Interviews 2, 5, 9), with one participant commenting that "the economic, social, and environmental mission . . . I don't know, if you had this layered, that would sort of be the bottom layer of everything" (COA Interview 138).

Others suggested the researcher foreground the academic mission (Rollins Interviews 151 Follow-up Email, 154; WWU Interview 113). Some equated the academic mission with learning, suggesting that "I might have wanted to get the word 'learning' in here somewhere. . . . Without that we don't exist. That's a bias that I have" (Rollins Interview 154). Another participant recognized the presence of learning, but considered it to have been underemphasized: "I love that you've got learning in the model. I might kind of punch up that notion. . . . I'm thinking learning is more central to the model of an institution that's about learning" (WWU Interview 113).

Two questioned referring to a Dual Social and Economic Mission. One suggested “Economic” should be replaced with “financially sustainable innovations” (Tulane Interview 5).

Another remarked:

I'm not positive that all higher institutions would see that they have a Dual Social and Economic Mission, although to the extent that going to college does have economic value. We don't always emphasize that. We all have a job, so our graduates kind of want to think that they can get a job of some kind some time. That might be a place where there will be some tinkering with what goes on, and what gets us started? An individual might get things started based on this kind of mission of the university. (WWU Interview 113)

On the other hand, one participant saw the Dual Mission as deeply embedded in the academic environment, relating to the departmental as well as the institutional level, and intrinsically driving Opportunity Development.

I like this model, and I think, actually, the Dual Social and Economic Mission going to Opportunity Identification, that's what happened on campus, right? There was a really departmental, I think on that level, or co-curricular, curricular mission that really initially seized on what we understand to be social entrepreneurship, social innovation, and just applied it to the opportunity to give students an outlet. (Rollins Interview 152)

Opportunity Identification. One participant commented on the debate in the business literature regarding the most appropriate term for the process of identifying a need or problem to be resolved through entrepreneurial action, and discussed the researcher's attempt to avoid contentious terminology by employing a more neutral phrase occurring in the SE literature,

“opportunity identification” (BYU Interview 123). This term met with general acceptance among participants (BYU Interviews 20, 119, 122, 123).

The word opportunity has become a really loaded word. I think it’s really unfortunate. I’m not a fan of the entrepreneurship theory debate about opportunity creation versus opportunity discovery.

Good friends of mine are in the very middle of it. I roll my eyes at it a little bit. I think they’re evolving, as well, to something that’s a bit of a hybrid. (BYU Interview 123)

Another participant discussed, in terms of the interplay of Agency, Collaboration, and Resource Factors, two types of Opportunity Identification he observed on his campus.

Some of our rules that we go by, so one of the ways you could think about innovative programs or innovative things is that they develop as kind of like nascent programs that come out into the school that like . . . A program is kind of an amorphous term but means some kind of initiative that you’re putting forward.

One of the rules we’ve always had for those kinds of initiatives is that if there’s only one faculty member that’s around them, they die. I don’t know how this fits into your model, but we used to say like one faculty equals death. I remember that in a retreat one year when we did that. Part of it is how you develop critical mass for things.

Then how you find and how successful you are at pulling in funding towards them. It’s also about initial buy-in, and how you . . . For our initiatives, I think you really have to have people to help you develop those initiatives, and can have that initial buy-in into those things to develop that before you go. Our president has done this. Our president has gone out and found large sums of money and come back and said, “Look, I

have this new initiative. This is what it's going to be. There's this money." Then it's sitting there because nobody quite knows how to deal with it, because nobody had input into that early enough, and, given how much money is sitting there, you would expect it to just be a free-for-all. There's not. I think to some extent, that's because of that initial building opportunity. I think those are really, really important, and how you pull people in.

There's real differences on our campus in terms of how people do that. We have individuals that are incredibly good at . . . Our international studies group, which is, I would call it, a very successful initiative, they're always open to all comers. They go, "We're going to have dinner, and we're going to talk about what kind of things we're going to do in the next three years overseas and around. If you have an idea, come." Open invitation not closed at all, really inviting new people to come in to that kind of thing. Those are really important things for it. Then we have other people that are much more likely to get a grant that you don't even know about, because they're just kind of getting it off to the side. Those are just different models. I tend to like a more open model, personally, but I think both of them exist side by side at this institution.

I'm not sure which one has more staying power. I would like to think that the more open one does, but I don't know that that's true. In terms of how our stuff goes, we certainly have people that have energy, and then we have people that have a lot of energy, but it probably doesn't go very far because that energy is usually associated around an idea that, when I look at it, they're not very adjustable. They don't allow co-ownership, I guess I would say. And they go, "I really want to do this, and this, and this. This is a really cool idea, and this is what we need to be doing." And then I don't see them

partnering successfully with lots of other individuals, because I don't see their willingness to merge their ideas with other ideas and form a larger whole. I think that those ideas sometimes do just die unless that individual is savvy enough to go out and find their own funding and exist independently. A subset of those people make it, and a subset of those people, those initiatives don't. It's not the end of the world, if that's what you end up with, but it certainly, I think, makes it tougher. (COA Interview 139)

Someone else concentrated on the marketing aspects of Opportunity Identification, Opportunity Development, and the creation of Social Impact. She was primarily interested in advertising student ventures as well as other educational offerings, and in the points at which marketing would integrate into the model. She discussed the researcher's suggestion that marketing sub-components might be included in each of the elements in the revised proposed cycle.

I definitely like how you broke this down into more digestible components within social entrepreneurship. The way that we've broken it down, and I can see that you've done this too, is Identification, so I would probably equate that to best idea. Opportunity Development would be best product or service, that's exactly what we call it. Impact, Social Value Creation, Transformations, that's probably what we would call best venture. Now we're taking the product or the service into a business or organizational model. And then, with our students, once they've hit best venture, that's not where the funding ends. If they continue to hit benchmarks after that, then they can receive funding.

I guess this is where I keep focusing on as well. How do we even get people interested in doing this idea process. . . . Those were made specifically for social

entrepreneurship. . . . That part is right here, is kind of identifying those different students, and, even within just social entrepreneurship, I'm targeting those audiences.

This might be [someone who] would need more support, but he's all ready to do best venture. [Another] might . . . I just think that, even within social entrepreneurship, it's really important to look at the different types of students that you're supporting across campus. That's how we designated that, not just for marketing, but how do we tailor this product for that type of student. (BYU Interview 116)

Opportunity Development. Participants generally supported the idea that SE-related opportunities could be developed in the higher education context outside of venture creation, and, consistent with the initial proposed model, these additional curricular or non-curricular initiatives could relate to the development of a new research product, establishment of a new program for an underserved population, or expansion of institutional capacity to meet unmet needs in a community.

The problem of the opportunity, see, when I think of that from the business perspective, what we're looking at is an opportunity to create a venture, an organization. But, on the university campus, that may not hold. It may be an opportunity to get students to be involved in, whatever your terminology is, say a socially innovative practice. Let's say it's something like that, rather than absolute money. (Rollins Interview 154)

This participant said that the phrase included in the Element, “New Product, Service or Capacity, that kind of threw me here a little bit,” since “the way I think . . . it could be a new activity for students.” He suggested the researcher add the terms “activity” and “implementation” to the Element.

When you think of it from an entrepreneurial standpoint, there are other steps that you can put in here that you might not need. I know you're trying to capture . . . concept development. So we develop whatever this is, and . . . I know you can't get the whole model in here, but somehow implementation. That's the endgame of development. Or the first part of the endgame. It would be good if you could get in implementation. Because once you've implemented it, whatever it may be, then the outcome of that would be what you have here [under Impact/Social Value Creation/Transformation]. (Rollins Interview 154)

One participant talked about the complexities of Opportunity Development impacted by resource availability as well as by campus politics and power dynamics. He discussed how the elements in the SE cycle are affected by campus structural and agency influences.

The Opportunity Development, I think that's super-complicated here, because some of the Opportunity Development had a lot to do, in my opinion, with gathering resources, and articulating or creating space around what could be done with the social entrepreneurship label.

Initially, I think in terms of the undergraduate experience, the biggest and strongest proponents of social entrepreneurship were international business, which was a major that already had an emphasis on internships, experiential . . . It was required to do an internship. They were required to go abroad. There was a huge emphasis on experiential, high-impact.

Adding social entrepreneurship there, that wasn't out of character. You throw in the politics around it, and it started catching on more broadly in terms of outside of campus. Social entrepreneurship benefits us on a very basic level from being business.

So people hear “entrepreneurship” more than they hear “social,” I think, in terms of the public narrative, other than making it a business, and the business people, like Google. Google's motto, “Don't be evil,” and that curtails some natural societal criticism of liberal arts being not functional, not practical, not able to address real-world problems. (Rollins Interview 152)

Another participant remarked that faculty, staff, and administrators in academic settings would have no difficulty in conceptualizing the Opportunity Development Element: “This part is easy to understand because this is all sort of program. This is quality program stuff. Quality curriculum, quality research, whatever you even want to call it” (BYU Interview 121).

Unlike some of his colleagues, one participant recognized the concept of institutional capacity building as relevant to the Element.

You get in this sort of Opportunity Development, clearly the emphasis was on the product like, “I'm going to create a business, I'm going to create this,” as opposed to capacity, “I'm going to change the law,” which is way more complicated. A venture pitch competition, where I have an idea and I'm going to pitch a business, and people give me money, and that business fails, you learned a lot but that's not really going to change the world.

But if you actually developed some sort of idea where you could therefore go out and get new legislation or a new ordinance or something, and that would have a definitive impact, but that's not the narrative that I think is attached to social entrepreneurship. . . .

But it could be. . . . In fact, as I said before, I think when people define it, they define it really narrowly. If you talk to people, you do whatever you want. People are

defining it in the context of whatever institutional need they have. (Rollins Interview 152)

One participant talked about Opportunity Development as experimentation and repeated hypothesis testing.

But the only predictable input here is experiments. The output is not predictable, only that progress will be made if it's applied. So I can reliably predict progress. I can reliably predict a breakthrough, but I can't reliably predict this input leads to this output.

To me that's the risk or that's the flaw of using what we've always used. It comes from economics. It's our contribution. But the uncertainty in search requires that our primary input be search, be hypothesizing, be experimenting. And the outcome is knowledge and insight. Then, once that's in place, then there's a fairly traditional managerial activity about growth, about financing, about marketing. But that earlier stage is either pure luck, which I refuse to trust, or there's really, to me, a really fascinating process of search and experiment. (BYU Interview 123)

He equated iterative prototype testing with experimentation, and related it to his institution's attempts to measure Value Creation as an extension of Opportunity Development.

As we continue to build a series of prototypes, meaning what you call Opportunity Development, we're actually gaining insight on need or problem. So for me, there is this a really rapid many, many times iterative cycle between these two from which, eventually, emerges the essence of the value. For example, all my students are supposed to ask, "What would you be willing to pay to have this need eliminated?" Then, "What would you be willing to pay to have this solution applied to your need?" The gap is some measure of the quality of your work. And the gap, therefore, is some measure of this

Value Creation. For me, these are much more tightly clustered and not nearly as unidirectional as that would say, and, frankly as the literature would say. I know that the literature talks about that. Mostly, this is very, very iterative. (BYU Interview 123)

Another participant at the same institution related their prototyping to design thinking and lean startup methodology, as well as to creativity and innovation.

I'd say the thing that has helped us the most has been a flip in how we approach entrepreneurship, how the entrepreneurship center that's here approaches entrepreneurship, which is very much a design thinking, prototyping test to validate perspective. From an entrepreneur perspective it's lean startup, which really came from a design thinking model as well. I think early on we just tried to create what we could. Now we're in a spot where, just like you heard me talking to students today, I'm asking them, please be more experimental. Let's produce tests and try to evaluate those rather than creating a program without the initial information, and we try to remember if those students in the class have been trained, and all of our staff here has been trained in design thinking, so we keep saying, "How do we walk our talk? How do we go back?" I think that's been something that's been very beneficial, is try to use that as a way to proof out what's working, what is rigorous, and then quickly jettison things as fast as we can that don't feel that way. . . .

I'd say most departments struggle with that because they feel like if they create something, they've got to maintain it, and this is a spot where we do have, I think, an advantage that gives us a lot of creativity and innovation that we can do. (BYU Interview 20)

One participant mentioned the cost and suggested potential institutional limitations placed on the exercise of agency that he associated with Opportunity Development.

I think obviously it's both Opportunity Development and opportunity cost for all of these things. So clearly opportunity has to . . . if I'm creating opportunity for an individual, and I might bring that opportunity, I might make a stronger connection between the individuals. A lot of it is if these individuals may have agency, but if we aren't creating opportunities for them to engage in this work, I'm not sure what that looks like graphically. (WWU Interview 113)

Impact/Social Value Creation/Transformation. One participant thought the main social value or impact generated by higher education institutions should be “teaching people how to think” and providing the skill sets they needed to succeed in creating positive change.

One of the things that I was impressed with, and not necessarily favorably impressed with, there are so many of the efforts that I heard some of the big name folks that were doing social entrepreneurship in their universities were really entrepreneurship that somebody tacked the name social onto, so it was building widgets and applications and selling things.

That ostensibly could work to a public good, but for me I really would probably be looking at much more on the services and human development and education side rather than product development or technology. That fits with that work in education for sustainability. We are about teaching people how to think, and problem solving strategies, collaborations strategies, rather than new technologies per se.

Then there is a whole element of green technology, and there is a whole built environment side of the sustainability work. But as an educator, I'm way more interested

in helping change the way people think and see the world rather than finding yet another product or technology that we're going to put out there. (WWU Interview 113)

Another expressed a similar view, mentioning how students were transformed by the educational experience they received.

All the other things, I think they are quite true, the impact on social value creation and formation, transformation. There is a lot of language around transformation for students, for faculty maybe it's not as much, but for students, I think, there's definitely a lot of transformation. (Rollins Interview 152)

Someone else, in keeping with the SE literature, considered social impact to include the economic and social advancement of the underserved in nearby communities.

I'm hopeful because there are plenty of examples, hundreds if not thousands of examples of cases in which people who have not been of means have been benefited economically and socially by participation in SE initiatives. That gives me hope that that'll happen.

(WWU Interview 111)

Another participant talked about the creative activities of faculty and students that could result in culture shifts enabling previously unachievable innovation.

There are some creative executables that might live, but it's hard to put them in a bucket.

It's hard to name them something of what you want to do. . . .

You would need to [include ideas, concepts or products], for a campus in particular . . . because there are so many areas that want to work in this space providing value from the thing that they do. It might be . . . again, one of the biggest social innovations might be a creative expression that helps set the stage for a culture shift to allow for a new innovative activity, or product, or device to work in. Again, what that is,

I don't know, but to allow for that kind of, that could be as socially innovative as a better way to distribute shots in sub-Saharan Africa.

It might be that the reason that they don't want the shots is because, culturally, they think it's the wrong kind of medicine, and so maybe you actually need to hold the play where they learn that it is the right medicine, because it was done in a culturally relevant way to them, and all of a sudden all the scientists could then go, "I never thought about it. I thought if I just stuck them with a needle life is good." But, again, I don't know, but there is that kind of creative expression necessary. (BYU Interview 119)

Finally, one individual thought that, rather than possibly treating Impact/Social Value Creation/Transformation as a separate element, it could be conceived as part of Opportunity Development and as either including or closely connected with Measurement/Accountability.

I personally would put ... the impact part of this, I think they all should be happening here in development. The idea is people think about impact evaluation like the thing that you add at the end.

OK, we did our program. What effect did it have. We can hire someone, we can hire a consultant at the end to assess that. But really, the way I want them to learn to use impact evaluation is to say, like a designer, have your three different prototypes that you think might work, roll them out on a limited scale, pilot them. When you're piloting them, like if you're doing three different versions, choose 60 villages to start in and do 20 of each randomly selected, and then see which version of the program does the best in its first year.

Then choose the one that does the best and, again, go deeper into it, exploring what works the best or what doesn't by again piloting it, and always be doing that so that

your choices about development are made based on continuous learning, based on, I think, measurement. I love the accountability there too. You're accountable for how you're designing it if you're measuring it when you're designing it. All that is for me based around the impact, driven by impact. . . .

To be thinking about it earlier. I think what I described is sort of this movement called data driven policy design or data driven management that is becoming much more popular in international development. I don't know about other fields very well, but probably other fields have already long ago did this, but NGOs that do development, they don't think this way and I wish they did. (BYU Interview 122)

The researcher asked this participant if he considered that data driven policy design could be included in Opportunity Development without altering the other elements as they were included in the model, even though he thought impact would be continuously assessed through iterative piloting. The participant confirmed that would be "a good way to include that idea" (BYU Interview 122).

Measurement/Accountability. Some participants noted the relationship between Impact/Social Value Creation/Transformation and the ways it is measured and reported to institutional stakeholders.

I might think about accountability as back to what is the social value? Are we accountable to some . . . what is the value that we are creating here? Measurement in my mind would be are we on track? How are we doing? They can fit together in that oval. (WWU Interview 113)

Another stressed the importance of judgment as well as of transparency on the part of agents. He related judgment to value analysis, which he thought belonged within the Value, Measurement, and Sustainability Elements, as well as within the Resource and Agency Factors.

You have to use judgment. Measurement implies we measure and we got data. But we have to use our judgment in terms of sustaining the program, if that makes any sense. Somewhere the judgment needs to get over [to Sustainability/Growth] . . .

You could probably get the word “value analysis,” something over here [in Measurement/Accountability]. . . . I know it's over here [in Impact/Social Value], and it should be. Is this working like we intended it to? Now, you get over here. . . . Not only does it work like we intended it to, is this worthy of continuing putting time and effort, resources, and all this kind of stuff into it. If so, then that outcome is this continuous part of that. . . . There's just some wild ideas. (Rollins Interview 154)

Most participants stressed the importance of Measurement/Accountability in any application of SE in a higher education context, but thought this element was often overlooked both in practice and in some models of SE.

If I'm going on teaching people how to run an effective social entrepreneurship program in higher education, if I don't have this stuff, it's like criminal. Yeah. It's like, well, this is the 1950s and, of course, the impact that we think we're having is of course valid, but we're never measuring, there's never any accountability for this stuff. (BYU Interview 121)

It's completely right on what you're saying about the lack of measurement and accountability. That's one of the things I've learned, one of the things I said, “I wish I had done that from the get-go.” (Tulane Interview 8)

Oh, it looks great. I think that measurement, having metrics is very important, because you can do a whole lot of stuff, but there's an opportunity to improve something and you measure it, and you can see results or you don't see results. I think that's really helpful for going forwards. I think measurement and accountability, having a metric system is really important. Then sustainability, I'm obviously very into as well. I think those two are really important. Some people might not have them in their models.

(Rollins Interview 153)

Yeah, I think that's really important. And a lot of the evaluation . . . I think is really important. Because I worry that some of these nonprofits [that we work with] can sometimes be so, they're very focused on proving why they're there and proving their success, that I think sometimes they're not so realistic about where it's not working. And I think if you're not willing to do that work also and evaluate where you're not succeeding, then you're not really doing a whole lot of good. So I guess that goes here, maybe the measurement and accountability and a real system of evaluation. . . .

And I think numbers a lot of times is what you use. How many people are signing up for these programs? Is the program growing? How many faculty do we need? So we are evaluating, usually it seems like in terms of numbers. How many students are choosing this minor? And that's one way, you know, but it's probably not the only way to know about the quality of the program. (Tulane Interview 4)

The management and accountability thing, that was always, I think, one of the more powerful yet problematic things. The easiest management around this sort of thing on campus is telling the students what to major in. . . . Right now, the measurement is

what makes students want to major in it, and that's a huge measure. (Rollins Interview 152)

Sustainability/Growth. Some participants discussed whether or not scalability or replicability should be included within Sustainability/Growth. In light of the Ashoka definition of SE, some considered that SE-related initiatives must be scalable (<http://ashokau.org/resources/ashoka-u-glossary>), while one participant thought "it might not be scaling up, it may be replication. So it worked well in this community, and this is something that could work well in some other communities" (WWU Interview 113). Another discussed his view of the necessity to scale or replicate college or university SE efforts.

I know one word that [we] will often use in the sustainability growth area is scalability. This idea that it's not just can it sustain itself, it has to actually scale and grow to other locations. In other words, for something to be truly socially innovative and work, and again we have to be careful, because if we come to the business market scalability means one thing . . . the idea being if you choose to implement something . . . Again this is very cyclical and everything else, but in the middle of the diagram, in order for this to actually be there, this idea that it's continuous, but it's also exportable, or it's scalable, or [replicable]. That's the word. . . . That needs to be represented here, because otherwise you may very well have solved an issue for a single community, but a great social innovation should have more global context and applicability to anything. Again replication, scale, whatever word you want to use, it needs to be able to grow and be independent of a single location.

It doesn't have to be [large scale social change], but it has to have underlying principles that can be implemented beyond a single framework, and that's just really

important because that's the same thing about innovation in a campus especially. If I have this great innovation, but it only works for the context of my college, that is great if I'm making changes, but there's probably a real benefit in there that could work for other colleges. I need to then dig deeper, principally orient the idea instead of outwardly execution of the idea, and find how can it actually implement across the whole campus.

I'm just thinking of how little things I have to do every day, just in my own job, I have to get six departments to want to work together. If I can get one department to work better just within its framework, something is to be learnt from that that could be applied to six. Then I think, "wait a minute, if I can get it to work for all six of my departments, why couldn't that work for all 11 colleges? If that works for all 11 colleges, why couldn't I get that to work with the six universities within two hours driving distance of here?" It should have a [cascading effect].

Yeah, some kind. An exponential. . . it should have an outward ability to, if it's a true principle, it should have the ability to impact more than one isolated incident. In this case I'll go scientific. If I can create cold fusion once, I've got to be able to do it again, or it isn't really cold fusion. And in this case, a social innovation idea should have the underlying principle that it could be implemented in more than one isolated incident, in my opinion. (BYU Interview 119)

Another participant equated sustainability with innovation, and saw scalability or replicability occurring along a "continuum" of project sizes.

It's definitely innovation, but it's your sustainability. It's you have to be able to scale or replicate. You have to be able to measure the social impact. So it has to be measurable.

For me, we know it when we see it kind of thing, and it's so hard to define, and it's all continuums. Scalability, or, to truly be social entrepreneurship, it shouldn't reach five people it should be five million people. You should be able to scale it. However, you get in an area it may only reach a smaller number of people. It's a continuum, so is it not social entrepreneurship if you're not able, that kind of thing? That's how I think about it. . . . These ingredients that you have to have, but at the end of the day it's still a continuum. . . . That's what we'll see more and more is the cross-sector collaboration. That's all about sustainability, and scaling, and everything. Yeah, I think you're right on with your work. . . . It's finding that balance, and I think that to look at it as a continuum is helpful for students. They can at least identify the ingredients, and then say, “OK, well, could it be a little more this way? Yeah.” Where you find it in its development, too, whether it's a product, service, or process, or whatever. When it's just starting out, is it social entrepreneurship then, or does it have to have more people you're reaching? (Rollins Interview 148)

Some also noted that their institutions had not yet developed their SE cycles to include this element, but were still focusing on Opportunity Development.

Right now we are really focusing on Opportunity Development, so we are going to light that up and figure out how we can put resources there. But later on, we need to get—after long term viability—growth. Is it going to be something we grow, or can we replicate it, or is it something we can record and document, share with others? (WWU Interview 113)

One participant thought the challenge with Sustainability/Growth on his campus was a matter of resource limitations.

More and more resources are going towards, I think, the departmental framework, not in terms of the broader big tent mechanism thing. I think that is a big question, and that question hasn't been answered yet, and everything that happens is like sustainability and growth, and the Continuous/Inclusive Learning really depends on what happens with that measurement thing.

We can go forward as a campus, and stay probably in a space similar to the space we're in now, and that would satisfy a lot of people. It wouldn't necessarily be the best thing, but it would satisfy a lot of people. I'm relatively sure that we need to do more to make SE an inclusive space that's similar to the kind of inclusive space I honestly think that community engagement has now.

Lots of faculty members do community engagement to some degree. It may not necessarily be high order, like everything is about this, but they do it to some degree, like it's an 80% thing. (Rollins Interview 152)

Despite some participants' suggestions that scaling and replication should be added to Sustainability/Growth, one pointed out that, as the proposed SEHE cycle was a process model, he didn't view these additions as necessary.

This is a process model. I don't think you need to worry about scaling and stuff like that because that's an outcome, and you have a process model that's going on here. I think the first thing I would say is, well, this is like the rest of your career right here. (BYU Interview 121)

The researcher had not included reference to scaling or replicating in the initial draft cycle because these terms were associated with the business world, and she had wanted to use neutral, inclusive language. The researcher had also assumed that, in some instances, either for

resource or other reasons, campuses may have wanted to sustain SE initiatives without necessarily electing to scale or replicate them. Participants usually limited examples of scaling or replicability to increases in numbers of students in SE-related curricular or co-curricular programs, or to offering an undergraduate SE curriculum as a model for others. But because participants appeared to accept the terms despite their business associations, the researcher added scaling and replication as additional descriptors within the Sustainability/Growth element in the revised SIEHE version of the model.

Continuous/Inclusive Learning. Most participants agreed with the inclusion of continuous learning, although a few were unsure of what it entailed. For example, one participant asked, “I wasn’t really sure about that continuous learning. What was that about?” (Rollins Interview 153). Some suggested incorporating aspects of innovation, creativity, design thinking and empathy within Continuous/Inclusive Learning or as sub-factors within Agent Factors (Tulane Interviews 2, 5, 9), while one participant thought continuous learning should feature more centrally in the model.

I think that, and maybe because now we’re here at a comprehensive and we see research as critical to our work, we all engage in scholarship of some kind, but most of us here believe that learning is really what’s in the foreground for us. We have departments where the requirement is you must involve students in your research, that’s the kind of value system we have there. It may be more here than in some other institutions, but I like that you got continuous learning.

Again, I’m not sure how to foreground that in a way that works in the model, but I think, in higher ed, there has to be that ongoing emphasis on, not dissemination, but learning as a community, and how do we as a community learn, and how do members in

the various elements of that community learn? How does that learning then help us become a more thriving community? To the effect you can capture that, I really appreciate that. (WWU Interview 113)

Another participant suggested Continuous Learning and Growth/Sustainability could switch places in the cycle, with Continuous Learning then seen as facilitating sustainable practices: “Because, really, what happens if I engage in this Continuous Learning process, . . . then the logical outcome is I get to iterate again. I get to grow, it becomes sustainable over time” (BYU Interview 121).

Another participant saw the SE cycle having the potential to become a dynamic instructional model facilitated by continuous learning.

I think, you know, then the interesting thing for higher education is how this becomes an instructional model, right? I think what you kind of described, at least towards the end, this notion of continuous learning, I think, becomes a very key part of this so that this doesn't become a one-time activity of, you know, I see an opportunity. I'm developing this. I'm trying to figure out an intervention. But that becomes recognized by students as, “But what I just did was an incredible way to learn about this world.” So I think that continuous learning component makes a lot of sense. (BYU Interview 5).

Someone else commented that he associated Continuous/Inclusive Learning with experimentation and rapid prototyping. He had also suggested experimentation and rapid prototyping should connect back to Opportunity Development earlier in the cycle, although Continuous/Inclusive Learning linked back through the actions of Agents. Experimentation and prototyping were associated with Opportunity Development in the revised SIEHE model.

To me, as I look at this, it strikes me the other thing is what you call continuous and inclusive learning. And you may mean this from an educational perspective.

If you're talking about the entrepreneurship, just the effort of entrepreneurship, this is all an environment of uncertainty that you can't with foresight do this. That arrow represents well-designed experiments. That arrow represents the outcome of well-designed experiments. The iteration between this is dozens and dozens of experiments, and reassessments, and new hypotheses, and test, test, test, test, test. And the essence of my question, we're still growing this, we're still figuring it out. But in my class, and in the book that I'm writing, it's an emphasis on designing a good test. If you design good tests, you will find your way to the right outcome eventually. Even if you start with the wrong idea.

Of course the basic plan is plan that you've got the wrong idea, and expect that you've got the wrong idea. That is such a transformation from what entrepreneurship was 10 years ago. It's such a transformation even from what corporate innovation is still, a sense that we're brilliant and we manage processes with some certainty. Then even corporate innovation projects have a 90% failure rate. It's just silly. Let's toss out the bad stuff really quickly, and move on. (BYU Interview 123)

When the researcher asked if there should perhaps be an experimental component foregrounded within Continuous/Inclusive Learning, he replied:

I would. I think in some ways it's the interfaces. Or, alternatively, that when you say identification, that's not a thoughtful process. It's not a writing process. It's not a forecasting process. Rather that it's a whole bunch of experiments, as is this. And often they're the same experiment. (BYU Interview 123)

The same participant was then asked what he thought of the SE cycle being restarted through agential action. He commented from what he viewed as an educational rather than an experimental perspective on what he saw as the role of teaching, mentoring, and experiential activities within the Continuous/Inclusive Learning element.

I think there is an education perspective, the interesting overlay of mentoring, and teaching, and human capital development, and so on. Just yesterday, with my class, we were bemoaning the artificial environment of the classroom to do this, because some students were wondering, “Should we take some money we have available in this class and spend it before we’re ready to spend it, because by the time we actually need it, it might not be available to us?”

I’m saying, “That’s the problem. I have to give a grade on this date. The class has to start on this date. That’s completely artificial. I hate imposing it on you. But it’s what it means to be in a university.” And we’re going to use this broader university construct to give you what, frankly, the university wasn’t designed to give you, but still is a way better thing than not getting it from the university, because people’s intuition on innovation is to start there. I’ll build something. And then I’ll ask whether anybody needs it. And the university is doing a great job, because the university gives me a great context to break that intuition and get people to start in that place. Yeah, there’s an overlay of the role of the university in mentoring, in teaching, in guiding, and layered on top is having students go out and do it. (BYU Interview 123)

A hermeneutic circle. One participant noted that the elements making up the model’s inner cycle constituted a hermeneutic circle. This participant also noted that most conceptions of

SE end with Measurement/Accountability, rather than continuing the cycle through the additional stages of Sustainability/Growth and Continuous/Inclusive Learning.

You have a hermeneutic circle going here. That's important because so many people want to slice it [at Measurement/Accountability] . . . and they certainly don't address iteration and Continuous Learning as critical processes in making improvement. . . .

And what happens is what do these people all care about? They care about [the opportunity], and so, yes, I'll give you \$25,000 or whatever to go do what you want to do, but then you come back to me at the end of the year and you say, "Wow. Our students really felt good. They had a wonderful opportunity." Yeah, but what did it do? Well, we have no idea. Well, I'm not writing a check again and the program dies. There might be actually something, some kind of connection right there, because at least the commercial resource providers that I deal with, it's all about impact, but measurement of impact.

(BYU Interview 121)

The Four Factors

Participants made general comments about the design and content of all four of the model's factors. For instance, one participant saw the factors as providing essential context for the inner iterative "organic" cycle.

The four corners as the big factors that . . . I do really appreciate that part of the framing, that it's very iterative and reiterative, because otherwise I don't think you get to the sustainability factors. When you're working with social issues, they change, and they change within a context. I think the environmental factors are also really key to consider. Then I think it's always been one of my sticking points in thinking about social entrepreneurship is that it's so context-based that I might have the greatest model in the

world and it totally wouldn't work in some other setting, because of all these other factors not being there. To me the model feels very organic, and I feel like that's where the best work happens. Some of the issues that have faced development work when we launch into another country and just drop a program, and it's totally culturally inappropriate, or people there don't want it, or whatever the barriers are, they don't last, and they don't work. I do really appreciate that, the reiterativeness of this, framing it as a cycle. (WWU Interview 114)

Two other participants also viewed the four factors as the essential external structure supporting the inner cycle of SE activities.

I think it's good. I think all these things are super important, and I like that you have them outside the cycle, because the cycle lives in them. I think that's good. (BYU Interview 122)

I think you've got the corner blocks laid here. You got to have those four. Resource and Environmental Factors have to be supported. There needs to be a sense of Collaboration, and you have to have some Agency. Individuals need to feel like I can engage with this, and there is some value in engaging with this. (WWU Interview 113)

One participant focused on the interaction between Agent and Collaboration Factors and the Dual Social & Economic Mission as being critical to the initiation and success of SE activities. He suggested that this relationship should be emphasized with thick lines or a two-way arrow representing an:

. . . interaction term. If you will, you would think of this as a regression model. This interaction term mediates this whole model, not moderates it. I think if BYU, and there's some kind of arrow that connects this, because if BYU was not a religious school then I

would have no cover for engaging in any of these kinds of activities, and so, in a sense, and I don't know, I think it belongs here, but it also probably belongs here as well, sort of dual mission.

If it's just me and the institution, it's not at all collaborative. . . . Then I'm dead. I'm dead at step one, because there's like, "Well, no. We won't pay for you to do this. No, this would never count as part of your teaching load. No, my junior colleague, the department shows they don't go and do this kind of stuff." This model is good, but if it's textured, these two things matter a lot. . . .

Because if you get these things, it's like thick lines, if you will [between Agents and Collaboration and the Dual Mission]. Then if this line is pretty thick, then what happens is you got people who can find resources. This is where these things in some ways are exogenous to the university, and so this is why I wonder if they fit into the process model. That's what I was thinking about. In some ways, if my institution is supportive we can find resources, but what we can't do is change the market, sort of the regulatory framework. This is the one thing that may have the least fit, meaning it's like a triangle if you're only looking at it for the university. (BYU Interview 121)

This participant then suggested that, instead of redrawing lines and arrows, the researcher should consider putting environmental factors in an outer ring.

This could affect all sorts of outcomes, like where do we go, like what success means. I think this stuff in here is actually a lot of what we think about. Well, there's an opportunity, this is what it is, well, how do we make this work? Get it to work with clients? I mean this is the point where everybody stumbles. . . .

This is like the big, red thing, because what I think is that we're all caught in this loop, and maybe over here, and then we think we go here, but we don't really, because we don't know how it actually worked, and we don't have enough iterations to actually . . . know what we learned, and we can't do hypothesis testing until we can go through this cycle a number of times. (BYU Interview 121)

However, one participant did not see the model's presentation of the four factors as corresponding to her experience of SE in a college setting, and, suggesting a nuclear fusion analogy, preferred visualizing interactive collaboration, environmental, and resource factors first bombarding individual agents located in the inner cycle to stimulate the process.

I guess what comes to mind immediately is that this outer square with the uni-directional arrows doesn't seem to be as reflective of what I think happens in the projects that I've been associated with. I feel like that's suggesting that there's a sort of linear, one directional path that, like you say, is cyclical. But I actually feel like collaboration factors and environmental factors and resource factors are impacting each other and all impacting individual factors. So I would picture it more like, maybe I've been reading too much about nuclear fusion and reactors, but these are things that are bombarding the individual agent factors that influence the power that they have, and also the ethical considerations they may have to deal with, and would also then impact different steps in the cycle, I think, in terms of decisions the individual agent might have to make in terms of developing the opportunity, or what gets measured, or what is considered important in terms of accountability, and what aspects need to grow for sustainability, and what they're learning, and what they're not learning. (COA Interview 143)

This participant rejected the idea of concentric rings containing the exogenous factors because she felt she:

. . . wouldn't be able to decide which piece was nested within each piece, particularly with the resource and the collaboration. Well, I suppose maybe environmental, and then resource, and then collaboration factors, but I don't think that would necessarily be in that order. I feel like that would be a much more dynamic interaction between those factors and this outside circle. That's why I was saying that I'm imagining it more like a fusion reactor, where these factors are like plasma cannons. They're more like plasma cannons that effect the individual agent in this cycle.

I would visualize it more like this. . . . So this is the individual, the agent. And this loop that you have on the inner piece of the cycle. Then I would have collaboration factors, environmental factors, and resource factors acting like plasma cannons, impacting the individual agent. And this cycle of opportunity, continuous learning [in the middle].

Yeah, that's how I would imagine it. Well, I guess you could also think about this as, this piece here that's pointing in here, as being a third dimension in which it sort of like encompasses all of this, with this at the center and the cycle spiraling within. This piece as a three dimensional element, and then these things bombarding or impacting the individual factors. (COA Interview 143)

Based on feedback from participants, the researcher revised the model by using concentric rings rather than boxes and arrows to illustrate the factors impacting the cycle of SE enactment. In addition, a few participants wanted to place more emphasis on various sub-factors (including, power/empowerment, ethical considerations), deemphasize others (such as markets),

and add additional sub-factors (such as creativity, cultural sensitivity, empathy, design thinking, social justice, teams or followership, human capacity or capital) in some of the factors. These suggestions are discussed in connection with the respective factors.

Individual/Group Agent Factors. Participants made a number of comments related to these factors, especially regarding power and ethical considerations.

Values/motivators/drivers. One participant remarked on this sub-factor and Agency in the context of Collaboration.

So there's a component where you have values, and motivators, and drivers, and the individual and group factors that to me feeds into a collaboration factor. It's framed in the collective impact work as shared goals or shared visions. To me that's really, really important, because you never move from this step to this step unless that's in place.

(WWU Interview 114)

Another thought the values and motivations of those participating in SE in higher education had more in common with those of intrapreneurs than with those of entrepreneurs interested solely in venturing.

In my view, faculty may be more like social intrapreneurs. They're not the heroic entrepreneurs who are going to go out and change the world one small venture at a time.

What I'm attempting to do is describe how faculty, students, administrators, staff within the higher education organization create social change, acknowledging that sometimes it's really hard to create change in higher ed. (BYU Interview 5)

One participant saw the individual agent as not only stimulating the entire cycle, but as what made SE appealing to practitioners in disciplines outside of business.

So the way I sort of see it is, I'm a student, all this stuff is being poured into me. I say, "Hey, I want to do something." At that moment, that spark is when all this stuff happens in the middle, and then in order to encourage or kill that, I think all of these other exogenous factors are around it. This piece, the individual, this is really helpful to me, too, actually, just talking about it. This piece, the individual agent, is the piece that appeals to any academic discipline. (COA Interview 138)

The same participant felt that their courses of study and academic recognition were important motivators and drivers respectively for student and faculty agents in higher education settings.

Somewhere in here, I'd put in the course of study. It's sort of implied here, but it's also, "What are you studying? What is the perspective you're gaining? Are you a sociologist? Are you an artist? Are you a . . . What are the things that are inspiring you?" You have motivators in here, drivers. I think you're mentioning it without necessarily mentioning it. . . .

So developing this is one set, and this let's any academic area play. When you say, "OK, well, wait. Now we've got people, and they've got this drive, and motivation, and this perspective, and they want to go do something, now here is a way to implement that." And then, in order to have that in place, here's how you do it. . . . The other piece would be, in an academic area, like, "Are you doing this for credit, or are you doing this co-curricularly?" I would put that down as one of these exogenous factors. . . .

If you're talking about in a university setting, what is the way that this is happening, in terms of the implementation? So what I've seen in a lot of universities, if you're doing something for credit, it's part of your education because it's the reason you're

there, it's what's happening. You're getting recognized for that. If you do something co-curricularly, you're kind of doing that in spite of your education. So that would be one of the exogenous factors I might include. . . .

[And faculty,] do you get tenure recognition for this or not? That's one of the exogenous factors that are really important in the structure of, “OK, is this part of your department? This is not in your department. . . .” In a university, then I think you're getting into this whole can of worms around tenure and publishing, because, if I'm supposed to be teaching this, how am I rewarded for doing this? Is this going to be something that I'm doing in spite of my job or because of my job? (COA Interview 138)

Skills/leadership/experience. One participant commented on adding creativity, design thinking, innovation, teams, and followership to the list of Agent factors.

I'm wondering where the generation of creativity, for example, fits into the process model? Design thinking is trending and is certainly part of the curriculum here focused on sparking creativity for problem-solving, and I just wasn't sure how this is being reflected in the model? Perhaps you are lumping it under skills, but because innovation is so prominent within the literature and many curriculums, I am wondering if it should be acknowledged more directly in the framework. . . .

Another idea I had was the recognition of teams (i.e. human resources?) to create something. I think it's often overlooked that it's more than the individual and the first staff members are as critical as the SE. We explore followership in our leadership course and the first follower being as important as the leader, but again this may not be as prominent in the literature. You have collaboration factors, which resonates for sure, but

I wonder if you might add this in somewhere, just a thought! (Tulane Interview 5 Follow-up Email)

One participant remarked about communicating the message of SE, as well as about his preference for approaching SE as group work.

So that message has to get across, because I think we're giving this message in a digital age, where all the instant feedback and instant gratification, and you can Google an answer to anything, teaches us that you can do it alone or something. I mean it's just weird. You really have to be able to understand how to work together with people, and develop processes, and group dynamics, and all those things, and be able to find resources for your ideas. So I don't know what the language is, but I think we have to be real about it, and be careful of social entrepreneurship just being a buzz word. (WWU Interview 103)

Demographics. One participant suggested that cultural sensitivity was required on the part of social entrepreneurs dealing with diverse demographics from a position of relative power and privilege.

One of the things that we struggle with, not struggle, but have conversations about, is being really, really culturally sensitive when you're doing social entrepreneurship. Just being respectful of understanding that our ways of identifying a need are going to have a profound impact on the communities. But it has to be with those communities and stakeholders involved at the very beginning, not where there's a process that comes in where somebody's coming in to fix something without a cultural or historic understanding. . . .

But I think in practice that's hard, right? I think this certainly says that, but I think in order . . . especially when you're working with younger people who may or may not come from more inclusive background. [The Director,] who runs the Compass 2 Campus program has shared with me that many of the Western students who have gone out and helped students in traditionally underserved groups have learned a lot. We have to understand that the students who come will come from different perspectives, different backgrounds, but I don't think anybody wants to be perceived as fixing something for somebody else and not understanding the culture and the historic perspective. That's the only . . . We've talked about that so much, about how do we make sure we do this in cooperation, in partnership, and understanding, and it's not perceived as somebody doing something to another group of people because we're in a position of power and privilege that some of us come from. I feel that I've had that. But I think just making sure when you're talking about that, that that's a very strong piece of that and I think it's in here.

(WWU 117)

Power and empathy. Other participants discussed issues of power, demographics, and empathy building, some in the context of diversity and inclusion. One had welcomed, in particular, the empathy initiatives on her campus.

I saw that power right away. That's absolutely so connected to the demographic issues, as well as the cultural environment in which SE becomes acceptable or unacceptable. I guess the thing I would think of is the resources of the people, how much time, how many, what's our span of control, how much are we being responsible over in terms of our ability to then contribute. If we're trying to do too much, we just keep moving

forward in such incremental steps that we are not getting very much done very quickly . . .

The other thing I think, and it's not a criticism, or any critique or anything of the model. . . . One of the things that I think that [we] have tried to do is develop . . . a sense of empathy. . . . We've got pockets of conversation about empathy happening on campus too. To me, I think that's really inherent in terms of social entrepreneurship. I can create something that I think solves the problem, but if I don't fully understand and empathize with the people who are experiencing the problem or the problem we're trying to solve, I'm creating a solution that's inappropriate. . . .

I think [we] have done a really great job of trying to create a base understanding of empathy from the beginning. Because it changes the way we listen, and it changes the way we pay attention to things. I hope that influences then what gets constructed through the process. (WWU Interview 115)

Power and ethics. Another participant commented on the importance of an understanding of power relationships, especially as they impacted on ethical considerations.

I like that power and ethics are actually visibly there, because I think that's something that we sometimes skirt around discussing in social entrepreneurship circles, and that's actually something that we . . . Diversity, inclusion, and power are things that we want to make more visible at the [Ashoka] Exchange. In New Orleans, that's something that, like Tulane, our group is really trying to focus on how do we bring that into the conversation, and also a critical analysis of social entrepreneurship as a whole, rather than just promoting the work that we're doing as a good thing always. (Tulane Interview 9)

Ethics and justice. One participant commented that social justice should be included as a sub-factor, since she felt it was implied but not explicit enough under Agent Factors.

I would say the only thing I don't see here, and that is the justice piece. I think it needs to be more explicit. . . . That would be my only thing, and I think this is awesome. But that's my framework. (Rollins Interview 149 Participant 4)

Power and politics. Others discussed power as it related to college or university politics. University politics, which I thought was great that you have that in here . . . The historical, cultural factors of all of this, I think is “empower.” I like that those are included in there. You might even want to just say, “Politics.” You have all these more PC words to say that. (BYU Interview 117)

Some mentioned, as common political issues, the resistance of some faculty and campus policy makers to the experiential learning or co-curricular approaches utilized in many campus SE activities.

This is a political thing. There're some professors who feel that academia should stick with academia and that the more practical application pulls you away from academia. But then there are other professors who think, “Oh well, the more practical, the more likely it's going to stick.” (BYU Interview 116)

I think that's part of why we have taken this approach that we are a social venture because then it allows us to talk about those differently, right? As opposed to, “Oh, this is a political quagmire,” we get to talk about it from the standpoint of . . . Well if I'm a social venturer and I'm out interacting in that space, there's going to be road blocks everywhere, and so it's kind of like you're describing we've got to be able to figure out the value added, you know, messages that are correct. We need to figure out how to alter and

change people's perspectives as opposed to just looking at it, "Oh, I'm in this system and I've got to react this way."

I think it gives us a benefit to be able to do that and look at those as, you know, not insurmountable, but things that do exist culturally, and from a policy perspective, or whatever they might be, but also recognizing, "Oh, there are things being created on campuses. How are those being done? Who's doing it?" and trying to recognize how to be a part of that. (BYU Interview 5)

Collaboration Factors. One participant discussed the importance as well as the challenging nature of establishing and maintaining partnerships and networks.

I think, sometimes, the collaborative factors are really important and can really build, but I think they're really, really difficult. Especially, both inside the institution, but also outside the institution. If you leave that institution and go outside and require those other partnerships, boy, the degree of difficulty goes way up way fast.

As you try to do the kinds of things you want to do in the social entrepreneurship model, which is to potentially affect change, involve communities, go beyond your walls, do all those kinds of things, those become much tougher things to do. That's one of the reasons, sometimes, where I think it's helpful to have a group here, because it's a lot easier to do that heavy lifting when it's shared a little bit.

It is hard. I mean, I think it's easier to form a group within the institution than outside, but when you go to that outside, this is really a tough one. I think, actually, this one is as tough, if not tougher, than the resources. I think that the resources, if you're doing interesting stuff, you can often figure out the resources, but making those

successful partnerships that work, for some of these people, that's the coin of the realm on what they need to be successful.

If I'm working with an investigator at Maine that's on a tenure track, I mean, they need to publish papers out of this thing. If you're working with a COA faculty member, they don't necessarily need to. So how do we navigate those kinds of issues when the outcomes are more nuanced than just having a successful end point? It's tough. (COA Interview 139)

Another participant thought SE was largely dependent on building partnerships and establishing networks.

Social entrepreneurship, in my mind, is . . . practical. I think it's mobilizing, it's taking your circles of influence and expanding them. It's developing networks, and it's finding someone who does something really well, and learning from there. It's not jumping to the end product without building a foundation. (WWU Interview 103)

Someone else discussed the importance of accessible space for interaction and partnership building (this concern overlaps with physical resource needs included in Resource Factors).

I think the only other thing is in collaboration. How much the built environment affects collaboration, I think, is really interesting. For us, being on a campus, it's pretty hard for community partners or for people who are not already on campus to access us, and that's something that we've thought about a lot, is how do we make it more both easier to access, easier to understand, because we don't have . . . It's just hard to find buildings once you finally get to campus and there's not parking nearby. Some of the logistical concerns. But also making sure that people feel comfortable when they come to a

campus, if that's not part of their daily lived experience. I think it's something that we really thought about and that we want to continue to think about. (Tulane Interview 9)

Another stressed that “part of what we gain from collaboration is learning how to do things. It’s that collective wisdom that’s out there.” He had little use for individual agents effecting change.

I'm not actually in favor of a lot of entrepreneurs out in public, in the social equity, in the social work world. Because I think part of our challenge is we don't need entrepreneurs, we need people to work together. I'm less interested in the entrepreneur shots. I like the social side of it, and I like the idea of helping people who make decisions from the heart also then to think of how do I use my brain to figure how I can sustain this in a business sense. . . .

I'm really interested in these networks and nodes rather than entrepreneurs per se. . . . That hero entrepreneur is a great expression, it's a role model. . . . But if you are building community networks, if you are using synergies among community entities, if you are mobilizing those forms of knowledge and community assets, then that begins to be pretty interesting to me.

If you are going to be looking at ways to bring in marginalized and underserved people, people who haven't been able to have a voice, and they become part of the decision process and start becoming decision makers. Then I think social entrepreneurship and that group entrepreneurship works better. (WWU Interview 113)

Environmental Factors. One participant thought cultural and historical sub-factors should be given precedence by being listed before markets.

I think the only thing that I would suggest here is I know these are bullets and they're not ordered, right? They're not 1, 2, 3. But I think that there's a subtle suggestion of the most important things. So I think I would say, in environment, I would not personally put the markets first. . . . So I would say the culture and historical. . . .

So, and that's not saying they're wrong. It's saying that it sends a subtle message that people start framing the conversation there, instead of, depending on your background, where you want to start the conversation, where you should start. (WWU Interview 117)

In contrast, another participant commented on the importance of markets while remaining committed to SE, which, as yet, he found difficult to distinguish from earlier forms of social activism.

I've got a better appreciation for how market strategy approaches can support doing good work. I will claim to be, if not a Marxist and an anarchist most of the time, so for me to live over on the business side . . . I have been surprised how comfortable I have become with working on that more market based strategies approach, until now I feel like, "Oh yeah!" I'm just more tuned in to how we can use market approaches.

Having said that, though, I think that there's still a pretty important place for the public in social entrepreneurship work. That will be one thing I have benefited from it, I just have a better understanding and appreciation of that I think. Other than that I don't feel that I have seen enough difference in the things that I would call social entrepreneurship activities versus the other kinds of activist activities that I've been involved in. Maybe that will take some time just to let it refine at a mature level (WWU Interview 113).

Finally, one participant offered a perspective on the effect of geography, as an Environmental sub-factor, on his collaborative work with community partners.

I actually think that resources are hard. The group's collaboration, this is a real toughie to get by. That's for me the hardest one. And for us, the other thing that's always as hard, in terms of our collaborative work and our social work, is we're on a real low density area in the world. . . .

I worked in Stonington with a nonprofit. Stonington is down the next peninsula. It's about an hour-and-a-half drive. And in the winter, it's a lot longer. And it's a tiny isolated community. That turned out to be a real impediment to do successful work with them. We have a good relationship with them, we interchange really well, but it's much easier to work with partners that are 10 minutes away.

So that isolation and the distance . . . And so I really pay attention to distance now, which I never really did before. I used to think, oh yeah, they're like nearby. Now, I'm much more cognizant of those things. I mean, when we work on our partnership, when we're working with stakeholders, I mean, two of our main rules when we go to the stakeholders are, we go to them instead of them coming to us as often as we can, and we bring food. Those are our two rules to try to successfully engage outside groups and outside people for a lot of reasons. Those things have been the most successful ways to help us find and engage partners in doing this kind of work. (COA Interview 139)

Resource Factors. Participants largely discussed Resource Factors in connection with other Factors or the elements of the inner cycle. However, one participant, who regarded human capital or capacity as separate from Agency, considered that it should appear as an additional sub-factor of Resources (BYU Interview 122).

Revised SIEHE Cyclical Model

The initial SEHE cyclical model was revised based on a synthesis derived from participant comments. Note that not every suggestion could be accommodated, since participants expressed a variety of sometimes contradictory viewpoints regarding the model's design and what should be included in the content, and some participants offered multiple, occasionally contradictory, suggestions within the course of their individual interviews. Prior to the production of the revised SIEHE cyclical model, a modified version of the initial SEHE cyclical model was also reviewed by participants, at the February 2016 Ashoka Exchange conference and via email afterwards, and was favorably received.

Individual/Group Agent Sub-factors:

- demographics/diversity
- ethical considerations
- power/politics
- skills/leadership/experience
(e.g. communication, cultural sensitivity, design thinking, empathy, teams/fellowship)
- values/motivators/drivers
(e.g. creativity, equity, innovation, social justice)

Collaboration Sub-factors:

- communities
- institutions
- networks
- partnerships
- sectors/regions
- stakeholders

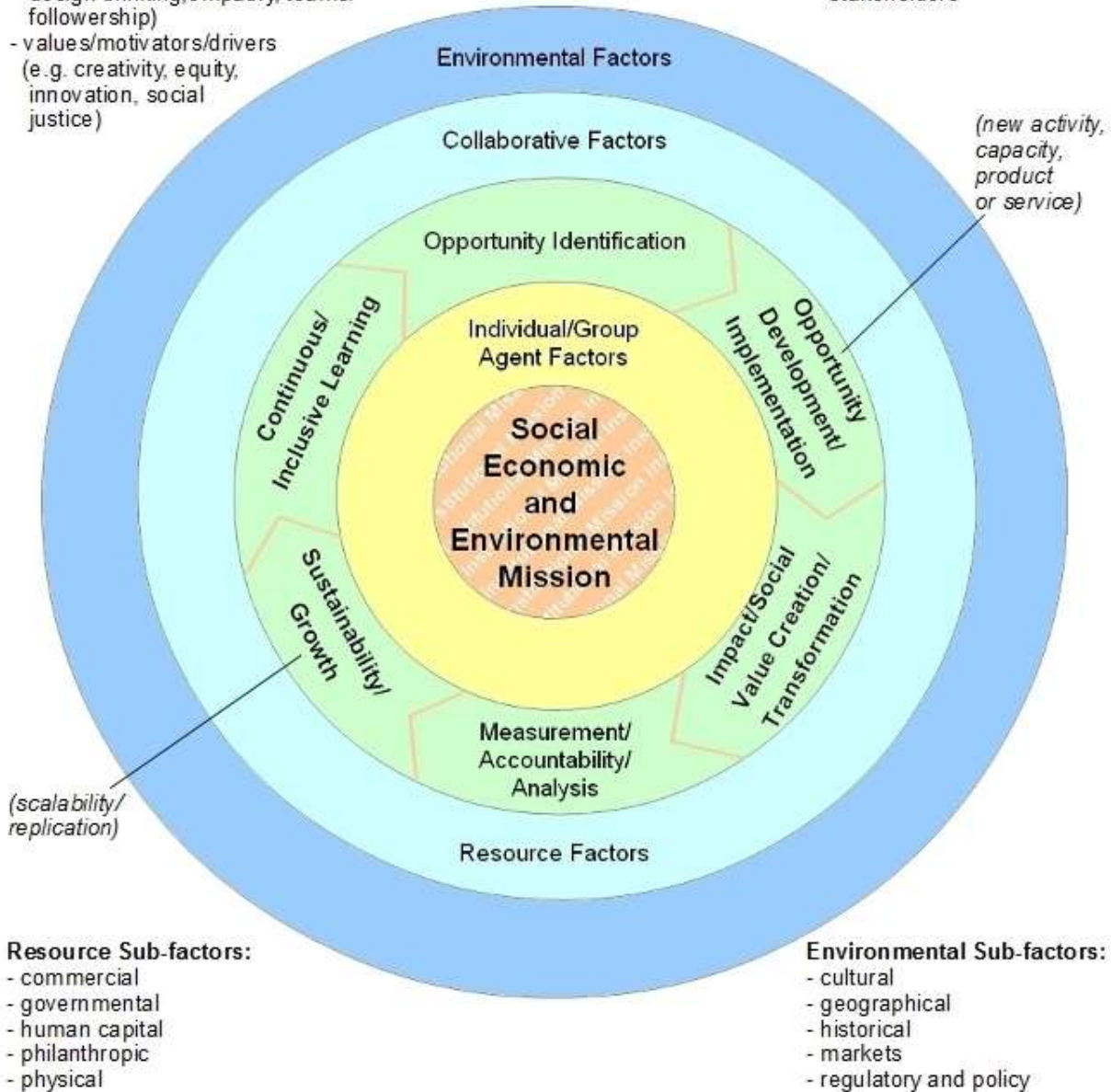


Figure 8. Revised SIEHE cyclical process model. This figure illustrates the revised SIEHE cyclical process model.

The SIEHE title was applied to the revised process model, as it had been to the revised SIEHE definition. Most participants did not make separate comments about the model's title,

although one said that she thought, “as a label, it doesn't raise any issues for me. Not being an expert in this field, as a placeholder, it makes sense to me” (COA Interview 143). However, one participant felt “innovation as a concept” should “fit into the process,” since “it seems like the goal of social entrepreneurship is to advance novel, new, creative approaches to solve problems” (Tulane Interview 5 Follow-up Email). Problem solving was addressed in Opportunity Identification, while Opportunity Development concerned the creation of new products, services, or capacity.

Design

In keeping with a number of participant suggestions, the model was revised with mission at the center surrounded by a ring representing SE individual/group actors who enact the SE cycle. This is nested within a ring containing the SE cycle, which in turn is nested within two additional rings representing collaborative and resource factors, and environment factors. Movement is implied from either the inside out or outside in through the rings' porous boundaries, and the SE cycle reflects iterative movement between the cycle's elements, which interact with the mission at the center through agents, as well as interact with collaborative and resource factors, and through these, with exogenous environmental factors. The porous nature of the rings eliminates the need for bi-directional arrows or lines, while still conveying movement as well as the iterative interactions.

Changes to Elements

- The Mission was revised to include an environmental component, and was superimposed over the overall academic mission.
- Implementation was added to the previous Opportunity Development Element, and activity was added to the previous Opportunity Development descriptors;

examples of innovative approaches suggested by participants included data driven policy design; experimentation; piloting; prototyping

- Analysis was added to the previous Measurement/Accountability Element
- Scalability/Replication were added as descriptors to Sustainability/Growth

Changes to Factors

All sub-factors were listed in alphabetical order in the factor listings so as not to imply precedence of one factor over others.

Individual/Group Agent Factors.

- Demographics/diversity was added as a revised sub-factor
- Power/Politics was added as a revised sub-factor
- Examples were added to the following sub-factors:

Values/Motivators/Drivers (creativity; equity; innovation; social justice)

Skills/Leadership/Experience (communication; cultural sensitivity; design thinking; empathy; teams/followership)

Resource Factors.

- Added Human Capital

CHAPTER 19. FRAMEWORK ANALYSIS AND INTERPRETATION

The purpose of this study was to explore a proposed SEHE framework developed from the literature through a multi-case study of the experiences of five higher education institutions recognized for their adoption of SE practices, each of which was unique in its application of SE due to its mission, culture, history, environment, and to the varied experiences of faculty, administrators, and staff. The framework, informed by the experiences of these exemplars, is intended both to advance scholarly understanding of the elements and process of SEHE, and to serve as a guide for those undertaking or considering SE implementations at other colleges and universities.

The researcher used structuration as a theoretical tool to delve more deeply into how agents and structural factors mutually created and co-evolved SE-related initiatives at the five study sites and whether this process and these initiatives were accounted for by the initial proposed SEHE framework. Participants were viewed as knowledgeable human actors, whose actions continued to modify and transform the structures in which they were situated (Giddens, 1979; Stones, 2005). The structural types underlying the elements and factors making up the initial framework were considered both the medium and the result of reproduction of iterative practices as the initiatives developed (Giddens, 1979). In considering both agents and structures throughout the study, structuration afforded an opportunity to view SE holistically, and so address the dichotomy, evidenced in much of the SE literature, between considering SE from the perspective of agency and from a primarily organizational viewpoint (Nicholls & Cho, 2006). Using structuration as a lens with which to view SE was consistent with the views of some participants who considered their organizations to have impacted their agential actions and

disapproved of a purely agential approach to SE as expressed in their criticism of the “hero entrepreneur” operating independently of or despite the limitations of the environment.

Situational context has been acknowledged as a vital consideration in refining SE conceptualizations and applications (Cajaiba-Santana, 2010, 2014; Lindgren & Packendorff, 2009), and, in structuration, agents cannot be understood independently of the elements and factors in their environment. The relationship, for instance, between entrepreneurs and opportunity has been described as socially embedded and continually co-constructed and reconstructed by mutual interactions (Sarason et al., 2006). This is in contrast with much of the prevailing positivist literature in commercial entrepreneurship, where agents have been seen as separate from their structural environments (Sarason et al, 2006; Jones et al., 2008). Given the importance placed on the socially constructed nature of processes in structuration theory, the researcher was able to conceive of agential activities as organic developments adapted or modified in the enriching context of unique local historical, cultural, geographical and other factors as depicted in the initial framework. This conception was largely accepted by participants who viewed the elements and factors comprising SE in the framework as able to accommodate situational differences.

As other SE researchers had affirmed previously (Cajaiba-Santana, 2010, 2014; Mair & Marti, 2006), structuration analysis can be used to reveal how unique structural contexts can enable and constrain the appearance of SE. Unlike with other theories, such as neo-institutional theory, that have tended to focus on the limiting power of structures on agential actions (Dart, 2004; DiMaggio & Powell, 1983; McCarthy, 2012), structuration enabled the researcher to develop a nuanced understanding of both the positive and negative effects of structures, which aided her in conceptualizing the elements and factors included in the initial framework. During

analysis, structuration permitted the researcher to demonstrate how structural Meaning, Norms, and Power/Resources facilitated as well as limited how SE-related activities were located, established, perpetuated, and perceived across the five study sites. Across the sites, participants, whether they were from more or less well established programs, consistently referred to the empowering aspects of their organizational structures at least as often as they did to the limitations these placed on their activities.

Structuration analysis further added to the researcher's grasp of the diverse sets of agential motivations and actions that emerged across the five sites, and to her ability to recognize the ways programs had negotiated and renegotiated their activities and services in response to organizational opportunities, shifting priorities, and other changes leading, for example, to establishing new agential and institutional relationships, developing different approaches to attracting new audiences, and responding to current trends on their campuses. These negotiations are accounted for in the SIEHE (Social Innovation and Entrepreneurship in Higher Education) model's continuous cycle of agential and structural interrelationships that are sustained or modified by agents through continuous and inclusive learning. The representation of movement or flow in the SIEHE cycle, viewed favorably by many participants, was also strongly influenced by structuration dynamics.

Both structuration and SE underscore the role of agential empowerment and capacity to create change (Giddens, 1984; Sarason et al., 2006; Stones, 2005), and a robust concept of agency was built into the SIEHE framework. According to Giddens (1984), agents had the capability to "make a difference" (p. 14) anywhere within an organizational structure. This was illustrated by the participation in SE-related activities of actors at all institutional levels in the colleges and universities studied. These included both individuals and groups of students,

faculty, staff, administrators, and combinations of agents from the campus and alumni or wider communities.

The researcher also used structuration as a means of exploring how social goals were pursued and social value generated through both individual and collective action in interaction with changing organizational structures. Across sites, participants saw social value as produced by this interaction through a variety of means, including in large part through student ventures, as well as through curricular or research related projects, and co- or extracurricular activities. They also spoke of intended longer term transformations, including the steps they had taken toward changing campus culture through the creation of new centers and facilities and by involving a growing number of students and faculty. Measuring the impact of these initiatives was still largely in its early stages of application across sites, especially given that most SE-related programs had only been established relatively recently.

The structuration analysis and interpretation provided in this chapter of the SIEHE framework, including of how agents interact with their structural settings to define, create, sustain, and evolve SE processes within a dynamic context of internal and exogenous factors, suggest that the SIEHE definition and process cycle can account for the varieties of SE in the higher education institutions included in the study.

The SIEHE Framework

Following, participant responses from the five study sites contributing to the revised SIEHE (Social Innovation and Entrepreneurship in Higher Education) framework are summarized and related to underlying structuration types.

The underlying structuration typology includes the internal social structures of Meaning, Norms, and Power/Resources; internal agent structures comprising Knowledge; agential

practices or Active Agency; and internal and external Outcomes (Schwandt & Szabla, 2013; Stones, 2005). This structuration frame is intended to assist, by means of “the ontological shaping, regulation and assessment of empirical evidence, in showing what is present and what is absent” in the revised framework (Stones, 2005, p. 147).

Meaning

Participants considered the initial proposed SEHE framework to be generally well-defined, logical, and understandable, and most thought the framework was “very close to what most groups are doing” on campuses (BYU Interview 5). Some participants confirmed that there was a need for a definition of SE for exclusively academic settings, and participants thought the initial proposed definition was inclusive of the main elements and factors involved in the SE process as it is enacted in higher education.

In response to participants’ comments, the definition was modified to more clearly reflect that SIEHE pertained to all SE activities that occur within higher education institutions, including those related to curricular, co- and extra-curricular, administrative, or auxiliary activities, by including reference to the “academic teaching, research, and service mission” of a college or university. Additionally, some participants objected to the term “exploitation” used in the originally proposed SEHE process cycle, as being too business oriented. For consistency, “development” was substituted in both the revised SIEHE process cycle and definition.

Despite positive feedback regarding the framework received during the interviews and in informal conversations during the site visits, the case studies confirmed the impression conveyed by the literature that social entrepreneurship meant different things to different people. As one participant remarked, there were “many visions of what social entrepreneurship is” (Tulane Interview 14), and this may suggest why the field is still in flux regarding definitional

boundaries. These differences can be interpreted as a lack of shared meaning within and between campuses, which may indicate continued difficulty in establishing mutual understanding regarding SE across disciplines and across the higher education sector, generally, as the SE field continues to develop. This could be an especially important issue given the emphasis on the interdisciplinary nature of SE as it has been implemented across the study sites. Movement toward shared meaning could balance each campus's unique mix of SE-related activities with a broader conceptualization that could allow for more effective communication, as well as enhance the tendency toward empathy and collaboration that participants reported were increasingly characteristic of the field.

Participants thought the content of the initial SEHE framework was sufficiently comprehensive, apart from the additional suggestions discussed in Chapters 17 and 18 that were incorporated in the SIEHE revision. Some felt the framework was generic as well as flexible enough to allow its usage as an explanatory model for promoting collaboration and joint project development among different disciplinary audiences, as well as to serve as a normative guide defining components and steps needed to foster SE-related practices in a college or university. Others believed the framework could be used as a decision tool for institutions, departments, or individuals who were considering SE. As well, it was thought that it may have value as an instructional model for teaching SE in higher education settings. These observations suggest that the SIEHE framework may also have a similar applicability in additional colleges and universities.

Agents in this study appeared deeply inspired by the institutional missions of their colleges and universities to undertake actions to improve or transform societal structural conditions, and some participants discussed whether the SEHE Mission, as initially proposed, or

Agents should be central in the cyclical model. The revised model clarifies the relationship between mission and agents in the SE process. In keeping with participant suggestions as well as the dynamics of structuration theory, the interactions of Mission, as an outward manifestation of Meaning, and Active Agency were seen as influencing the practices and outcomes of SE. Visually, this was depicted by surrounding the central Mission with a ring, representing Agency, with porous boundaries to indicate the iterative interactions between Mission and Agent Factors.

In the revised SIEHE model, the Institutional Mission, of teaching, service and research, underlay the SE Mission expanded from the initial Dual Social and Economic Mission to also include Environmental/Ecological Value. This reflected the institutional context in which SE operates on campuses as well as participant experiences of the ways SE-related programs, especially those relating to service to society, intentionally aligned themselves with aspects of the Institutional Mission. Such practices appear to affirm the central importance of Institutional and SE Mission in the model, as well as stress the need for colleges and universities to consider SE-related programs that are reflective of their own institutional missions.

Norms

Campus norms and the historical and cultural environments that enabled the initial adoption of SE at each of the sites appeared to have influenced differing perspectives, and strongly dictated the variety of descriptors utilized in labeling SE-related activities, the positive as well as negative associations of the terminologies used, and how SE was sustained and promoted across campuses. These considerations also appeared to have affected participant preferences for naming the proposed framework. Most participants, rather than discussing the definitional components of SE in higher education, preferred to speak about the labels they considered appropriate to their various activities, although these discussions frequently included

nascent definitional considerations typically tending to confirm the initial SEHE definition.

Participants often stated that the question of what to name their activities had posed a challenge.

The terms social entrepreneurship and social innovation were referred to most frequently in participant interviews, were often used interchangeably or combined in the same phrase, and frequently appeared together on institutional websites and in promotional material. As well, social innovation could not simply replace social entrepreneurship, as SE continues to appear in the literature, and given the associated terminological issues discussed in Chapter 17. For these reasons, the researcher relabeled the framework SIEHE (Social Innovation and Entrepreneurship in Higher Education).

Normative questions remain regarding campus usages of differing terminologies in describing their SE-related activities. Many participants at each of the study sites remarked that the challenges their institutions encountered in agreeing upon terminology for their activities were primarily due to the perception that SE was closely associated with business, which made it especially problematic for many non-business faculty. Participants also noted that faculty and staff preferences, including concerning how they perceived they could market to and accommodate a broader range of students, also contributed to these disagreements. Some participants related their naming struggles to what were seen as the “siloining” effects of discipline-specific vocabularies and meanings, and to the challenge of creating any type of interdisciplinary program in an academic setting. Given participant differences concerning labeling SE, in contrast to the general agreement on the content constituting SE-related practices in the SIEHE framework, other colleges and universities with similar campus norms and histories may experience comparable issues in determining appropriate nomenclature.

Further, norms at the various study sites appeared to influence where SE-related programs were situated on campuses, resulting in a variety of organizational and reporting structures. This confirms the SIEHE model's consideration of the unique combinations of Environmental and other Factors present at sites, and their effects on SE-related activities. While participants emphasized how their ethical and values systems aligned with SE's focus on creating change in society, the preferred avenues of changemaking pursued across campuses as well as the kinds of social value that were generated varied based on institutional conventions. This suggests the framework could be applicable in colleges and universities with differing organizational and reporting structures as well as ethical and values systems, as long as these institutions supported SE's commitment to creating positive social change. Finally, participants noted that, in pursuing SE on their campuses, they encountered few Regulatory and Policy barriers, which, while this may seem encouraging for those who are considering SE implementations elsewhere, may not necessarily be the case at other colleges and universities.

Power/Resources

In commenting on the phrase in the SIEHE definition, "partnering within or across public, private, and voluntary sectors to achieve social goals," one participant noted the trend of blurring sector boundaries and its potential ramifications for newer higher education organizational forms, such as public purposed corporations (WWU Interview 111). This trend had affected the types of funding available to public universities in his state, and provides an example of how exogenous factors outlined in the SIEHE process cycle can affect the applications of power and the access to resources colleges and universities will have available to them. Power/Resources were seen by participants as impacting each of the Elements and Factors in the cyclical model, and as crucial to the successful deployment of SE-related activities.

Across all five sites, power was manifested in a variety of formal and informal ways, including at the grass roots level by students who were seen as instrumental in pressing for the establishment of most of the programs; in the administrative support for ongoing operations; by influential allies who often solidified funding and bestowed prestige on the programs; and in participants' use of established networks and partnerships, both internal and external to their organizations, to secure further supporters and resources. Although the exact makeup of power structures may vary by institution, the distribution and potential uses of power will have to be considered by any college or university as part of planning for SE-related initiatives.

There was a wide range of funding and allocation models across the five sites, which included both public and private institutions, whose funding sources and budgets sizes varied considerably. This suggests that the SIEHE framework can accommodate not only institutions with access to fairly robust funding but also those with more limited resources. It also implies that other institutions could consider investing in SE even with fairly modest strategic outlays of institutional budget and other funding typically supplemented by the five additional resource types (commercial, governmental, human, philanthropic, physical) set out in the SIEHE framework.

The SIEHE framework also included enough flexibility to accommodate traditional student and faculty ventures, as well as Opportunity Development and Implementation extending beyond typical venturing to include the pursuit of new activities, services or capacities such as novel curriculum development or research projects. Similarly, Sustainability/Growth was conceptualized as including both Ashoka's emphasis on scalability (<http://ashokau.org/resources/ashoka-u-glossary>), which was preferred by some participants, as well as other approaches preferred by those desiring to achieve stability or only moderate

growth. Most participants agreed that this understanding of what constituted campus SE-related practices may appear to confirm that the framework is comprehensive enough to transfer to other colleges and universities.

Knowledge

Participants indicated that the SIEHE framework accurately reflected and synthesized the current SE literature, while some also commented that it was successful in avoiding being either too narrowly focused or too generalized in scope. This suggests that the framework might be useful to other colleges and universities considering adoption of SE-related activities wishing to utilize a model based on research and best practices in the field.

Participants also discussed how the framework accommodated diverse sets of agential sub-factors, including, for example, motivators or drivers involving academic recognition and curriculum requirements, skills and leadership traits such as creative drive and a desire to innovate or to problem solve, and a concern for social justice. As such, the framework appears to be broad enough to cover a range of agential sub-factors that might be encountered at other colleges and universities.

Participants confirmed that Continuous/Inclusive Learning was a desirable addition to an SE model intended for application in higher education. The Element was seen to apply to learning that resulted from experiences in classic venture creation, as well as learning that derived from scholarship or research and from curricular or training opportunities. This suggests that the Element is integral to how SE is conceived and adopted in higher education settings and may also be appropriate for other colleges and universities.

Active Agency

Participants observed that the framework's process oriented approach made "sense of the things" that they had "seen in action" (Tulane Interview 7). It was seen to accommodate the activities of a variety of agents at multiple levels in higher education institutions, including individuals, departments, campus-wide groupings, and extended initiatives with external partnerships, including with businesses and community organizations. Participants emphasized the importance of their collaborative work with stakeholders, especially from their communities and affiliated institutions. However, participants seldom referred to sector or regional level partnerships, which the framework also accommodated, and most of the examples participants gave of networks involved alumni. It appears that the framework was sufficiently flexible to account for the range of agential and collaborative factors usually present in colleges and universities.

Outcomes

Participants agreed that SE, as reflected in the SIEHE framework, could be viewed as a "process rather than a product" (WWU Interview 125 Follow-Up Email). Even so, the framework accommodated a variety of material and immaterial outcomes (Zahra et al., 2009). These outcomes were considered as products, services or provision of benefits for the underserved, or as pertaining to student learning and personal growth, and included establishment of new ventures, community improvements, development of innovative curriculum, events and programs, and awards, as well as student retention, and public relations efforts. Participants repeatedly underscored that the goals, or intended outcomes, of many agents on their campuses were to fundamentally transform their colleges and universities, communities, and, ultimately, society by innovative practices engendering social good.

The framework also included measurement of social value, which participants agreed was crucial but often challenging to accomplish, especially when dealing with a number of services and activities often involving multiple individuals or collaborations across disciplines or with other entities. The Measurement/Accountability/Analysis Element was conceived as being adaptable enough to include methods that would accommodate campuses' differing service preferences, and it appears that the framework was flexible enough in recognizing a sufficient range of outcomes and measures to enable it to facilitate accountability across other colleges and universities.

CHAPTER 20. CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to explore a proposed SEHE framework developed from the literature through a multi-case study of the experiences of five higher education institutions recognized for their adoption of SE practices. The revised SIEHE framework, informed by the experiences of these exemplar institutions, is intended both to advance scholarly understanding of the elements and process of SE in higher education settings, and to serve as a guide for those undertaking or considering SE implementations at other colleges and universities.

In this chapter, the researcher discusses the study's major conclusions, which were drawn from the findings and analysis in the previous chapters aimed at addressing the guiding research question: What have been the experiences of higher education institutions that have adopted SEHE, and can the proposed SEHE model account for such experiences? The researcher then offers recommendations for policy and practice, as well as for further research.

Conclusions

The outcomes of the research not only provide insights into the ways SE has been implemented at the five exemplar case study sites, but strongly suggest that the SIEHE framework may be applicable more broadly across the higher education sector.

The SIEHE Framework Reflected Practices at the Five Study Sites

Study participants considered the framework to be inclusive of the main elements and factors involved in the SE process, and broadly reflective of current practices at their institutions. The inclusion of continuous and inclusive learning was seen as especially appropriate in college and university settings. One can conclude from these findings that the SIEHE framework may be not only relevant but comprehensive enough to also have the capacity to reflect instances of SE at other colleges and universities. In particular, the framework was able to accommodate

both traditional student and faculty ventures, as well as new activities, services or capacities such as novel curriculum development and applied research projects. The framework might also prove valuable at institutions considering adoption of SE-related initiatives that wish to utilize a model based on current research and best practices.

The definition and the cyclical model were readily comprehensible to SE practitioners and theorists at the five sites, also suggesting that the SIEHE framework, revised in large part on the basis of participant feedback, could serve as a basis for further discussion facilitating the formation of lower level constructs or subcategories derived from the higher level SIEHE elements and factors. This could provide a deeper and more detailed understanding of the instances and applications of SE as it relates to higher education.

The SIEHE Framework Could Accommodate Different Types of Institutions, Missions, Organizational Structures, and Funding and Allocation Models

SIEHE appeared generic and flexible enough to accommodate practices in a range of higher education institutions, both public and private, and including liberal arts colleges, comprehensives, and large research universities, each with different academic missions and priorities. SE-related initiatives also resided in different organizational configurations on these campuses, from standalone centers to more distributed arrangements. One can conclude that the framework could be applied more broadly across colleges and universities, regardless of differing organizational and reporting structures as well as mission dependent ethical and values systems, as long as institutions supported SE's commitment to creating positive social change.

The range of funding and allocation models across the five sites pointed toward the SIEHE framework's ability to accommodate not only institutions with access to fairly robust funding, but also those with more limited resources. It also implies that other institutions could

consider investing in SE even with modest strategic outlays of institutional budget and other funding typically supplemented by the five additional resource types (commercial, governmental, human, philanthropic, and physical) set out in the framework.

The SIEHE Framework Has Other Potential Uses

In addition to serving as a process framework, findings suggested that SIEHE had a number of potential uses for administrators, faculty, and staff across institutions, including as an explanatory model for promoting collaboration and joint project development among different disciplinary audiences; as a normative guide defining components and steps needed to foster SE-related practices in colleges or universities; and as a decision tool for institutions, departments, or individuals who were considering SE-related implementations.

Many Views Still Exist Regarding Nomenclature

Labeling issues remain concerning whether SE-related activities should be called SE or by some other name, although there was general agreement on the definition and process cycle across the study sites, again suggesting that the framework was an appropriate starting point for further discussions intended to examine SE in higher education settings.

Campus norms that enabled the adoption of SE at each of the sites appeared to have also determined how SE-related activities were labeled, and the positive as well as negative associations of the terminologies used. Given participant differences concerning labeling, in contrast to the general agreement on the content constituting SE-related practices included in the SIEHE framework, it may be concluded that other colleges and universities with similar cultures, histories, and commitment to SE practices may experience comparable issues in determining appropriate nomenclature.

The SIEHE Framework Works with Other Approaches

On the campuses studied, SE-related initiatives worked in association with other theoretical and applied frameworks, including activism, civic engagement, service learning, experiential learning, ecology, environmental sustainability, international and community development, and leadership applications. This suggests that SIEHE could potentially work with additional frameworks, including participatory approaches in education, which may already be established on campuses that may be considering adding SE-related initiatives. However, as was noted in the study, especially at institutions where they maintain separate administrative identities, some approaches may need to be more clearly differentiated from each other as well as from SIEHE to avoid confusion or to identify where they align or overlap.

SIEHE is a Way to Engage with Communities

Study participants frequently discussed the importance as well as challenges of developing shared understanding and engaging in mutual learning and meaning making with their strategic partners and communities, and conceived of SE-related practices as a way to actively engage with community partners, create social change within their communities, and ultimately transform society at large. This suggests other campuses wishing to embed themselves more fully within their communities may find SIEHE to be an option for facilitating engagement and enacting desired change and community transformation.

SIEHE is Broadly Appealing to a Range of Practitioners

The SIEHE framework included diverse sets of agential motivators or drivers, such as academic recognition, curriculum requirements, creative drive, desire to innovate or to problem solve, or concern for equity or social justice. It also incorporated skill sets including design thinking, empathy, or cultural sensitivity that could be applied more generally within leadership,

community development, teaching or research. These could be marketed as useful to people who did not view themselves as primarily entrepreneurial, thus providing SE with a broader audience and wider application than purely venture-based methods and initiatives can achieve.

The study highlighted the variety of agents who were currently involved with SE-related activities at colleges and universities, including students, faculty, administrators, staff, trustees, alumni, and other stakeholders and community members. This range of involvement can be accommodated in the SIEHE framework, and demonstrated that agential actions were situated at multiple levels in higher education institutions, including with individuals, and in departments, and campus-wide groupings, as well as external partnerships with businesses and community organizations. Participants emphasized the importance of SE work in collaboration with stakeholders, especially in their communities and with affiliated institutions.

The SIEHE framework also accommodated a variety of material and immaterial outcomes (Zahra et al., 2009) of participant motivations and activities. These were products, services or provision of benefits for the underserved, or pertained to student learning and personal growth, and included establishment of new ventures, community improvements, development of innovative curricula, events and programs, and awards, as well as student retention, and public relations efforts. It can be concluded that the range of participant involvement in SE-related campus practices, and the variety of outcomes resulting from these practices tended to confirm that the SIEHE framework possessed sufficient flexibility to be capable of being purposefully adopted by other colleges and universities.

Recommendations for Policy and Practice

Anticipate Few Policy Barriers to Implementation

Administrations at the study sites continued to see SE as a legitimate and attractive area of interest for campus involvement, and study participants mentioned encountering few regulatory or policy barriers in their SE-related implementations and ongoing operations. Participants at each site also noted that the instances of red tape and bureaucratization that were nonetheless successfully navigated in establishing and pursuing programs were often mitigated by maintaining appropriate formal and informal relationships. The comparative ease with which SE was introduced and practiced on these campuses may or may not hold at other colleges and universities, although findings suggested that institutions considering adding SE to their campuses would not face substantial policy hurdles.

A Need to Revise Faculty Reward Systems

Faculty participants in the study often spoke of the challenges they faced balancing multiple roles and responsibilities on their campuses. This was especially the case for those on tenure track in larger institutions, who had to prioritize teaching load and research in their own disciplines over more campus-wide, interdisciplinary activities such as SE. Although participants were from colleges and universities which were highly supportive of SE, they indicated that there were few incentives for non-curricular SE-related activities, which were largely credited as service and usually did not qualify for release time, even when they resulted in related scholarship or publication. It can be concluded that to further the advancement of SE programs and activities there is a need to consider changing faculty reward systems both at institutions already dedicated to SE and at those considering implementing SE-related initiatives.

Rewarding faculty participation in order to more broadly disseminate SE-related practices could also be seen as promoting the diffusion of a type of scholarship Boyer (1990, 1996) advocated as crucial to higher education's role in the betterment of society. SE-related activities can be categorized as what Boyer referred to as scholarship of application or engagement, which Boyer considered was more than merely faculty service, and constituted "building bridges between theory and practice" in order to address the most pressing or "intractable problems" the world faces (1990, pp. 16, 23). Consistent with this aim, SE-related activities are intended to impact the wider community and achieve the "larger and more humane ends" that Boyer thought were required of academics outside of the intellectual isolation of the ivory tower (1996, p. 18).

A Need to Address Anti-Business Bias

Many non-business faculty at the study sites indicated that they believed priorities in business disciplines were largely incompatible with social good. While these faculty were attracted to the social aspects of SE, they often perceived references to business or "entrepreneurship" as constraining the adoption of SE-related practices by non-business departments. Some associated SE only with venturing, and with an older, "heroic individual" view of entrepreneurs usually associated with the earlier writings of the Social Innovation School. Especially evident at institutions with strong liberal arts programs, participants attempted to coopt and neutralize the business language often associated with SE to make SE more appealing to other disciplines. Some faculty and staff participants at sites with interdisciplinary centers dedicated to SE also expressed a need to distinguish their services from those of business programs to counteract this perceived anti-business bias. Other participants related this concern to what were seen as the "siloining" effects of discipline-specific vocabularies and meanings, and the challenge of creating any type of interdisciplinary program.

It may be concluded that institutions considering adopting SE-related practices, as well as the field in general, should consider ways to address this bias. These could include encouraging dialogue on this issue between business schools and faculty in other fields; further studies on the derivation and application of business-related terminology in SE; and studies regarding the potential short and longer-term effects of the adoption of more value-neutral nomenclature.

A Tool for Empowering the Underserved

Across the sites, SIEHE was regarded as a tool for empowerment and for addressing issues of race, class, gender, and privilege through increased access and inclusion. Caring for the underserved, and student and faculty interest in making a sustainable difference through practices disassociated from for-profit motivations were frequently mentioned as goals by study participants. Related initiatives ranged from student ventures intended to eliminate barriers to accessing goods and services faced by the economically challenged in their communities, to faculty and staff projects intended to raise awareness of and reduce inequities on campuses. The selected sites' experiences suggest that SIEHE is capable of being used by other colleges and universities to pursue similar aims.

A Way to Account for the Creation of Positive Social Change

SE-related activities were seen by study participants as providing methods for creating positive change on their campuses and in their communities. Change could be intended as large scale transformation promoting social good on an entire campus or beyond, or as smaller scale or incremental change through outreach or faculty research projects. The SIEHE process cycle also included a measurement and accountability element applicable to social value and transformational change, an assessment capability participants agreed was crucial but often challenging to accomplish. The conceptualization of this element of the process cycle was

understood as being sufficiently adaptable to be capable of accommodating campuses' differing service preferences, as well as flexible enough in recognizing a sufficient range of outcomes to also facilitate accountability across other colleges and universities.

Enhanced Mechanism for Teaching and Practice

SIEHE should be considered a valuable mechanism for collaborative teaching, active learning, and participatory scholarship, as well as an empowering tool for the creation of positive social change on campuses and in their communities or beyond. SIEHE aligns with the critical pedagogy of Friere (1984, 2004) in its concern for the underrepresented as well as its foundational belief in their capacity for making informed and conscious efforts to transform their world. SIEHE shares the premise of Brookfield and Holst (2011) that improvements in society can create a more just world, and that educators can integrate educational practices and community engagement both to inspire learners and to enact positive change themselves to achieve societal transformation.

SIEHE is an ethical and participatory approach with strong links to the social justice movement, and was seen by study participants as both student-driven and community-based. Like Van de Ven's (2007) conception of engaged scholarship, SIEHE can be characterized as involving collaboration between and a process of the co-production of knowledge by scholars and community partners. During collaborative activities, the different perspectives of stakeholders, including those benefiting from SE-related services as well as sponsors, funders or community agencies, contribute insights and solutions to problems that may be considered more "penetrating and insightful" than those that would have been produced by individual stakeholders or stakeholder groups working separately (p. 11). Small and Uttal (2005) noted that such collective approaches, which they viewed as primarily action-oriented, resulted in solutions

that could be directly and more immediately “applied to social problems and issues faced by individuals, local communities, organizations, practitioners, and policymakers” than could solutions conceived and developed as exclusively academic undertakings (p. 936). These benefits available to practitioners at exemplar sites may also be applicable at other institutions with the requisite commitment to the concept and practices of SE.

Recommendations for Further Research

SIEHE Framework

Perrini et al. (2010) had suggested that providing a framework for SE could encourage a deeper examination of SE dynamics, and also advance “the process of boundary setting and awareness-raising meant to stimulate future research” (p. 528). This was especially the case with SE in higher education settings, which has lacked both a clear definition and comprehensive framework (Păunescu & Cantaragiu, 2013). The provision of the SIEHE framework begins a process of boundary setting necessary to delineate instances of SE in higher education, and paves the way for a deeper examination of SE’s dynamics in an academic context.

Given the emerging nature of the SE field in general and SIEHE in particular, there is opportunity for theoretical and empirical research on almost every aspect of SIEHE. More empirical testing of the definition and process cycle, including how SIEHE activities compare with SE activities in nonprofits, for-profit businesses, and commercial academic enterprises, is suggested as one avenue for future research. Toward this end, further differentiating the qualities of each of the elements and factors of the SIEHE framework should be attempted. Antecedents of SIEHE initiatives, or what factors promote the rise of SE activities in higher education, also need to be identified and investigated, as well as factors that might impede these activities.

Initial applications of the SIEHE framework could include its application in efforts to distinguish types of SE projects along a continuum from more traditional student or faculty ventures to more research-oriented activities. These could also be considered along a spectrum of more inward-facing projects within a college or university to more outward-facing initiatives intended to have a broader sphere of impact. Such analysis could include categorizing levels of intensity of social design or of commitment to transformative social change. Investigation could also determine whether, within institutions, there are structures (team-based, departmental, or college-wide) that are better suited than others to the introduction of SIEHE practices.

There is a need to explore the SIEHE model on non-Changemaker campuses, and to explore its applicability in other post-secondary education settings, including in community or two year colleges. SIEHE initiatives could be more comprehensively compared across institutions within or between institutional types (e.g., public/private/for-profit, and college or university, or other educational setting), by identifying common features or success models. Cross-sector collaborative applications which include the participation of higher educational institutions should be examined, as well. There are also questions related to whether successful practices, or processes of replication or scaling of successful projects, are transferable across geographical, political, or cultural boundaries.

Mair and Martí (2006) noted that measuring and evaluating social value creation has remained one of the greatest challenges for SE researchers. SE implementations at sites included in this study were relatively new initiatives, and practitioners were still in the early stages of pursuing how to measure their impact. More rigorous explorations of multi-disciplinary programs' approaches, including SE's, to measurement and evaluation might prove particularly fruitful.

Research on the skills and leadership characteristics of academic social entrepreneurs would also inform SIEHE, as would work on how training models for academic social entrepreneurs could be developed and tested. Mars and Metcalfe (2009) have suggested the need to examine the effect of entrepreneurial activities on institutional leadership and transformation. Further research could also determine how SIEHE could influence or reshape an academic mission, and how this might impact community outreach and other initiatives intended to stimulate local or regional social or economic development.

SIEHE and Other Related Practices

As this study has pointed out, SE, SI, and other related practices have not been clearly and consistently differentiated, or related to one another. Discourse analysis and rhetorical studies would complement the case study approach employed by this researcher by more fully exploring commonalities and differences in terminology and its usage encountered at selected and other sites, and how language might construct and shape SE-related practices at colleges and universities more generally. This could aid in developing a shared understanding of and vocabulary for SE across academic disciplines and institutions.

Finally, there is a question of whether or how SIEHE should be subsumed into larger theoretical frameworks. For instance, as a participant at one of the study sites mentioned, collective impact (Kania & Kramer, 2011) and SE appear to share a number of similarities, but with its focus on multi-sector, large-scale social change, collective impact requires the formation of large cross-sector coalitions. This level of activity and coordination among multiple organizations in multiple sectors is on a much larger scale and includes a correspondingly broader scope of control than envisioned by the SIEHE framework, even though the SIEHE framework does not exclude smaller scale partnering across sectors. Investigation of the

possibility that a construct such as collective impact could form the next higher level subsuming SIEHE in a larger coalitional model would make an interesting follow-up to this current study.

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APPENDIX A. CITATION LISTS

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Anderson, Dana, and Dana, 2006
 Austin, Stevenson, and Wei-Skillern, 2006** ***
 Bacq and Janssen, 2011
 Battilana and Dorado, 2010
 Blackburn and Ram, 2006
 Bradley, McMullen, Artz, and Simiyu, 2012
 Bridgstock, Özbilgin, and Tatli, 2012
 Brower, 2011
 Corner and Ho, 2010
 Dacin, Dacin, and Tracey, 2011
 Datta and Gailey, 2012
 De Clercq and Honig, 2011
 Dees, 2001**
 Dempsey and Sanders (2010)
 Desa (2012)
 Dorado and Ventresca (2013)
 Friedman and Desivilya, 2010
 Goss, Jones, Betta, and Latham, 2011
 Grimes, 2010
 Harris, Sapienza, and Bowie, 2009
 Haugh, 2007
 Hjorth, 2013
 Howorth, Smith, and Parkinson, 2012
 Hwang and Powell, 2009
 Kantor, 2002
 Katre and Salipante, 2012
 Kistruck and Beamish, 2010
 Kistruck, Beamish, Qureshi, and Sutter, 2013
 Korsgaard and Anderson, 2011
 Mair and Marti, 2006** ***
 Mair and Marti, 2009
 Mair, Marti, and Ventresca, 2012
 McCarthy, 2012
 McMullen, 2011
 Meyskens, Robb-Post, Stamp, Carsrud,

and Reynolds, 2010
 Miller, Grimes, McMullen, and Vogus, 2012
 Miller and Wesley, 2010
 Miller, Wesley, and Williams, 2012
 Moss, Short, Payne, and Lumpkin, 2010
 Nicholls, 2010
 Pache and Chowdhury, 2012
 Parkinson and Howorth, 2008
 Pearce, Fritz, and Davis, 2009
 Peredo and Chrisman, 2006
 Peredo and McLean, 2006** ***
 Perrini, Vurro, and Costanzo, 2010
 Pless, Maak, and Stahl, 2011
 Ruebottom, 2013
 Ruvio, Rosenblatt, and Hertz-Lazarowitz, 2010
 Ruvio and Shoham, 2011
 Seelos and Mair, 2007
 Sharir and Lerner, 2006
 Smith and Stevens, 2010
 Smith and Woodworth, 2012
 Smith, Besharov, Wessels, and Chertok, 2012
 Sullivan, 2007
 Tapsell and Woods, 2010
 Townsend and Hart, 2008
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 Ucbasaran, Westhead, and Wright, 2001
 Van de Ven, Sapienza, and Villanueva, 2007
 Webb, Kistruck, Ireland, and Ketchen, 2010
 Weerawardena, McDonald, and Mort, 2010
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 Zahra, Gedajlovic, Neubaum, and Shulman, 2009
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***Also appears on Pierre et al.'s (2014) List of Most Cited SE Titles

Kraus, Filser, O'Dwyer, and Shaw's (2014)
List of Most Cited SE Titles (see References
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Alvord, Brown, and Letts, 2004
Austin, Stevenson, and Wei-Skillern,
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Bornstein, 2004
Dart, 2004
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Drucker, 1985
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Mair and Martí, 2006* ***
Martin and Osberg, 2007
Mort, Weerawardena, and Carnegie, 2003
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Schumpeter, 1934
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Thompson, 2002***
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Waddock and Post, 1991
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Austin, Stevenson, and Wei-Skillern,
2006* **
De Leeuw, 1999
Eikenberry and Kluver, 2004
Fowler, 2000
Hemingway, 2005
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*Also appears on Aygören's (2014) Titles Retrieved from the Top 100 Impact-Factor Journals

**Also appears on Kraus et al.'s (2014) List of Most Cited SE Titles

***Also appears on Pierre et al.'s (2014) List of Most Cited SE Titles

Definitions of Entrepreneurship from the Sample of SE Literature

Entrepreneurship Definitions from Seminal Works

Source	Definition
Drucker (1985, pp. 27-28)	“This defines the entrepreneur and entrepreneurship—the entrepreneur always searches for change, responds to it, and exploits it as an opportunity.”
Schumpeter (1934, p. 66, 74)	Refers to an innovator who implements entrepreneurial change within markets, when entrepreneurial changes have five manifestations: (1) the introduction of a new/improved good or new combinations of goods; (2) the introduction of a new method of production; (3) the opening of a new market; (4) the exploitation of a new source of supply; and (5) the carrying out of the new organization of an industry.
Shane and Venkataraman (2000, p. 217)	“Is concerned with the discovery and exploitation of profitable opportunities.”

SE Definitions from Seminal Works

Source	Definition
Dees (1998; 2001, p. 4); Dees, Emerson, and Economy (2001, p. 5)	SE comprises entrepreneurs who “play the role of change agents in the social sector” by: <ul style="list-style-type: none"> - Adopting a mission to create and sustain social value - Recognizing and relentlessly pursuing new opportunities to serve that mission - Engaging in a process of continuous innovation, adaptation, and learning - Acting boldly without being limited by resources currently in hand - Exhibiting a heightened sense of accountability to the constituencies served for the outcomes created.
Leadbeater (1997, pp. 8, 77)	SE comprises entrepreneurs who are entrepreneurial, innovative, and transformatory: identifying “underutilized resources—people, buildings, equipment,” and finding ways “of putting them to use to satisfy unmet social needs;” innovative in creating new services and products; and who “transform the institutions they are in charge of . . . turning them into dynamic creative ones,” and, “most importantly, they can transform the neighborhoods and communities they serve by opening up possibilities for self-development.”
Waddock and Post (1991, p. 393)	SE consists of “private sector leaders who play critical roles in bringing about ‘catalytic changes’ in the public sector agenda and the perception of certain social issues.”

Social Innovation School

Source	Definition
Alvord, Brown, and Letts (2004, p. 262)	SE “creates innovative solutions to immediate social problems and mobilizes the ideas, capacities, resources, and social arrangements required for sustainable social transformations.”
Austin, Stevenson, and Wei-Skillern (2006, p 2)	SE is an “innovative, social value creating activity that can occur within or across the nonprofit, business, or government sectors.”
Battilana and Dorado (2010, p. 1436)	In investigating microfinance organizations as types of hybrid entrepreneurial institutions, institutional entrepreneurship was seen as “forging identities that support novel logic combinations.”
Bornstein (2004, p. 1)	Actions on the part of “transformative . . . people with new ideas to address major problems who are relentless in the pursuit of their visions . . . who will not give up until they have spread their ideas as far as they possibly can.”
Bradley, McMullen, Artz, and Simiyu (2012, p. 685)	SE is the discovery and creation of “opportunities that are not already being exploited.”
Corner and Ho (2010, p. 635)	SE “covers a range of societal trends, organizational forms structures, and individual initiatives.” Cited Nicholls’s (2006) and Peredo and McLean’s (2006) definitions in further describing SE as consisting of “projects that reflect two key elements: an overarching social mission and entrepreneurial creativity.”
Dacin, Dacin, and Tracey (2011, p. 1204)	SE creates “social value by providing solutions to social problems.”
Dart (2004, p. 411)	SE “differs from the traditional understanding of a nonprofit organization in terms of strategy, structure, norms, and values, and represents a radical innovation in the nonprofit sector.”
Datta and Gailey (2012, p. 572)	Derived definition of SE as attempting “to have both an economic (profitable/growth) goal and a social impact goal” from Mair and Marti’s (2009) and Zahra et al.’s (2009) definitions.
De Leeuw (1999, p. 263)	Following Kingdon’s (1995) model of opening windows for policy change, the entrepreneur is seen as a change agent capable of advocating for and convincing stakeholders of the “added value of trying something new.”
Desa (2012, p. 729)	Adopted Mair and Marti’s (2006) definition.
Dorado and Ventresca (2013, p. 80)	Instead of SE, offered a definition of “crescive” entrepreneurial “engagements in projects and organizations to address wicked problems” leading to system change.
Eikenberry and Kluver (2005, p. 135)	SE consists of “nonprofit executives who pay attention to market forces without losing sight of their organizations’ underlying missions and seek to use the language and skills of the business world to advance the material well-being of their members or clients.”

Grimes (2010, p. 763)	Adopted Seelos and Mair's (2007) definition.
Harris, Sapienza, and Bowie (2009, p. 410)	Utilized Dees's (2001), Townsend and Hart's (2008), and Zahra et al.'s (2008) definitions.
Hemingway (2005, p. 244)	Coined the term "corporate social entrepreneurship" to describe those individuals who "may identify opportunities for and/or champion socially responsible activities within the corporation," motivated by their own personality characteristics and values.
Kantor (2002, p. 131)	Microenterprise development with empowerment as well as economic outcomes.
Mair and Marti (2006, p. 37); Mair and Marti (2009); Mair, Marti, and Ventresca (2012)	SE is "a process involving the innovative use and combination of resources to pursue opportunities to catalyze social change and/or address social needs."
Martin and Osberg (2007, p. 35)	SE consists of "three components: (1) identifying a stable but inherently unjust equilibrium that causes the exclusion, marginalization, or suffering of a segment of humanity that lacks the financial means or political clout to achieve any transformative benefit on its own; (2) identifying an opportunity in this unjust equilibrium, developing a social value proposition, and bringing to bear inspiration, creativity, direct action, courage, and fortitude, thereby challenging the stable state's hegemony; and (3) forging a new, stable equilibrium that releases trapped potential or alleviates the suffering of the targeted group, and through imitation and the creation of a stable ecosystem around the new equilibrium ensuring a better future for the targeted group and even society at large."
McCarthy (2012, p. 263)	After Peredo and McLean (2006), SE is "exercised when some person aims to create social value, recognizes and pursues opportunities to create this value, employs innovation, tolerates risk and declines to accept limitations in available resources."
McMullen (2011, p. 187)	Adopted Austin et al.'s (2006), Dees's (2001), and Martin and Osberg's (2007) definitions.
Meyskens, Post, Stamp, Carsrud, and Reynolds (2010, p. 662)	Relied on Austin et al.'s (2006), Dees's (2001), Mair and Marti's (2006), and Nicholls' (2006) definitions.

Miller, Grimes, McMullen, and Vogus (2012, p. 616)	SE is “a complex yet promising organizational form in which market-based methods are used to address seemingly intractable social issues.”
Miller and Wesley (2010, p. 705)	Utilized Mair and Marti’s (2006) definition.
Miller, Wesley, and Williams (2012, p. 349)	SE involves the use of “innovative and market-based methods to address social problems while simultaneously performing against financial objectives as a means of avoiding dependence upon donor markets.”
Mort, Weerawardena, and Carnegie (2003, p. 76)	SE is “the entrepreneurship leading to the establishment of new social enterprises and the continued innovation in existing ones. . . . [It] is a multidimensional construct involving the expression of entrepreneurially virtuous behavior to achieve the social mission, a coherent unity of purpose and action in the face of moral complexity, the ability to recognize social value-creating opportunities and key decision-making characteristics of innovativeness, proactiveness and risk-taking.”
Weerawardena and Mort (2006, p. 25)	“A behavioral phenomenon expressed in a NFP organization context aimed at delivering social value through the exploitation of perceived opportunities.”
Weerawardena, McDonald, and Mort (2010)	Not explicitly defined, but refers to above definitions.
Moss, Short, Payne, and Lumpkin (2011, p. 805)	After Mair and Marti (2006), defined SE as “a process in which resources are combined in new ways to explore and exploit opportunities for value creation by meeting social needs, stimulating social change, or creating new socially aware organizations.”
Nicholls (2006, p. 23)	SE consists of “innovative and effective activities that focus strategically on resolving social market failures and creating new opportunities to add social value systematically by using a range of resources and organizational formats to maximize social impact and bring about change.”
Nicholls (2010, p. 625)	As a field, SE is in “a pre-paradigmatic state of development” that has prioritized two competing narrative logics, one emphasizing the vision and drive of the individual hero as key to venture success, the other the work of the community, as well as two ideal organizational types, one from commercial business, while the other is derived from “traditions of structured collective action and solidarity.” The former type legitimizes “new venture philanthropic practices,” while the latter “endorses internal logics that legitimate efficiency and the marketization of the state.”

Pache and Chowdhury (2012, p. 496)	SE is a process that requires entrepreneurs to bridge three competing social, welfare, and public-sector institutional logics.
Pearce, Fritz, and Davis (2010, p. 219)	SE is associated with a set of “five distinct but related behaviors that have the qualities of innovativeness, pro-activeness, competitive aggressiveness, risk taking and autonomy.”
Peredo and Chrisman (2006, p. 309)	In contrast to SE, defined community-based enterprises as an emerging form of entrepreneurship “typically rooted in community culture,” in which “natural and social capital are integral and inseparable from economic considerations, transforming the community into an entrepreneur and an enterprise.”
Peredo and McLean (2006, p. 64)	SE “is exercised where some person or group: (1) aims(s) at creating social value, either exclusively or at least in some prominent way; (2) show(s) a capacity to recognize and take advantage of opportunities to create that value (‘envision’); (3) employ(s) innovation, ranging from outright invention to adopting someone else’s novelty, in creating and/or distributing social value; (4) is/are willing to accept an above-average degree of risk in creating and disseminating social value; and (5) is/are unusually resourceful in being relatively undaunted by scarce assets in pursuing their social venture.”
Perrini, Vurro, and Costanzo (2010, p. 520)	SE is a process that involves five stages of opportunity identification, evaluation, formalization, exploitation, and scaling-up.
Ruvio, Rosenblatt, and Hertz-Lazarowitz (2010, p. 146)	SE can be “conceptualized in a variety of contexts . . . including non-governmental not-for-profit organizations, for-profit activities within social organizations that support social causes, . . . and innovative actions within for-profit organizations that promote social causes.” Adopted aspects from a number of previous definitions (Alvord et al., 2004; Dees, 2001; Thompson et al., 2000; Weerawardena & Mort, 2006.)
Ruvio and Shoham (2011, p. 572)	SE was defined as a multilevel model that considers motivation and vision as well as venture strategy and environmental factors.
Seelos and Mair (2005, p. 241); Seelos and Mair (2007, p. 60)	SE “combines the resourcefulness of traditional entrepreneurship with a mission to change society,” and refers to “organizations that have created models for efficiently catering to basic human needs that existing markets and institutions have failed to satisfy.”
Sharir and Lerner (2006, p. 3)	SE consists of a social entrepreneur “acting as a change agent to create and sustain social value without being limited to resources currently in hand.”
B. Smith and Stevens (2010, p. 577)	Utilized Nicholls’s (2006, p. 23) definition.

I. Smith and Woodworth (2012, p. 392)	Utilized Mair and Marti's (2006, p. 37) definition.
W. Smith, Besharov, Wessels, and Chertok (2012, p. 465)	Adopted Dees's (2001, p. 4) definition.
Sullivan (2007, p. 77)	SE "involves private individuals or organizations pursuing initiatives to address social problems in their communities."
Thompson (2002, p. 413)	SE consists of "people with the qualities and behaviors we associate with the business entrepreneur, but who operate in the community and are more concerned with caring and helping than 'making money'"
Thompson, Alvy, and Lees (2000, p. 328)	SE consists of "people who realize where there is an opportunity to satisfy some unmet need that the state welfare system will not or cannot meet, and who gather together the necessary resources (generally people, often volunteers, money and premises) and use these to 'make a difference.'"
Townsend and Hart (2008, p. 685)	SE consists of "ventures . . . combining elements of a for-profit focus on efficient use of economic resources with a non-profit focus on social value creation." (Based on Austin et al.'s (2006, p. 2) definition.)
Van de Ven, Sapienza, and Villanueva (2007, p. 355)	SE consists of "activities motivated by societal needs, usually in nonprofit or governmental sectors, but not in traditional for-profit businesses."
Webb, Kistruck, Ireland, and Ketchen (2010, p. 558)	"Whether entrepreneurship is aimed at deriving financial rewards and/or some other form of value, the process remains basically the same: alertness leads to recognition and then exploitation of opportunities followed by decisions concerning growth."
Zahra, Gedajilovic, Neubaum, and Shulman (2009, p. 499); Zahra, Rawhouser, Bhawe, Neubaum, and Hayton (2008, p. 118)	SE "encompasses the activities and processes undertaken to discover, define, and exploit opportunities in order to enhance social wealth by creating new ventures or managing existing organizations in an innovative manner."

Social Enterprise School

Source	Definition
Haugh (2007, p. 165)	The main purpose of an SE "venture was not the maximization of profit but the pursuit of economic, social, or environmental goals, or a combination of these, to alleviate social exclusion or unemployment."

Hwang and Powell (2009, p. 271-272)	Nonprofit organization rationalization drawing heavily on “metrics and practices from the for-profit sector.”
Katre and Salipante (2012, p. 967)	SE is developing “market-driven ventures to produce social change.”
Kistruck and Beamish (2010, p. 737); Kistruck, Beamish, Qureshi, and Sutter (2013, p. 32)	Adopted Cho’s (2006, p. 36) definition of SE as “a set of institutional practices combining the pursuit of financial objectives with the pursuit and promotion of substantive and terminal values.”
Tracey and Jarvis (2007, p. 671)	“Trading for a social purpose is at the core of SE, requiring that social entrepreneurs identify and exploit market opportunities, and assemble the necessary resources, in order to develop products and/or services that allow them to generate ‘entrepreneurial profit’ for a given social project.”
Tracey and Phillips (2007, pp. 265-266)	SE “is concerned with enterprise with a social purpose and involves building organizations that have the capacity to be both commercially viable and socially constructive. It therefore requires social entrepreneurs to identify and exploit opportunities in order to develop products and services that achieve social ends, or to generate surpluses that can be reinvested in a social project.”

European/International Approaches

Source	Definition
Anderson, Dana, and Dana (2006, pp. 45-46)	Viewed indigenous SE as consistent with three separate definitions: 1. Following Mort et al.’s (2003, p. 76) definition; 2. Following Pearce (2003), “social purpose is the principal driver of activity, with organizational sustainability as a core objective; social purpose is achieved primarily through entrepreneurship; there is little if any distribution of profit to individuals, as any surplus is reinvested for the long-term benefit of the community; constituents are democratically involved; and there is accountability” (pp. 45-46); 3. Following Borzaga and Defourny (2001), it “includes the creation of jobs and the strengthening of social capital by supporting the integration of marginal people into society at large” (p. 46).
Bacq and Janssen (2011, p. 376)	“The process of identifying, evaluating and exploiting opportunities aiming at social value creation by means of commercial, market-based activities and of the use of a wide range of resources.”
Blackburn and Ram (2006, p. 74)	In concentrating on small firm development, associated entrepreneurship with social inclusion and individual opportunity, as well as with innovation, competitiveness, and economic growth.

Bridgstock, Ozbilgin, and Tatli (2010, p. 559)	SE is “the work and structures of community, voluntary and public organizations as well as private firms working to solve social problems that have not been solved by the traditional mechanisms.”
Brower (2011, pp. 59-60)	SE includes both the social and economic activities of a social enterprise aimed at achieving economic viability, sustainability, and social change.
De Clercq and Honig (2011, pp. 353-354)	SE is a tool for social inclusion of the disadvantaged in society.
Dempsey and Sanders (2010, p. 438)	SE is a “set of practices and discourses set on the pursuit of meaningful work.” It “involves the application of the tenets of capitalist entrepreneurship to nonprofit organizations with the goal of creating meaningful alternatives to traditional corporate career paths. Rather than seeking to maximize profit, social entrepreneurs focus their efforts on creating social value.”
Fowler (2000, p. 649)	SE is the “creation of viable (socio-) economic structures, relations, institutions, organisations, and practices that yield and sustain social benefits.”
Friedman and Desivilya (2010, p. 496)	SE is a “social construction” that “represents an effective strategy for promoting social inclusion.”
Goss, Jones, Betta, and Latham (2011, p. 224)	SE is a form of emancipation, with the social entrepreneur’s role in creating social change tied to “moral commitment” as well as patterns of social relationships.
Hjorth (2013, p. 45)	SE is a “societal force” with a “capacity to create new forms of sociality in the public; not primarily new economic value, but new forms of sociality.”
Howarth, Smith, and Parkinson (2012, p. 212)	The “alignment of business and management priorities and values with commitment to community and social aims.”
Korsgaard and Anderson (2011, p. 138)	SE “is a socio-economic process” in which entrepreneurs create and extract multiple types of value, including at the societal, community, and personal levels.
Parkinson and Howorth (2008, p. 291)	SE is “the use of entrepreneurial processes for social purpose.”
Ruebottom (2003, p. 99)	Focused on “those organizations providing direct social service in order to transform systems that marginalize and exclude,” identified as an institutional subset of SE.

Tapsell and Woods (2010, p. 539)	SE is “the construction and pursuit of opportunities for transformative social change through innovative activities occurring within or across economic and social communities in a historical and cultural context.”
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No Definition Provided

Pless, Maak, and Stahl (2011, p. 238)	Focused on global leadership rather than on SE, which is not explicitly defined.
Ucbasaran, Westhead, and Wright (2001)	Did not define SE, but reviewed general entrepreneurial research of the previous decade regarding the categorization of entrepreneurs by behavior and by preference for various organizational forms.
Zietsma and Tuck (2012)	No definition provided (a review of pedagogical resources).

APPENDIX C. SUMMARY OF SE LITERATURE SAMPLE CHARACTERISTICS

Sample or Subsample	School/Type/Method	Count	% of <i>n</i>	
Total studies (<i>N</i> =85)	Seminal	8	9%	
By school of thought	Social Innovation	54	64%	
	Social Enterprise	7	8%	
	European/International	16	19%	
Conceptual studies (<i>n</i> =41)	Seminal	7	17%	
By school of thought	Social Innovation	27	66%	
	Social Enterprise	1	2%	
	European/International	6	15%	
Empirical study types (<i>n</i> =44)	Qualitative	33	75%	
	Quantitative	11	25%	
Empirical studies (<i>n</i> =44)			Qualitative	Quantitative
By school of thought	Seminal	1	2%	0 0%
	Social Innovation	18	41%	9 20%
	Social Enterprise	5	11%	1 2%
	European/International	9	20%	1 2%
Qualitative study methods (<i>n</i> =33)	Case study	27	82%	(61% of <i>n</i> =44)
	Discourse analysis	3	9%	(7%)
	Field study	1	3%	(2%)
	Grounded theory	1	3%	(2%)
	Interviews	1	3%	(2%)
Case studies By school of thought (<i>n</i> =27)	Seminal	1	4%	
	Social Innovation	17	63%	
	Social Enterprise	4	15%	
	European/International	5	19%	
Case study sample size (<i>n</i> =27)	Single case	9	33%	
	2-5 cases	10	37%	
	6-10 cases	7	26%	
	over 10 cases	1	4%	
Quantitative study methods (<i>n</i> =11)	Survey	6	55%	(14% of <i>n</i> =44)
	Content analysis	1	9%	(2%)
	Mixed	4	36%	(9%)
Survey sample size (<i>n</i> =6)	1-99	1	17%	
	100-200	3	50%	
	Over 200	2	33%	
Quantitative study statistical analysis (<i>n</i> =11) *some studies used more than one statistical analysis	Correlation	3		
	Linear modeling	1		
	MANOVA	1		
	Regression	5		
	Structural equation	1		
	Other	3		

APPENDIX D. SITE CONTACT INTRODUCTORY EMAIL QUESTIONNAIRE

Thank you for taking part in this research on SE in higher education. I look forward to talking with you on the telephone or online, and to visiting your campus. Below is a short questionnaire that should take only a few minutes to complete. It would provide me with some initial data to help guide our telephone conversation. Please let me know if you have any questions.

For roughly how long have there been SE activities at [site]?

___ Over 10 years ___ 5 to 10 years ___ Less than 5 years

How many faculty/administrators would you say are currently involved in SE activities at [site]?

___ Over 35 ___ 20 to 35 ___ Fewer than 20

How long have you yourself been involved with SE at [site]?

___ Over 10 years ___ 5 to 10 years ___ Less than 5 years

Where are the SE initiatives being carried out at [site]? (Please check all that apply)

- Administrative Offices (President, Provost, Other VP)
- Arts and Humanities
- Entrepreneurship/Innovation Center
- Business
- Education
- Engineering
- Health Sciences
- Physical/Biological/Natural Sciences
- Social Sciences
- Research Park
- Technology
- Student Affairs
- Other(s) _____

How would you define SE as it relates to your activities at [site]?

What prompted [site] to engage in SE activities?

Thank you again for your time in responding to these questions. Would you please provide some dates/times that would be most convenient for our conversation?

Attachment: Letter of consent

APPENDIX E. SITE CONTACT TELEPHONE/ONLINE INTERVIEW GUIDE

Introduction

The researcher will thank contacts for completing the initial questionnaire and for taking the time to speak with her. She will review the purpose of the study, and explain why participant involvement will contribute to our understanding of SE in higher education settings. She will explain that the initial conversation will last no more than an hour, that no personal questions will be asked, that the interview will be audio recorded for coding purposes only, and that no names will be attached to any participant remarks. She will also explain that participants will be provided with transcripts of their interviews for review and to suggest additional feedback.

Questions

Background; Agents; Environment

- I appreciated your thoughtful answers about your definition of SE as it related to your activities at [site], and what prompted [site] to engage in SE. Was there anything more about the background of SE at [site] that you'd like to mention?
- How are SE activities organized at [site]?

Dual Mission; Impact

- Considering SE initiatives in which you have participated, which would you say have been the most memorable for you in terms of their impact/outcomes?
- How do you see these activities as contributing to the institution?

Opportunity Identification; Opportunity Development; Collaboration; Environment

- Please consider one or two initiatives in which you have been involved at [site].
 - What needs/opportunities do those initiatives address?
 - How were those needs/opportunities identified?
 - Who is served by the initiative(s)? Who do you consider as stakeholders?
 - Do you network/partner with others (for example, institutions, communities) in the course of the initiative(s)? In what ways?

Agents (human resources); Resources (fiscal and physical)

- How are these SE initiatives supported at [site]?
- In an ideal world, how would you like to see SE initiatives supported at [site]?

Do you have any other thoughts about SE at [site] that we haven't yet talked about and that you think are important to mention now?

Closing

In preparation for the site visit, can you let me know which faculty/administrators are involved with/knowledgeable of SE who can be available to be interviewed? (Ideally, I would also like to talk with your President, if available.) Once I receive the information you provide, I would appreciate working together with you on a preliminary schedule for the visit.

Do you have historical, planning, or other related documents concerning SE initiatives at [site] that you can share with me in preparation for the site visit?

Is there any additional information you would like from me at this time?

The researcher will again thank site contacts for their time and participation in the study.

APPENDIX F. SEMI-STRUCTURED ON-CAMPUS INTERVIEW GUIDE

(SITE CONTACTS)

Introduction

The researcher will thank the site contact for hosting her site visit. She will explain that the interview will last no more than an hour, and, again, that no personal questions will be asked, that the interview will be audio recorded for coding purposes only, and that no names will be attached to any participant remarks. She will remind site contacts that they will be provided with a copy of the transcripts of their interviews for review and to suggest additional feedback.

Questions

During our telephone/online interview(s), we talked about SE at [site], its history, mission, impact, one or two of the initiatives in some detail, and about resources. Today, can we explore environmental factors, evaluation, organizational learning, and sustainability/future directions?

As you again consider one or two initiatives at [site]:

Agents; Environment

- Did you encounter any barriers/constraints or unanticipated issues as the initiative(s) were planned/undertaken?

Measurement/Accountability; Impact; Environment

- Were there any kinds of policies/regulations that this/these initiative(s) needed to consider? If there were, how did they contribute in shaping the initiative(s)?
- Were there any types of measures used to evaluate the initiative(s)? If there were, could you elaborate on what was involved in the measurement or evaluation process? Who was included in the evaluation process?
- What do you think worked well with the initiative(s)? What do you think didn't work or needed to be changed?

Agents; Continuous/Inclusive Learning

- Considering these SE initiatives, what has motivated you to participate in them?
- What kinds of skills or experiences have you drawn on in your involvement with SE?
- Were there any new skills you acquired in order to participate, or that you acquired as the result of your participation?
- What have you learned from your participation in SE?

Sustainability/Growth; Environment

- What do you consider the next steps for the SE initiatives you have been involved with?
- What do you see as the future for SE at [site]?

Definition and Process Model

- The researcher will then present site contacts with a copy of the SEHE framework, and ask for their reactions generally, and if they consider that it corresponds to their understanding of SE process and of their experience of SE on their campuses. They will be told that the model will be revised based on feedback received from study participants.

Closing

The researcher will thank site contacts for their time. She will again assure them of the confidentiality of their responses, and remind them that they will be provided with a copy of the interview transcripts for review. She will also request their permission to contact them again to set up a follow-up interview to discuss her preliminary findings and solicit their further feedback and comments.

APPENDIX G. SEMI-STRUCTURED ON-CAMPUS INTERVIEW GUIDE
(OTHER PARTICIPANTS)

Introduction

The researcher will introduce herself, briefly outline the purpose of the study and the proposed SEHE framework, and explain why participant involvement will contribute to our understanding of SE in higher education settings. She will explain that the interview will last no more than an hour, that no personal questions will be asked, that the interview will be audio recorded for coding purposes only, and that no names will be attached to any participant remarks. She will also explain that participants will be provided with a copy of the transcripts of their interviews for review and to suggest additional feedback.

Questions

Opportunity Identification; Opportunity Development; Environment

- Please consider one or two specific SE initiatives in which you are involved at [site].
 - What needs/opportunities do those initiatives address?
 - How were those needs/opportunities identified?

Dual Mission; Impact; Measurement/Accountability; Environment

- How do you see the SE activities as contributing to the institution?
- What do you think worked well with the initiative(s)? What do you think didn't work or needed to be changed?

Agents (human resources); Resources (fiscal and physical)

- How are these SE initiatives supported at [site]?
- In an ideal world, how would you like to see SE initiatives supported at [site]?

Agents; Continuous/Inclusive Learning

- When you consider these SE initiatives, what has motivated you to participate in them?
- What have you learned from your participation in SE?

Sustainability/Growth; Environment

- What do you consider the next steps for these SE initiatives?

Who else would you suggest I also talk with about SE at [site]?

Do you have any other thoughts about SE at [site] that we haven't yet talked about and that you think are important to mention?

Definition and Process Model

- The researcher will then present participants with a copy of the SEHE framework, and ask for their reactions generally, and if they consider that it corresponds to their understanding of SE process and of their experience of SE on their campuses. They will be told that the model will be revised based on feedback received from study participants.

Closing

The researcher will thank participants for their contributions. She will again assure them of the confidentiality of their responses, and remind them that they will be provided with a copy of the interview transcripts for review. She will also request their permission to contact them again with follow-up questions.

**APPENDIX H. DATA COLLECTION BY ELEMENT/FACTOR/SUB-FACTOR,
AND DATA SOURCE**

Element/Factor/Sub-Factor from SEHE Framework	Data Source¹
Elements	
Dual Mission	Online/telephone interviews Semi-structured interviews Field notes Document review
Opportunity Identification	Online/telephone interviews Semi-structured interviews Document review
Opportunity Development	Online/telephone interviews Semi-structured interviews Field notes Document review
Impact/Social Value Creation/ Transformation	Online/telephone interviews Semi-structured interviews Field notes Document review
Measurement/Accountability	Semi-structured interviews Document review
Sustainability/Growth	Semi-structured interviews Field notes Document review
Continuous/Inclusive Learning	Semi-structured interviews Field notes Document review
Factors	
Agents (Individual/Group)	Email questionnaire Online/telephone interviews Semi-structured interviews Field notes Document review
- Values/Motivators/Drivers	- Email questionnaire Online/telephone interviews Semi-structured interviews Document review

- Demographics	- Email questionnaire Online/telephone interviews Semi-structured interviews Document review
- Power	- Semi-structured interviews Field notes Document review
- Ethical Considerations	- Semi-structured interviews Document review
Collaboration Factors	Online/telephone interviews Semi-structured interviews Field notes Document review
- Other Institutions	- Online/telephone interviews Semi-structured interviews Document review
- Stakeholders	- Online/telephone interviews Semi-structured interviews Field notes Document review
- Communities	- Online/telephone interviews Semi-structured interviews Field notes Document review
- Partnerships	- Online/telephone interviews Semi-structured interviews Document review
- Networks	- Online/telephone interviews Semi-structured interviews Document review
- Sectors/Regions	- Online/telephone interviews Semi-structured interviews Document review
Environment Factors	Online/telephone interviews Semi-structured interviews Field notes Document review
- Markets	- Online/telephone interviews Semi-structured interviews Document review
- Regulation/Policy	- Online/telephone interviews Semi-structured interviews Document review

- Cultural	- Online/telephone interviews Semi-structured interviews Field notes Document review
- Historical	- Email questionnaire Online/telephone interviews Semi-structured interviews Field notes Document review
- Geographical	- Semi-structured interviews Field notes Document review
Resources	Online/telephone interviews Semi-structured interviews Field notes Document review
- Commercial	- Semi-structured interviews Document review
- Philanthropic	- Semi-structured interviews Document review
- Governmental	- Semi-structured interviews Document review
- Physical	- Semi-structured interviews Field notes Document review

¹Data collection on all elements and factors will be supplemented by follow-up interviews.

APPENDIX I. SAMPLE PARTICIPANT LETTER (COA)



Re: “The Boundaries of Social Entrepreneurship in Higher Education: A New Framework”

My name is Michele Reid, and I am a PhD candidate in the North Dakota State University Education Doctoral Programs. I am conducting a research project to explore a Social Entrepreneurship in Higher Education (SEHE) framework, developed from the literature, through a multi-case study of the experiences of higher education institutions recognized for their adoption of social entrepreneurship practices. The framework, thus informed by the experiences of these exemplar institutions, is intended both to advance scholarly understanding of the elements and process of SEHE, and to serve as a guide for those undertaking or considering social entrepreneurship implementations at other colleges and universities.

You have been identified as an individual at College of the Atlantic who is involved with or is knowledgeable of social entrepreneurship on your campus, and you are invited to participate in this study as one of the experts being interviewed. You may find it interesting and thought provoking to participate.

The interview should last no more than an hour, and the questions will be limited to your experience with social entrepreneurship at COA. The interview will be audio recorded. In the transcription of the interview you will be assigned a pseudonym, and other potentially identifying information will be omitted. Prior to its analysis, you will be provided with a copy of the transcript for review and to solicit additional feedback. In any written documents (including publications) resulting from the study, only the assigned pseudonym will be used in referring to your comments. Any research records that identify you will be kept private. Audio files and electronic copies of the interview transcripts will be password protected and stored on a computer that is only accessible by myself. After the data has been analyzed, the audio recordings will be deleted.

You have rights as a research participant, including the right to decline to answer any of the questions I will ask you, or to terminate the interview should you decide that you prefer not to participate further. Whether or not you choose to participate in this study, you are welcome to receive a copy of the final results. If you have questions about your rights or complaints about this research, please call or email me (701.491.0514 or michele.reid@ndsu.edu), or my adviser, Dr. Nathan Wood (701.231.9771 or nathan.wood@ndsu.edu), or contact the NDSU Human Research Protection Program (701.231.8995 or toll-free at 1-855-800-6717, email: ndsu.irb@ndsu.edu, or mail: NDSU HRPP Office, NDSU Dept. 4000, P.O. Box 6050, Fargo, ND 58108-6050).

Thank you for considering taking part in this research. Please contact me at the above phone number or email address with any questions you may have.

Sincerely,

Michele M. Reid
PhD candidate

APPENDIX J. WWU PARTICIPANT CONSENT FORM

CONSENT FORM

Purpose and Benefit: This study, conducted by Michele Reid, a PhD candidate at North Dakota State University, explores a Social Entrepreneurship in Higher Education (SEHE) framework, developed from the literature, through a multi-case study of the experiences of higher education institutions recognized for their adoption of social entrepreneurship practices. The framework, thus informed by the experiences of these exemplar institutions, is intended both to advance scholarly understanding of the elements and process of SEHE, and to serve as a guide for those undertaking or considering social entrepreneurship implementations at other colleges and universities.

I UNDERSTAND THAT:

- 1) The audio recorded interview should last no more than an hour, and the questions will be limited to my experience with social entrepreneurship at Western Washington University.
- 2) There are no anticipated risks or discomforts associated with participation. Participants may find it interesting and thought provoking to participate.
- 3) My participation is voluntary, and I may choose not to answer certain questions or to withdraw my participation at any time.
- 4) This signed consent form will be kept in a locked cabinet. Any research records that identify me will be kept private. In the transcription of the interview, the researcher will assign me a pseudonym, and other potentially identifying information will be omitted. Prior to its analysis, the researcher will provide me with a copy of the transcript for review and to solicit additional feedback from me. In any written documents (including publications) resulting from the study, only the assigned pseudonym will be used in referring to my comments. Audio files and electronic copies of the interview transcripts will be password protected and stored on a computer that is only accessible to the researcher. After the data has been analyzed, the audio recordings will be deleted.
- 5) In signing this form, I do not waive any of my legal rights.
- 6) The researcher will provide me with a copy of the final results of the study upon request.

If You Have Questions regarding your rights as a participant or complaints about this research, please call or email the researcher, Michele Reid (701.491.0514 or michele.reid@ndsu.edu), or contact Janai Symons, Research Compliance Officer, Office of Research and Sponsored Programs at Western Washington University (360.650.3082 or janai.symons@wwu.edu).

I have read the above, and agree to participate in this study.

Participant's Signature

Participant's Printed Name

Date

NOTE: Please sign both copies of this form, and retain the "Participant Copy."

Researcher Copy

Participant Copy

APPENDIX K. NDSU IRB APPROVAL



June 24, 2015

Dr. Nathan Wood
Education Doctoral Programs

Re: IRB Certification of Exempt Human Subjects Research:
Protocol #HE15283, "The Boundaries of Social Entrepreneurship in Higher Education: A new Framework"

Co-investigator(s) and research team: Michele M. Reid

Certification Date: 6/24/15 Expiration Date: 6/23/18
Study site(s): varied
Sponsor: n/a

The above referenced human subjects research project has been certified as exempt (category # 2) in accordance with federal regulations (Code of Federal Regulations, Title 45, Part 46, Protection of Human Subjects). This determination is based on the original protocol materials (received 6/23/2015).

Please also note the following:

- If you wish to continue the research after the expiration, submit a request for recertification several weeks prior to the expiration.
- The study must be conducted as described in the approved protocol. Changes to this protocol must be approved prior to initiating, unless the changes are necessary to eliminate an immediate hazard to subjects.
- Notify the IRB promptly of any adverse events, complaints, or unanticipated problems involving risks to subjects or others related to this project.
- Report any significant new findings that may affect the risks and benefits to the participants and the IRB.

Research records may be subject to a random or directed audit at any time to verify compliance with IRB standard operating procedures.

Thank you for your cooperation with NDSU IRB procedures. Best wishes for a successful study.

Sincerely,

Kristy Shirley

Digitally signed by Kristy Shirley
DN: cn=Kristy Shirley, o=NDSU,
ou=Institutional Review Board,
email=Kristy.Shirley@ndsu.edu, c=US
Date: 2015.06.24 13:30:29 -0500

Kristy Shirley, CIP, Research Compliance Administrator

For more information regarding IRB Office submissions and guidelines, please consult http://www.ndsu.edu/research/integrity_compliance/irb/. This Institution has an approved FederalWide Assurance with the Department of Health and Human Services: FWA00002439.

INSTITUTIONAL REVIEW BOARD

NDSU Dept 4000 | PO Box 6050 | Fargo ND 58108-6050 | 701.231.8995 | Fax 701.231.8098 | ndsu.edu/irb

Shipping address: Research 1, 1735 NDSU Research Park Drive, Fargo ND 58102

NDSU is an EQ/AA university

APPENDIX L. PHOTO GALLERY

Brigham Young University



Figure L1. BYU, Tanner Building, Marriot School. This photograph was taken during the site visit to Brigham Young University, Provo, Utah the week of October 12, 2015.



Figure L2. BYU, Ballard Center, entrance, View 1. This photograph was taken during the site visit to Brigham Young University, Provo, Utah the week of October 12, 2015.



Figure L3. BYU, Ballard Center, entrance, View 2. This photograph was taken during the site visit to Brigham Young University, Provo, Utah the week of October 12, 2015.



Figure L4. BYU, Ballard Center, reception area. This photograph was taken during the site visit to Brigham Young University, Provo, Utah the week of October 12, 2015.



Figure L5. BYU, Ballard Center, offices and collaborative space. This photograph was taken during the site visit to Brigham Young University, Provo, Utah the week of October 12, 2015.



Figure L6. BYU, Ballard Center, collaborative space, View 1. This photograph was taken during the site visit to Brigham Young University, Provo, Utah the week of October 12, 2015.



Figure L7. BYU, Ballard Center, collaborative space, View 2. This photograph was taken during the site visit to Brigham Young University, Provo, Utah the week of October 12, 2015.



Figure L8. BYU, Ballard Center, office area. This photograph was taken during the site visit to Brigham Young University, Provo, Utah the week of October 12, 2015.



Figure L9. BYU, Library, collaborative space, View 1. This photograph was taken during the site visit to Brigham Young University, Provo, Utah the week of October 12, 2015.



Figure L10. BYU, Library, collaborative space, View 2. This photograph was taken during the site visit to Brigham Young University, Provo, Utah the week of October 12, 2015.

College of the Atlantic



Figure L11. COA, The Turrets and campus grounds. This photograph was taken during the site visit to College of the Atlantic, Bar Harbor, Maine the week of November 2, 2015.



Figure 12. COA, The Hatchery. This photograph was taken during the site visit to College of the Atlantic, Bar Harbor, Maine the week of November 2, 2015.



Figure L13. COA, sustainable campus buildings. This photograph was taken during the site visit to College of the Atlantic, Bar Harbor, Maine the week of November 2, 2015.



Figure L14. COA, recycling project. This photograph was taken during the site visit to College of the Atlantic, Bar Harbor, Maine the week of November 2, 2015.



Figure L15. COA, campus buildings. This photograph was taken during the site visit to College of the Atlantic, Bar Harbor, Maine the week of November 2, 2015.



Figure L16. Frenchman Bay seen from COA campus. This photograph was taken during the site visit to College of the Atlantic, Bar Harbor, Maine the week of November 2, 2015.

Rollins College



Figure L17. Rollins, Social Innovation and Entrepreneurship Hub, View 1. This photograph was taken during the site visit to Rollins College, Winter Park, Florida the week of November 9, 2015.



Figure L18. Rollins, Social Innovation and Entrepreneurship Hub, View 2. This photograph was taken during the site visit to Rollins College, Winter Park, Florida the week of November 9, 2015.



Figure L19. Rollins, Social Innovation and Entrepreneurship Hub, collaborative space, View 1. This photograph was taken during the site visit to Rollins College, Winter Park, Florida the week of November 9, 2015.



Figure L20. Rollins, Social Innovation and Entrepreneurship Hub, collaborative space, View 2. This photograph was taken during the site visit to Rollins College, Winter Park, Florida the week of November 9, 2015.



Figure L21. Rollins, Social Innovation and Entrepreneurship Hub, collaborative space, View 3. This photograph was taken during the site visit to Rollins College, Winter Park, Florida the week of November 9, 2015.

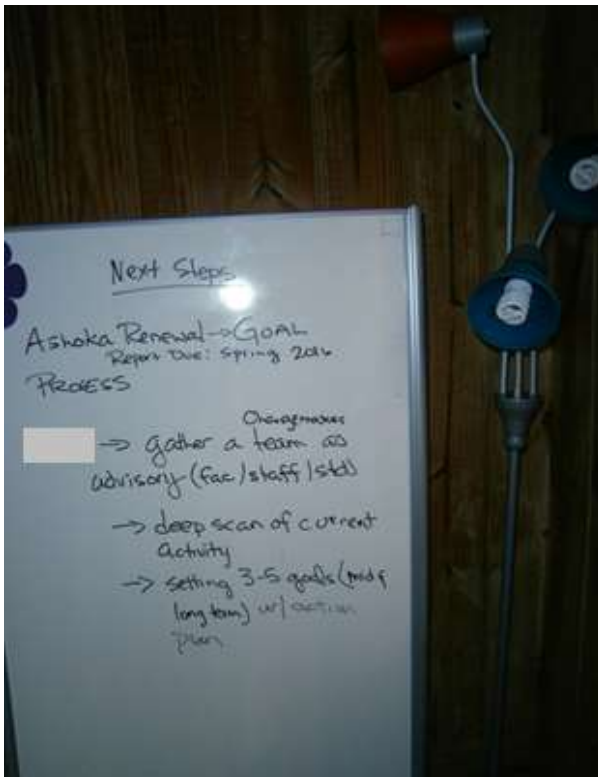


Figure L22. Rollins, Social Innovation and Entrepreneurship Hub, collaborative space, View 4. This photograph was taken during the site visit to Rollins College, Winter Park, Florida the week of November 9, 2015.



Figure L23. Rollins, Social Innovation and Entrepreneurship Hub, offices. This photograph was taken during the site visit to Rollins College, Winter Park, Florida the week of November 9, 2015.



Figure L24. Rollins, Vicinity of Social Innovation and Entrepreneurship Hub. This photograph was taken during the site visit to Rollins College, Winter Park, Florida the week of November 9, 2015.

Tulane University



Figure L25. Tulane, Flower Hall, houses the Taylor Center. This photograph was taken during the site visit to Tulane University, New Orleans, Louisiana the week of September 14, 2015.



Figure L26. Tulane, Taylor Center, offices and collaborative space, View 1. This photograph was taken during the site visit to Tulane University, New Orleans, Louisiana the week of September 14, 2015.



Figure L27. Tulane, Taylor Center, offices and collaborative space, View 2. This photograph was taken during the site visit to Tulane University, New Orleans, Louisiana the week of September 14, 2015.



Figure L28. Tulane, Taylor Center, Design Thinking Lab, View 1. This photograph was taken during the site visit to Tulane University, New Orleans, Louisiana the week of September 14, 2015.



Figure L29. Tulane, Taylor Center, Design Thinking Lab, View 2. This photograph was taken during the site visit to Tulane University, New Orleans, Louisiana the week of September 14, 2015.



Figure L30. Tulane, Levy-Rosenblum Institute for Entrepreneurship. This photograph was taken during the site visit to Tulane University, New Orleans, Louisiana the week of September 14, 2015.



Figure L31. New Orleans, Grow Dat Youth Farm (nonprofit youth development social entrepreneurship initiative), View 1. This photograph was taken during the site visit to Tulane University, New Orleans, Louisiana the week of September 14, 2015.



Figure L32. New Orleans, Grow Dat Youth Farm, View 2. This photograph was taken during the site visit to Tulane University, New Orleans, Louisiana the week of September 14, 2015.



Figure L33. New Orleans, Grow Dat Youth Farm, View 3. This photograph was taken during the site visit to Tulane University, New Orleans, Louisiana the week of September 14, 2015.



Figure L34. New Orleans, Grow Dat Youth Farm, View 4. This photograph was taken during the site visit to Tulane University, New Orleans, Louisiana the week of September 14, 2015.



Figure L35. New Orleans, Propeller (nonprofit innovation space supporting social entrepreneurs), View 1. This photograph was taken during the site visit to Tulane University, New Orleans, Louisiana the week of September 14, 2015.



Figure L36. New Orleans, Propeller, View 2. This photograph was taken during the site visit to Tulane University, New Orleans, Louisiana the week of September 14, 2015.



Figure L37. New Orleans, Propeller, View 3. This photograph was taken during the site visit to Tulane University, New Orleans, Louisiana the week of September 14, 2015.



Figure L38. New Orleans, Propeller, View 4. This photograph was taken during the site visit to Tulane University, New Orleans, Louisiana the week of September 14, 2015.



Figure L39. New Orleans, Propeller, View 5. This photograph was taken during the site visit to Tulane University, New Orleans, Louisiana the week of September 14, 2015.

Western Washington University



Figure L40. WWU, Arntzen Hall. This photograph was taken during the site visit to Western Washington University, Bellingham, Washington the week of October 5, 2015.



Figure L41. WWU, Old Main, Fraser Hall, and Humanities Building. This photograph was taken during the site visit to Western Washington University, Bellingham, Washington the week of October 5, 2015.



Figure L42. WWU, Center for International Studies, View 1. This photograph was taken during the site visit to Western Washington University, Bellingham, Washington the week of October 5, 2015.



Figure L43. WWU, Center for International Studies, View 2. This photograph was taken during the site visit to Western Washington University, Bellingham, Washington the week of October 5, 2015.



Figure L44. WWU, offices, View 1. This photograph was taken during the site visit to Western Washington University, Bellingham, Washington the week of October 5, 2015.



Figure L45. WWU, offices, View 2. This photograph was taken during the site visit to Western Washington University, Bellingham, Washington the week of October 5, 2015.



Figure L46. WWU, Main Campus. This photograph was taken during the site visit to Western Washington University, Bellingham, Washington the week of October 5, 2015.



Figure L47. Bellingham Bay seen from WWU Campus. This photograph was taken during the site visit to Western Washington University, Bellingham, Washington the week of October 5, 2015.

APPENDIX M. DEFINITIONS

Changemaking:

Having the “freedom, confidence and societal support to address any social problem and drive change” (<http://ashokau.org/resources/ashoka-u-glossary>).

Design thinking:

“A methodology for innovation that combines creative and analytical approaches, and requires collaboration across disciplines. This process . . . draws on methods from engineering and design, and combines them with ideas from the arts, tools from the social sciences, and insights from the business world. . . . Students start in the field, where they develop empathy for people they design for, uncovering real human needs they want to address. They then iterate to develop an unexpected range of possible solutions, and create rough prototypes to take back out into the field and test with real people. Our bias is toward action, followed by reflection on personal discoveries about process.

Experience is measured by iteration: students run through as many cycles as they possibly can on any project. Each cycle brings stronger insights and more unexpected solutions (<http://dschool.stanford.edu/our-point-of-view/#design-thinking>).

Intrapreneurship:

Practicing SE-related practices within established organizations. According to Ashoka, intrapreneurs take “direct responsibility for turning a new idea into reality. Intrapreneurship is now also part of a corporate management style that integrates risk-taking and innovation approaches, as well as the reward and motivational techniques that are more traditionally thought of as being the province of entrepreneurship” (<http://ashokau.org/resources/ashoka-u-glossary>).

Social entrepreneurship (Ashoka):

Striving “to solve social problems using innovative, sustainable, scalable, and measurable approaches” (<http://ashokau.org/resources/ashoka-u-glossary>).

Social entrepreneurship (Oxford):

“Social entrepreneurship is an approach that combines opportunity, innovation and resourcefulness to address policies and practices that are detrimental to people and the planet. It is systemic rather than palliative, makes use of market forces where possible, and continuously monitors its outputs to refine its approaches. Socially entrepreneurial activity happens across fields—from health to climate change to education—and across sectors—from the nonprofit to commercial to governmental” (<http://www.sbs.ox.ac.uk/faculty-research/skoll/about-skoll-centre-social-entrepreneurship/frequently-asked-questions>).

Social entrepreneurship (Stanford):

See “social innovation.”

Social impact:

“The transformational effect of an activity on the social fabric of the community and wellbeing of individuals” (<http://ashokau.org/resources/ashoka-u-glossary>).

Social innovation (Ashoka):

“New strategies, concepts, ideas and organizations that meet social needs of all kinds—from working conditions and education to community development and health—and that extend and strengthen civil society” (<http://ashokau.org/resources/ashoka-u-glossary>).

Social innovation (Stanford):

“A social innovation is a novel solution to a social problem that is more effective, efficient, sustainable, or just than current solutions. The value created accrues primarily to society rather than to private individuals.

Although social entrepreneurship and social enterprise have become popular rallying points for those trying to improve the world, social change can happen outside of them. These two notions are positive ones, but neither is adequate when it comes to understanding and creating social change. In fact, social innovation is a better vehicle. Social innovation focuses attention on the ideas and solutions that create social value—as well as the processes through which they are generated, not just on individuals and organizations” (<http://www.gsb.stanford.edu/faculty-research/centers-initiatives/csi/defining-social-innovation>).

Triple bottom line:

An accounting framework, devised by Elkington (1994), that “incorporates three dimensions of performance: social, environmental and financial. This differs from traditional reporting frameworks as it includes ecological (or environmental) and social measures that can be difficult to assign appropriate means of measurement.” And, “by focusing on comprehensive investment results—that is, with respect to performance along the interrelated dimensions of profits, people and the planet—triple bottom line reporting can be an important tool to support sustainability goals” (Slaper & Hall, 2012, p. 4)