



CAMPUS STARTERKIT FOR FACULTY AND STAFF

RESOURCES FOR DEVELOPING
SOCIAL ENTREPRENEURSHIP
EDUCATION ON YOUR CAMPUS



WELCOME GREETING



When combined with the educator's passion, expertise, and leadership skills, social entrepreneurship has the potential to engage students in any field of study to apply their knowledge and skills to address society's most pressing problems. University-based social entrepreneurship programs also create capacity for faculty and staff to develop skills, ideas, and the integrative modes of thinking that lead to successful innovation.

The *Campus Starter Kit* is designed to help higher education leaders build hubs of social innovation by tapping into the creativity and ingenuity of the campus community. While every campus is unique in its institutional identity and culture, educational vision, and student body, we hope to provide broadly applicable resources to help foster awareness and support for social entrepreneurship and changemaking. We offer the *Starter Kit* in conjunction with the following tools, which are available on the Ashoka U website at ashokau.org:

- *Making the Case for Social Entrepreneurship* Presentation: customizable presentation for staff or faculty to engage their institution on the concept of social entrepreneurship.
- *Social Entrepreneurship 101* Presentation: customizable presentation for use in class or at events raising awareness around social entrepreneurship on campus and in the community.
- *Social Entrepreneurship Education Resource Handbook*: resource guide and directory for social entrepreneurship in higher education including a comprehensive listing of social entrepreneurship programs, initiatives, competitions, conferences, and more.
- *Teaching Resource Guide*: guidebook for teaching courses on social entrepreneurship with sample syllabi.

As you make use of the *Campus Starter Kit*, please feel free to customize and re-design these tools to maximize results. Our goal at the Sullivan Foundation and Ashoka U is to grow social entrepreneurship and changemaking throughout the campus culture, transforming the educational experience into a world-changing experience.

We hope the *Campus Starter Kit* will be helpful and wish you all the best in your endeavors!

Marina Kim, Director
Ashoka U

Steve McDavid, President
The Algernon Sydney Sullivan Foundation

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SPECIAL THANKS

We are incredibly grateful for the passion, insights, and contributions of our team of authors and editors to create a practical guide, based on their personal and professional experience, to support educators from across the disciplines—both those new to the field and those who are more experienced and seeking inspiration from their peers.

The creation of the *Campus Starter Kit* flows from five decades of combined professional experience, offering both educator and practitioner perspectives, including:

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Michèle Leaman, from Ashoka U, who worked previously with the Association of American Colleges and Universities managing *Core Commitments*, a national initiative promoting students' development of personal and social responsibility. Additionally, she developed "What moves you?", a travel curriculum for South and Southeast Asia that explores ethical questions related to global interdependence, and develops empathy skills.

Lani Fraizer, an educator and practitioner, who has taught multiple college-level courses at the intersection of social entrepreneurship, information and communication technology (ICT) and workforce development, while running her own consulting firm to cultivate tech-savvy-leadership skills to create meaningful career opportunities for working generations.

Debbi D. Brock, who is an internationally recognized expert on social entrepreneurship, and a professional trainer and consultant for various organizations focusing on social entrepreneurship. She authored the first edition of the *Social Entrepreneurship Education Resources Handbook* in 2003 and has spent her career fostering entrepreneurship, leadership, and community development, in addition to authoring several publications on social entrepreneurship.

Jane Leu, an Ashoka Fellow and an internationally recognized social entrepreneur and expert on global immigration and workforce issues, who has injected a practitioner's perspective into the guide, as well as contributed her own experience working as a Social Entrepreneur in Residence at Marquette University, San Jose State University, Washington University in St. Louis, and Amherst College.



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SPECIAL THANKS

Of course, our acknowledgements would not be complete without recognizing the field level knowledge offered by both the Sullivan Foundation and Ashoka and each organization's commitment to develop and inspire the next generation of changemakers.

Since 1930, the Algernon Sydney Sullivan Foundation has honored young men and women who show remarkable character and integrity, and who demonstrate a commitment to service to others. Recently, the Foundation has expanded its programming to further its mission by actively engaging students and faculty to explore their role in addressing and solving social problems. The generosity of the Sullivan Foundation made this guide a reality, and their knowledge and expertise played a key role in informing the design of the guide.

Ashoka brings 30 years of experience developing a global network of social entrepreneurs and works in partnership with colleges and universities around the world to transform the educational experience into a world-changing experience.

This guide is created for educators by educators, and bolstered by decades of field-level knowledge. We hope you will find it helpful for launching social entrepreneurship at your institution.



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GETTING STARTED



“ Social entrepreneurship strives to solve social problems at a systemic level using innovative, sustainable, scalable and measurable approaches. ”

Founded in 1980, Ashoka’s global network of leading social entrepreneurs includes 2,500 Ashoka Fellows in 70 countries. Ashoka envisions an **Everyone a Changemaker™** world. A world that responds quickly and effectively to social challenges, where each individual has the freedom, confidence and societal support to address any social problem and drive change. To reach this world, we need to effectively educate the next generation of global leaders.

HOW CAN WE BEST PREPARE THE PROBLEM-SOLVERS OF TOMORROW?

Given the world’s increasing rate of change, with intractable and emerging social challenges, how can higher education best prepare next generations of competent problem-solvers? We believe **social entrepreneurship education** is one effective way.

Ashoka U envisions a day when colleges and universities everywhere are hubs of social innovation that inspire generations of social entrepreneurs and changemakers. In order to achieve this vision, we strive to transform the educational experience into world-changing experiences.

Our work with champion **educators like you** and your colleges and universities therefore revolves around finding **innovative** ways to leverage the institution’s knowledge and resources for positive social and environmental impact.

MAKING IMPACT TOGETHER

Developing the problem-solvers of tomorrow will not be easy, but if we stand up to the challenge, we believe:

- pressing problems in society will be solved by you, your institution, students and alumni;
- your institution will be top choice for prospective students because of its recognition as a premier college or university for aspiring social entrepreneurs and changemakers;
- your students and alumni will be recognized by recruiters as high caliber problem-solvers; and
- your alumni will be active champions for the institution’s ongoing impact in solving social issues.



LEARNING SPACE



“Connecting students to a world of possibilities is one step to developing changemakers.”

TOP TIPS TO CONSIDER BEFORE LAUNCHING A SOCIAL ENTREPRENEURSHIP PROGRAM

EMBRACE THE CHANGEMAKER IN YOU!

Before jump-starting a program to educate others about changemaking, **embrace the changemaker in you**. Yes, You! Did you know that in the early 1990s, only a few dozen colleges and universities were offering social entrepreneurship courses around the world? Now, you are amongst the increasing number of like-minded educators inspired to teach future social entrepreneurs and changemakers. To date, there are more than 125 higher learning institutions globally that are teaching some aspect of social entrepreneurship. These educators are making waves. **Now, you're part of that global movement** to plant the 'everyone a changemaker' seed in all people!

So you see, you are educating changemakers and **you are a changemaker**. You have a pivotal role to play in growing generations of social entrepreneurs and changemakers. We know it's not 'business as usual' for you and that you are taking courageous steps to create transformative learning experiences for students. **Thank you!**

BE PREPARED

More often than not, students can spot the difference between an unprepared 'noob' and a newcomer **savvy practitioner** who is informed about the latest trends and research in social entrepreneurship. In a classroom of socially entrepreneurial students eager to learn about changing the world, whether you've been teaching for years or have just learned about social entrepreneurship, students can spot noobs in a heartbeat. This tool kit can help you establish a baseline of social entrepreneurship knowledge, but prepare to be open and willing to learn with your students.

21ST CENTURY CHANGEMAKERS IN TODAY'S WORKFORCE

Students in your class are probably seeking new career opportunities or a career change. In the process, they need an understanding of the skills required to compete in today's job market, lead a successful business venture, or work effectively for a thriving innovative organization. If you are developing a social entrepreneurship program in the context of the liberal arts, computer science, or education, you can highlight the **21st century skills that future changemakers will need to get started**. Weave in the changemaking topics into courses related to financial literacy, technology, social media, social innovation, and social and emotional leadership skills. Passion and a disciplinary knowledge of the complex issues affecting human welfare are crucial but **fundamental skills** are also needed to tackle such complex work.





CHECK-IN WITH YOUR CHANGEMAKERS PERIODICALLY

Your students are your most treasured clients, and possibly your future colleagues in leading social change. As part of developing your learning space, keep putting your finger on the pulse, check for breathing, vital signs, and assess what students need. Consider sending out an online survey to gain an understanding of student needs, and then **tailor your course or program** to make sure it addresses students' desires and expectations.

Remember that your students are **changemaker apprentices**—your future changemaking colleagues. Creating an Everyone a Changemaker world starts with actively listening for the passions and needs of the next generation.

LEARNING IS ORGANIC, SOMETIMES MESSY

Find a way to **make space for innovation, flexibility, creativity, and personally meaningful learning** to enable a lasting, sustainable transformation in students' lives. Sometimes the best learning outcomes come from unexpected situations, kind of like an **AHA!** moment for changemakers when they figure out the social issue they are compelled to solve. Give your course plans and activities the proper guidance but enough flexibility so that learning can happen organically and spontaneously.

CELEBRATE DAILY AND STRENGTHEN THE COMMUNITY

Acknowledge their efforts throughout the learning community. At the end of the day, what matters most is that students come away transformed and inspired to be:

1. Committed to developing the skills they need to be successful changemakers;
2. Empowered with a deeper understanding about their personal growth as leaders; and
3. Equipped with in-depth knowledge of the social issue(s) that keep them up at night, and the problem-solving skills that will enable them to address the root cause of the issue effectively.

PLAN ON CELEBRATING YOUR STUDENTS' SUCCESS!



BEST-IN-CLASS SE EDUCATION

As a relatively new field that is rapidly growing and evolving, there is often a lack of common understanding of social entrepreneurship, both as a concept and in its role in higher education. We're here to support you in your preparation and make sure that you are well versed in the terminology, the research, and what other educators and practitioners are doing.

As a sneak peak, consider the following recommendations for what best-in-class social entrepreneurship curriculum could include:

- Four or more **high-quality**, social entrepreneurship courses, constituting a minor or a certificate;
- Significant number of faculty and staff across the disciplines who **integrate** social entrepreneurship concepts into their classrooms or programs; and
- Significant number of students who demonstrate **increasing proficiency** in changemaker competencies as they move towards graduation.

Qualitatively, each individual course should offer **rigorous content and applied learning** opportunities. The progression of courses should also enable students to demonstrate mastery in changemaker competencies over multiple years at ever higher levels of attainment. And thus, Ashoka U promotes a social entrepreneurship program that:

- Has a dedicated multi-level track of courses across multiple disciplines that effectively integrates into the institution-wide core curriculum. This approach provides students with a full suite of skills to solve social challenges.
- Has a multi-year curriculum that helps each student to better understand themselves and their aspirations. It also helps develop a complete view of the social innovation ecosystem including dynamics between major actors and methodologies, and how they can uniquely contribute to making the world a better place.
- Applies rigorous analytical tools and practical learning opportunities integrated with robust classroom discussion in each course.



BEST-IN-CLASS SE EDUCATION



For best-in-class social entrepreneurship education, consider high-quality, rigorous content material with applied learning.



SOCIAL ENTREPRENEURSHIP EDUCATION IS EVOLVING

These social entrepreneurship education efforts, along with the terminologies used by institutions, are continuously evolving. For example, many campuses are embracing a more **inclusive** term that can include a broader array of changemaking activities, in addition to the more specific term of “social entrepreneurship.”

Other alternative terms used across colleges and universities include:

- Social innovation
- Social or sustainable enterprise
- Social change

The important thing is to **select a term that has the broadest appeal to key constituencies on campus**. When introducing social entrepreneurship into the campus environment, **building awareness**, mapping demand, and introducing opportunities incrementally to gather insights on how social entrepreneurship integrates with your institution’s mission, **identity and culture**, are all great ways to start the conversations. As you engage fellow faculty, administrators, and students, you can work together to begin to create your campus’s **vision for social entrepreneurship** – or whatever term you decide is best for your campus – and develop priorities for your program based on your unique institutional context.

Our hope is that this *Campus Starter Kit* can **help accelerate our work together** in preparing future generations of social entrepreneurs and changemakers for their life’s work. **Future changemakers are counting on you** and all of us to shepherd them through the learning process—so it’s critical we do our homework, be prepared, learn from each other, and embrace the marvelous rollercoaster to come.

LET’S HAVE SOME FUN!



SEVEN TACTICS KICKSTART

It is not easy to kick-start a new way of **thinking, learning, and teaching.** We have found seven best practices for beginning to transform the way your campus thinks about social entrepreneurship, and to start the process of incorporating social entrepreneurship into the campus culture.

1. **Participate in Sullivan Foundation classes, retreats, an internship programs**
2. **Map student interest and demand**
3. **Create campus-wide awareness campaigns**
4. **Offer orientations for the campus community**
5. **Read seminal articles**
6. **Invite leading social entrepreneurs for class visits**
7. **Integrate class session modules**

#1 PARTICIPATE IN SULLIVAN FOUNDATION CLASSES, RETREATS, AND INTERNSHIP PROGRAMS

Invite faculty, staff, students and alumni to a variety of learning outlets on social entrepreneurship, such as an intensive study, retreat weekend or internship program. For example, the Sullivan Foundation offers these programs for students, faculty, and staff.

SULLIVAN FOUNDATION SERVICE & SOCIAL ENTREPRENEURSHIP INSTITUTE

The Sullivan Foundation Service & Social Entrepreneurship Institute offers a three-week intensive study of social entrepreneurship for students. Students are taught from a variety of disciplinary perspectives and meet daily to learn about social entrepreneurship and economic development. The Institute helps develop students' entrepreneurial skills and equips them to Become a Social Change Agent, aspiring to live according to Gandhi's maxim: "be the change you wish to see in the world."

Throughout the program, students learn how to:

- **Pursue social entrepreneurial opportunities** by learning how to recognize a social business opportunity and write a plan for a social venture;
- **Leverage resources** including human capital, social capital, financial capital and environmental capital, through marketing, communication and leadership;
- **Create social value** by working with a nonprofit or for-profit social enterprise.

SULLIVAN FOUNDATION SERVICE & SOCIAL ENTREPRENEURSHIP RETREATS

The Sullivan Foundation *Service & Social Entrepreneurship Retreat Weekends* every fall and spring are gatherings where approximately 80 students, faculty, and staff from colleges and universities across the country come together to **explore their passions for social change.**

Throughout the weekend, participants:

- **Develop an understanding** of the social entrepreneurship movement
- **Develop skills to create change** on their campuses and in their communities



SEVEN TACTICS KICKSTART



Kick-starting a budding program in social entrepreneurship education is not a linear growth process. ”

SULLIVAN FOUNDATION SOCIAL ENTREPRENEURSHIP INTERNSHIP PROGRAM

The Sullivan Foundations assists faculty, staff, and students in combining entrepreneurship and serving the public good when developing internship programs. Key partners in the Sullivan Summer Internship Program include student interns, host organization supervisors, faculty sponsors, and teams of staff from Sullivan and university offices. The *Sullivan Social Entrepreneurship Internship Program* goals match students' individual learning plans, faculty sponsors, and opportunities offered by host organizations.

Throughout the Program, student interns are:

- **Encouraged to share their experiences** with one another through orientation sessions, online discussions and final presentations; and
- **Earning University credit** (1-4 credit hours, depending on university requirements) for working full-time for a 6-8-week period.
- **Expected to add value** to a social venture.

#2 MAP STUDENT INTEREST AND DEMAND

Gather information about student interest in social entrepreneurship at your institution or check out what other colleges and universities are doing in this area. Typically institutions offer social entrepreneurship programs because of student demand. Quantifying the demand through surveys or focus groups can help your administrators and faculty better understand the need, and doing so ensures that newly developed programs match what students want. Check out the sample student demand survey listed in the appendix.

#3 CREATE CAMPUS-WIDE AWARENESS CAMPAIGNS

Consider various ways for increasing awareness for social entrepreneurship on your campus. Keep the vision alive by using social media, posters, events, and newsletters so that your students, alumni, faculty, staff, administrator and overall campus community are aware of your institution's activities.

Invite speakers to campus and be sure to pay attention to marketing and communications to ensure that branding is consistent. Be sure to check out the sample outreach poster and flyers, and digital files we prepared. Feel free to customize and share as you see fit: ashokau.org/resources



SEVEN TACTICS KICKSTART

#4 OFFER ORIENTATIONS FOR FACULTY, STAFF, AND ADMINISTRATORS

Share examples of what successful social entrepreneurs are already doing by offering a “Social Entrepreneurship 101” orientation. For example, Changemaker Campuses often hold a meeting to introduce staff, faculty and administrators to social entrepreneurship. They explain the concepts, offer different definitions and real-life examples, and open up discussion for how they can help students **learn key competencies**, and how it helps **further their research and teaching goals**.

Share examples of what Ashoka Fellows are doing in various sectors and offer case studies of what other universities are doing to develop competent changemakers and advance their institutions as hubs of social innovation. These types of presentations help make the connection between the academic disciplines and social entrepreneurship, which is highly inter-disciplinary.

For further guidance, access the following resources at ashokau.org/resources

- Template **Social Entrepreneurship 101** Presentation: ashokau.org/resources
- Template **Making the Case for Social Entrepreneurship Education** Presentation: ashokau.org/resources

#5 READ SEMINAL ARTICLES IN SOCIAL ENTREPRENEURSHIP

Preparing you to engage students and faculty and staff peers with your best foot forward is our number one goal. We have done the homework and collected “must read” recommendations from social entrepreneurship **experts around the world**. Be sure to check out the *Social Entrepreneurship Education Resource Handbook* for more in-depth core readings.

Bradach, J. 2003. Going to scale. *Stanford Social Innovation Review*, Spring 2003, 19–25.

Certo, S.T. and Miller, T. 2008. Social entrepreneurship: key issues and concepts. *Business Horizons* 51(4), 267–271.

Christie, M. and Honig, B. 2006. Social entrepreneurship: new research findings. *Journal of World Business* 41(1): 1–5.

Corner, P.D. and Ho, M. 2010. How opportunities develop in social entrepreneurship. *Entrepreneurship: Theory & Practice*, 34(4), 635–659.

Dart, R. 2004b. The legitimacy of social enterprise. *Nonprofit Management and Leadership*, 14(4), 411–424.

Dees, J.G. 1998a. The meaning of social entrepreneurship.
Available at: <http://faculty.fuqua.duke.edu/centers/case/files/dees-SE.pdf>



SEVEN TACTICS KICKSTART

#5 READ SEMINAL ARTICLES IN SOCIAL ENTREPRENEURSHIP (con't)

- Dees, J.G. 2007. Taking social entrepreneurship seriously. *Society*, 44(3), 24–31.
- Dees, J.G., Battle Anderson, B., Wei-Skillern, J. 2004. Scaling Social Impact. *Stanford Social Innovation Review*, Spring 2004, 24–32.
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- Harding, R., and Cowling, M. 2006. Social entrepreneurship monitor: United Kingdom 2006. *London: Global Entrepreneurship Monitor*. Include the 2011 version.
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- Martin, R.L. and Osberg, S. 2007. Social entrepreneurship: the case for definition. *Stanford Social Innovation Review*, 5(2), 28–39.



SEVEN TACTICS KICKSTART

#5 READ SEMINAL ARTICLES IN SOCIAL ENTREPRENEURSHIP (con't)

Nicholls, A. 2010. The legitimacy of social entrepreneurship: reflexive isomorphism in a pre-paradigmatic field. *Entrepreneurship: Theory & Practice*, 34(4), 611–633.

Phills, J.A, Deiglmeier, K. and Miller, D.T. 2008. Rediscovering social innovation. *Stanford Social Innovation Review*, 6(4), 34–43.

Weerawardena, J, and Mort, G.S. 2006. Investigating social entrepreneurship: a multidimensional model. *Journal of World Business*, 41(1), 21–35.

Zahra, S.A, Rawhouser, H.N., Bhawe, N, Neubaum, D.O., and Hayton, J.C., 2008. Globalization of social entrepreneurship opportunities. *Strategic Entrepreneurship Journal*, 2(2), 117–131.

#6 INVITE LEADING SOCIAL ENTREPRENEURS TO VISIT YOUR CLASS

Invite leading social entrepreneur practitioners to visit your classes and give 30 to 45 minute interactive presentations. Potential local funders and partners can be invited to observe these classroom visits. **This tactic is a great way to expose large numbers of students and faculty to social entrepreneurship while simultaneously planting the seeds for future funding.** Student social entrepreneurs can also make these presentations effectively. The *Social Entrepreneurship 101 Presentation Template* is a resource to help you prepare for a successful visit: ashokau.org/resources/

#7 INTEGRATE SESSION MODULES INTO YOUR COURSES

Teaching about social entrepreneurship is an effective way to demonstrate to students how disciplinary knowledge and skills can be applied to real-world social problems. If you are not ready to develop an entire course on social entrepreneurship, consider **integrating social entrepreneurship concepts into one or two class sessions.** We have prepared sample lesson plans for you to choose from, adapt, and use! See page 15.



OUTCOMES LEARNING



The goal is not for every graduate to become a professional social entrepreneur, but to help students realize their potential as changemakers.



Ashoka U's social entrepreneurship learning outcomes offer food for thought and a starting place. Listed below is a framework for you to borrow and adapt. Customize these ambitious goals as necessary to match the unique characteristics of your teaching objectives.

WAYS OF KNOWING

- **Understand the field of social entrepreneurship.** Know how it differs from traditional work of nonprofits and charities, social enterprise, corporate social responsibility, philanthropy and service projects; know the major avenues for change, how the field has developed and where it is headed.
- **Know the community through engagement.** Develop connections with social entrepreneurship organizations and their leaders; get to know the root cause of a problem, the constraints, community conditions and entrenched interests at play.

WAYS OF THINKING

- **Think in systems.** Cultivate the ability to analyze a problem in the context of a system and to think about why the system doesn't work; learn to make hypotheses about what would be required for the system to function at the scale of the problem.
- **Define problems, design solutions.** Be able to define a problem and design a solution that takes into account both intended and unintended consequences.
- **Think creatively.** Push thinking beyond the immediacy of the challenge at hand (the text, the book, and the classroom) to envision the world as it should be.
- **Think with a focus on results.** Learn to align activities and tactics with measurable results in the short- and long-term; map out pathways to success that take into account continuous learning from failures along the way.

WAYS OF INTERACTING

- **Communicate clearly and convincingly.** Be able to create and deliver a crisp, concise, audience-appropriate presentation of a problem (and its solution) and why one should care and act.
- **Build coalitions and teams.** Be able to build connections with peers and stakeholders through effective vision-setting, negotiation and communication.

WAYS OF BEING

- **Understand oneself.** Cultivate awareness of personal passions, motivations, aspirations, abilities and limitations, paired with a commitment to work on improving oneself as a changemaker.
- **Sense of purpose and self-permission.** Develop a sense of the change one wants to see in the world and grant yourself permission to take risks to pursue it.



CLASSROOM MODULES



“ Find effective ways to demonstrate for students how disciplinary knowledge and skills can be applied to real-world social problems. ”

By integrating social entrepreneurship content into courses in various disciplines, **both students and faculty can learn how to apply disciplinary knowledge** to address pressing social challenges. Below is an example of **how to frame the topic of social entrepreneurship for students**. It was taken from Dr. Lani Fraizer’s *iWE Studio* taught at Pepperdine University and California State University Sacramento. Fraizer integrated social entrepreneurship concepts into interdisciplinary courses, such as Applied Technology in Education and Workforce Advocacy.

Imagine: You are a 21st century social changemaker and next-generation social entrepreneur. What social issue keeps you up at night? Ending poverty and hunger? Universal education? Gender equality? Child and maternal health? Combatting diseases? Environmental sustainability?

Journey: I promise you that the material covered in this class will be relevant to your life, career, academic pursuits and will aspire to be inspirational, fun and challenging. In return, I ask that you are present and engaged in each session as changemaker – with wholehearted enthusiasm, passion, leadership, camaraderie, and creative problem-solving.

Following this framework are **class session modules on social entrepreneurship that you can integrate into a course you are already teaching**. These modules are designed to provide students with examples of how social entrepreneurship approaches can be applied to address real-world social problems. The learning outcomes and lesson plans described in this section can be useful within a broad range of disciplines. To aid in content development and/or content integration, we’ve provided:

- A First Lesson Plan Outline
- A Second Lesson Plan Outline
- Modules on Education, Technology, Health, and Social Innovation
- A *Social Entrepreneurship 101* Presentation that can be downloaded at: ashokau.org/resources

CLASSROOM MODULES

These resources are not meant to be prescriptive of how social entrepreneurship “should” be taught. They are meant to offer suggestions and **we encourage you to adapt, revise, rework and refine these proposed class agendas to match your expertise, educational priorities and teaching style.** For successful implementation and effective instruction **we rely on YOU to make connections** between your existing course content and suggested resources here.

SOCIAL SECTOR	Education	Health	Media and Information Technology	Social Innovation
SESSION THEME	“Breaking the Cycle”	“Every Mother, Every Child”	“Open Source to Close the Digital Divide”	“From Idea to Reality”
SUGGESTED FOR THE FOLLOWING DISCIPLINES	Education, Sociology, Psychology, Human Development, Social Work, Business, Communications, Journalism, Humanities	Pre-med, Biology, Chemistry, Nursing, Public Health, Sociology, Social Work, Politics, International Development, Communications, Journalism, Economics	Business, Information Technology, Politics, Economics, Education, Sociology, Communications, Journalism, Humanities	Education, Sociology, Psychology, Human Development, Social Work, Business, Communications, Journalism, Humanities



FIRST CLASS SESSION OUTLINE

- Pre-Class Assignments
- Session Content
- Post-Class Assignments

MINUTES	ACTIVITY
10	Social Entrepreneur Profile Exploration
25	Group Work – Profile/Solution Analysis
10	Report Back – Class Discussion
45	Total

PRE-CLASS ASSIGNMENTS

Consider introducing “light” activities prior to the start of the class to integrate new concepts and **spark student curiosity**. The following is sample session content for consideration.

CLASS CONTENT

- **Inspirational Video.** Social entrepreneurs often communicate their passion and vision in a highly engaging way, addressing both the challenge they are attempting to solve and the solutions they strive to implement. Consider using compelling introductory video clips which help illustrate the hearts and minds of social entrepreneurs. As part of this activity, prepare students to invest in acquiring knowledge and skills during class using your own best practices for exploration and discussion.
- **Social Entrepreneurship 101 Presentation.** “How is social entrepreneurship different from traditional charity work?” is typically at the forefront of questions from students new to the concept. This presentation template can help facilitate discussion on this topic by highlighting social entrepreneurs and their innovations. The presentation can be easily adapted to a range of courses and learning environments within your discipline. Access the presentation here: ashokau.org/resources
- **Q&A and Discussion.** As you may have experienced, holding Q&A sessions can be a great way to engage students interactively. Consider a Q&A approach to help them connect new concepts and skills to be learned during class with their own passion for social change. This reflection period is an ideal time to allow students to explore their own developmental path and future aspirations. Some possible discussion questions are provided with the modules.

POST-CLASS ASSIGNMENTS

Consider offering post-class activities to help students deepen their learning of new concepts and skills taught during class. These activities provide opportunities for students to explore knowledge further. Sample assignments are listed for each of the four modules.

SECOND CLASS SESSION OUTLINE

- Pre-Class Assignments
- Session Content
- Post-Class Assignments

MINUTES	ACTIVITY
10	Social Entrepreneur Profile Exploration
25	Group Work – Profile/Solution Analysis
10	Report Back – Class Discussion
45	Total

PRE-CLASS ASSIGNMENTS

Reviewing profiles of social entrepreneurs is a helpful activity to give students a broad overview of what they do, understand the issue being addressed, and explore the solutions they proposed. Consider using the Ashoka Fellow profiles at ashoka.org/fellows. This approach can assist student personal development through reflective prompts that help students probe their own life stories. The activity can also help students recognize the seeds for innovation within themselves.

CLASS CONTENT

- Inspirational Video. Optional. For details, see First Class Session Outline.
- Social Entrepreneurship 101 Presentation. Based on your course topic, select an Ashoka Fellow profile that best matches your course discipline and set aside dedicated class time to explore the Fellow’s profile together with your students. Also consider weaving in past discussions from the Social Entrepreneurship 101 presentation.
- Group Work – Profile and Solution Analysis. Based on the Ashoka Fellow profile you selected, consider having students analyze the social entrepreneurs’ solution. In small groups of 3 to 5, students can investigate and determine whether or not the proposed solution is systems-changing, innovative, scalable to a broad audience, replicable by other organizations, capable of producing measurable impact, and/or whether the solution is sustainable. For a more in-depth exercise, ask students to sketch the systemic change that the solution is designed to accomplish.
- Report Back – Class Discussion. Be sure to have a debriefing session after the group work exercise. Don’t be surprised if you and the students have varied understanding of both the problem and potential solutions. This result is common and forms the basis for future class discussion.

POST-CLASS ASSIGNMENTS

For details, see *First Class Session Outline*.



SESSION MODULE EDUCATION

THEME	BREAKING THE CYCLE
Suggested for the following disciplines	Education, Sociology, Psychology, Human Development, Social Work, Business, Communications, Journalism, Humanities
Learning objectives	<ul style="list-style-type: none"> • Critical thinking and systems-thinking • Problem-solving and impact-oriented decision-making • Knowledge of key challenges in the education sector both in the U.S. and globally
Session framing	Education is key to social, economic, and personal advancement, yet the obstacles that would-be students must overcome are many, both in the U.S. and globally. While access to facilities, textbooks, and quality instruction remain core problems in the sector, there are often other influential social issues at play; issues such as violence in schools, lack of nutrition and transportation for students, as well as societal gender conventions that prevent many from having access to a good education. This class session explores some of the interdependent problems that undermine education systems and highlights some emerging innovative solutions.

- Pre-Class Assignments
- Session Content
- Post-Class Assignments

PRE-CLASS ASSIGNMENTS

Consider selecting 1 to 3 activities from the list below.

- **ARTICLE: Social Entrepreneurship: The Case for Definition**
Introduction to social entrepreneurship explores definitions, profiles classic examples of social entrepreneurs, e.g. Muhammad Yunus. Roger L. Martin & Sally Osberg, Stanford Social Innovation Review, Spring 2007. (13 pages, including pictures and visuals) www.ssireview.org/images/articles/2007SP_feature_martinosberg.pdf
- **ARTICLE: Fighting Bullying with Babies**
Features social entrepreneur Mary Gordon, whose program develops emotional literacy in primary schools. New York Times, November 8, 2010. <http://opinionator.blogs.nytimes.com/2010/11/08/fighting-bullying-with-babies>
- **FILM: Waiting for Superman (2.5 min, online trailer)**
Feature length documentary on systemic issues regarding U.S. K-12 education system. Website includes resources for further research and learning. <http://www.cinemablend.com/new/Must-Watch-Waiting-For-Superman-Trailer-18516.html>; www.waitingforsuperman.com



SESSION MODULE EDUCATION

PRE-CLASS ASSIGNMENTS (CON'T)

- **VIDEO: The Story of Ashoka (4 min)**
A creative animation piece from a student perspective regarding Ashoka's vision for an 'Everybody A Changemaker' world.
www.youtube.com/user/Ashokavideos#p/a/u/1/RfiY9rRsWqE
- **WEB: UN Millennium Development Goals**
A good overview of global challenges that stand in the way of universal education. www.un.org/millenniumgoals/education.shtml

CLASS CONTENT

Inspirational Video. Select one video to open each class session based on your course objectives.

- **VIDEO Vital Voices: Kakenya (3 min)**
"Kakenya Ntaiya had a dream: to become a teacher. On the way to achieving it, she has had to overcome obstacles and make tough compromises. But, after becoming the first girl from her Maasai village to attend college, she has opened a path for other young girls achieve their dreams." www.viewchange.org/videos/vital-voices-kakenya
- **VIDEO: Pedal=Sight (5.5 min)**
"For many children in the West, usually a bicycle is little more than a toy. For Bharati it is a means to an education, a means to a better future, and a tool to achieve what women in her mother's generation could not. Bharati wants to change her world with a little help from her own two wheels." www.viewchange.org/videos/pedalsight

Social Entrepreneurship 101 Presentation. Consider adapting the template presentation and customize based on the needs of your course discipline and learning activity. See the presentation at ashokau.org/resources

Social Entrepreneurship Profiles. Select an Ashoka Fellow profile below based on the needs of your course discipline and learning activity.

- **PROFILE: Ashoka Fellow Mary Gordon of Roots of Empathy**
The Roots of Empathy mission is "to build caring, peaceful, and civil societies through the development of empathy in children and adults. Its vision is to change the world - child by child." www.ashoka.org/fellow/mgordon
- **PROFILE: Ashoka Fellow Darell Hammond of KaBOOM!**
"KaBOOM! is a national non-profit dedicated to saving play for America's children. Our mission is to create great playspaces through the participation and leadership of communities. Ultimately, we envision a place to play within walking distance of every child in America." www.ashoka.org/node/3143



SESSION MODULE EDUCATION

IS THE PROPOSED SOLUTION...

- Systems changing?
- Innovative?
- Scalable?
- Replicable?
- Empowers Beneficiaries?
- Measurable?
- Ultimately, is it sustainable?

CLASS CONTENT (CON'T)

- **PROFILE: Ashoka Fellow Rajiv Vinnakota of SEED**
“SEED partners with urban communities to provide innovative educational opportunities that prepare underserved students for success in college and beyond. We open and support college-preparatory, public boarding schools that provide a 24-hour-a-day nurturing environment.” www.ashoka.org/fellow/3167
- **PROFILE: Ashoka Fellow J.B. Schramm of College Summit**
“College Summit is a national nonprofit organization that partners with schools and districts to strengthen college-going culture and increase college enrollment rates, so that all students graduate career and college-ready.” www.ashoka.org/fellow/3152

In-Class Group Assignment: Profile and Solution Analysis.

Consider asking your students to describe in their own words:

- The problem
- The idea for a solution
- The strategy for implementation

Also consider asking the following questions. Is the social entrepreneur’s solution:

- **Systems-changing?** Sketch the ‘before’ system and ‘after’ system that the social entrepreneur is targeting. Examples of systems sketches are available at www.scribd.com/Ashoka-Impact-Study-2010/d/29623207.
- **Innovative?** If so, how?
- **Scalable?** What are the limits to expanding this solution?
- **Empowers Beneficiaries?** Does the solution empower beneficiaries to be a part of addressing the problem?
- **Replicable?** What groups might be interested in applying the social entrepreneur’s model? Which aspects of it are most useful?
- **Measurable?** What is the impact of the social entrepreneur’s solution? How would you measure it?
- **Sustainable?** Are there ways that you see that the financial sustainability of the social entrepreneur’s solution could be improved?



SESSION MODULE EDUCATION

Consider the following sample discussion prompts:

- As you read and analyzed the social entrepreneur profile, what about the person's life story most impressed you? Why?
- What are some of your own formative experiences? What are some of your passions for social change?
- What one great thing would you dare to dream and pursue if you knew that success was guaranteed and you could not fail?

POST-CLASS ASSIGNMENTS

Consider introducing the following post-class assignments.

Practice analysis and innovation using the KaBoom! case study:
www.asaecenter.org/Resources/whitepaperdetail.cfm?ItemNumber=28657

Write a personal reflection for the following questions:

- Write a story reflecting on a time when you were performing at your best.
- What are the times in your life when you are in the peak state of joy?
- What activities put you in a state of enthusiasm and flow?
- What makes you most passionate, alive and engaged?
- What are the things that you do that give you the greatest returns on happiness, productivity, and contribution?

Learn more about systems change by visiting
www.scribd.com/Ashoka-Impact-Study-2010/d/29623207

Discover a favorite social problem “fix” on New York Times Fixes
Blog <http://opinionator.blogs.nytimes.com/category/fixes/>

For further practice, ask your students to select another Ashoka fellow and apply the same analysis performed during the last Ashoka Fellow profile activity:
<http://usa.ashoka.org/fellows-map> (US), www.ashoka.org/fellows/ (global)

With permission, adopted from Scott Sherman's *Transformative Action Institute*



SESSION MODULE HEALTH

THEME	MOTHER AND CHILD
Suggested for the following disciplines	Pre-med, Biology, Chemistry, Nursing, Public Health, Sociology, Social Work, Politics, Communications, Journalism, Economics
Learning objectives	<ul style="list-style-type: none"> • Critical thinking and systems-thinking • Understanding why investing specifically in maternal and child health has a greater impact on the health of the entire society
Session framing	Micro-credit pioneer Muhammad Yunus realized that lending to women yielded greater social returns on investment in his field of micro-finance. So, applying this concept, more and more health sector decision-makers are realizing that investing in maternal and child health maximizes health benefits for all. This session will analyze some emerging solutions to promote maternal and child health.

PRE-CLASS ASSIGNMENTS

Consider selecting 1 to 3 assignments from the list below.

- **VIDEO: The Story of Ashoka (4 min)**
A creative animation piece describing, from a student perspective, Ashoka's vision for an 'Everybody A Changemaker' world.
www.youtube.com/user/Ashokavideos#p/a/u/1/RfY9rRsWqE
- **ARTICLE: Social Entrepreneurship: The Case for Definition (13 pages, including pictures and visuals)**
A great introduction to social entrepreneurship, exploring definitions and profiling classic examples of social entrepreneurs, such as the micro-finance pioneer Muhammad Yunus. Roger L. Martin & Sally Osberg, *Stanford Social Innovation Review*, Spring 2007
www.ssireview.org/images/articles/2007SP_feature_martinosberg.pdf
- **WEB UN: Millennium Development Goals**
Overview of the child and maternal health goals. www.un.org/millenniumgoals/pdf/MDG_FS_4_EN.pdf, www.un.org/millenniumgoals/maternal.shtml.
Topically focused site about the synergies emerging from child and maternal health projects: www.everywomaneverychild.org/



SESSION MODULE HEALTH

PRE-CLASS ASSIGNMENTS (CON'T)

- **VIDEO: Teach Every Child About Food (22 min)**
A TED Video featuring popular chef, Jamie Oliver, who is spearheading a campaign for better nutrition. www.ted.com/talks/lang/eng/jamie_oliver.html
- **WEB: Ashoka's Maternal Health Initiative**
"Strong mothers enable children, families, communities and economies to grow and thrive. Yet there are over 500,000 maternal deaths every year, and millions more suffer from preventable disabilities. The causes of these tragedies are many, but most are rooted in the unequal social and economic status of women. Ashoka and the Maternal Health Task Force at EngenderHealth have partnered to transform the field of maternal health globally." www.ashoka.org/youngchampions
- **ARTICLE: Desperately Seeking Cures (4 pages)**
"How the road from promising scientific breakthrough to real-world remedy has become all but a dead end." Newsweek, May 15, 2010
www.newsweek.com/2010/05/15/desperately-seeking-cures.html

CLASS CONTENT

Inspirational Video. Select one video to open each class session based on your course objectives.

- **VIDEO: The Girl Effect (3 min)**
"Girls living in poverty are uniquely capable of creating a better future. But when a girl reaches adolescence, she comes to a crossroads." www.girleffect.org/video
- **VIDEO: Living Proof: Daily Bread Egypt (4.5 min)**
ONE Campaign: "Millions of Egyptians suffer from poor nutrition, including birth defects and miscarriages. Now, a food fortification program is making an edible difference. One family's newest member is living proof." www.viewchange.org/videos/living-proof-egypt-daily-bread
- **VIDEO: No Child Born with HIV (1 min)**
ONE Campaign: "Over 1,000 babies are born every day with HIV. But the plain truth is this can all be prevented. We now have the medicine and treatment to stop the spread of HIV from mother to child." www.youtube.com/watch?v=ejgQFbPBumw
- **VIDEO: Mother-Baby Kit to Prevent HIV Transmission (2.5 min)**
UNICEF Television: www.youtube.com/watch?v=lvZn363tpvM



SESSION MODULE HEALTH

CLASS CONTENT (CON'T)

Social Entrepreneurship 101 Presentation. Consider adapting the template presentation and customize based on the needs of your course discipline and learning activity. See the presentation at ashokau.org/resources

Social Entrepreneurship Profiles. Select an Ashoka Fellow profile below based on the needs of your course discipline and learning activity.

- **PROFILE: Ashoka Fellow Rebecca Onie of Health Leads**
“Health Leads mobilizes undergraduate volunteers, in partnership with providers in urban clinics, to connect low-income patients with the basic resources—such as food, housing, and heating assistance—that they need to be healthy.”
<http://usa.ashoka.org/node/115/>
- **PROFILE: Ashoka Fellow Kathryn Hall-Trujillo of The Birthing Project**
“Kathryn is creating a new social support role for black women in America. She has recognized that the moment of pregnancy—a time when even women engaging in the riskiest behaviors may be open to change—is a prime opportunity to pair the most vulnerable young black women with a decision-making partner. To this end, the Birthing Project mobilizes African American women to assume this partnership role, taking responsibility for the future of an at-risk pregnant woman and her baby through, at minimum, the baby’s first birthday. Kathryn notes that there is a “magic” of sorts in this “SisterFriend” relationship, an emotional connection that opens women to change, which emerges when women come together to support each other.”
<http://usa.ashoka.org/node/91>
- **PROFILE: Ashoka Fellow Bruce Bloom of Partnerships for Cures**
“Dr. Bruce Bloom has invented a systemic way to transform medical research to focus on maximum patient impact by reusing or repurposing drugs for the benefit of new patient groups. By using approved medical drugs and therapies in new ways, this approach avoids a typically laborious and lengthy federal review process. Bruce acts on well-founded hypotheses of researchers and clinicians about simple, low-cost, effective ways to re-use treatments to demonstrate that existing therapies can dramatically improve quality and length of life for people suffering from life-altering diseases.” <http://usa.ashoka.org/node/555>

In-Class Group Assignment: Profile and Solution Analysis.

Consider the discussion questions on p. 21 to facilitate this discussion.



SESSION MODULE HEALTH

POST-CLASS ASSIGNMENTS

Consider introducing the following post-class assignments.

Learn more about maternal health innovations by:

- Looking through the competition entries at Changemakers.com
www.changemakers.com/en-us/maternalhealth
- Reading an interview with Kathryn Hall-Trujillo at <http://dowser.org/interview-kathryn-hall-trujillo-on-taking-risks-to-fight-infant-mortality>

Write a personal reflection for the following questions:

- Write a story reflecting on a time when you were performing at your best.
- What are the times in your life when you are in the peak state of joy?
- What activities put you most in a state of enthusiasm and flow?
- What makes you most passionate, alive and engaged?
- What are the things that you do that give you the greatest returns on happiness, productivity, and contribution?

With permission adapted from Scott Sherman's Transformative Action Institute

Learn more about Systems Change by visiting
www.scribd.com/Ashoka-Impact-Study-2010/d/29623207

Discover a favorite social problem “fix” on New York Times Fixes Blog
<http://opinionator.blogs.nytimes.com/category/fixes/>

For further practice, ask your students to select another Ashoka Fellow and apply the same analysis performed during the last Ashoka Fellow profile activity:
<http://usa.ashoka.org/fellows-map> (US), www.ashoka.org/fellows/ (global)



SESSION MODULE TECHNOLOGY

THEME	OPEN SOURCE TO CLOSE THE DIGITAL DIVIDE
Suggested for the following disciplines	Business, Engineering, Information Technology, Politics, Economics, Education, Sociology, Communications, Journalism, Humanities
Learning objectives	<ul style="list-style-type: none"> • Knowledge of the digital divide and the social benefits as well as challenges of open source platforms • Critical thinking and systems-thinking • Technological literacy and an enhanced understanding of societal functions of technology
Session framing	As we close in on a decade since the term “digital divide” first emerged, it is becoming clear that full participation as economic and civic citizens requires more than just access to the right technologies. This module explores multiple approaches to closing the digital divide, while at the same time working toward more democratic and broad-based citizen participation in evaluating information and ensuring that marginalized voices are heard.

OPEN SOURCE TO CLOSE THE DIGITAL DIVIDE

- Pre-Class Assignments
- Session Content
- Post-Class Assignments

PRE-CLASS ASSIGNMENTS

Introduce the following videos. Consider selecting 1 to 3 activities from the list below.

- **VIDEO: The Story of Ashoka (4 min)**
A creative animation piece describing, from a student perspective, Ashoka’s vision for an ‘Everybody A Changemaker’ world.
www.youtube.com/user/Ashokavideos#p/a/u/1/RfY9rRsWqE
- **ARTICLE: Social Entrepreneurship: The Case for Definition (13 pages, including pictures and visuals)**
A great introduction to social entrepreneurship, exploring definitions and profiling classic examples of social entrepreneurs, such as the micro-finance pioneer Muhammad Yunus.
Roger L. Martin & Sally Osberg, *Stanford Social Innovation Review*, Spring 2007
www.ssireview.org/images/articles/2007SP_feature_martinosberg.pdf



SESSION MODULE TECHNOLOGY

PRE-CLASS ASSIGNMENTS (CON'T)

- **VIDEO: The Committee on Democracy in Information Technology**
“Rodrigo Baggio founded a successful technology consulting company while still in school in Rio de Janeiro. Eager to erase the digital divide and help disadvantaged people use technology to improve their communities and their lives, he created the first citizens’ rights and technology school in a slum in Rio de Janeiro in 1995. The Committee for Democracy in Information Technology (CDI) network now includes 753 Technology and Civic Engagement schools in 10 countries in Latin America, Africa and Asia. CDI has helped transform more than 1 million lives.”
www.youtube.com/watch?v=5nfKTTi6KqA (8 min)
www.youtube.com/watch?v=E2iE3tt7IvM (1 min)
- **WEB Border News – A Student-Powered Site on Immigration (2 pages)**
“Immigration is a hot-button issue in the U.S. right now. Between the Arizona law, violence in Mexico, and cash-strapped law enforcement agencies, there are new, urgent stories every day. But how can you tell which of these stories are credible? Which news sources provide the best coverage on this topic? To help us all learn more about this heated issue, NewsTrust has partnered with five universities across the U.S. for a project we call Border News – a student-powered news site on immigration.” Border News, *News Trust Blog*, October 11, 2010
<http://blog.newstrust.net/2010/10/border-news.html>

CLASS CONTENT

Inspirational Video. Select one video to open each class session based on your course objectives.

- **VIDEO: Vidiyal: ICT for Development (5 min)**
“Groups of women in the Theni district of Tamil Nadu in India are using mobile phones and computer technology in innovative ways to benefit their agriculture-based businesses.” www.viewchange.org/videos/vidiyal-ict-for-development
- **VIDEO: Why Wikipedia is so great (0.5 min, humor)**
Michael from The Office explains...
www.youtube.com/watch?v=kFBDn5PiL00
- **VIDEO: Who really edits Wikipedia? (1 min)**
Short clip about the demographics of Wikipedia editors.
www.youtube.com/watch?v=vhxuejzUg0k



SESSION MODULE TECHNOLOGY

CLASS CONTENT (CON'T)

Social Entrepreneurship 101 Presentation. Consider adapting the template presentation and customize based on the needs of your course discipline and learning activity. See the presentation at ashokau.org/resources

Social Entrepreneurship Profiles. Select an Ashoka Fellow profile below based on the needs of your course discipline and learning activity.

- **PROFILE: Ashoka Fellow Rodrigo Baggio Barreto of CDI**
Rodrigo Baggio spearheads a rapidly growing movement to equip young people in low-income communities with computer skills and thus to expand their job opportunities and their access to modern society.
www.ashoka.org/node/339
- **PROFILE: Ashoka Fellow Jimmy Wales of Wikipedia**
Jimmy Wales is revolutionizing the field of information sharing and collection through Wikipedia – a free, open source, multilingual online encyclopedia that is publicly created and edited. http://usa.ashoka.org/jimmy_wales
- **PROFILE: Ashoka Fellow Rafael Alvarez of Genesys Works**
Rafael Alvarez is transforming schools and changing the trajectory of life for inner-city youth by training and employing them to provide technical services to major corporations during their senior year in high school.
<http://usa.ashoka.org/node/98/>
- **PROFILE: Ashoka Fellow Fabrice Florin of News Trust**
Fabrice Florin provides reader-reviewed news on which citizens can rely by aggregating news stories that are rated for journalistic quality by news consumers themselves. <http://usa.ashoka.org/node/82/>

In-Class Group Assignment: Profile and Solution Analysis.

See questions on p. 21 to facilitate this discussion.



SESSION MODULE TECHNOLOGY

POST-CLASS ASSIGNMENTS

Consider introducing the following post-class assignments.

Practice analysis and innovation

using the CDI case study: www.ashoka.org/csecase

Write a personal reflection for the following questions:

- What is a story of you performing at your best?
- What are the times in your life when you are in the peak state of joy?
- What activities put you most in a state of enthusiasm and flow?
- What makes you most passionate, alive and engaged?
- What are the things that you do that give you the greatest returns on happiness, productivity, and contribution?

With permission adapted from Scott Sherman's Transformative Action Institute

Learn more about systems change by visiting

www.scribd.com/Ashoka-Impact-Study-2010/d/29623207

Discover a favorite social problem “fix” on New York Times Fixes

Blog <http://opinionator.blogs.nytimes.com/category/fixes/>

For further practice, ask your students to select another Ashoka fellow and apply the same analysis performed during the last Ashoka Fellow profile activity: <http://usa.ashoka.org/fellows-map> (US), www.ashoka.org/fellows/ (global)



SESSION MODULE TECHNOLOGY

SPOTLIGHT ON IWE STUDIO

iWE Studio. Dr. Lani Fraizer provides her lesson plans to faculty interested in integrating ICT, social media and related technologies for changemaking and social entrepreneurship education. www.iwestudio.org. Here are some selected tips:

Integrate technology – If you’re teaching topics related to information and communication technologies (ICT), digital divide, consider integrating digital literacy in the classroom and make it part of your student toolbox! For example, use discussion forums, blogs, social media tools, film and media technologies, and other ICTs and related media as part of their day-to-day course activities.

- **Encourage students to discover and experiment** with technology such as WordPress.org, Vimeo.org, or Tumblr.org by asking them to create an account and use the technology.
- **Support reflection using multimedia.** For instance, consider giving students alternative options for sharing learning reflections via filming three-minute movie clips which can be uploaded to a private account on YouTube or Vimeo or publishing their own blog.

Showcase student work with the community. Consider giving students a platform to introduce their newfound passion for changemaking work. Host a symposium at the end of the semester and invite faculty, students, administrators, and overall campus community to attend. Below is an example based on its application in a graduate class in social entrepreneurship taught at the Graduate School of Education and Psychology at Pepperdine University.

Best Practices from Lani Fraizer’s Changemaker’s Symposium at ESEC 620

- Model a mini in-class TED-like approach where students and external speakers are actively involved in the planning and presentation. Be sure to prepare students in advance for their presentation, by giving them ample support of presentation techniques and guidelines.
- Consider inviting speakers from various industries or sectors to offer students diverse viewpoints.
- Encourage students to nominate a speaker so that they are actively involved in the process. Be sure to remind students to consider carefully whether or not their invitees ARE social entrepreneurs and know the difference between the field of social entrepreneurship and traditional non-profit fields, which includes charity and philanthropy.
- Host an optional post-classroom informal discussion off-campus, like in the lobby at a nearby hotel, to give students an opportunity to actively engage with the speakers. Encourage speakers to invite their friends and colleagues to the informal mixer.



SESSION MODULE

SOCIAL INNOVATION

THEME	FROM IDEA TO REALITY
Suggested for the following disciplines	Engineering, Education, Business, Sociology, Psychology, Sociology, Communications, Journalism, Humanities
Learning objectives	<ul style="list-style-type: none"> • Creative thinking and developing innovative and sustainable solutions to achieve social change • Understand the role of disruptive innovation
Session framing	Innovation is the heart of entrepreneurship and is also a critical element in social entrepreneurship. Just as entrepreneurs have revolutionized how we do business – from creating microprocessors, smart phones and search engines; social entrepreneurs use innovation to solve social problems. In this module, students will learn the role of social innovation in developing a social business.

FROM IDEA TO REALITY

- Pre-Class Assignments
- Session Content
- Post-Class Assignments

PRE-CLASS ASSIGNMENTS

Introduce the following activities.

Consider selecting 1 to 3 activities from the list below.

- **VIDEO: Ciudad Saludable (4 min)**
Albina Ruiz founded a recycling company Ciudad Saludable (“Healthy City”), which has turned the waste problem into an entrepreneurial success story, starting multiple micro-businesses in Peru. www.youtube.com/watch?v=x0LgwcAsNB4
- **EXERCISE: One Mindmapping Entry**
Mindmapping is a valuable tool to look at a problem from multiple angles. Using large sheets of paper, whiteboard or a computer program, have students identify as many social problems as they can. Next, they consider who would benefit from solving these social problems. Finally, students come up with as many solutions to the social problems as they can. www.thinkbuzan.com



SESSION MODULE

SOCIAL INNOVATION

PRE-CLASS ASSIGNMENTS (CON'T)

- **ARTICLE: The Innovation Sandbox**
To achieve breakthrough innovation social entrepreneurs need to build a new capability by immersing themselves in the lives of their target market, accepting constraints, and collaborating with others. C. K. Prahalad, “The Innovation Sandbox,” *Strategy + Business*, special issue, Autumn 2007. www.strategy-business.com/article/06306?gko=caeb6
- **VIDEO: Aravind Eye Institute (6 min)**
Today Aravind is the largest and most productive eye care facility in the world. Taking its compassionate services to the doorstep of rural India, Aravind’s stunningly effective strategies vaulted barriers of distance, poverty and ignorance to create a self-sustaining system that now treats over 1.7 million patients each year, two-thirds of them for free. www.youtube.com/watch?gl=US&hl=hi&v=3cjpNPua7Ag
- **ARTICLE: Rediscovering Social Innovation**
Social entrepreneurship and social enterprise have become popular rallying points for those trying to improve the world. The authors make the case that “social innovation” is a better framework for changemaking. They also explain why most of today’s innovative social solutions cut across the traditional boundaries separating nonprofits, government, and for-profit businesses. James Phills, Jr., Kriss Deiglmeier, and Dale Miller, “Rediscovering Social Innovation” *Stanford Social Innovation Review*, Fall 2008, www.ssireview.org/articles/entry/rediscovering_social_innovation/
- **EXERCISE: Design Exercise**
The Creative Communities for Sustainable Lifestyles (CCSL) deals with creativity and sustainable lifestyles and collaborative everyday life creativity in generating and diffusing new and more sustainable ways of living in the urban environments of the emerging countries. The exercise, preparation, methodology and result of these workshops are available at: www.sustainable-everyday.net/ccslproject/
- **EXERCISE: Social Value Proposition**
Social Edge has a model for creating a social value proposition for an organization. Using the Social Edge model, create a social value proposition for a social venture you are interested in pursuing or are interested in learning more about. www.socialedge.org/features/gsbi/gsbi-2011/exercise-1-value-proposition
- **ARTICLE: Disruptive Innovation for Social Change**
Clay Christensen, et. al., *Disruptive Innovation for Social Change*, *Harvard Business Review*, December 2006
- **ARTICLE: Business Models for Technology**
Henry Chesbrough, et. al., *Business Models for Technology in the Developing World: The Role of Non-Governmental Organizations*, *California Management Review*, March 2006



SESSION MODULE

SOCIAL INNOVATION

CLASS CONTENT

Social Entrepreneurship Profiles

PROFILE: Dr. Venkataswamy (Dr. V), Aravind Eye Institute

Thousands of people in India were going blind needlessly because of lack of access to eye care. Dr. Venkataswamy addressed this problem by creating a sustainable healthcare model that helps those who cannot afford to pay for care. www.aravind.org

Discussion Prompts

- Clay Christensen means something very specific by “disruptive innovation.” Come to class prepared to describe innovations in the social sector or in the business world that were not disruptive in Christensen’s sense. How are they different from disruptive innovations? Should we emphasize disruptive innovations in the social sector? Why or why not?
- How, if at all, does Prahalad’s “sandbox” approach to innovation differ from Christensen’s “disruptive innovation?” Can you think of examples (including those in the articles) that fit one model but not the other? Do you find one more useful than the other?
- How could these frameworks help social entrepreneurs craft innovative solutions to persistent social problems? Might they also create blind spots? Are they better suited to addressing some kinds of social problems rather than others? Suppose, for instance, that you wanted to reduce hunger. Also see www.wfp.org/aboutwfp/facts/index.asp?section=1&sub_section=5
- Why does Chesbrough think that NGOs have an important role to play in the introduction of new technologies in developing countries? Do the NGOs provide some form of subsidy to the value chain? Review the examples in the Prahalad and Christensen articles. Which ones involve some form of social subsidy in the value chain or in the venture? Which ones don’t? What can we learn from the differences?
- Almost all new innovations have to be “subsidized” for a time until they achieve sufficient market penetration to become profitable. This is a special problem in developing countries when the customers are poor. Time to profitability may be long and profits may be relatively small, meaning that the subsidies could not be justified purely on the basis of the NPV of future profits, but could only be justified for social reasons. If you were going to set up a fund to subsidize the marketing of these technologies, how would you set it up to maximize the impact of your money?

Our friend and colleague, Dr. Greg Dees has agreed to share the discussion questions and syllabus from his Duke University Advanced Seminar in Social Entrepreneurship



SESSION MODULE

SOCIAL INNOVATION

POST-CLASS ASSIGNMENTS

Consider introducing the following post-class assignments.

Write a **personal reflection** for the following questions:

- What is a story of you performing at your best?
- What are the times in your life when you are in the peak state of joy?
- What activities put you most in a state of enthusiasm and flow?
- What makes you most passionate, alive and engaged?
- What are the things that you do that give you the greatest returns on happiness, productivity, and contribution?

With permission adapted from Scott Sherman's Transformative Action Institute

Learn more about Systems Change by visiting:

www.scribd.com/Ashoka-Impact-Study-2010/d/29623207

Discover a favorite social problem “fix” on New York Times Fixes

Blog: <http://opinionator.blogs.nytimes.com/category/fixes/>



DEVELOPING YOUR COURSE



Social entrepreneurship is a rapidly growing field of study for individuals interested in changing the world.



Faculty from around the world teach social entrepreneurship in a variety of ways:

- A series of courses that provide students with insights on how to make an impact on the world
- A stand-alone class on social entrepreneurship
- Workshops or retreats for students to learn more about social entrepreneurship
- Modules within existing courses, including courses on entrepreneurship, innovation, management, nonprofit, global studies, economic development, social work, engineering, peace and social justice

Let's rephrase our initial question from *Getting Started* section:
how do we develop a social entrepreneurship course so that we are preparing students to be effective problem-solvers?

CONSIDER A SOCIAL CHANGE PROJECT-BASED COURSE MODEL APPROACH

An effective way to empower students to make a positive social impact is to include a social change project in your course that runs throughout the semester. The social change project-based model places students in teams of 2-3 that will create social change projects that meet their personal aspirations and make an impact on someone's life. Challenges to developing this type of course model may be the availability of good social organizations in your community, willingness to work with students, and the additional faculty time required to mentor students and oversee the projects.



DEVELOPING YOUR COURSE

Social Business Plan Outline

- **Executive Summary**
Value Proposition: Provide a summary of the key elements in the plan.
- **Theory of Change**
Value Proposition: End impact your organization seeks to achieve?
- **Sustainable Social Venture B-Model**
- **Social Business Opportunity**
VP: How does your organization create value?
- **Service Beneficiaries Value Creation and Marketing Plan**
VP: Who are the beneficiaries and how to reach them?
- **Management Team Infrastructure**
VP: Who will serve the beneficiaries?
- **The Infrastructure Plan**
VP: How can we do what we do better?
- **Building a Sustainable Financial Plan**
VP: How do we generate enough revenue to support the program?
- **Galvanizing Resource Model**
VP: How do we do more with less?
- **Social Impact Plan**
Value Added: How much social value can your organization create?

There are a variety of different ways that the course can be structured to meet the individual needs of students. The students can work in teams to complete a social business plan for local nonprofit organizations, social change agencies, organizations they are interested in starting, or existing student-run organizations. Alternatively, students can consult with a local social venture and complete a written consulting report with recommendations and implementation strategies, write a case study on a social entrepreneur, or create a prototype of an appropriate technology for developing economies. The sky is the limit when developing a social entrepreneurship course. Below is an explanation of each type of experiential learning project opportunity:

- **Social Change Business Plan** – Students write a social change business plan, with the intention of actually launching a social venture based on the plan. Resources provided by the professor include the Social Business Plan framework in the appendix.
- **Social Change Project** – Students complete an actual project (preferably during the course timeframe) on an issue related to social entrepreneurship. This can range from starting a social organization on campus (like TAPP, <http://tapphope.org/>, started by a student at Anderson University), launching a social enterprise chapter on campus (like Net Impact) or completing a project (like the Mulunda Miaka Orphanage in Zambia Give a Chicken Project, www.youtube.com/watch?v=QK3EvvQ5eOQ).
- **Appropriate Technology Prototype:** Develop a prototype of a product that could be used in a developing economy that will add value to the people living in the community and complete a plan on how the technology would be manufactured, installed, sold and used in country. See the Humanitarian Engineering and Social Entrepreneurship program at Penn State University at www.hese.psu.edu/
- **Social Change Consulting Project:** Students consult with a social change organization in the community or abroad to develop and/or implement a project.
- **Writing a Case on a Social Change Organization:** Following the case writing format from Baylor University and the United States Association for Small Business (USASBE), students work with a social entrepreneur to write an in-depth case on the organization. For more information, visit: www.baylor.edu/business/entcwc/

DEVELOPING YOUR COURSE

Anderson University Social Entrepreneurship Course Description:

Social entrepreneurs are gaining international attention motivated by change and to see the world as it can be, not as it is. Students in the course are expected to participate in the creation of solutions to the address a social problem. The intention of the course is to combine the Anderson University goal of serving others while deepening students understanding of the world around them, and use their skills and knowledge to make a positive impact and ultimately to serve a disadvantaged population either locally or in another part of the world. This interdisciplinary course will help students from all majors learn how social entrepreneurship can create a better world (nursing majors can develop affordable health services, political science majors can learn how to develop partnerships with international organizations, and psychology majors can address gender equality and empowerment).

The field of social entrepreneurship is in its infancy, and as such, we are collaborating together to share knowledge and gain experience in this emerging field. Students will be encouraged to embody Gandhi's maxim of "be the change you wish to see in the world" to make a difference in the lives of others.

EXAMPLE COURSE OBJECTIVES

The social entrepreneurship course is designed to not only improve conceptual understanding of social entrepreneurship, but also to engage students and the professor in shared experiential learning. This course in social entrepreneurship will:

- Expose students to the concept of social entrepreneurship and how social entrepreneurs are transforming society to deliver social impact in their own communities and abroad;
- Equip students to be effective in their socially entrepreneurial pursuits to address social problems including poverty, education, healthcare, environmental sustainability, gender equality, social injustice, among others;
- Teach business and entrepreneurship skills that will help students build a sustainable business model that addresses a societal problem;
- Build students' capacity to recognize a good business opportunity, provide students with the tools to create a social change plan and learn how to mobilize resources;
- Challenge students to address a social issue by researching, developing and completing a social change project that will add value on the local or international level, that applies lessons learned in class while adding value to an organization and community;
- Help students understand the role of measuring impact, and how measuring impact is important to investors, donors, and beneficiaries because it ensures that scarce resources are utilized appropriately; and to
- Encourage students to take an active role in building their entrepreneurial skills to be a part of Gandhi's "be the change you wish to see in the world."

ADDITIONAL COURSE DEVELOPMENT RESOURCES

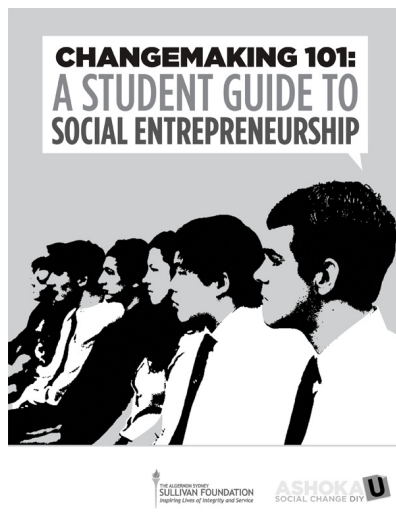
- Social Entrepreneurship: What Everyone Needs to Know: Teaching notes for the David Bornstein and Susan Davis social entrepreneurship book are available online at: <http://ashokau.org/wp-content/uploads/2010/12/Social-Entrepreneurship-What-Everyone-Needs-to-Know-Teaching-notes-final.pdf>
- Transformative Action Institute: Scott Sherman has graciously agreed to provide his curriculum to faculty interested in inspiring people to find the meaning and fulfillment in their work, conflict resolution and other topics. www.transformativeaction.org



OUTSIDE THE CLASSROOM



“ Students’ lives are seamless. We need to support student learning inside and outside the classroom. ”



THE STUDENT STARTER KIT

We know you only have limited time to engage students with social entrepreneurship. That’s why, in addition to this campus starter kit, we developed a student kit to prepare students to be agents of change on your campus and in the community.

Whenever possible, we encourage you to make students aware of the companion resource guide: *Changemaking 101: A Student Guide to Social Entrepreneurship*. It is available for free download on the Ashoka U website at: www.ashokau.org/resources.

A comprehensive introduction to social entrepreneurship, *Changemaking 101* includes:

- Resources for students to learn more deeply about social entrepreneurship as an effective approach to social change;
- Models of social entrepreneurship in practice that students on college campuses can replicate;
- Strategies for how students can build momentum for social entrepreneurship activities on campus;
- Tips and tools students need to be effective student leaders and changemakers in their area of study or chosen career field; and
- Ideas for starting a social entrepreneurship club, launching a venture, or adding a social entrepreneurship-oriented perspective to an existing student club.

THE STUDENT STARTER KIT

Consider supporting student social entrepreneurship outside of the classroom by serving as a faculty or staff sponsor or a club mentor. The Harvard Social Enterprise Club is one example of how students are making waves in higher education.



ADVISING STUDENTS



Advising social entrepreneurship clubs is one of the best ways to help students grow their leadership abilities and develop their knowledge of social entrepreneurship concepts.



Harvard Social Enterprise Club

The Social Enterprise Club at Harvard Business School is one of the school's largest student clubs with over 400 members. The Club creates a community of like-minded students that believe in using business solutions to solve the world's pressing problems. Members have diverse interests (including for-profits, non-profits and the public sector) ranging from students seeking a career in social entrepreneurship to students who wish to engage in periodic discussions on social enterprise topics. Four interest groups encapsulate a broad array of themes: Education, International Development, Social Finance, and Socially Responsible Business.

Below are tips to assist you in your role as a potential advisor to social entrepreneurship clubs.

Ask Questions.

All faculty and staff members have their own areas of expertise.

- Are you a good fit with the students and with their club priorities?
- Are you the right person these interested students should be talking with?
 - If so, how can you help?
 - If not, who can you point them towards?

Be Clear.

As a faculty or staff member, obviously your schedule can be quite hectic. Setting expectations facilitates the process of advising.

- What will be your role in the new club?
- What will be the norms and methods of communication and advising?

Set Goals and Milestones.

In class, faculty members set deadlines for student performance. Challenge your students to think through the goals and a timetable of accomplishments for the year.

- What will the club do?
- When will the club do these things?
- Who will do them?

Spur Growth.

Draw on your knowledge and experience to help students grow.

- How can you utilize your wisdom and connections to guide your student advisees?
- What are the on- and off-campus resources of the college or university that you can guide students towards?
- How can you connect the students and the club to curricular and co-curricular opportunities?

Bottom Line.

Faculty and staff members can support the growth and development of social entrepreneurship clubs on their campus through advising student leaders. Thinking critically about your role as club advisor can help you and the students get the most out of the experience.



DEVELOPING INTERNSHIPS



The ideal student internship combines entrepreneurship, innovation and serving the public good.



The *Sullivan Service & Social Entrepreneurship Internship* guidelines include looking for host organizations that are:

- Entrepreneurial in their operation and management;
 - Serve the public good;
 - Able to identify one or more opportunities for the student to provide value, while gaining valuable skills and knowledge;
 - Available to mentor and supervise an intern; and
 - Able to financially support the internship.
-

THE SULLIVAN FOUNDATION INTERNSHIP PROGRAM

The key partners in an internship program are student interns, host organization supervisors, faculty sponsors, and your university's office of internships. The ideal internship combines entrepreneurship and serving the public good. It matches a student's individual learning objectives with Sullivan program goals, expectations of faculty sponsors and a need or opportunity identified by the host organization. Students need to be proactive in pursuing internship opportunities by working with the office of internships on campus. In addition, many campuses have professors in the department of the student's major who assist with student internships. Through the *Sullivan Service & Social Entrepreneurship Program*, interns are encouraged to share their experiences with one another through an internship orientation session, online discussions and final presentations. To ensure high quality work of the interns, most internships receive three academic course credits (1-4 credit hours, depending on your university requirements) and typically work full-time for a 6-10-week period.

A WIN-WIN-WIN PROPOSITION

Internships are win-win-win: a win for the student, a win for the host organization, and a win for the university. An internship program is intended for students to:

- learn how to apply their knowledge and skills;
- learn how to manage resources;
- engage with businesses and nonprofit organizations that serve the public good;
- enhance career opportunities; and
- create value for the host organization.

WHAT INTERNS NEED TO KNOW

Students work with a faculty member on campus to create an internship that is meaningful to the student and the host organization. As the steps below demonstrate, setting up a quality internship experience requires a substantial investment of time. Interns are encouraged to begin thinking about what type of internship they would like to do with their faculty sponsor on campus or via connections that students and faculty have with individuals running social change organizations. During the Fall or Spring semesters, students work with a faculty mentor on their campus to identify one or more internship possibilities. Students are expected to be proactive in seeking potential internship opportunities that meet the university internship program guidelines and student learning goals.



DEVELOPING INTERNSHIPS

WHAT THE HOST ORGANIZATION NEEDS TO KNOW

The host organization supervisor is the person who will directly supervise a student intern's work with the host organization. The Sullivan internship program requests that the intern have an opportunity to meet with the entrepreneur and/or director of the host organization to allow the intern to gain insight into the leadership demands and challenges of managing an organization that serves the needs of others. The host organization supervisor is expected to provide the student intern with broad exposure to the organization's operations and access to key leaders in the organization (depending on the size of the social venture).

The main goal of the internship is for students to have a meaningful learning experience while contributing value to the organization. We encourage host organization supervisors to have high expectations of the students and their work. In addition to traditional job responsibilities, the Sullivan Foundation requests that interns provide leadership for a specific and reasonable project that will create identifiable and lasting value for the host organization. An identifiable project/portion of a larger project provides students with an additional learning responsibility during the internship. Below is a list of what is expected of host organization supervisors:

- Provide practical experience that supports the student's learning and career goals.
- Create a brief job description that details the intern's responsibilities and project goals.
- Expose student to a variety of facets of the organization (from board meetings to day-to-day operations).
- Orient the intern to the organization.
- Assign tasks, responsibilities and priorities.
- Provide safe and healthy working conditions.
- Monitor and supervise the intern on a daily basis.
- Complete a final evaluation of the intern's work.
- Communicate problems or concerns to the faculty sponsor in a timely manner.
- Assist the student with information about local housing options (when applicable).
- Attempt to attend the final presentation for any intern you have supervised.



DEVELOPING INTERNSHIPS



The end result is a Win-Win situation for all involved – a Win for the host organization, a Win for the student and a Win for the university to serve the universities mission.



A special thank you to the Entrepreneurship for the Public Good program at Berea College for insights into their internship model.

Additional information on developing an internship program is available on the *Sullivan Social Entrepreneurship Internship* program website: <http://sullivanfdn.site-ym.com>.

WHAT FACULTY MENTORS SHOULD KNOW

Each student will have a university-provided faculty sponsor who works with the office of internships on your campus and assists students with securing internship credit. Students are encouraged to communicate on a regular basis with their faculty mentor (if internship credit is requested). The faculty have a wealth of knowledge, experience and resources, and can assist interns with meeting internship objectives.

Faculty sponsors are expected to:

- Assist students with identifying potential internship opportunities;
- Review and provide feedback on applications and resumes before students submit them to potential host organizations and identify initial matches;
- Discuss learning objectives with the student;
- Develop relationships with socially entrepreneurial ventures for student internship opportunities;
- Appreciate the time, effort and risks involved for host organization supervisors in working with interns;
- Prepare and follow through with host organization supervisors in accordance with the Core Elements of Effective Internships (see next section);
- Serve as the primary contact and support for host organization supervisors and students during the internship;
- Serve as the primary liaison with the university's office of internships and abide by their guidelines;
- Work with the departmental sponsor to determine if the internship meets requirements for course credit;
- Work with students to register students for internships;
- Communicate with interns (via phone, e-mail, or online discussion group) on a regular basis throughout the summer;
- Plan to coordinate and attend the final presentation on campus and invite the host organization (if local);
- Evaluate interns' work and coordinate with other faculty to assign grade (where applicable); and
- Mentor and support the intern to achieve the objectives of the internship.



ENGAGING YOUR CAMPUS



Six dimensions of excellence can provide a benchmark for reaching best learning outcomes.



- Teaching and Curriculum
- Research
- Applied Learning and Apprenticeship
- Resources
- Role Models
- Community and Culture

A CROSS-CAMPUS VISION FOR SOCIAL ENTREPRENEURSHIP

Through extensive interviews with successful social entrepreneurs, Ashoka U has identified six dimensions of excellence that allow social entrepreneurship education to achieve the best learning outcomes for aspiring social entrepreneurs and changemakers. By striving for these benchmarks in each dimension identified below, an institution signals its commitment to standing up to the challenge of producing the problem-solvers of tomorrow.

These dimensions are designed to serve as signposts as you work to embed social entrepreneurship into existing institutional infrastructures and create a sustainable social entrepreneurship program.

SIX DIMENSIONS OF EXCELLENCE IN SOCIAL ENTREPRENEURSHIP EDUCATION

1) *Teaching and Curriculum*

- Offer high quality, rigorous courses in social entrepreneurship— if possible, constituting a minor or certificate.
- Integrate concepts of social entrepreneurship into courses in many disciplines.
- Nurture proficiency among a significant number of students in the Changemaker competencies. (see p. 14)

2) *Research*

- Encourage faculty to engage in applied research to advance social entrepreneurship theory and practice.

3) *Applied Learning and Apprenticeship*

- Establish relationships, through the Office of Student Affairs or its equivalent, with social entrepreneurship organizations and companies that recruit graduates for internships and full-time positions.
- Seek out and publicize apprenticeship opportunities for students, emphasizing social entrepreneurship. Possible learning opportunities include social entrepreneurship business plan competitions, an incubator for new social ventures, internships available annually at social entrepreneurship organizations, service learning and civic engagement opportunities focused on root problem analysis.

4) *Resources*

- Create long-term funding for key faculty and staff roles supporting social entrepreneurship. Generally smaller schools have one person who promotes social entrepreneurship on campus, while larger campuses have two or more full-time staff, depending on the size of the initiative.
- Seek out funding for both student and faculty projects.



ENGAGING YOUR CAMPUS

SIX DIMENSIONS OF EXCELLENCE IN SOCIAL ENTREPRENEURSHIP EDUCATION (CON'T)

5) *Role Models*

- Develop 1-5 ongoing relationships with leading social entrepreneurs as role models/mentors.
- Recruit 2-4 role model speakers annually.
- Highlight alumni social entrepreneurs and changemaker role models through events or other channels.

6) *Community and Culture*

- Produce evidence that the culture of the institution attracts, supports and celebrates social entrepreneurs and changemakers.
- Create a social entrepreneurship program advisory council with an executive leadership team that ensures accountability for driving the program towards results.
- Support cross-campus integration and institutionalization of the program, ensuring quality and sustainability across leadership changes.

CASE STUDY MARQUETTE UNIVERSITY

OVERVIEW

As an Ashoka U Changemaker Campus, Marquette University set out specific goals to increase exposure to social entrepreneurship on campus and to engage faculty in teaching social entrepreneurship. Marquette’s case study serves as an example to help you undertake a similar process on your own campus. It is intended to provide you with inspiration to work towards your own goals and jumpstart a social entrepreneurship program at your institution.

ABOUT MARQUETTE UNIVERSITY

To increase awareness and exposure to social entrepreneurship on campus, the Marquette leadership team hosted two Social Entrepreneurs in Residence across two academic years. They introduced “Social Entrepreneur in Action,” a series of presentations and conversations that reached hundreds of students, faculty, administrators, and community members, familiarizing them with social entrepreneurship by hearing concrete examples and stories from Ashoka Fellow Jane Leu of Upwardly Global and Raj Vinnakota of the SEED Foundation. Finally, the leadership tapped into existing university programs, such as the Student Affairs student leadership gathering on “Values and Vocation,” to build connections with existing initiatives across campus.

The key strategy for Marquette’s social entrepreneurship program has been to grow interest organically, avoiding the risk that faculty members perceive the Social Innovation Initiative as a top-down, administrative effort – one to be resisted in the name of faculty autonomy. Marquette’s efforts in this area started with the students; after being inspired by meeting social entrepreneurs and learning about their work and impact, a dedicated student leadership group launched the new Social Innovation & Entrepreneurship Student Organization (SIESO). After just two semesters, this student group had more than 150 members by the end of the academic year in the Spring of 2011.

To meet awareness and exposure goals rapidly and effectively, the Marquette team leveraged this high level of student interest to develop a “3-2-1 Institutional Embeddedness Strategy,” building awareness through a grassroots student movement. This strategy connects groups of three engaged students with two faculty members in each individual college or department, creating small, localized teams to champion social entrepreneurship to peers and colleagues.



CASE STUDY MARQUETTE UNIVERSITY

ABOUT MARQUETTE UNIVERSITY (CON'T)

Jeff Snell, Special Advisor to the President at Marquette University, and leader of the Marquette Changemaker Campus team, shares the following insights about the success of the “3-2-1” strategy:

“We have had real success enlisting students as solicitors of faculty. We issue exclusive invitations to faculty and students for special social entrepreneurship-related meetings and events. This builds alliances and buy-in from the ground up. We are learning how to engage faculty to produce a groundswell of support and commitment.”

This high level of student involvement, in turn, drove faculty interest. Marquette hosted an Ashoka U Faculty Institute with the goal of launching two new courses, and, less than a year later, they have created seven new courses, two modules, and one new certificate program. This is the beginning of a strategic expansion of course offerings that will infuse the curriculum with social entrepreneurship over the next several years.

Marquette is also working to position itself as a nationally recognized convener for social entrepreneurship at the professional level. The University collaborated with Ashoka Fellow Jill Violet of Playworks to develop an executive education seminar for non-profit leaders. In addition, Marquette hosted the 2011 Ashoka Youth Venture Summit, which brought together hundreds of youth from ages 12 to 21 who have started their own social ventures. Embedded within each of these activities are opportunities to engage faculty as mentors and advisors. To view a template faculty engagement plan, see the appendix.

MAKING THE CASE BUILDING SUPPORT

SOCIAL ENTREPRENEURSHIP AT <YOUR UNIVERSITY>

Definitions:

Who are Social Entrepreneurs?

- Social entrepreneurs are people who strive to solve social problems.
- They use innovative, sustainable, scalable, measurable approaches to solving social problems. It is important that social entrepreneurs have a new solution or an approach to an issue that will *change the pattern* in a field, be it human rights, the environment, or any other.
- Social entrepreneurs are transformative forces for their communities, and for the world. They are people with new ideas to address major problems who are relentless in the pursuit of their visions, people who simply will not take no for an answer, who will not give up until they have spread their ideas as far as they possibly can.
- Social entrepreneurs often blend the strategies and tactics of diverse disciplines and industries, using the tools of the business, policy and nonprofit sectors to effect lasting change and to grow solutions to have an impact at the full scale of the problem.

Please feel free to adapt the following form letter to your unique institutional context to help make the case to colleagues for why social entrepreneurship education is needed at your institution.

In addition, be sure to use the *Making the Case for Social Entrepreneurship Education* Presentation that you can download at: AshokaU.org/resources.

TEMPLATE LETTER

The Opportunity at <Your University>

A Boom in Social Entrepreneurship Education, but not Equitably Distributed. In the past twenty years the number of colleges and universities interested in teaching and researching social entrepreneurship has exploded. In 2004, only 20 universities globally had a course in social entrepreneurship. To date, there are more than 125 learning institutions globally who are teaching some aspect of social entrepreneurship, or have dedicated institutes researching the field. The distribution of these opportunities, however, remains concentrated at elite, coastal universities. These institutions reach only a small fraction of our nation's potential future changemakers. <Your University> is in a unique position to expand this impact to reach <Your University>'s <student demographic>, a population that will benefit greatly from increased engagement with the skills, knowledge, and ways of thinking that are embodied by social entrepreneurship.

The Sector Needs Diverse Local Changemakers.

Today, leading social entrepreneurs in the United States are nearly 80% white and 65% male, and a full 80% of them are located on the West Coast or in the Northeast. Most often they are not working in the communities where they grew up. <Your University> has the potential to produce changemakers with roots in the local community, who have innovative solutions to local problems. The diversity of <Your University>'s student body brings new perspectives to the social entrepreneurship sector.

<Insert your institution's comparative advantage/unique contribution here. >



MAKING THE CASE BUILDING SUPPORT

TEMPLATE LETTER (CON'T)

Goals for the Social Entrepreneurship Program at <Your University> this Semester.

A team of students and faculty are working to catalyze more awareness of social entrepreneurship on campus this semester. Our goals are:

<Sample Goals – Insert your own>

Raise Awareness and Map Demand and Interest Institution-wide

- Engage at least <x> students
- Empower at least <x> faculty
- Encourage support from at least <x> administrative leaders

Introduce one new social entrepreneurship course to the curriculum

- Engage at least <x> faculty members interested in developing course
- Request a course-release for the semester to give at least one faculty member time to develop a new course
- Gain approval of course for start in <Semester, Year>

Establish Social Entrepreneurship as a possible career field for <College X> graduates

- Plan and execute career and internship panel
- Advertise and draw at least <x> students to attend panel
- Inspire <x>% of students to express interest in social entrepreneurship as possible career option by <date>

Get Involved: How You Can Help Now

We need the support of faculty, staff, and administrators to meet these goals and to shape, build and grow this program. Below are a few simple ways you can help build the social entrepreneurship program at <Your University>.

- <Sample action items, insert your own>
- Explain Social Entrepreneurship to students in your classes, and encourage them to attend the upcoming events and join our Facebook page.
- Discuss Social Entrepreneurship at your departmental meetings and ask colleagues to gauge student interest, and report it to <Team Coordinator>.
- Share your ideas, questions, and suggestions about how <Your University> can contribute to the field of social entrepreneurship.
- Join the Social Entrepreneurship Taskforce to help define and shape the program.



MAKING THE CASE BUILDING SUPPORT

TEMPLATE LETTER (CON'T)

How You Can Help in the Future

If we decide to pursue a robust and comprehensive social entrepreneurship program, the success of the initiative will rely on highly engaged faculty, administrators and students to lead, build, and implement the program.

We will need any help you can offer in the following areas:

- Introduce courses to the curriculum.
Create curriculum for courses. Teach courses.
- Integrate ideas of social entrepreneurship into classes currently taught, across the disciplines.
- Create and assign class projects that promote social entrepreneurial thinking and skills-building.
- Build long-term relationships with local social entrepreneurs for internships and post-graduate hiring.
- Bring social entrepreneurs to campus to serve as role models for students and faculty.
- Raise funds to support endowed faculty positions, faculty research projects and student internships and projects.
- Produce and publish research that advances the field of social entrepreneurship.
- Actively create and promote a culture of social entrepreneurship on campus and share best practices across campus and with other leading universities.

We welcome your involvement. For more information and to get involved, please contact: <Name, Title, email>. Please join our Facebook page at <Name>. Please learn more about Ashoka U at: ashokau.org and about the Sullivan Foundation's support at: sullivanfdn.site-ym.com.



ASSESSING STUDENT DEMAND



**Institutional decisions
and resource allocations
are often driven by
student demand**



In advocating for a social entrepreneurship program at your college or university it is beneficial to assess student demand. Student interest in learning how to bring social change more effectively is growing nationally and internationally. Presenting evidence of student interest on your campus can be an effective way to drive institutional change and advance social entrepreneurship programming. Please see the appendix for a template student demand survey.

WHAT IS IT?

A template pre and post-questionnaire you can give to students who participate in social entrepreneurship activities: classes, events, workshops, guest speakers, retreats, etc.

WHY IS IT USEFUL?

It allows you to capture the nature and level of student demand and interest in social entrepreneurship. Typically colleges and universities have built social entrepreneurship programs because of student demand. Quantifying and detailing the demand motivates administrators and faculty members, and makes sure that SE programming fits what students want.

HOW TO USE IT?

Before every social entrepreneurship activity, hand out the survey and ask students to fill out the “Pre” side of the questionnaire. At the end, ask them to fill out the “Post” side. Collect and enter results into a spreadsheet, and follow up with those who said they wanted to learn more.

PS: INNOVATE!

This survey is simply a template to help get you started. Make this better, change it up, customize it, and redesign it!



ADVISORY COUNCIL FOR YOUR CAMPUS

TIP: SELECT STRATEGICALLY WHEN RECRUITING YOUR ADVISORY COUNCIL

- Does this person have relevant experience in social entrepreneurship?
- What experience, networks, and resources do they bring?
- Are they good team players and will they keep the institution's best interest in mind?
- Do they have the time to commit to building the program?

“The social entrepreneurship advisory council has a strategic role in creating the vision to help differentiate your institution's program from others in the field.”

If you are ready, a Social Entrepreneurship Advisory Council can provide ongoing guidance on issues of:

- Strategy development and review
- Approval and monitoring of benchmarks, impact assessment, institutional sustainability
- Opportunities and vision to differentiate your university's program from others
- Continual innovation to advance the program

For ease of use, the best practices gathered here have been divided into three areas:

- Identifying and recruiting board members
- Setting and aligning vision, values and goals
- Setting strategic priorities as part of effective meeting practices

IDENTIFYING AND RECRUITING COUNCIL MEMBERS

When launching a new social entrepreneurship program, it is wise to enlist a cross-campus group of faculty, administrators, staff and students who are interested in engaging and supporting the new initiative. With that said, as the center/program matures, the Advisory Council should have majority representation from outside of the university.

The Advisory Council representatives may consist of:

- President, Provost, and/or Deans
- Faculty members
- Department, center, and/or program staff
- Student leaders
- University alumni
- Social entrepreneur practitioners
- Community representatives
- Representatives from other leading social entrepreneurship programs at other institutions



ADVISORY COUNCIL FOR YOUR CAMPUS

SETTING AND ALIGNING VISION, VALUES AND GOALS

Especially in the beginning, an advisory council can be useful to determine a vision and goals for your institution's social entrepreneurship program. The best social entrepreneurship programs exhibit:

- A clear and common vision
- Shared core values
- Measurable strategic goals and priorities

A CLEAR AND COMMON VISION:

All successful social entrepreneurs have a *clear vision* of success. They can clearly articulate the problem they are addressing, and the way the future looks when the problem is solved. They are skilled at rallying others around this alternate future and at convincing others to work together towards this common vision of success. By establishing a common vision, social entrepreneurs leave space for adaptations in their approach and the development of new tactics to respond to shifting challenges and priorities.

THE VISION FOR TULANE UNIVERSITY'S SOCIAL ENTREPRENEURSHIP PROGRAM

Building upon our strengths in civic engagement and service learning, Tulane is developing a university-wide, interdisciplinary program in social entrepreneurship to better understand and create new models for social change. Through a variety of initiatives, the program nurtures and inspires social innovation across campus and beyond. Our vision is to empower the next generation of changemakers to create innovative solutions to our most pressing social challenges.

CORE VALUES:

Setting expectations and building a community around shared norms and values will help to strengthen the commitment of Advisory Council members and the sustainability of the efforts.

Core values can be created and articulated to guide the direction of the social entrepreneurship initiative and the operating procedures of the Advisory Council.

Since committees and councils are inevitably hierarchical and can sap entrepreneurship, a commitment to innovation – constantly adapting to reach the vision – is essential to building a successful initiative.



ADVISORY COUNCIL FOR YOUR CAMPUS

SET STRATEGIC PRIORITIES AS PART OF EFFECTIVE MEETING PRACTICES

The Advisory Council serves as an open forum to share information and to continuously develop and improve the program by establishing and advancing strategic goals. Make sure that the goals set are realistic, attainable, and have a clear timeline. Use your own best practices for facilitating fruitful discussion and meetings, and also consider revisiting the following helpful tips:

- Outline a rough agenda which clearly maps key priorities for the Council, but also allows room for open discussion to emerge.
- Send the agenda out in advance of the meeting and invite additions to the agenda.
- Seek the help of a time-keeper to ensure meetings stay on track and on time. Your Council's time and yours is valuable.
- Use a modified version of the Student Questionnaire in the Appendix and survey your Council to help maintain quality and impact.
- Send a thank you note after the meeting, as well as an executive summary from the meeting, which includes key takeaways and action items.
- Plan for celebration! Be sure Council members receive recognition for their contribution across your campus community.

Duke's Center for the Advancement of Social Entrepreneurship (CASE)

CASE strives to help create an entrepreneurial, effective social sector that is led by individuals and organizations that embody the following core values:

- 1. Focus on Impact**
- 2. Primacy of Mission**
- 3. Private Initiative**
- 4. Blurring of Sector Boundaries**
- 5. Opportunity Orientation**
- 6. Innovation**
- 7. Resourcefulness**



FUNDRAISING FOR YOUR SOCIAL ENTREPRENEURSHIP PROGRAM

In order to build a social entrepreneurship program at your college or university, you'll need access to resources – financial or otherwise. Every faculty or staff member passionate about social entrepreneurship and wanting to build a program at his or her campus faces challenges when trying to access funding. Presenting a clear argument and plan for how funds will be used can help you secure both internal and external resources. In the appendix, we offer you a **fundraising starter kit** that provides some template language for you to use as you draw up your own proposal.

PURPOSE

The fundraising starter kit is designed to accelerate your campus's fundraising by providing sample text and positioning for grant proposals and communications with internal and external potential donors and supporters.

HOW THIS KIT IS STRUCTURED?

This kit follows the outline of a standard grant proposal. Each section provides several examples to emphasize different positioning or outcomes.

- Proposal Overview
- History
- Need
- Program/Solution
- Results and Evaluation
- Request

PS: INNOVATE!

This starter kit is simply a template to help get you started. Make this better, change it up, customize it, and redesign it!



APPENDICES RESOURCES



APPENDIX A: DEVELOPING A SOCIAL BUSINESS PLAN (A TEMPLATE)

This social business plan template can be a great project for a social entrepreneurship class. Developing a sustainable business plan for a social mission based organization is critical to the organizations success. The Social Business Plan can be a nonprofit, for profit or hybrid organization. Exploring a theory of change model prior to writing a social business plan will help a social entrepreneur stay focused on the end impact of the organization.

EXECUTIVE SUMMARY

Value Proposition: Provide a summary of the key elements in the plan.

- Core business concept and opportunity that created the business concept
- The organization's theory of change and end social impact
- The target beneficiaries/customers and how the initiative creates value for them
- The management team's competitive advantage
- Internal infrastructure that will serve the needs of beneficiaries/customers
- A sustainable financial plan to achieve at least breakeven profitability
- Three years of estimated revenues and net income and funding requirements
- An effective model for leveraging community assets
- Estimated quantitative social impact

THEORY OF CHANGE

Value Proposition: What is the end impact your organization seeks to achieve?

The theory of change starts with the social impact your organization seeks to achieve. Creating a theory of change is unique from other processes where you start with a plan and work your way through the plan. Rather, this process begins with identifying the end goal (e.g. to end poverty or to alleviate homelessness), and works backwards toward what transformative change will bring about this end goal. The way in which your organization effectuates this change is your theory of change. Ultimately, all social ventures aim to achieve as much social value as possible. The more social value that is created, the greater the social impact achieved.

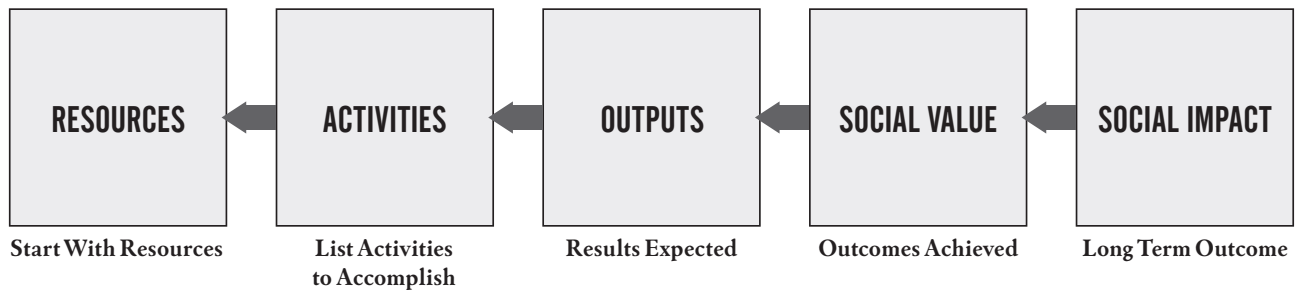
Visually depict your theory of change and write an introduction paragraph explaining the theory of change for your organization.



APPENDICES

RESOURCES

APPENDIX A: DEVELOPING A SOCIAL BUSINESS PLAN



The Theory of Change model was inspired by Carol Weiss (1972) when she demonstrated that small steps lead to long term goal attainment. For more information on the theory of change, go to www.theoryofchange.org

Social Impact: End goal that you want to achieve

Social Value: Outcomes that your organization will achieve to create social value

Outputs: Outputs are the expected results of your organization's activities. Keep in mind that it is important to be able to measure the output (the number of children educated, the number of youth taken off the streets, the number of people employed, children vaccinated, etc.).

Activities: Activities are the things that your organization does to achieve the end outputs (e.g. activities can range from hosting a job fair for the unemployed, training youth on HIV/AIDS awareness, hosting a water sanitation workshop or others).

Resources: Resources needed to accomplish the project can be natural resources (land, water, trees), technological resources (computers), human resources (people), financial resources (money) or informational resources (knowledge).

APPENDICES

RESOURCES

APPENDIX A: DEVELOPING A SOCIAL BUSINESS PLAN

SUSTAINABLE SOCIAL VENTURE MODEL

A sustainable social venture model is how the social venture solves the social problem and does it in a sustainable way. The social venture business model includes the social value proposition; service beneficiaries value creation, management team infrastructure, operations plan, sustainable financial plan, and resource model.

Social Business Opportunity

Value Proposition: How does your organization create value?

- Clear, concise and compelling concept statement that is aligned with the social mission statement
- Compelling social need or problem being solved. Define the “problem” and the “pain” that is being addressed
- Innovative product/service to meet the social need, and the unique product/service benefits and how the organization will continuously adapt the innovation and learn to make improvements
- Value proposition for the social enterprise including benefits to customers, market opportunity, and market potential
- Environmental assessment (economic, legal, political, global, etc.)
- Trends in the industry/region/public policy/technological

Note: At the end of the day, true social impact is defined as the value your venture provides beyond the current status quo (i.e. what would the beneficiaries/community have been without your social venture).

Service Beneficiaries Value Creation and Marketing Plan

Value Proposition: Who are the beneficiaries we create value for and how do we reach them?

- Survey the community and ask the people you are targeting to serve and ask them about their needs and what would be beneficial.
- Target market that will benefit from the product/service (community members, regional beneficiaries or international recipients)
- Customer profile and target market
- Intimate relationship building with beneficiaries and partners
- Unique product/service benefits
- Sustainable competitive advantage and competitor profile (including analysis of current competition and why pain is not being solved by current organizations/competitors and are there opportunities to collaborate)
- Pricing structure including gross margin and potential to breakeven: Can you charge beneficiaries for part of the service provided?
- Promotion of the service and distribution strategy



APPENDICES

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APPENDIX A: DEVELOPING A SOCIAL BUSINESS PLAN SUSTAINABLE SOCIAL VENTURE MODEL

Management Team Infrastructure

Value Proposition: Who will serve the beneficiaries?

- Key management team including experience, expertise and developing an entrepreneurial culture
- Include employee needs, skills and qualifications and passion for the social mission and job descriptions as appropriate
- Ownership structure, Board of Directors and reporting structure
- Key stakeholders: funders, clients, employees, volunteers, community
- Volunteer management, training and development
- Strategic partnerships, collaborations and synergies
- Address the accountability to constituencies served by the organization
- Discuss legal structure. In the United States: For profit: C-corp, S-corp, LLC, partnership/sole proprietorship. Social: B-Corp, L3C Nonprofit: 501c3, others.

The Internal Infrastructure Plan

Value Proposition: How can we do what we do better?

- Operating structure, processes, policies and procedures
- Flow of operations, operations visual flow chart to show how the product or service is produced and delivered to the customer
- Production schedule
- Technology improvements, research and development and other information sources
- Milestones to launch operations

Building a Sustainable Financial Plan

Value Proposition: How do we make money/breakeven?

- Overview of the financial information
- Initial investment required (startup capital)
- Funding sources: potential grants, donations, fundraisers, special events, earned income, developing an endowment, investment/patient capital, unconventional funding sources (i.e. bootstrapping)
- Sales/service forecasts and potential income from beneficiaries
- Profit potential/ability to breakeven
- Financial statements (including assumptions): income statement, cash flow statement, balance sheet (3 years), ratio analysis



APPENDICES

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APPENDIX A: DEVELOPING A SOCIAL BUSINESS PLAN SUSTAINABLE SOCIAL VENTURE MODEL

Galvanizing Resource Model

Value Proposition: How do we do more with less?

- Mobilize resources: natural resources, technological, human, financial or informational resources
- Identify social/community assets
- Empower/engage beneficiaries in the value created
- Develop a social network, strategic alliances, and partnerships

Social Impact Plan

Value Added: How much social value can your organization create?

- Social and environmental impact goals for meeting the organization's social mission (look at how your organization will address economic development, community involvement, environmental practices, fair governance, hiring and workplace practices, sourcing and supply chain that will help you achieve your social mission)
- Collecting and using measurement data including direct impact, indirect impact and systematic impact
- Performance metrics: social return on investment, triple bottom line including 3P's of people, profit, planet, etc. (Note: include key assumptions in your assessment of how you will achieve these goals)
- Impact levels: local, regional, national, international
- Scaling social impact: both depth and breadth
- Dissemination, sharing of knowledge, replication
- Milestone measurements
- Note: the Global Social Venture Competition has a number of impact assessment guidelines that maybe helpful to review, go to www.gsvc.org

Created by Debbi D. Brock, Anderson University and was designed to be similar to the requirements for the Global Social Venture Competition.



APPENDICES

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APPENDIX B:

Please see page 52 for a description of how to use the Student Demand Survey.

STUDENT PRE-QUESTIONNAIRE

Your year in school: 1st Year Soph. Jr. Sr. Grad

Are you a transfer student: Yes No

1. What is your current or expected primary field of study or degree program?

2. I know the difference between social entrepreneurship and charity

1	2	3
Not at all	Somewhat	Very Much

3. I would be able to explain the difference between a traditional (commercial) entrepreneur and a social entrepreneur.

1	2	3
Not at all	Somewhat	Very Much

4. Upon graduation, if I could earn the same salary and job security at any of these places, I would:

- Work for a traditional for-profit company
- Work for a nonprofit organization
- Work for the government
- Start a company with the primary purpose to make a profit
- Start a company/organization with the primary purpose to benefit society
- Start a company/organization with the purpose to make a profit and benefit society
- Work for a company/organization with the purpose to make a profit and benefit society

5. How interested are you in learning more about social entrepreneurship while on campus?

1	2	3
Not at all	Somewhat	Very



APPENDICES RESOURCES

APPENDIX C: STUDENT POST-QUESTIONNAIRE

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
I know the difference between social entrepreneurship and charity.	5	4	3	2	1
I would be able to explain the difference between a traditional (commercial) entrepreneur and a social entrepreneur.	5	4	3	2	1
<p>Upon graduation, if I could earn the same salary and job security at any of these places, I would: (select all that apply)</p> <p> <input type="checkbox"/> Work for a traditional for-profit company <input type="checkbox"/> Work for a nonprofit organization <input type="checkbox"/> Work for the government <input type="checkbox"/> Start a company with the primary purpose to make a profit <input type="checkbox"/> Start a company/organization with the primary purpose to benefit society <input type="checkbox"/> Start a company/organization with the purpose to make a profit and benefit society <input type="checkbox"/> Work for a company/organization with the purpose to make a profit and benefit society </p> <p>What did you find most valuable from this class session or workshop?</p>					
If I were going to focus on solving a problem facing society, my focus would be: (please circle one)	Local	State	National	Global (outside US)	
If I were going to focus on innovation for social impact, the area that most interests me is: (please circle one)	Civic Engagement	Economic Development	Environment/Sustainability	Health and Wellness	
Other (write in): _____	Human and Civil Rights	Migration/Immigration	Technology for Social Impact	Other (write in): _____	
<p>Would you like to be more involved with social entrepreneurship activities on campus? (circle)</p> <p>If yes, please leave your name, email address and phone number:</p>	Yes	No	Name	Email	Phone



APPENDICES RESOURCES

APPENDIX C:

[YOUR COLLEGE OR UNIVERSITY'S] FACULTY ENGAGEMENT PLAN (A TEMPLATE)

Overview of the Faculty Engagement Plan at [Your College or University]

This document outlines a plan to fully launch and distinguish [Your College or University]'s Social Entrepreneurship Initiative by engaging deans and faculty across disciplines to develop course modules, build skills in teaching social entrepreneurship, and develop and produce cutting-edge research. Building on the strength of early demand for social entrepreneurship at [Your College or University], this plan seeks to further differentiate and position [Your College or University] as a national university leader in cross-disciplinary, cross-campus, integrated social entrepreneurship education.

- Current Opportunities for Social Entrepreneurship at [Your College or University]
- [Your College or University] has many key assets to leverage to play a leadership role in social entrepreneurship education in the United States.
- Surveys show that the majority of administrators at [Your College or University] are interested in social entrepreneurship for their [college/school] and are looking for immediate, concrete ways to engage administrative staff and faculty.
- Lessons learned from other universities indicate the need to engage faculty from across the entire institution at the outset to prevent silos of social entrepreneurship in select [colleges or schools] and to encourage cross-disciplinary collaboration and curriculum development.

Objectives and Tactics for Faculty Engagement

Our Faculty Engagement Plan for the upcoming academic year focuses on two key goals.

Goal 1: Expose [number]% of the faculty to the Social Entrepreneurship Initiative

One of our primary goals is to expose faculty to the vision of the Social Entrepreneurship Initiative, update them on progress to date, gain their insight and support, share the annual goals and make clear the ways in which they can engage.

- *Outreach to Deans and Department Chairs*
Through visits to academic leadership meetings and one-on-one discussions, we seek to expose the entire academic leadership to the Social Entrepreneurship Initiative. We plan to ask the Deans to host a short presentation about social entrepreneurship at one of their department chair meetings. This will allow us to customize the message of the possibilities available through social entrepreneurship for that particular school.
- *Visit [number] departmental staff meetings to engage with broad groups of faculty.*
We plan to ask the Department Chairs to host a short presentation about social entrepreneurship at their faculty meetings, spreading the awareness of the initiative and positioning the Chairs as leaders for faculty engagement.
- *Invite faculty to join sessions to discuss social entrepreneurship.* We will invite faculty at departmental meetings to join the *Intro to Teaching Social Entrepreneurship* and other sessions. These sessions require a low time commitment for faculty to learn more about social entrepreneurship and its application to an academic institution.



APPENDICES RESOURCES

APPENDIX C:

[YOUR COLLEGE OR UNIVERSITY'S] FACULTY ENGAGEMENT PLAN (A TEMPLATE)

Goal 2: Engage at least [number] faculty in teaching Social Entrepreneurship

The first year of developing a culture of social entrepreneurship on campus is critical to building faculty interest in teaching courses in social entrepreneurship, and for adding modules to existing courses. Our program needs to be rooted in the academic experience, and it should seek to expose as many students as possible to opportunities for changemaking.

- *Host an Intro to Teaching Social Entrepreneurship Session*
Following up the departmental staff meeting visits, we will host a session to orient faculty to upcoming opportunities to teach social entrepreneurship, and to provide them with current University's curricula, as well as Ashoka U's Teaching Resource Guide and Faculty Resource Handbook.
- *Provide Professional Development Experiences*
To further incentivize faculty engagement with social entrepreneurship, we will bring a small group of faculty interested in social entrepreneurship to the Ashoka U Exchange in February.

IV. Proposed Outcomes

At the end of [Academic Year], we expect to have achieved the following:

- All academic leadership (Deans and Department Chairs) exposed to the Social Entrepreneurship Initiative
- [Number] % of faculty or [number] individuals exposed to the initiative
- Two new social entrepreneurship courses launched
- [number] opportunities to highlight [Your College or University]'s emerging leadership in the field of cross-disciplinary social entrepreneurship education, including conferences, media and awards.
- Timeline
- Roles

timeline

AUGUST	Plan presented, discussed and approved
SEPTEMBER	Outreach to Deans and Department Chairs
OCTOBER	Department staff meeting visits
NOVEMBER	Intro to Teaching Social Entrepreneurship - Session Faculty groups formed
DECEMBER	Faculty participate in Faculty Institute
FEBRUARY	University's delegation to attend Ashoka U Exchange conference
MAY	Recognize Social Entrepreneurship Progress at commencement



APPENDICES RESOURCES

APPENDIX C:

[YOUR COLLEGE OR UNIVERSITY'S] FACULTY ENGAGEMENT PLAN (A TEMPLATE)

The following individuals and groups will be involved in executing this plan and achieving the proposed outcomes.

- **Provost** will host a short social entrepreneurship presentation at a Deans meeting.
- **Deans** will ask Department Chairs to host a short presentation at a faculty meeting.
- **Department Chairs** will host and introduce a short presentation at a faculty meeting.
- **Faculty** will participate in introductory sessions and faculty institute.

Social Entrepreneurship Leadership Team will coordinate and deliver all of the presentations and intro sessions and will serve as assistants and coordinators for the faculty groups. This team may include both faculty and student leaders.

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APPENDIX D: CORE ELEMENTS OF EFFECTIVE INTERNSHIPS (A TEMPLATE)

Core Elements of Effective Internships

Planning

- Meet with host organization early to discuss needs, expectations, goals and plans.
- Set goals for service and learning.
- Spell out roles for everyone.
- Determine length of commitment.
- Identify faculty and staff liaisons.
- Provide contact information.
- Discuss academic requirements.
- Determine important dates.
- Clarify final products.
- Discuss evaluation process.
- Discuss student orientation plan.
- Recognize limitations and differences.

Orientation

- Understand organizational and community contexts.
- Prepare students adequately before engagement begins.
- Discuss behavior, dress and confidentiality issues.
- Orient students on community sensitivity issues.
- Discuss discrimination and other potential problems.
- Help organization to understand how the project fits with learning objectives.
- Determine who is responsible for project costs, including binders or materials required by academic sponsors.

Communication

- Develop trust and ability to communicate honestly.
- Allow flexibility when needed.

Agreements

- Formalize process by having a written agreement.
- Have a clear project plan.

Evaluation

- Discuss evaluation at start of project.
- Provide opportunities for both formal and informal feedback.

Source: Georgia Tech Division of Professional Practice.



APPENDICES RESOURCES

APPENDIX E: FUNDRAISING STARTER KIT (A TEMPLATE)

A. Proposal Overview

This section concisely summarizes the purpose of the proposal, and clearly articulates your vision, mission, request, time period for grant, and expected results.

Proposal Overview and Summary: [Your University] Catalyzes a Generation of Changemakers Through Social Entrepreneurship Education Example: (Campus Vision for Leadership in SE Education)

Addressing many of today's most pressing challenges – from climate change, to government deficits, to poverty both in the U.S. and globally – will be the job of tomorrow's leaders. Our society needs to seek new and innovative solutions to these persistent problems. Universities in the US, traditionally tasked with training the next generation of leaders, need to create an environment that encourages risk-taking and innovative thinking, teaches the skills of changemaking, and inspires students to become future innovators for the public. [Your University] has embraced this challenge and has committed itself, in partnership with Ashoka U and the Algernon Sydney Sullivan Foundation to becoming a leading institution for social entrepreneurship and to setting an international standard for excellence in social entrepreneurship education.

With this proposal we are respectfully requesting \$X in support from the [X Foundation]. This grant will support our Campus Social Entrepreneurship Initiative, enabling us to integrate quality curriculum across disciplines and schools, produce applied research to advance the field, and supply applied learning opportunities for our students. Over the next three years, your support will enable us to build a social entrepreneurship program that is regarded as an example of excellence for other universities and colleges and one that produces generations of skilled, passionate and inspired changemakers for society.



APPENDICES

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APPENDIX E: FUNDRAISING STARTER KIT (A TEMPLATE)

B. Organizational History

This section clearly needs to state when, how and why the program started. It can give current data on the present size and scale of the program.

Example: Campus Level History

Over the past two years we have worked to develop and build a Social Entrepreneurship program at X University. In 2008 we taught our first course in Social Entrepreneurship, out of our College of Business. This class was oversubscribed, with more than 50 students registered for the waitlist. In 2009 we began partnering with Ashoka U and their network of practitioners to create a number of applied learning programs and projects to supplement the classroom social entrepreneurship instruction. We enter into the 2010-2011 academic year with a robust three year strategic plan, more than 25 faculty involved across schools and disciplines and two full-time staff members for the program. Our vision is to capitalize on the momentum of the past two years to build a best in class social entrepreneurship education program, and to institutionalize social entrepreneurship across the core curriculum and culture of the university.

C. Need

This section clearly articulates the problem, gap or need. It is best to focus solely on the problem, using supporting data and examples, and to wait until the next section to introduce your solution.

Statement of Need: Global Problems Demand that Universities Teach Problem-Solving and Changemaking

Example: (Global context of Need/Sector-level Need Statement)

As world citizens, we face pressing social challenges of an unprecedented scope and scale: challenges that require the skills, passion and commitment of social entrepreneurs to solve. Universities have an essential role to play in growing the next generation of social entrepreneurs that is more diverse and robust than today's elite corps.



APPENDICES

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APPENDIX E: FUNDRAISING STARTER KIT (A TEMPLATE)

In the past twenty years the number of universities interested in teaching and researching social entrepreneurship has exploded. In 2004, only 20 universities in the U.S. had a course in social entrepreneurship. Today there are more than 89 academic institutions in the U.S. and 122 internationally that offer courses on social entrepreneurship. Despite the increased interest, as a sector, academia is grappling with how to access the knowledge and resources needed to integrate social entrepreneurship into a college educational experience:

Universities and colleges lack access to best practices in social entrepreneurship education, creating barriers to quality and effectiveness, and lengthening the time required for program development, implementation and institutionalization.

Faculty members struggle to define pedagogical methods for teaching social entrepreneurship, a subject that emphasizes practice. Educators also suffer from a dearth of quality curricula, and researchers become discouraged when academic journals do not know how to evaluate applied research on social entrepreneurship.

Students lack exposure to social entrepreneurship as a concept or career choice. Even those who know about social entrepreneurship, and are interested to learn more, currently find few courses, activities or role models on campus and limited opportunities for applied learning and internships with leading social entrepreneurs.

Example: Sectoral Need: Higher Ed needs transformation

Higher education, like other industries such as manufacturing and journalism, is experiencing a crisis. In a rapidly changing and highly connected world, universities and colleges are struggling to train students in a way that keeps up with advances in technology, science and globalization. At the same time, with the high cost of higher education, students demand a different college experience, one that provides immediate relevance for future career goals and earning potential, as well as their values and goals. While the culture of universities is generally one of preserving tradition, the current reality requires institutions to innovate: to practice continual adaptation and to create new ways to teach students the skills demanded by today's global labor market.

Example: Regional Level Need (Southeastern US, as example)

Our region faces pressing social challenges of a seemingly intractable nature, and on an unprecedented scope and scale. From rural poverty to inadequate jobs, issues of transportation to infrastructure, and an educational system that results in a literacy rate lower than the national average, our region needs innovative ideas and solution-focused entrepreneurial leaders to move forward. Social entrepreneurship offers an opportunity and a vehicle for us to tackle many of these problems and universities and colleges bear the responsibility for training leaders who can act as social entrepreneurs. However, social entrepreneurship as a force for positive change and problem-solving has not yet reached our region in a significant way. Out of 130 US Ashoka Fellows, widely considered leading social entrepreneurs, only three are currently working in our region, two in North Carolina and one in South Carolina. There are no universities or colleges in our region that offer a comprehensive program in social entrepreneurship. As a result, our region's ability to produce our own changemakers is severely limited.

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APPENDIX E: FUNDRAISING STARTER KIT (A TEMPLATE)

D. Solution/Program

This section must clearly answer the question, ‘What does your program do?’ It can also describe your comparative advantage and how your program is different from others.

Program Description: Supporting Universities to Set International Standard of Quality

Example One: Ashoka U Solution

Note: This may be most useful for internal reports and proposals.

Ashoka U’s Changemaker Campus Initiative employs three key strategies: Set and Disseminate Standard of Excellence in SE Education, Target and Select Diverse Universities to Provide Leadership to Set the Standard, Provide Products, Services, Network and Expertise to Produce and Institutionalize Quality SE Programs.

Set and Disseminate Standard of Excellence

Ashoka U has worked with its consortium of campuses, fellowship of leading social entrepreneurs and network of academic advisors, industry experts and philanthropic leaders to research, develop, and set the standard for social entrepreneurship education through the six Elements of Excellence. The Elements serve as a roadmap to both embed social entrepreneurship into existing student and faculty infrastructure, as well as create a new institutional home for social entrepreneurship at their university. It also encourages leading universities to contribute new and innovative approaches to the field.

Target and Select Diverse Universities to Provide Leadership to Set the Standard

Ashoka U recognizes that for social entrepreneurship to take hold on campuses across the country, there must be institutions that are willing to provide leadership and to provide an example of excellence. Ashoka U selects universities that are committed to creating an integrated, cross-disciplinary, cross-campus, innovative and high quality social entrepreneurship program.

Products, Services, Network and Expertise to Produce Quality Social Entrepreneurship Programs

Ashoka U works with each campus to hone their vision, assess the current state of their Social Entrepreneurship program and advance progress toward excellence. We do this by providing products, services, network and expertise that advances each of the Elements of Excellence. We focus on areas that particularly require the application of practice to theory, drawing on the experience with and access to our global network of leading social entrepreneurs.

In addition our work with the individual campuses, Ashoka U facilitates the sharing of best practices, collaboration, and the dissemination of innovations across the Changemaker Campus Consortium.



APPENDICES RESOURCES

APPENDIX E: FUNDRAISING STARTER KIT (A TEMPLATE)

E. Results and Evaluation

This section is the place to detail quantitative and qualitative results, and progress on long-term change milestones.

Example: Campus-Level Results

Note: This example may be useful for shaping internal reports/proposals.

The objective of X University's first year of a Social Entrepreneurship Education Program was to generate and assess student and faculty interest, establish social entrepreneurship as a viable career field for our graduates, and lay the groundwork for future social entrepreneurship education and programming. We exceeded all of the goals we set for the inaugural year of the program.

I. Assess and Map Demand and Interest

Goal: Engage at least 300 students

Result: Surveys collected from nearly 400, with an estimated additional 25-50 engaged. 108 joined our Facebook fan page, "Social Entrepreneurship at X University".

Engaged is defined as: participated in a classroom visit, attended a workshop, attended an event, made individual inquiries to the SE team, or attended office hours with our Social Entrepreneur in Residence.

Goal: Engage at least 20 faculty

Result: More than 27 faculty engaged across three departments.

Engaged is defined as: Hosted a social entrepreneur classroom visit; participated in an event; attended informational meeting.

II. Establish Social Entrepreneurship as a Career Field

Goal: Plan and execute SE career panel and internship fair attended by at least 100 students.

Result: Successful event on March 11th. 106 students attended, plus 24 others, including faculty, staff and community members.

Goal: 25% of students express interest in SE as possible career option

Result: 70% of student responders indicated they were "strongly" interested in SE as a career. 30% responded that they were "somewhat" interested.



APPENDICES

RESOURCES

APPENDIX E: FUNDRAISING STARTER KIT (A TEMPLATE)

F. Request

This section needs to ask for a specific amount of funding, designate the time period, activities/roles funded and state the result/outcome of the investment.

Request: \$50,000 Seed Funding to Transform X University into a Hub of Social Innovation

Example: Campus Level Investment (General Operating Support)

Note: This can also be useful for internal fundraising

We are requesting \$50,000 in unrestricted seed funding to launch our campus-wide social innovation and entrepreneurship initiative. This grant will support two years of activities to catalyze new courses on the curriculum, build a team of faculty, staff, and students to create new teaching, research and applied learning opportunities, bring leading social entrepreneurs to campus to inspire the campus and local community and to produce tangible progress toward X University becoming a leader in social entrepreneurship education. In addition, this funding will be leveraged with private foundation grants and major donor support, as we work to raise \$1M to institutionalize social entrepreneurship at X University to ensure generations of future social entrepreneurs and changemakers. We look forward to working with you to launch and grow this exciting initiative.

Request: \$50,000 for three years of Social Venture Incubation

Example: Campus Level Investment (Project Support)

We are requesting \$50,000 over the next three years to catalyze, develop, incubate and launch double bottom line social ventures—businesses that measure their performance not only by their profitability, but also by their social impact. This grant will support the three key components of X University's Social Venture Incubator: an interdisciplinary course called the Social Venture Workshop; a Social Venture Business Plan Competition, along with incubation and coaching services for early stage ventures. Through this program, we engage not only students, but also alumni and community members who are eligible for participation. Over the course of three years, we expect more than 1500 individuals and 100 venture ideas to benefit from our program. The result is that we are bringing a spirit of local innovation to the community, and the support for aspiring entrepreneurs to hone skills and build their network to support current and future social venturing. In addition, your grant support will be leveraged by corporate sponsorships and an earned revenue model that will generate 50% of the program expenses. We are excited about the opportunity to work with you on this project and look forward to partnering to increase social entrepreneurial activity in our community.



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APPENDIX E: FUNDRAISING STARTER KIT (A TEMPLATE)

F. Request (con't)

This section needs to ask for a specific amount of funding, designate the time period, activities/roles funded and state the result/outcome of the investment.

Request: \$5,000 for three years for SE Curriculum Integration Project.

Example: Campus Level Investment (Departmental Support)

We are requesting \$5,000 a year, \$15,000 total, in support from the Provost's office for the Social Entrepreneurship Curriculum Integration Project. To deliver on our commitment to train and develop our students as future changemakers and social entrepreneurs, we seek to integrate concepts of social entrepreneurship into core curricula across all academic disciplines. Our pilot phase is focused on the School of Liberal Arts, Communications and Business. Seed funding from your office will enable us to provide stipends to three faculty members to develop social entrepreneurship modules for their School and oversee its integration into the core curricula. We will be seeking at least \$50,000 in outside foundation and donor support to leverage yours, and to fund phase 2, which will produce the same result for the remaining academic disciplines. With your support, by 2015 full curriculum integration will be achieved and our university will be among the first to achieve campus-wide excellence in social entrepreneurship education, our alumni will distinguish themselves as future problem-solvers and innovators for society.



APPENDICES

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APPENDIX F: FAMILY FOUNDATION RESEARCH ACTIVITY

Goals:

- To gain practice researching a foundation that does not have a website
- To make a determination about fit with your campus goals
- To make a determination about an appropriate grant request amount

Why Research Family Foundations?

- Many family foundations have significant assets... and no website. You need to look further to learn about their assets, giving patterns and priorities.
- The best predictor of where a foundation will give is to look at where they have given.

Getting Started:

For the purposes of this exercise you will research the Ann and Robert Lurie Foundation.

Step 1: Please go to the to the Foundation Center website:
www.foundationcenter.org. In the middle of the page, it says Find Funders.

Step 2: Enter Foundation Name: Lurie.
This brings up multiple Lurie Foundations in multiple states.

Step 3: Click on Lurie Foundation, Ann and Robert H.

FOUNDATION NAME	STATE
Fifth Foundation, The	IL
Green and Blue Foundation	IL
LMNO Foundation	IL
Lurie Foundation, Louis R.	CA
Lurie Foundation, Jessie	IL
Lurie Foundation, Inc., Helen & Rita, The	NY
Lurie Foundation, Elizabeth Ann	IL
Lurie Foundation, Inc., Connie and Bob	DE
Lurie Foundation, Ann and Robert H.	IL
Lurie Foundation, Abigail Blue	IL

This gives you some basic information about their foundation. Note that their total assets are more than \$31 Million: \$31,881,800 and their Total Annual Giving: \$14,989,877. Today, many Family Foundations have significant funding resources as in this case with \$31 Million.



APPENDICES RESOURCES

APPENDIX F: FAMILY FOUNDATION RESEARCH ACTIVITY

Fill in the table below with any grants that you think were made to organizations/projects similar to yours or for purposes similar to yours. Make a note about why you think it is a fit.

ORGANIZATION	AMOUNT	NOTES ABOUT RELEVANCY/FIT
EX: Human Rights Watch	\$175,000	Our program combines SE, human rights and global affairs.

Step 4: Annual Foundation Return

Now see the 990 category at end of page. This is their annual foundation tax return. Click on 2008. http://dynamodata.fdncenter.org/990pf_pdf_archive/363/363486274/363486274_200812_990PF.pdf

Step 5: Trustees

Scroll to page 18. This is their list of board members/trustees. Do you know any of them? A direct introduction to a trustee is always the best first approach, when possible.

Step 6: Past Giving

Scroll to page 19. This is where they list the grants they made in 2008. The list starts with Access Living, \$5,000. The best predictor of your likelihood in getting funded is whether they funded organizations or projects like yours in the past.

Step 7: Grant amount range

Enter in notes about the range in grant amount.

Example:

Lowest: \$5,000

Highest: \$2.9M

Several grants in the \$20K, \$25K, \$30K range.

Step 8: General Priorities/Types of Grants

Enter in observations about the kind of organizations supported in 2008.

Example:

Art and Art Museums

Public health, health –related (AIDS/Infant)

Public Radio

Public institutions (Library/Museum)

Africa

Step 9: Assessment

Make assessment about level of fit for your organization.

Example: Unlikely. We do not seem to fit squarely into their interest areas. We are not that similar to institutions and organizations they

Step 10: Application Instructions

If above was a fit, look for grant application instructions.

However, this Foundation did not give any instructions.

In this case, you could send a letter to the President of the Foundation, at the address noted on the first page.





ABOUT ASHOKA

Ashoka envisions an Everyone a Changemaker™ world. A world that responds quickly and effectively to social challenges, and where each individual has the freedom, confidence and societal support to address any social problem and drive change.

WHAT IS ASHOKA U?

Ashoka U is a program of Ashoka: Innovators for the Public. The idea for Ashoka U emerged from the realization that 2,500 Ashoka Fellows were not going to be enough. With the rate of global change on exponential rise, we need more social entrepreneurs and changemakers across all of society.

WHY ASHOKA U?

Launched in 2005, Ashoka U works to strengthen social entrepreneurship in higher education by disseminating key knowledge and resources, recognizing innovation, and facilitating collaboration between institutions of higher education, and with social entrepreneur practitioners.

To date, Ashoka U has connected with nearly 600 colleges and universities globally to spark a dialogue about how higher education can better prepare the next generation to solve the global challenges of our time. In this work, administrators, professors, staff, and students have emerged as the key partners to make our vision a reality.

ASHOKA U IS DEDICATED TO TRANSFORMING THE EDUCATIONAL EXPERIENCE INTO A WORLD CHANGING EXPERIENCE



FEEDBACK WELCOMED & ENCOURAGED ABOUT



We want your feedback!

We encourage you to offer feedback to the Sullivan Foundation at admin@sullivanfdn.org and ashokau@ashoka.org.

ALGERNON SYDNEY SULLIVAN FOUNDATION

Our Mission

Since 1934, the Algernon Sydney Sullivan Foundation has taken as its primary mission the inspiring of young people to lead lives of integrity, characterized by service above self and service to the community. The Foundation has sought to accomplish this goal in two ways: 1) through awarding scholarships to deserving college students and 2) through presenting awards to graduating college seniors who have distinguished themselves in service to others and service to the community.

Algernon Sydney Sullivan and Mary Mildred Sullivan Award Program

The Algernon Sydney Sullivan and Mary Mildred Sullivan Awards were created to honor two upstanding citizens, husband and wife, who lived lives of exemplary service in New York City in the late 1800s. The awards are given annually by the Algernon Sydney Sullivan Foundation to recognize individuals whose “nobility of character” and dedication to service sets them apart as examples for others.

The Algernon Sydney Sullivan Foundation facilitates annual awards on 54 college and university campuses, mostly in the Appalachian region of the southeastern U.S. Participating colleges and universities may present the awards to students and to alumni or community members who meet the award criteria. Sullivan awards are highly prized, and over the years have been bestowed on a diversity of people who have proven their ability to live up to the standards set by this honor. Past recipients of the Algernon Sydney Sullivan or Mary Mildred Sullivan Awards range from Eleanor Roosevelt to Fred Rogers, noted star of children’s television.

Our New Initiative: Service & Social Entrepreneurship Program

Recently the Foundation chose to expand its programming and furthering its mission by actively engaging students and faculty to explore their role in addressing and solving social problems. The Foundation developed The Sullivan Foundation’s Service & Social Entrepreneurship Scholars Program, in partnership with Ashoka U, to encourage young people to become agents of change in the social sector.

The Foundation is committed to encouraging and supporting colleges in the southeast to become enabling environments for social entrepreneurship and changemaking. Together with Sullivan college partners, the Sullivan Foundation seeks to engage young people to pursue social entrepreneurial opportunities, leverage resources, create social value, and become agents of change in the social sector. The result will be a generation of leading Southern problem-solvers and a stronger, more vibrant and equitable Appalachian region.



ASHOKA 

The word "ASHOKA" is written in a bold, dark blue, sans-serif font. To its right is a logo consisting of a white letter "U" inside an orange square that is tilted slightly to the right.