



Onward: Accelerating the Impact of Social Impact Education

...

Dedicated to the memory of Dr. Pamela Hartigan

...

Skoll Foundation

Sally Osberg, President and CEO

Sandy Herz, Director of Global Partnerships

Skoll Centre for Social Entrepreneurship, Saïd Business School, University of Oxford

Dr. Pamela Hartigan, Director

Daniela Papi-Thornton, Deputy-Director

The Bridgespan Group (authors)

Susan Wolf Ditkoff, Partner and Co-Head, Philanthropy Practice

Alison Kelley, Manager

Jeff Bradach, Co-Founder and Managing Partner

Special acknowledgments to Peter Tufano, Dean, Saïd Business School; Georgia Lewis of the Skoll Centre;

Vince McPhillip and Bowen Zhang of The Bridgespan Group; and Renee Kaplan, Chief Strategy Officer, Skoll Foundation

Preface



SALLY OSBERG

President and CEO of the Skoll Foundation

AS WE PREPARED TO WRAP UP THIS REPORT, we received the heartbreaking news that our colleague Pamela Hartigan had lost her battle with cancer. Together with friends and fellow travelers the world over, we mourn the passing of the remarkable woman whose leadership in the field of social entrepreneurship was in a class by itself.

You will understand why, a few days after Pamela's passing, I scrapped the introduction I'd written. Instead, it felt right to reflect here on what was important to Pamela and her colleagues and to me and our team at the Skoll Foundation. Answering those questions about the role that Centres based in academic institutions can play for change-makers at all stages, for their allies and champions, for students, investors, academics, and anyone driven to learn more about the global phenomenon we know as "social entrepreneurship"—was what propelled us on this learning journey.

Founded in 2003 by the Skoll Foundation in partnership with Oxford University's Saïd Business School, the Skoll Centre for Social Entrepreneurship was not the first academic Centre of its kind. But its creation was catalytic, as first dozens and then hundreds of similar institutions sprang up all over the world.

When we ask ourselves about the reasons for this proliferation, we need not look beyond the obvious. It's all too clear that the challenges confronting humanity and the planet are fast outstripping the capacity of institutions across all sectors—government, business, and civil society—to solve them. At the same time, growing numbers of young people, enlightened leaders, and citizens around the world are signaling that they are

not content to stand by and wring their hands. Instead, this wave of talent is demonstrating both the creativity and the resolve needed to tackle what threatens us all.

It's this groundswell of innovation and determination, which can be seen in every corner of the planet—in well-established private and public organizations, and in entrepreneurial ventures at all stages—that speaks to an unprecedented opportunity for education.

Will educators and their institutions seize this opportunity? Can they re-tool their curricula, reconfigure their pedagogical practices and re-make their structures fast enough to meet the demand of students determined to align their career and life choices with the imperative to make a meaningful difference in the world?

Centres like the Skoll Centre and its many sister organizations are prepared to help enable the change demanded by the urgent problems of our time. The choices we make to support this burgeoning movement of change-makers matter. Thus, our purpose here is to highlight both the current "state" of Centres like ours and to encourage us all to seize this moment, to take stock of our challenges and this unprecedented opportunity. The clock is ticking, with no time to lose.

With that imperative in mind, we dedicate this report to the memory of Pamela Hartigan. Her vision for bringing the force-multiplier of entrepreneurial talent to the world's problems can be felt on every page.

Onward!

A handwritten signature in black ink that reads "Sally Osberg".

skoll
FOUNDATION



PAMELA HARTIGAN

Director of Skoll Centre for Entrepreneurship

IT'S BEEN MORE THAN SEVEN YEARS SINCE I BECAME DIRECTOR OF THE SKOLL CENTRE

at The University of Oxford's Saïd Business School. Despite having a PhD, I never thought I would be pursuing entrepreneurial activity within an 800 year-old academic institution, particularly after closely working with some of the most accomplished, relentless social entrepreneurs of our time. But in 2009, it was clear that around the world, there was a groundswell of interest to accelerate solutions to what were seemingly growing economic, social, and environmental problems. So why business school? I am well aware that these problems are not solved by business alone—but having spent the previous eight years working in the shadow of the World Economic Forum as managing director of the Schwab Foundation, I was acutely aware of the power of business to have a profound transformational impact.

There was just one problem: traditional business is generally not interested. To be sure, there are some exceptional visionary businesses leaders. But my bet is on the future CEOs—those currently enrolled in MBA programmes who march to a different drummer than “maximizing shareholder value.” So far, this bet has been paying off—even if we have a long way to go. Our MBA students now cite the Skoll Centre as one of the key reasons for coming to Saïd. And the transformations that are taking place within the business community have enormous promise. There is a fortuitous virus that is “infecting” an increasing number of young adults and mid-level professionals who want to pursue careers with positive social impact, and we are excited to be part of the collective pathogen of learning institutions that are highlighted in this report.

But how much faster can we spread this collective virus, given the inertia that characterizes academic institutions? First of all, we have to do much better following our graduates' career paths. The Skoll Centre has certainly done this since 2004 for its community of 60 Skoll Scholars, but there are now hundreds of other Saïd students who go on to do incredible social change work either as entrepreneurs or intrapreneurs. We don't know enough about the trajectories of this larger group. How can we understand our impact on students—and their impact on the world—if we don't know what that impact is beyond a year after graduation?

Finally, we at the Skoll Centre are passionate about changing the way we prepare our MBAs for the future as intrapreneur change agents working in the public or corporate sectors, or as entrepreneurs. Right now, we note that business plan competitions, accelerators, and incubators are all the rage. But if one is going to solve a problem, one has to have LIVED that problem or spent a long time researching its origins: why it persists, who is most affected, what has been tried, what has or hasn't worked so far. We call this “apprenticing with the problem.” The complex global social issues we face do not lend themselves to quick fixes. For the Skoll Centre, changing the way academia engages students and faculty remains key if business schools are to be relevant to the future we are facing.

These are incredibly exciting times for university-based academic Centres like the Skoll Centre, and for business leaders who truly want to make a difference in the world. The Skoll Centre looks forward to hearing your thoughts on the ideas surfaced in this report, and the most promising pathways forward.



Introduction

They are known by a variety of names: a centre for social impact, a programme on social entrepreneurship, a social innovation initiative. Yet regardless of the focus and structure, such university-based social impact Centres have experienced explosive growth. A decade ago, only a handful of schools invested in this work; today, almost 50 percent of the top 50 business schools in the world host a social impact programme, initiative, or centre.

DEEPLY INTRIGUED BY THIS GROUNDSWELL, Sally Osberg, president and CEO of the Skoll Foundation, and the late Pamela Hartigan, who was director of the Skoll Centre for Social Entrepreneurship at Saïd Business School, University of Oxford, commissioned The Bridgespan Group, a global nonprofit advisor to philanthropists and nonprofits, to analyze these trends among university-based social impact Centres, and reflect with experts as to what might lie ahead. After extensive discussion of the findings, we offer the following summary that may point the way towards accelerating future growth.

The headline is that social impact has entered the mainstream, often led by tremendous demand from students (and increasingly, alumni) for more robust programming and solutions. No longer a niche concept, our research found that university-based social impact Centres (an umbrella term for the purposes of this report) have now **successfully moved beyond the “1.0” stage and are increasingly considered must-have offerings on the crowded radar screens of deans and senior faculty sponsors**, not to mention wealthy alumni. Increasingly, university leaders are tying these Centres’ missions ever more closely in to their schools’ overall core missions. These cross-departmental (and often cross-graduate-

school) Centres are playing an important and distinctive role as a hub of networking and knowledge, both within their institutions and beyond.

As a result of this extraordinary demand, Centre leaders globally report feeling pulled to serve a diverse range of stakeholders—from students to professors, researchers, practitioners, and even philanthropists and governments—against a sprawling variety of societal crises—from public education to climate change to health inequities to the role of corporations in society, and beyond.

Ten years ago, merely establishing such a Centre was a distinctive act of leadership. But now, it’s viewed as table stakes. **With so many stakeholders, Centres report feeling compelled to provide “a little bit of everything” style programming—business plan contests, social enterprise 101 classes, student extracurriculars—all while recognizing that they could probably realize significantly more impact if they were to provide a minimum threshold level of services across their constituencies, and then focus intentionally on a distinctive big idea or project that moves the field forward.**

With demand high and growing, these Centres are at an inflection point and facing a natural evolution into a “2.0” stage.

Based on voices from the United States, the United Kingdom, Spain, France, Australia, Singapore, South Africa, and Israel, this report surveys the landscape of social impact Centres globally. It includes more than 30 in-depth interviews with experts both inside and outside academia, analysis of five leading social impact Centres in detail, and a broad landscape scan of programs within business schools and across universities. The Appendix provides deep profiles of five leading Centres—the Skoll Centre for Social Entrepreneurship at the University of Oxford’s Saïd Business School; the Center for the Advancement of Social Entrepreneurship at Duke University’s Fuqua School of Business; the Social Enterprise Initiative at Harvard Business School; the Center for Social Innovation at Stanford’s Graduate School of Business, and the Bertha Centre for Social

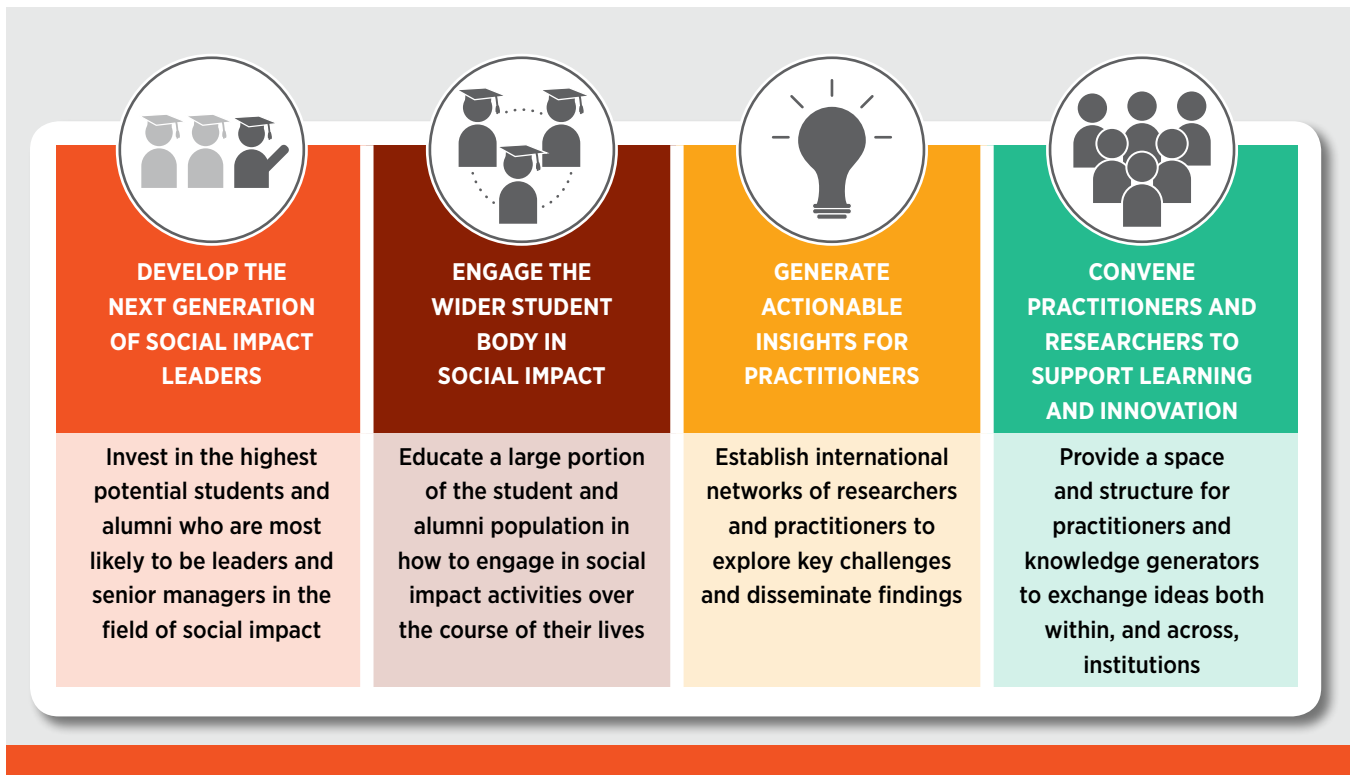
Innovation & Entrepreneurship at the University of Cape Town’s Graduate School of Business—as well as high level profiles of more than 60 other Centres worldwide.

This report is intended as a conversation starter for leaders who care deeply about the promise and potential of university-based social impact Centres. We hope that the diversity of voices engaged in the *Stanford Social Innovation Review series The Future of Social Impact Education in Business Schools and Beyond* will further build on these ideas. For now, this report begins by summarizing the four major areas where Centres have focused to date, and then analyzes four promising future directions identified by practitioners and experts.

To be sure, there is a solid base to build on. Over the past decade, Centres have successfully pursued four activities.



University-based social impact Centres currently do four primary things





DEVELOP THE NEXT GENERATION OF SOCIAL IMPACT LEADERS

Social impact Centres typically devoted the greatest resources to the students most likely to be leaders in the social sector (historically, this has primarily been NGO focused). Across the five Centres we profiled in depth, Centre leaders characterized 10-20 percent of all MBA students as “deeply committed” to social impact studies and careers. The coursework offered to these students has been steadily deepening—moving beyond Social Entrepreneurship 101 to more advanced and targeted offerings. As two quick illustrations, the Bertha Centre has created specialized programmes focused on launching and scaling social ventures including the SAB Foundation Seed Fund, which awards seed capital and test funding for ventures tackling social and environmental problems. And the Skoll Centre has invested deeply in dozens of high potential social entrepreneurs through the Skoll Scholarship; Skoll Scholars receive full scholarships for their MBA studies as well as connections to a community of leading social entrepreneurs, enhancing their ability to build and scale social ventures.



ENGAGE THE WIDER STUDENT BODY IN SOCIAL IMPACT

Centres also have tried to engage a broader group of business school students who, though not necessarily planning to work in the social sector, may be interested in approaching their own work with a social impact lens. As one Centre director noted, “these students are the most interesting space for us because of their potential to influence the traditional corporate sector.” Social impact approaches are making their way into the core business school curriculum: at Duke, the Center for Advancement of Social Entrepreneurship (CASE) has incorporated an impact investing class into the first-year curriculum required of all MBA students. Another example is the Bertha Centre, which has helped create an introductory course in social entrepreneurship for the core MBA curriculum at the University of Cape Town Graduate School of Business. The Skoll Centre has also increased its efforts to offer programming far beyond entrepreneurs, including offering a Social Impact Careers Conference to expose Oxford University students to a wide array of opportunities for impact careers, and provide “Apprenticing with a Problem” funding to help students access post-graduation roles in social impact organizations that will allow them to learn about the issues they care about.



GENERATE ACTIONABLE INSIGHTS FOR PRACTITIONERS

By definition applied and cross-departmental, many Centres have found their greatest traction in the world of applied research that is highly relevant to practitioners. Consider the Bertha Centre's growing body of work on social innovation in health systems as means of achieving large-scale change. Its Social Innovation in Health Initiative was launched in 2015, in partnership with the Skoll Centre and the WHO, with an open nomination call to innovators and implementers across the global south to share their solutions that have had a positive impact on care for people living with infectious diseases related to poverty. A total of 179 nominations were received from 48 countries, of which an expert panel selected 25 for further in-depth case study research.

By contrast, efforts to establish social impact as a traditional academic field have been somewhat less successful. Several faculty members and university administrators spoke about their efforts to build a stronger academic foundation for social impact work, primarily by increasing the number of tenured and tenure-track professors focused on social entrepreneurship and social innovation. Leaders identified several challenges in building a strong academic presence: first, even nearing the 25-year mark, the field is still comparatively new relative to other academic disciplines that have been entrenched for decades; second, the high value put on applied work, as opposed to theoretical research about social enterprises and social entrepreneurship, makes it difficult to build a strong pipeline of doctoral and tenure-track faculty; and, finally, the interdisciplinary nature of social impact work can pose a challenge in academia, which tends to reward deep focus in deep data sets within well-defined fields. One interviewee lamented how hard it's been even for entrepreneurship to get a toehold in centuries-old institutions, let alone social entrepreneurship. Another compared the reaction of established academics to researchers trying to do doing cross-disciplinary social impact work to "white blood cells trying to fight off invaders."



CONVENE PRACTITIONERS AND RESEARCHERS TO SUPPORT LEARNING AND INNOVATION

With a strong focus on the practical applications of their research, Centres have successfully convened practitioners, researchers, and students—an important way to connect research to the real world and to spread ideas and insights. That said, in the words of one Centre director, "You always have to ask yourself what you're trying to accomplish when you start thinking about hosting a large conference, since they're so time-intensive." There are multiple successful models. One example is Harvard Business School's Social Enterprise Conference in 2016, which brought together over 100 featured speakers from across the social sector focused on four specific tracks: Transforming Cities, Investing with Purpose, Environment and Sustainability, and the Opportunity Divide. Students run the conference with input from faculty and staff, making it a great opportunity to develop students' leadership skills and leverage scarce faculty and staff resources. Another example is the Skoll Foundation's Skoll World Forum, which attracts a highly diverse base of thousands of talented practitioners globally every year, and is professionally led and curated.

Four promising opportunities for social impact Centres

University-based Centres have come a long way in the last decade. Thousands of students, researchers, and private and social impact practitioners are engaging globally on critical issues. This established credibility lays the foundation for further progress.

HOWEVER, AS NOTED ABOVE, THERE IS PRESSURE TO BE ALL THINGS TO ALL STAKEHOLDERS. Looking ahead, the Centre directors and experts we talked to emphasized the imperative to move beyond doing a bit of everything. Version 2.0 is likely to mean doubling down in specific areas where each Centre has the most to offer, and achieving greater impact through greater depth. As one Centre director noted: “We are all far too small to be doing everything, thinly. We’d be much better off as a field if we each took a specific slice that was of interest to our university, and went deep, which would in turn advance the whole field.”

In particular, four especially significant opportunities for Centres emerged for the years ahead:

- **Educating and preparing a broader, blended range of student talent for social impact work across the social and private sectors**
- **Driving deep expertise as the basis for dramatically propelling actionable research**
- **Defining social impact as a structured academic discipline**
- **Developing and tracking measures of student impact in the world**

As with the previous section, the examples below are drawn from a wide range of activities now being pursued at the five social impact Centres we focused on.

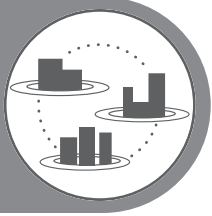


EDUCATING AND PREPARING A BROADER, BLENDED RANGE OF STUDENT TALENT FOR ROBUST SOCIAL IMPACT WORK, ACROSS THE SOCIAL AND PRIVATE SECTORS

Social impact Centres are expanding their focus beyond the classic “social entrepreneur”—someone who will go on to found a social enterprise—to engage a broader group of students in exploring opportunities for social impact. This includes activities within the school of the kind already mentioned—incorporating a social impact case into an existing marketing or finance or other kind of traditional MBA class—or making a social impact course part of the core MBA curriculum.

But Centres also have a compelling opportunity to connect creatively across a broader range students and alumni. One bright spot is the Harvard Business School’s (HBS) Leadership Fellows Program. The program gives selected graduates a year-long opportunity to work in nonprofit or public sector positions. According to HBS, the program has had a significant impact on career trajectories: one third of fellows stay on with the organization they did their fellowship with, and another third leave that organization but stay in the social sector. The program can also have a big impact on the organizations that host the fellows. Since the program’s launch, the Mayor’s Office in Boston, Massachusetts has hosted 15 fellows. The first HBS fellow to go to City Hall ended up becoming the city’s CFO; another served as chief of staff for the previous mayor, Thomas Menino; still another serves as chief of staff for the current mayor, Marty Walsh. And another was the alumnus who eventually came back to lead the school’s Social Enterprise Initiative. Such relationships underline the opportunities university Centres have to make a broad impact by producing leaders who can work to accelerate social impact in a variety of roles and capacities within the government, nonprofit, and private sectors. And some of the greatest opportunities may result from equipping students to have a greater social impact in the private sector. For example, the HBS Reimagining Capitalism course, one of the more popular in the MBA program, is designed for students who want to explore the idea that at least some big problems like income inequality and poorly performing schools can be effectively addressed by high performing private firms.

More broadly, while all Centre directors said that relationships with private companies was a priority, most acknowledged that they had fallen short of their goals in building these relationships. Another bright spot here is the Miller Center for Social Entrepreneurship at Santa Clara University in Silicon Valley, which has, as one of its focus areas, climate resilience. The Miller Center has worked with more than 500 social enterprises across the globe in sectors such as clean water, energy, health, and rural development to learn about and pursue solutions aimed at coping with the disruptions of climate change. Training and supporting social entrepreneurs in the field is also an area of specialization for the Miller Center, and one where they have excelled, differentiating themselves from social impact Centres focused only on students.



DRIVING DEEP EXPERTISE AS THE BASIS FOR DRAMATICALLY PROPELLING ACTIONABLE RESEARCH

Once, the mere existence of a social impact Centre constituted a specialty within a university. But as social impact work matures, individual Centres are benefiting themselves and the broader arena by differentiating themselves and deepening in one or more specific areas of strength. Specialization is a natural development as the field of social impact matures, and worth encouraging to ensure the field writ large avoids becoming a mile wide and an inch deep.

Within Duke's CASE, the Impact Investing Initiative (known as i3) is a good example of such specialization. Since its launch with a grant from the Rockefeller Foundation, i3 has attracted a critical mass of faculty, students, and practitioners. "We are now a trusted partner for many of the key impact investment players in the US," said Cathy Clark, founder and director of i3. "We blend practical and academic perspectives, and the faculty who are most excited to work with us are ones that have that same interest in that kind of blending." The program has partnered with over 100 organizations globally, convened hundreds of practitioners at events, produced its own research and supported research at more than a dozen other universities. As part of a required introductory course at Duke's Fuqua School of Business, i3 has introduced 100 percent of the school's students to impact investing—and helped over 100 Fuqua students get a much more intense exposure to the field through a two-year fellowship program. As alumni, many of these previous fellows are now working in the field themselves, and with i3, to advance the study of impact investing. Duke's impact investing initiative is recognized as having advanced the field: i3 has provided data and support to more than a dozen schools for their own impact investing research, including Wharton and Emory. Another example is the Social Enterprise Knowledge Network (SEKN), a joint effort of nine business schools in Spain and Latin America, as well as the Harvard Business School. SEKN helps institutions in Latin America conduct research and develop education programs in social impact. One example of its collaborative approach was a project in 2008-10 that brought together nine institutions in nine countries to look at how social initiatives were using market mechanisms to achieve scale and impact. Insights from the research were shared with entrepreneurs and management teams directly involved in running social businesses in each country. "Research must be globalized to match the global nature of the problems we seek to tackle," said Alfred Vernis, professor at ESADE Business School in Barcelona, one of the SEKN universities. The network has created more than 60 cases about social enterprises that are now in the Harvard Business Publishing collection. This collaborative research needs to be connected to the work of practitioners, and distilled into forms that can reach a broader audience—case studies, papers, nonacademic articles, workshops. "If you just give money to academics they may waste the money on research that isn't very helpful," said Vernis. "There needs to be a combination of research between academics and social entrepreneurs, finding the equilibrium between theory and practice, in order to have greater social impact."

In research, specialization within an institution and collaboration across institutions often go hand in hand. Multi-institution research is common in fields like medicine, in which research

Centres bring together their distinctive assets—faculty expertise, previous research, connections to specific populations—to tackle big, difficult problems. We are seeing signs of more collaborative research by social impact programs—another seedling to be nurtured.



DEFINING SOCIAL IMPACT AS A STRUCTURED ACADEMIC DISCIPLINE

Interviewees, particularly faculty, emphasized the need to build a more solid academic foundation for social entrepreneurship to ensure a sustained presence within academia. Without tenured or tenure-track faculty tied to the social impact Centre, who will in turn produce significant research, Centres “are likely to continue to be seen as the intriguing cousin who visits from abroad” within their academic families, according to one university leader. “Social entrepreneurship still lives in this world of adjuncts, professionals, and fellows,” said another faculty member

For those who found academic legitimacy a critical path endeavor, interviewees identified three main ways to deepen the bench of faculty talent: first, bringing in high-calibre practitioners who would be willing to dedicate the next phase of their career to academic research; second, bringing in more new doctoral students and faculty whose main focus is social impact; and third, helping traditional faculty in established fields like finance, marketing, or accounting incorporate a social impact lens in their work. The first and third paths are especially promising, since such leaders already exist and do not require decades of cultivation. One fairly recent example of how a field can develop serious academic traction within a business school and beyond is entrepreneurship—which has made substantial progress as an academic discipline within MBA programs over the past two decades with dedicated faculty, extensive research, academic meetings, and connection to prestigious organizations like the Academy of Management and the National Bureau of Economic Research. Centres may be able to use entrepreneurship as a model of how to further develop social impact as an academic discipline. Another key investment area is working with traditional peer-reviewed journals to accept articles from junior faculty without decades-long established data sets and bodies of traditional research.



DEVELOPING AND TRACKING MEASURES OF STUDENT IMPACT IN THE WORLD

As comparatively new institutions, social impact Centres have the opportunity to develop and track measures of their impact on students—and the impact of their students on society—in a way that best fits with what they are trying to accomplish. For example, Stanford’s Center for Social Innovation surveys students on their enrollment in the MBA program on their interest in social impact. They do so again at graduation and after graduation via regular alumni surveys. There is a significant opportunity going forward for more programs to rigorously track their graduates, and deepen the questions from “how many students doing what?” to “how much impact are our graduates having in the world?” Among the metrics that social impact Centres might want to consider are the number and growth of organizations led by alumni, the number and growth of

organizations alumni have started, the number who have become board chairs, and the types of enterprises they have become involved with. Ultimately, Centres will want to discover ways to measure social impact even more directly.

This is all the more important as rankings have (in the view of many university leaders) contributed to tremendously complicated and unproductive behaviors in higher education globally. Centres could consider becoming part of the solution, collaborating to develop common metrics of impact, which could in turn help them more quickly identify and spread best practices. The need for such metrics is especially important given that these Centres are part of business schools where the rankings by the *Financial Times* and *U.S. News and World Report*, among others, place an emphasis on alumni compensation. Many Centre directors and faculty members noted how transformative it could be to assign a positive value to the social impact that their graduates may go on to create. Developing enhanced impact and outcomes metrics will not just help social impact Centres strengthen their own programs but could also more broadly shift traditional definitions of student success.



Emerging Conclusions

Given the growing global interest in social impact, the bar is going up on the central role that university-based social impact Centres can play—and indeed, may be expected to play.

INDEED, ONE THEME WE CONSISTENTLY HEARD

was that the burgeoning interest among multiple stakeholders—students, faculty, funders, government, and both social and private sector leaders—is stretching these Centres thin. And yet, it's increasingly clear that there is a real opportunity cost to spreading across many areas thinly. Since the rhetoric and promise of these Centres' impact is increasingly figuring prominently in their home schools' branding efforts, finding a distinctive area of impact or voice is increasingly critical.

For even the biggest and best-funded Centres, therefore, the best strategy may not simply be to do more of everything but rather, to establish a baseline level of services for all constituents, and then focus on making *significant* progress within one distinct area of greatest potential impact, such as student training and careers, practitioner networks and convenings, a big research idea, or a core curricular area, over a 3-5 year time frame.

Beyond the handful of larger Centres, most social impact programmes are still comparatively new and

comparatively small, especially in the context of the large business schools and larger universities within which they are set. To better serve their stakeholders and achieve their missions, there is an increasing need for Centres to reflect and chart the course for their next phase of development. Thankfully, there is great appetite for this kind of introspection and collaboration, as evidenced by the interviewees' universal curiosity about the results of this project, both to understand their work in the context of the broader landscape and to learn from what other programmes were doing.

Social impact Centres face many common challenges and opportunities—and among the programmes we talked to, there are striking examples of innovative work to address those challenges and opportunities. In the years ahead, we believe that the Centres themselves will drive this learning process—building their own capacity and sharing what they are learning to continue building momentum for social impact.

APPENDIX

Data Pack from benchmarked Social Impact Centres

Methodology: The following data pack reflects data collected from five benchmarked institutions via interviews with Centre directors and key faculty members as well as secondary research.






EACH CENTRE DEFINES ITS CORE MISSION DIFFERENTLY, WHICH INFLUENCES ITS FOCUS AND STRATEGY

				
<p>“A catalyst for creating social value: the HBS Social Enterprise Initiative is grounded in the mission of HBS and aims to educate, inspire, and support leaders across all sectors to tackle society’s toughest challenges and make a difference in the world.” HBS SEI Website</p>	<p>“Our mission is to educate insightful leaders for social and environmental change. Through research, education, and experiential learning, we strengthen the capacity of individuals and organizations to develop innovative solutions to complex problems.” GSB CSI Website</p>	<p>“Social entrepreneurship is the process of recognizing and resourcefully pursuing opportunities to create social value. CASE prepares leaders and organizations with the business skills needed to achieve lasting social change. Since 2002, CASE and the CASEi3 Initiative on Impact Investing have worked to ensure social entrepreneurs have the skills, networks, and funding needed to scale their impact and solve the world’s most pressing challenges.” CASE Website</p>	<p>“The mission of the Bertha Centre is to uncover, pioneer, and connect innovators and entrepreneurs to generate inclusive opportunities and advance social justice in Africa.” Bertha Centre Website</p>	<p>“The mission of the Skoll Centre is to accelerate the impact of entrepreneurial activity that aims to transform unjust or unsatisfactory systems and practices. We do this by cultivating talent and emerging leadership, supporting actionable insight through research, and catalysing deep exchanges with a global community of innovators and the growing supportive ecosystem.” Skoll Centre Report</p>

UNIVERSITY-BASED SOCIAL IMPACT CENTRES CURRENTLY DO FOUR PRIMARY THINGS

Develop the next generation of social impact leaders	Engage the wider student body	Generate actionable insights for practitioners	Convene practitioners and researchers to support learning and innovation
<ul style="list-style-type: none"> Invest in the highest-potential students and alumni who are most likely to be leaders and senior managers in the field of social impact 	<ul style="list-style-type: none"> Educate a large portion of the student and alumni population in how to engage in social impact activities over the course of their lives 	<ul style="list-style-type: none"> Establish international networks of researchers and practitioners to explore key challenges and disseminate findings 	<ul style="list-style-type: none"> Provide a space and structure for practitioners and knowledge generators to exchange ideas both within, and across, institutions
<ul style="list-style-type: none"> Full scholarships for aspiring or veteran practitioners Specialized elective courses Business plan competitions Incubators and innovation labs Targeted mentoring and coaching programs Post-graduate fellowships Loan forgiveness Seed capital Alumni outreach and mentoring 	<ul style="list-style-type: none"> General academic courses Specific topics (e.g., philanthropy, board membership) Clubs Advisory networks for students Internships Alumni outreach Cross-school enrollment courses for social enterprise topics 	<ul style="list-style-type: none"> Case studies and other curriculum development materials Articles for practitioners (e.g., in magazines) Applied research on key topics Creating international networks of researchers and practitioners for collaboration 	<ul style="list-style-type: none"> Conferences Talks/webinars Executive education Alumni outreach General awareness and advertisement

ALL BENCHMARKED CENTRES ENGAGE IN A BROAD SWATH OF ACTIVITIES THAT SUPPORT SOCIAL IMPACT

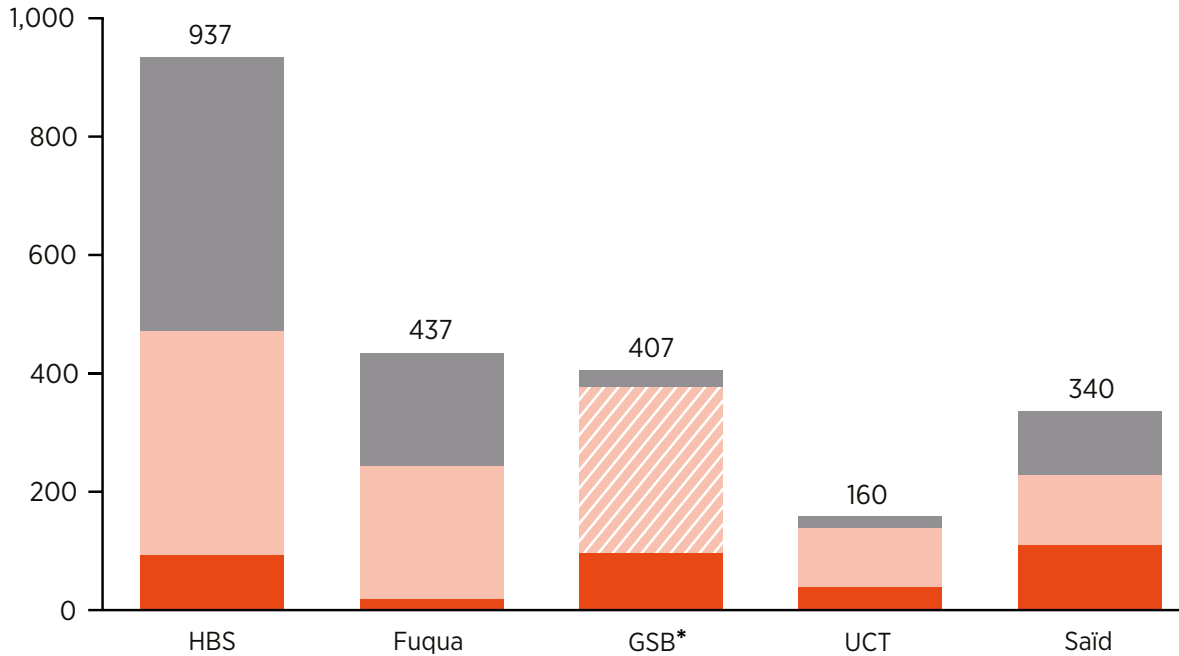
					
Case competitions	✓	✓	✓	✓	✓
Seed funding	✓	✓	✓	✓	✓
Social impact fellowships	✓	✓	✓	✓	✓
Incubator spaces	✓	✓	✓	✓	✓
Career advice and support	✓	✓	✓	✓	✓
Loan forgiveness	✓	✓		✓	
Internships and consulting projects	✓	✓	✓	✓	✓
Funding for experiential learning	✓	✓	✓	✓	✓
Social impact courses	✓	✓	✓	✓	✓
Academic research	✓	✓	✓	✓	✓
Case writing	✓	✓	✓	✓	✓
Magazine articles	✓	✓	✓	✓	✓
Conferences	✓	✓	✓	✓	✓

BENCHMARKED INSTITUTIONS ARE VARIED IN THEIR STUDENT POPULATION'S FOCUS ON SOCIAL IMPACT

ESTIMATED PROPORTION OF STUDENTS INTERESTED IN SOCIAL IMPACT

Deeply Committed Engaged Minimally Engaged/Unengaged

Students engagement in social impact vs. MBA class size



- **Deeply Committed:** Students who would characterize over half of their focus/energy during business school as social impact related
- **Engaged:** Students who indicate some interest in social impact topics, either by taking a related course or joining a related student group
- **Minimally Engaged/Unengaged:** Students uninterested or skeptical of social impact topics

*Note: Engaged segment for Stanford GSB also includes students getting exposure to social innovation through an awareness event or skill building program

PERSPECTIVES

*"Think of our students as concentric circles... we work most closely with our fellowship students, which is about **20 a year**. We touch **half the student population** lightly through student clubs."* Director, CASE at Fuqua

*"I'd say that about 5-10% of our students constitute the 'core.' The **Social Enterprise Club is one of the five largest student clubs on campus.**"* Director, HBS Social Enterprise Initiative

*"**Thirty percent of our students come to school with the purpose to explore social impact.** By 10 years after graduation, 30% of the class has done work in the social sector."* Director, GSB Center for Social Innovation

*"There's a dire sense of how social issues impact the economy here in South Africa... so **a lot of our students have some interest in the social sector.**"* Director, Bertha Centre






MOST BENCHMARKED CENTRES SPEND A MAJORITY OF THEIR RESOURCES ON “CORE” STUDENTS






Develop next generation leaders

	Overview of activities offered targeted at “core” students interested in social impact		Many Centres spend 50%+ of their resources on the core
	“Classroom” Activities	Experiential Activities	
	<ul style="list-style-type: none"> • Second-year electives on select social impact topics • Funding for independent projects • Cross-registration at other Harvard schools 	<ul style="list-style-type: none"> • New Venture Competition and seed funding • HBS Leadership Fellows • Social Enterprise Summer Fellows • Student clubs 	<p><i>“We’re focused on investing deeply in our core group of students but also aim to provide a range of offerings to students at all levels of experience and interest. Twelve percent of cases in the first-year required curriculum are social enterprise-themed.”</i></p> <p>Director, HBS Social Enterprise Initiative</p>
	<ul style="list-style-type: none"> • Concentration in Social Entrepreneurship 	<ul style="list-style-type: none"> • Two-year fellowships • Consulting Practicums • Board placements • SEAD Student Internships (Africa/India) 	<p><i>“We try to focus our resources a little more broadly. We probably put in about 60% of our resources on a small group of around 50-75 students a year, and the other 40% go to the rest of the student body.”</i></p> <p>Director, CASE at Fuqua</p>
	<ul style="list-style-type: none"> • Social Impact Lab courses • Bertha Scholarship 	<ul style="list-style-type: none"> • Student Social Venture Programme • SAB Foundation Seed Fund 	<p><i>“Up until very recently, we were very focused on our core student group, since we have 14 named scholars on full and partial scholarships. We’re now looking to broaden our influence among the general student population with Social Innovation Lab becoming a core course on the MBA.”</i></p> <p>Director, Bertha Centre</p>
	<ul style="list-style-type: none"> • Certificate in Public Management and Social Innovation 	<ul style="list-style-type: none"> • GSB Impact Fund • Board placements • Impact Labs • Social Enterprise Program • Social Innovation Study Trips • Internships 	<p><i>“Right now, only 25% of our resources are focused on advancing social entrepreneurship in our students. We want to have a larger focus beyond entrepreneurship.”</i></p> <p>Director, GSB Center for Social Innovation</p>
	<ul style="list-style-type: none"> • Elective courses taught by Skoll Centre staff and other faculty • Skoll Scholarship 	<ul style="list-style-type: none"> • Leading for Impact (LFI) program • MBA entrepreneurship project 	

MANY BUSINESS SCHOOLS OFFER SPECIALIZED OR CUSTOMIZED CURRICULUM PLANS FOR “CORE” STUDENTS






Develop next generation leaders

	ACTIVITIES	PERSPECTIVES
	<ul style="list-style-type: none"> Variety of second-year social enterprise elective courses are offered, along with a wider array of courses that connect to specific sectors of social enterprise <ul style="list-style-type: none"> – Business at the Base of the Pyramid – Entrepreneurship and Technology Innovations in Education – Leading Social Enterprise – Public Entrepreneurship 12% of first-year courses have a social impact theme 	<p>“We are adding new elective courses to meet student demand. We’ve recently launched new nonprofit clinic and public entrepreneurship courses this year.”</p> <p>Director, HBS SEI</p>
	<ul style="list-style-type: none"> Concentration in Social Entrepreneurship offered for students to engage more deeply with social impact topics in coursework, with required courses in topics such as impact investing Consulting practicums form a large portion of “advanced” casework, with topics ranging from impact investing to client consulting 	<p>“We have a number of classes that are run by CASE faculty, including advanced seminars on social entrepreneurship. Students tell us they want more classes all the time.”</p> <p>Director, CASE at Fuqua</p>
	<ul style="list-style-type: none"> Bertha Scholarship available for small cohorts (~14 students), which allows differential access to Bertha Centre staff, projects, and unique opportunities Core MBA course on Social Innovation Lab, dedicated Masters in Inclusive Innovation, electives in OD for Social Innovation, Emerging Enterprise Consulting Variety of specific electives offered on topics such as the informal economy, education and health innovation, and innovative finance 	<p>“The Bertha Scholarship has grown from simply supporting MBA students. This year, we have MBAs, MPhils, and even PhDs receiving support through the scholarship program.”</p> <p>Director, Bertha Centre</p>
	<ul style="list-style-type: none"> Certificate in Public Management and Social Innovation awarded to students who focus elective coursework on social innovation fields, e.g.: <ul style="list-style-type: none"> – Environmental sustainability – Responsible business practices – Social entrepreneurship – Nonprofit leadership 	<p>“We have over 70 faculty members involved in teaching courses that count as credit towards the PM/SI Certificate.”</p> <p>Director, Stanford GSB CSI</p>
	<ul style="list-style-type: none"> Skoll Scholarship for students to pursue studies at SBS, which includes a range of unique opportunities (e.g., orientation events, regular cohort meetings, one-on-one mentorship with Skoll Centre staff, Skoll Scholar Summit hosted by alumni before Skoll World Forum) Specialized electives in social finance, innovation and scaling, as well as health innovations taught by Centre staff and faculty members 	<p>“Students rated the Understanding and Innovating in the Collaborative Economy very highly. Ten students are starting their ventures based on principles learned in the course, with seven more applying to organizations in the specific field.”</p> <p>Skoll Centre Outcomes Assessment Report</p>

	ACTIVITIES	PERSPECTIVES
	<ul style="list-style-type: none"> • New Venture Competition provides opportunity for students to explore social entrepreneurship and test ideas for social innovation. Participants are given workshops and mentorship on basic business plan topics. \$50,000 of seed funding awarded to grand prize winners • Social Enterprise Summer Fellowships available to students to engage in social impact work during the summer 	<p><i>"We've got 62 social venture teams in this year's competition, out of 133... And we award 10 Goldsmith Fellowships each year to MBAs who have exhibited leadership and an extraordinary commitment to the non-profit sector. We also fund 65-75 Social Enterprise Summer Fellows a year."</i></p> <p>Director, HBS SEI</p>
	<ul style="list-style-type: none"> • Case i3 fellowship programs span both years of the MBA and features workshops, lectures, and team consulting projects for an outside fund or organization • "Launchpad" competition features a \$10K prize and one-on-one coaching from senior fellows • Fuqua on Board places students on advisory boards for local nonprofits 	<p><i>"The Fellowship is a unique 2-year program. About 25% of all of our MBA students apply, with 10% of applicants going on to help us run the program in their second years. It's intense, broad, and creates cohorts."</i></p> <p>Faculty Director, CASE i3</p>
	<ul style="list-style-type: none"> • Student Social Venture Programme supports social venture teams from recently-graduated students in African institutions and provides them with funding, expertise, and mentorship • SAB Foundation Seed Fund awards seed capital and test funding to University of Cape Town students for tackling social and environmental problems 	<p><i>"Until now, we've really focused on a small group of core students, with activities such as the seed fund being one of our main touchpoints."</i></p> <p>Director, Bertha Centre</p>
	<ul style="list-style-type: none"> • GSB Impact Fund presents students with the opportunity to test impact investing approaches in a real-world investment context • Impact Labs allow students to gain real-world experience on nonprofit boards, as part of impact funding organizations, or within responsible businesses • Stanford Management Internship Fund is available for students to engage in social impact work during the summer • Social Innovation Study Trips take students on an exploration journey to study an issue and meet with a broad set of constituents working to address it • Social Entrepreneurship Program supports aspiring social entrepreneurs through the early stages of venture and impact design 	<p><i>"Each year, dozens of local organizations participate in the board fellows program. Since 1997, 835 students have served as board fellows."</i></p> <p>Stanford GSB CSI Website</p>
	<ul style="list-style-type: none"> • Year-long Leading For Impact (LFI) program available for graduate students across Oxford to obtain hands-on experience working along social enterprises • MBA Entrepreneurship project available for all MBA students 	<p><i>"A total of 18 Oxford students participated in off-site leadership workshops, and a group of 8 students conducted a 3-week project."</i></p> <p>Skoll Centre Outcomes Assessment Report</p>

UNIVERSITIES HAVE BEGUN TO OFFER SOCIAL IMPACT CLASSES FOR AUDIENCES BEYOND THE “CORE”

Engage wider student body

	ACTIVITIES	PERSPECTIVES
	<ul style="list-style-type: none"> • Social impact topics and principles included as a part of the Leadership and Corporate Accountability required course for first-years <ul style="list-style-type: none"> – 12% of the first-year required curriculum have social impact themes • Second-year electives “Business at the Bottom of the Pyramid” and “Reimagining Capitalism” give blended perspectives on how to adapt business models to better cater to social interests • SEI plays an active role in updating class syllabi to incorporate social impact cases 	<p>“We’re working to balance integrating social enterprise topics into required courses, while also developing focused elective courses.”</p> <p>Director, HBS SEI</p>
	<ul style="list-style-type: none"> • CASE-affiliated faculty teach a variety of entry-level social impact courses, such as a “101” level Social Entrepreneurship class, as well as impact investing classes • Impact Investing modules are part of the core curriculum of the MBA • CASE proactively reaches out to faculty and works with them to incorporate new social impact-related case material in their syllabi 	<p>“We’re always getting faculty to incorporate new social impact cases into their classes. A tenured professor had 10 students personally thank her for incorporating a social impact case study in her class.”</p> <p>Director, CASE at Fuqua</p>
	<ul style="list-style-type: none"> • All MBA students required to take an introductory course on social entrepreneurship • Social Innovation Lab (SIL) is a one semester, integrated action learning project for students in the second half of their MBA program and is now a requirement <ul style="list-style-type: none"> – SIL students must produce a financially sustainable business solution to a real-world issue – Coursework includes topics such as social investment finance, franchising and networking, sustainability, industrial design, and design thinking 	<p>“The business school has made social innovation & entrepreneurship one of its three key strategic priorities. Social innovation is now a required course for all students.”</p> <p>Director, Bertha Centre</p>
	<ul style="list-style-type: none"> • GSB features several entry-level courses on social entrepreneurship, e.g.: <ul style="list-style-type: none"> – Social Entrepreneurship and Social Innovation – Strategic Management of Nonprofit Organizations and Social Ventures – Foundations of Impact Investing • GSB requires students to take study trips, with social impact being a primary focus of many trips 	<p>“By the time they graduate, 96% of each GSB class would have taken at least one course with social impact topics being discussed.”</p> <p>Director, GSB CSI</p>
	<ul style="list-style-type: none"> • Skoll Centre staff support several required and elective courses for the MBA program, including topics such as social finance and the collaborative economy • Oxford’s GOTO (Global Opportunities and Threats) curriculum exposes MBA students to real-world issues for deeper examination; Skoll Centre staff serve as tutors during tutorials for the module 	<p>“Students rated the collaborative economy course very highly, with five students starting ventures based on concepts discussed within the course.”</p> <p>Skoll Centre Outcomes Assessment Report</p>

BROADER STUDENT ENGAGEMENT IS USUALLY DONE IN A “GRASSROOTS” MANNER WITH STUDENTS TAKING LEAD

Engage wider student body

KEY INSIGHTS FROM BENCHMARKING

- Centres have focused primarily on the “core” group of students committed to social impact, with **less of a programmatic focus** on engaging broader student population
- All Centres reported that **students were highly encouraged to lead their own activities**, with Centres often acting in an advisory role
- Many business schools have student-led clubs focused on social impact; Centres **provide support to these groups** by facilitating speaker events and coordinating logistics for large conferences
- Centre directors have begun to encourage **incorporating social impact topics within current MBA offerings** (e.g., adding social impact case studies in classes, incorporating social impact learnings into student field classes and trips)

PERSPECTIVES

*“We touch the **450 students** involved with the Net Impact Club very lightly. Our **biggest investment is at the beginning of the MBA program**, where all students are exposed to social impact and impact investing.”*

Director, CASE at Fuqua

*“**Every GSB student needs to have a global experience before graduation**. Many students select trips by the destination, **so this is a good opportunity for us to engage otherwise uninterested students in social impact topics.**”*

Director, GSB Center for Social Innovation

*“Fundamentally, we want students to engage in a diversity of perspectives, as well as to ‘find their tribe.’ That’s why we’re **very committed to building a vanguard of HBS students interested in social impact** who can help shape programming that engages the entire student body. Many of our offerings, such as Summer Fellows and the Social Enterprise track of the New Venture Competition, were started by students. Our staff later took on and scaled these offerings.”*

Director, HBS Social Enterprise Initiative

		
Faculty affiliated with center	<ul style="list-style-type: none"> • 37 faculty affiliated • 2 tenured initiative chairs 	<ul style="list-style-type: none"> • 2 dedicated faculty members • Another 3 faculty affiliated with center, with 5 more engaging in limited fashion
Academic research activities (Representative)	<ul style="list-style-type: none"> • “The Governance of Social Enterprises: Mission Drift and Accountability Challenges in Hybrid Organizations” (<i>Research in Organizational Behavior</i>) • “What Impact? A Framework for Measuring the Scale and Scope of Social Performance” (<i>California Management Review</i>) 	<ul style="list-style-type: none"> • Bertha currently funds PhD students researching various topics within social enterprise • “Social Innovation from the Inside Out” (<i>Stanford Social Innovation Review</i>) • “It’s What You Make of It: Founder Identity and Enacting Strategic Responses to Adversity” (<i>Academy of Management Journal</i>)
Practitioner-focused research activities (Representative)	<ul style="list-style-type: none"> • Articles in <i>Stanford Social Innovation Review</i>, <i>Harvard Magazine</i>, and <i>Harvard Business Review</i> • Over 100 social impact cases, teaching notes, and articles have been published each year for the last few years 	<ul style="list-style-type: none"> • Self-published reports: “Education Innovator’s Review” & “Health Innovators’ Review” • “African Investing for Impact Barometer” (self-published) • “Inside Out Social Innovation” quarterly magazine • Series 12 Teaching Case Studies on Impact Investing in Africa
Selected areas of research focus	<ul style="list-style-type: none"> • Nonprofit strategy and governance • US K-12 education • Business for social impact • Impact investing 	<ul style="list-style-type: none"> • African Social Enterprise & Ecosystems • Health & Education Innovations • ScaleShift – scaling & systems change

		
Faculty affiliated with center	<ul style="list-style-type: none"> • 2 tenured faculty directors • 3 adjunct faculty members • 2 tenured faculty engaging in a more limited fashion 	<ul style="list-style-type: none"> • 2 tenured faculty directors • 71 faculty members
Academic research activities (<i>Representative</i>)	<ul style="list-style-type: none"> • Several articles on supply chain sourcing written in conjunction with staff • Published journal articles on social finance, CSR, corporate activism and others 	<ul style="list-style-type: none"> • Clean Energy: How can we encourage private investment in mini-grids to bring electricity to rural areas of India? • Economic Development: Would exposure to financial markets, which expose individuals to the risks and returns of the broader economy, lead individuals to reevaluate the costs and benefits of conflict and peace initiatives? • Public Health: Could a shift in US aid policies from food-based to cash-based interventions reduce child mortality in Sub-Saharan Africa? • Nonprofit Board Governance: What can for-profit and nonprofit boards learn from each other about improving governance? • Education: How do changes in cities wages, housing costs, and local amenities impact the welfare of college graduates versus high school graduates? • Environmental Sustainability: How can buyers motivate their suppliers to exert greater care over workers or the environment? • Politics: Can political canvassing reduce prejudice toward transgender people and increase support for nondiscrimination laws?
Practitioner-focused research activities (<i>Representative</i>)	<ul style="list-style-type: none"> • Self-publishes articles, case studies on a variety of topics, including global health, social enterprise, and impact investing • Has a research group that connects academic and nonacademic researchers with interest in building knowledge base on impact investing • Co-runs a global accelerator program for mid-stage social enterprises and publishes lessons from them 	<ul style="list-style-type: none"> • Over 200 case studies published • Publishes “Global Health Innovation Insight” series online
Selected areas of research focus	<ul style="list-style-type: none"> • Scaling of social ventures • Tri-sector leadership • Global health innovation • Impact investing 	<ul style="list-style-type: none"> • See above for faculty areas of interest

KEY INSIGHTS FROM BENCHMARKING

- Theoretical research output on social enterprise is **currently small**, with few academics choosing to focus specifically on social impact topics
 - Social impact research **lacks specialized taxonomy and structure** with research generally conducted on specific traditional fields (e.g., operations, strategy, finance, etc.)
- Centers describe a **concentric circle of faculty**, with a handful of ‘core’ members dedicated to research and a ‘periphery’ of occasional collaborators
 - **HBS**: Two faculty co-chairs of Social Enterprise Initiative heavily focused on social impact research, with **30-40** meaningfully engaged faculty
 - **GSB**: More than **50% of tenured faculty** in political economy department have social impact as a core focus of their research
- Critical challenge in encouraging more research as **tenured faculty members have significant autonomy in guiding research agenda**
 - Interviewees acknowledged that university centers have **very little leverage** in guiding and influencing research agendas
- Center directors all **preferred to focus more on ‘practitioner-focused’ activities** (e.g., launching ventures, providing insights for existing practitioners) than on theoretical research

PERSPECTIVES

*“You can’t force faculty to do research on topics they’re not interested in. I’ve seen cases where **people have given money to universities and never saw anything come out of it**. The only thing that works is finding talented people who are already conducting research and support them.”*

Faculty Advisor, CASE at Fuqua

*“Today, we’re pulling in interested faculty across HBS and the university. Tenured faculty have real independence in their research agendas and **part of our goal is to spur ‘relevant research’** that connects them to the core challenges facing practitioners.”*

Director, HBS Social Enterprise Initiative

*“**Right now, we’re focused on practitioner-facing thought leadership**. We can’t force the faculty to conduct research. There’s **much more control over the practitioner-facing lens**, and specific foundations will **want to work on a specific set of case studies for students and practitioners**. ”*

Director, CASE at Fuqua

*“We see our work here at the center as being much more active than doing theoretical research. We’ll create a project or launch a venture to advance thinking by demonstrating new models, **and then we’ll write a case or paper about it**. **Our funders are less focused on academic research**.”*

Director, Bertha Centre for Social Innovation

CASE I3'S DEVELOPMENT HISTORY MAY REPRESENT ONE VIABLE PATH TO CREATING LONG-TERM RESEARCH INTEREST

Generate actionable insights

INITIATIVE START-UP	EMBED INITIATIVE FULLY WITHIN MBA PROGRAM	DISTRIBUTE FINDINGS AND IMPROVE PROGRAM OFFERINGS
<ul style="list-style-type: none"> In 2011, interest from MBA students to learn about impact investing was high; however, resources were frequently unavailable i3 initiative was funded by an initial grant by the Rockefeller Foundation, and raised \$10M in 24 months with partners inside and outside of Duke 	<ul style="list-style-type: none"> Leverage existing university expertise in social impact topics to conduct research to improve practitioner outcomes Utilize student programs (e.g., consulting practicums) to collect data on critical questions facing practitioners Proactively search for thought partners within research and practitioner communities to advance thinking on questions 	<ul style="list-style-type: none"> Expand research capabilities by actively partnering with researchers across different institutions (24 researchers at 14 universities in 2014) Evolve student programming by going deep on specific topic areas (e.g., global health) Convene practitioners and academics at global meetings to disseminate research findings






CRITICAL ACTIONS UNDERTAKEN BY CASE

<ul style="list-style-type: none"> Ensured clear demand and interest exists from both researchers and MBA students Secured initial funding for initiative through outside partners and ensured buy-in from business school stakeholders Clearly defined “theory of change” and understood outcomes and goals of the initiative 	<ul style="list-style-type: none"> Added impact investing as a core part of the MBA curriculum, exposing 850 MBA students to impact investing in 3 years Combined teaching and research through use of consulting practicums and other field experiences to uncover critical questions facing the field Tested and refined analytical models with practitioners 	<ul style="list-style-type: none"> Launched Social Entrepreneurship Accelerator at Duke (SEAD) with USAID funding to focus on problems facing global health entrepreneurs Utilized first batch of i3 fellow alumni to deepen relationships with investors and practitioners interested in impact investing
---	---	--

CENTRES HOSTED A WIDE VARIETY OF CONFERENCES AND TALKS

Convene practitioners & researchers

NON-EXHAUSTIVE

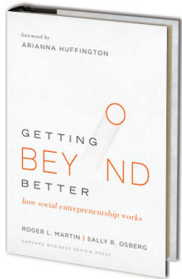
					
Center-arranged conferences	<ul style="list-style-type: none"> • Business for Social Impact conference • Business and Education Leaders Together conference • Transformative Impact Lab 	<ul style="list-style-type: none"> • Hosted COSI (Community of Social Innovation) in academic year 2015/2016 	<ul style="list-style-type: none"> • Day in Durham for new MBA students • Symposium on Scaling Innovations in Global Health • Social Entrepreneurship Accelerator at Duke Summit 	<ul style="list-style-type: none"> • Business of Social & Environmental Innovation (2011-14) • Inclusive Health Innovation Summit (2014) • Bertha Centre Collective series for connecting students and Centre staff 	<ul style="list-style-type: none"> • Emerge Conference • LAUNCH Social Impact Careers Conference • Good Governance Conference (in partnership with Linklaters) • Skoll World Forum (in partnership with Skoll Foundation)
Student-led conferences	<ul style="list-style-type: none"> • Social Enterprise Conference 	<ul style="list-style-type: none"> • Business of Education • Africa Business Forum 	<ul style="list-style-type: none"> • Sustainable Business & Social Impact 	<ul style="list-style-type: none"> • No student-led conferences held 	<ul style="list-style-type: none"> • Social Innovation Case Competition • Africa Forum • Impact Investment Conference
Executive Education (Representative)	<ul style="list-style-type: none"> • Governance for Nonprofit Excellence • Performance Measurement for Effective Management of Nonprofit Organizations • Strategic Perspectives in Nonprofit Management 	<ul style="list-style-type: none"> • Executive Program for Nonprofit Leaders • Executive Program for Education Leaders • Executive Program in Social Entrepreneurship 	<ul style="list-style-type: none"> • Academy for social impact organizations • Short executive courses held in collaboration with Duke Corporate Education • Executive education sessions as part of SEAD 	<ul style="list-style-type: none"> • Impact Investing in Africa • Social Entrepreneurship – Making Markets & Movements • Executive programme for outcomes based commissioning • Rockefeller Foundation Global Fellowship Program 	<ul style="list-style-type: none"> • Social Finance • Bespoke “mini-MBA” courses for social enterprises and other clients
Other Networking Activities	<ul style="list-style-type: none"> • Talks by guest speakers • Alumni webinars • Social Entrepreneurship Workshop Series • Alumni club-based activities, including pro bono consulting engagements 	<ul style="list-style-type: none"> • Social Innovation Conversation podcast • Talks by guest speakers 	<ul style="list-style-type: none"> • Workshops and talks by guest speakers • Volunteering and advisory opportunities • Social Entrepreneur Award • Co-hosting impact investing side events at SOCAP and Skoll Forum for last 5 years 	<ul style="list-style-type: none"> • More than 40 gatherings, workshops, and informal chats with experts within specific subject areas, particularly health and education 	<ul style="list-style-type: none"> • More than 30 social impact events including those in the Launchpad co-working space such as a “Confessions of an Entrepreneur” series • Venture Award grants • Global Challenge ecosystem mapping competition

INTERVIEWEES EXPRESSED SKEPTICISM AT VALUE OF LARGE-SCALE CONFERENCES AND OTHER CONVENINGS

Convene practitioners & researchers

SOME INTERVIEWEES THOUGHT LARGE CONFERENCES HAD LIMITED VALUE...	...WHILE OTHERS CITED LOGISTICAL CHALLENGES AND LACK OF CAPACITY TO SUPPORT
<p><i>"You always have to ask yourself what you're trying to accomplish when you start thinking about hosting a large conference, since they're so work-intensive. You also need to know who you're partnering with. A good partner makes a big difference."</i></p> <p>Director, CASE at Fuqua</p>	<p><i>"We haven't conducted a major conference on anything like the scale of the Skoll World Forum. There are plenty of organizations out there that do work like that and we don't have the capacity."</i></p> <p>Director, Bertha Centre</p>
<p><i>"Compared to a large, generic social enterprise conference, we'd rather host smaller gatherings in specific sectors (for example, health care innovation). Targeting specific sectors helps us bring together topics and themes and facilitate learning exchanges."</i></p> <p>Director, Bertha Centre</p>	<p><i>"We provide advisory support to our students leading large conferences, most notably SECON. And we are quite selective about organizing our own research-based or alumni-based convenings."</i></p> <p>Director, HBS Social Enterprise Initiative</p>
<p><i>"I don't understand why we have so many conferences. Lots of people come to these conferences, but sometimes they don't accomplish that much. We can't confuse a conference with actual impact."</i></p> <p>Expert interview</p>	<p><i>"We haven't done a ton of conferences. We used to run more academically-focused large gatherings, but they're a huge amount of work."</i></p> <p>Director, CASE at Fuqua</p>

Helpful Resources



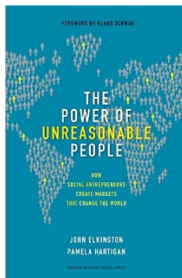
Getting Beyond Better

by Sally Osberg and Roger Martin

In this compelling book, Roger Martin and Sally Osberg describe how social entrepreneurs target systems that exist in a stable but unjust equilibrium and transform them into entirely new, superior, and sustainable equilibria. All of these leaders develop, build, and scale their solutions in ways that bring about the truly revolutionary change that makes the world a fairer and better place.

See more at: <http://skoll.org/2015/10/01/getting-beyond-better/>

Sally Osberg and Roger Martin. “How Social Entrepreneurs Make Change Happen.” *Harvard Business Review*. October, 2015. <https://hbr.org/2015/10/how-social-entrepreneurs-make-change-happen>



The Power of Unreasonable People

by Pamela Hartigan and John Elkington

Renowned playwright George Bernard Shaw once said, “The reasonable man adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself. Therefore all progress depends on the unreasonable man.” By this definition, some of today’s entrepreneurs are decidedly unreasonable—and have even been dubbed crazy. Yet as John Elkington and Pamela Hartigan argue in *The Power of Unreasonable People*, our very future may hinge on their work.

See more at: <http://www.amazon.com/The-Power-Unreasonable-People-Entrepreneurs/dp/1422104060>



Net Impact’s 2014 edition of “Business as UNusual” features over 3,300 student perspectives at nearly 100 programs. The guide provides student ratings of their graduate programs’ integration of social and environmental themes into curricula, career services, and student activities.

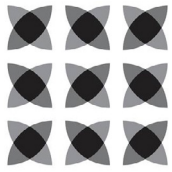
See more at: <https://www.netimpact.org/business-as-unusual#sthash.NKRbzhyD.dpuf>

Profiles of Social Impact Centers Based at Business Schools

Methodology: This list includes schools ranked within the top 50 of the *Financial Times* 2016 Global MBA rankings that host centers focused on social impact work. It is further supplemented by a selection of top ranked social impact programs identified by Net Impact's "Business as UNusual" report as well as additional social impact centers identified in interviews over the course of the project. This list is not meant to be exhaustive.



1. UNSW Australia, Swinburne University of Technology, The University of Western Australia – Centre for Social Impact



CENTRE
for **SOICIAL**
IMPACT

Location: Sydney, Australia

Year Founded: 2008

From the Website: We believe in a stronger society for all. Our mission is to improve the delivery of beneficial social impact in Australia through research, teaching, measurement and the promotion of public debate.

We take a systems approach to developing innovative solutions to the biggest social challenges today, with a vision for a better Australia tomorrow. Through our research, teaching, events and advocacy, we aim to ensure knowledge translates to impact.

We bring together leaders and organisations from business, government and social purpose sectors to build evidence-based, sustainable and scalable approaches to improving impact.

We facilitate collaboration between today's thought leaders and influencers and we develop leaders of tomorrow through university education, conferences, workshops and events.

Our research, teaching and advocacy are focused around our *social impact framework*, which captures our vision for more effective systems for social impact in Australia.

Website: <http://www.csi.edu.au/>

2. York University, Schulich School of Business – The Centre of Excellence in Responsible Business (COERB)



Location: Toronto, ON

Year Founded: 2010

From the Website: The Centre of Excellence in Responsible Business (COERB) at the Schulich School of Business is a global leader in creating and disseminating new knowledge about the social, ethical, environmental and political responsibilities of business. It is one of the reasons why Schulich is ranked number one in the world in teaching responsible business by such publications as Corporate Knights. Drawing on over 40 faculty experts from across the school, COERB is one of the world's largest and most influential academic centres dedicated to triple bottom line thinking.

Global, innovative and diverse, the Schulich School of Business is rated among the world's leading business schools.

Canada's Global Business School™: Overseas campuses in Hyderabad, India and Beijing, China as well as Satellite Centres in Beijing, Shanghai, Mumbai, Seoul, Sao Paulo and Mexico City. **Global Academic Partnerships:** Students can study abroad at one of more than 80 leading management schools in 40 countries. **A Worldwide Alumni Network:** 27,000 alumni working in more than 90 countries and 88 alumni chapters in over 60 countries. **Cutting-Edge Specializations:** One of the broadest ranges of business specializations of any business school – 20 in total. **Groundbreaking Programs:** North America's first ever cross-border executive MBA degree and one of the world's first degrees in international business (IMBA) and Business Analytics (MBAN). **Unique Flexibility:** Students can switch seamlessly between part-time and full-time study to balance changing career, lifestyle and school demands. **Student Diversity:** One of the most diverse student bodies of any MBA program in North America. **Faculty Diversity:** More than 60% are international, coming from close to 30 countries and speaking in excess of 35 languages. **Program Diversity:** Multi-stakeholder perspectives on business and a focus on for-profit, nonprofit and public sector organizations

Website: <http://schulich.yorku.ca/>

3. The Hong Kong Polytechnic University – Jockey Club Design Institute for Social Innovation



Location: Hung Hom, Kowloon Hong Kong

Year Founded: 2012

From the Website: Initiated by the Hong Kong Polytechnic University (PolyU) and the Hong Kong Jockey Club Charities Trust, Jockey Club Design Institute for Social Innovation was established in 2012 as the first design institute dedicated to social innovation in Asia. By convening collective and multi-disciplinary expertise and co-experiment spirit, J.C.DISI focuses on articulating creative and alternative solutions to the complex challenges today, from urban sustainability, aging population, family and youth, public services, social entrepreneurship to empowering technologies for the disadvantaged.

Website: <http://www.sd.polyu.edu.hk/en/>

4. Copenhagen Business School – Social Entrepreneurship Research Cluster



Location: Copenhagen, Denmark

Year Founded: Not Available

From the Website: The Social Entrepreneurship (S-ENT) Research Cluster within the CBS Entrepreneurship Platform seeks to enhance collaborative and interdisciplinary research in S-ENT related areas, drawing on expertise from across departments at CBS.

The central aim for the cluster is to develop a core group of committed CBS researchers, facilitating interdisciplinary S-ENT related research across the whole of CBS, and enhancing the impact of S-ENT research at CBS. The intention is also to attract external funding through joint research proposals.

Website: <http://www.cbs.dk/en/knowledge-society/business-in-society/entrepreneurship/organization/clusters/social-entrepreneurship>

5. Audencia Nantes Business School of Management – MBA in Responsible Management



Location: Nantes, France

Year Founded: 2013

From the Website: Increasing its influence both in France and internationally from its territorial roots, Audencia Business School educates and accompanies in the development of their competencies, students and managers of diverse origins and backgrounds who are attentive to giving meaning to their projects and commitments.

Guided by the values of innovation, cooperation, and responsibility, Audencia produces and disseminates knowledge useful to society, designed to develop management education and inspire new business practices.

Highlights: The Audencia chapter of Net Impact is part of a community of more than 60,000 change-makers who are tackling the world's toughest problems. We put our business skills to work for good throughout every sector, showing the world that it's possible to make a net impact that benefits not just the bottom line, but people and the planet too. MBA students have set up a Net Impact chapter, joining the network of 280 business schools worldwide. They aim to implement change at their workplaces centred on CSR and sustainability values.

Website: <http://mba.audencia.com/>

6. ESSEC Business School – Social Innovation and Entrepreneurship



Location: Paris, France

Year Founded: 2003

From the Website: The entrepreneurial spirit is one of ESSEC's key values. Giving students a taste of entrepreneurship and innovation has led ESSEC to conduct pioneering efforts in this arena. With the creation of ESSEC Ventures in 2000, ESSEC began offering entrepreneurship education, a business incubator, post incubator and seed fund. In 2005, ESSEC enhanced the program with Antropia, a social incubator that fosters the profitability and long-term viability of social ventures in their field of endeavor.

Faithful to its humanist and entrepreneurial tradition, ESSEC was the first business school in France to create, in January 2003, a center of excellence for social entrepreneurship.

The Social Entrepreneurship Chair, an education and applied research program, divides its activities into four main areas: the creation of organizations with a social purpose; strategy and management in a social economy; the corporation and sustainable development; and corporate social responsibility.

One of the chair's operational projects is a social incubator. Named Antropia, it advises and assists ESSEC students and alumni as they launch and develop innovative ventures with a social mission.

Website: <http://www.essec.edu/en/pages/about-essec/get-involved/responsibility-and-involvement/>

7. HEC Paris – Social Business/Enterprise and Poverty



Location: Paris, France

Year Founded: 2008

From the Website: Launched in 2008, the aim of the HEC Paris Social Business/Enterprise and Poverty chair is threefold:

1. To **educate** the next generation of managers, in order for them to become aware of societal challenges and aspire to be part of the solution, regardless of their professional activity; The Chair offers an integrated program of more than 100 contact hours – the “Social Business Certificate Program” – as well as several shorter courses on the topic.
2. To develop **research** on strategic innovation in societal fields: academic research, applied research, and action research, writing case studies on themes involving social business and the ways in which business can contribute to alleviating poverty.
3. To bring together large firms, government members and civil society to contribute to building a more inclusive economy, in France and in developed countries. The goal is to help firms create innovative business plans like social business and develop a series of social experimentations seeking to alleviate poverty.

Website: <http://www.hec.edu/Corporate-Relations/Chairs-Centers/Social-Business-Enterprise-and-Poverty>

8. INSEAD – Social Innovation Centre

INSEAD

The Business School

Location: Fontainebleau, France

Year Founded: 2007

From the Website: To support **INSEAD’s Mission and Visions**, the INSEAD Social Innovation Centre is an inclusive platform for cross-disciplinary research, education, projects and engagement in the area of Business in Society. The Centre aims to develop innovative business models across Corporate Social Responsibility & Ethics, Humanitarian Research, Social Entrepreneurship and Sustainability.

Website: <http://centres.insead.edu/social-innovation/who-we-are/index.cfm>

9. SDA Bocconi School of Management – Impact Investing Lab



Location: Milan, Italy

Year Founded: Not Available

From the Website: Impact Investing, according to the SDA Bocconi approach, means scalable business models that can create economic and social value through innovation in products, services and processes, in markets such as education, health, welfare, care for the elderly, social housing once occupied predominantly or exclusively by public sector and traditional not-for-profit organizations.

Impact Investing Lab is a platform, acting as a point of reference at national and international level, to support the development of Impact Investing as a new asset class able to attract public and private capital. Its mission is to generate knowledge, share experiences and bridge investors, entrepreneurs and policy makers, in order to develop new markets and businesses with social impact.

Website: <http://www.sdabocconi.it/en/site/impact-investing-lab>

10. Sunway University – Sunway Institute for Social Entrepreneurship



Location: Subang Jaya, Selangor, Malaysia

Year Founded: 2012

From the Website: It seeks to provide leadership that would help transform and empower people to be socially entrepreneurial change-makers through education, research and social impact innovation programmes.

Vision: To be a leading and influential centre for the advancement of social entrepreneurship.

Mission: To transform and empower people to be socially entrepreneurial change agents through education, multidisciplinary research and social impact innovation initiatives.

Website: <https://university.sunway.edu.my/Sunway-Institute-Social-Entrepreneurship>

11. Auckland University of Technology – Sustainable Enterprise Major



Location: Manukau, Auckland, NZ

Year Founded: Not Available

From the Website: Sustainable Enterprise is the business of caring for people, the environment and our collective wellbeing. It is both a challenge and an opportunity for conventional businesses that tend to be oriented more towards bottom line profitability. This exciting new major offers a range of perspectives on what is needed to create future-proofed businesses that integrate economic, social and environmental priorities.

Website: <https://www.aut.ac.nz/study-at-aut/study-areas/business/qualifications/undergraduate/sustainable-enterprise>

12. Massey University – Social Innovation and Entrepreneurship Research Centre



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

Location: Palmerston North, New Zealand

Year Founded: 2010

From the Website: Our Mission: To be a centre of research excellence dedicated to advancing social innovation and entrepreneurship in New Zealand and internationally.

Our Vision: Excellence in social innovation and entrepreneurship research.

Our Objectives:

- To become the pre-eminent research centre and knowledge hub for social innovation and entrepreneurship in New Zealand.
- In association with Government – central, regional and local; professional, business and community groups, to contribute toward social innovation in New Zealand.
- To undertake collaborative research within Massey University and with other national and international research groupings.
- To provide collective mentorship and support to associates in the Centre.
- To develop research partnerships with social goal focused organisations and individuals.
- To assist undergraduate and postgraduate students to develop research capability, conduct rigorous research and produce quality research outputs in social entrepreneurship and associated subject areas.
- To assist undergraduate and postgraduate students to develop leadership and advocacy capabilities relevant to creating social value.
- To attract and support national and international students, scholars and postdoctoral fellows.
- To contribute to building leadership imbued with social values and vision.
- To focus attention on the importance of social goals in business through teaching, research, professional and community presentations and publications.
- To obtain internal and external funding to undertake the work of the Centre.

Website: <http://sierc.massey.ac.nz/>

13. National University of Singapore Business School – Asia Centre for Social Entrepreneurship & Philanthropy



Location: Singapore

Year Founded: 2011

From the Website: Vision: Advancing understanding and the impactful practice of social entrepreneurship and philanthropy in Asia, through research and education.

Mission: Conduct basic and applied research in social entrepreneurship and philanthropy. Promote education in social entrepreneurship and philanthropy through courses and practical learning experiences.

ACSEP builds upon, extends, and amplifies the work of the former Centre for Social Entrepreneurship and Philanthropy (CSEP) at NUS. Activity, public awareness, and knowledge of social entrepreneurship and philanthropy are rapidly growing worldwide, but particularly in Asia. A new generation of Asian social entrepreneurs, business leaders, and leaders from other sectors (including those outside Asia) are increasingly seeking opportunities to leverage their skills, wealth, contacts, insights, and passions to address pressing social concerns throughout Asia.

Website: <http://bschool.nus.edu/acsep>

14. University of Cape Town Graduate School of Business – Bertha Center for Social Innovation



Location: Cape Town, South Africa

Year Founded: 2011

From the Website: The Bertha Centre for Social Innovation and Entrepreneurship is the first academic centre in Africa dedicated to advancing social innovation and entrepreneurship. It was established as a specialised unit at the UCT Graduate School of Business in late 2011, in partnership with the **Bertha Foundation**, a family foundation that works with inspiring leaders who are catalysts for social and economic change.

Today the Centre is a dynamic space, with several programme areas in Advancing Social Innovation, **Education Innovation, Inclusive Health Innovation, Innovative Finance** and **ScaleShift** with a strong focus on South Africa and Africa.

The Centre also works closely with the **Raymond Ackerman Academy of Entrepreneurial Development**, and the **MTN Solution Space** which are also part of the GSB.

Website: <http://www.gsb.uct.ac.za/s.asp?p=389>

15. ESADE Business School – Institute for Social Innovation

ESADE Business School

Ramon Llull University

Location: Barcelona, Spain

Year Founded: 2008

From the Website: The mission of the ESADE Institute for Social Innovation is to hone the skills of individuals and organisations in the non-profit sector in order to strengthen their contribution to building a fair and sustainable world through their specific activities. With this objective, the Institute conducts research, generates and disseminates knowledge, and offers training in the following areas:

- CSR and competitiveness: responsible leadership
- Business, the environment and climate change
- Social impact through NGO-enterprise collaborations
- Strengthening NGOs and social enterprises: social leadership
- Models of innovation for social and environmental challenges.

Innovation models for social and environmental challenges The Institute aims to combine **quality research** that enables valuable academic contributions with propitious **knowledge transfer** to ensure a positive impact on **social transformation**.

Website: <http://www.esade.edu/research-webs/eng/socialinnovation>

16. IESE Business School – Center For Business In Society



Location: Barcelona, Spain

Year Founded: 2013

From the Website: The Social Entrepreneurship and Social Innovation Platform is an initiative of the Center for Business in Society of IESE Business School. It seeks to fulfill three main objectives.

First, the center emphasizes the importance of social entrepreneurship and social innovation in the management community, and more broadly, in civil society. This first objective will be pursued by: a) developing new educational initiatives for MBA students, executives, etc., b) conducting research related to critical issues in social innovation and social entrepreneurship and, c) publishing articles for scholars, managers, policy makers and for the general public.

The second objective is the facilitation of contacts between members of the IESE community (students, executive participants, researchers and professors) and social entrepreneurs interested in launching new social enterprises. More specifically, the SESI Platform intends to create opportunities for new collaborations between IESE community and social entrepreneurs in search of help.

The third objective is, of course, is to support social entrepreneurs who intend to pursue new innovative, high impact projects. In this sense, the SESI platform is interested in transferring capabilities and resources that can help transform great ideas into tangible initiatives.

Website: <http://www.iese.edu/en/faculty-research/research-centers/cbs/>

17. IE Business School – Social Innovation Program/Entrepreneurship & Innovation Center



Location: Madrid, Spain

Year Founded: Not Available

From the Website: IE is an international institution dedicated to educating business leaders through programs based on our core values of global focus, entrepreneurial spirit and a humanistic approach.

Our 500-strong, international faculty teaches a student body composed of more than 90 nationalities on our Undergraduate (**IE University**), Master, and Doctorate degrees, and Executive Education programs. Our alumni, now numbering over 40,000, hold management positions in some 100 countries worldwide.

We champion high-quality research coupled with multidisciplinary, integrative education programs. Designed to address market demands, our innovative learning processes comprise a blend of online and onsite formats, making IE a pioneer in international education.

Website: <http://www.ie.edu/business-school/>

18. City, University of London Cass Business School – Centre for Charity Effectiveness



Location: London, UK

Year Founded: 2004

From the Website: Our **enduring mission** is to drive transformation in the sector. We will continue to innovate, enable outstanding leadership, and deliver sustainable change through applied research, professional development programmes and consultancy to both support the sector in the UK and internationally. We are the nonprofit sector's **academic convenor**. We are the place where students can gain world class Masters degrees, where charity leaders come for cutting-edge professional development and to meet and network with peers and share their experiences and ideas. Our **inspirational alumni** lead some of the UK's most successful charities and return regularly for professional development, consultancy services and networking. They are core to delivering our ongoing mission to drive transformation within the sector and society.

Website: <http://www.cass.city.ac.uk/research-and-faculty/centres/cce>

19. University of Cambridge Judge Business School – Centre for Social Innovation



**UNIVERSITY OF
CAMBRIDGE**
Judge Business School

Location: Cambridge, UK

Year Founded: 1990

From the Website: The Centre for Social Innovation at Cambridge Judge Business School, University of Cambridge, acts as a platform for research and engagement with social innovators, academia and policy in UK and across the world. Its primary focus is to understand, promote, and engage with social innovators and create and support social ventures and projects.

Social innovation is concerned with the development of creative and practical solutions to complex social problems. While many social innovators work in non-profit organizations, they are increasingly found in government and corporations. Indeed, the boundaries between the sectors have become increasingly indistinct, and much social innovation takes place at the intersection between them.

The Centre for Social Innovation will therefore focus on leadership for social change, wherever it takes place. Leadership for social change involves a different kind of leadership, one that's less adversarial, one that seeks to have a positive impact on the kind of world that we live in, and one that blurs the boundaries between what's for-profit and what's non-profit.

The Centre for Social Innovation will engage in scholarship focused on social innovation and social ventures that aim to create sustainable social and economic value, which encompasses the private, public and third sectors. It will create new academic courses aimed at practitioners who want to use research to enhance understanding of, and the impact of social innovation.

The Centre will also support social innovators through events, training programmes and online materials. A central tenet of the Centre would be that it brings academics and practitioners together in all aspects of its governance and delivery.

Website: <http://www.jbs.cam.ac.uk/faculty-research/centres/social-innovation/>

20. Glasgow Caledonian University – Yunus Centre for Social Business and Health



Location: Glasgow, Scotland

Year Founded: 2008

From the Website: The Yunus Centre for Social Business and Health is based at **Glasgow Caledonian University** and aims to transform the lives of the poorest through pioneering research examining the relationship between social business and health improvement.

Named after the Nobel Laureate **Professor Muhammad Yunus**, the centre's unique research evaluates the impact of social business creation on the lives and health of disadvantaged communities in Glasgow and overseas. The first holder of the Yunus Chair in Social Business and Health is Professor Cam Donaldson, one of the world's foremost health economists.

The Yunus Centre works closely with the Institutes for **Applied Health Research** and **Society and Social Justice Research** as well as the wider University and international collaborators.

Website: <http://www.gcu.ac.uk/yunuscentre/>

21. London School of Economics and Political Science – Marshall Institute for Philanthropy and Social Entrepreneurship



Marshall Institute

Location: London, UK

Year Founded: 2015

From the Website: The Marshall Institute's aim is to improve the impact and effectiveness of private contributions to the public good. Philanthropy, whether large, organised and coordinated or small, local and volunteer-run, has a huge aggregate effect. Social entrepreneurship attracts increasing amounts of capital and innovative individuals to enterprises whose purpose is improving the state of the world.

New forms of financing, innovative digital volunteering, enterprises addressing health, education, housing, social justice – all are vital elements of philanthropy and social entrepreneurship. Our ambition is to bring to these fields an analytical base, a series of taught courses, and a forum for convening the various actors across sectors and regions.

Website: <http://www.lse.ac.uk/Marshall-Institute>

22. University of Oxford Saïd Business School – Skoll Centre for Social Entrepreneurship



Location: Oxford, UK

Year Founded: 2003

From the Website: The mission of the Skoll Centre is to accelerate the impact of entrepreneurial activity that aims to transform unjust or unsatisfactory systems and practices.

We do this by:

- **developing talent and emerging leadership:** we offer world-class graduate education that provides students with the vision and skills to bring together market-based approaches and social innovation.
- **supporting actionable insight through research:** we support research that contributes to the theory of social entrepreneurship and its practical applications to address critical global challenges whilst developing and supporting a network of academics and practitioners to disseminate this knowledge globally.
- **catalysing deep exchanges with a global community of innovators:** we connect social entrepreneurs with thought leaders and key players in business, government, and philanthropy to enhance social impact.

The Skoll Centre has a vision for a future where all businesses take responsibility for their social, environmental, and governance impacts. To get there, the Center focuses not just on entrepreneurs, but also on “intrapreneurs” who will go into established businesses, governments, and third-sector organizations to create entrepreneurial change from the inside. To prepare students for a range of social impact careers, the Skoll Centre offers programing on social impact leadership, understanding and apprenticing with global problems, and a range of skills necessary for social impact careers.

Website: <http://www.sbs.ox.ac.uk/faculty-research/skoll>

23. Babson College Olin Graduate School of Business – The Lewis Institute

The logo for The Lewis Institute at Babson, featuring the text "THE LEWIS INSTITUTE AT BABSON" in white and yellow on a dark green background.

Location: Babson Park, MA

Year Founded: 2010

From the Website: We are living in a world where the expectations on business have shifted and increasingly, the lines between business, government, and the social sectors are blurred. Each sector is now expected to address societal dilemmas in new and expanded ways, but it will take sophisticated combinations of each sector's unique designs to produce common good outcomes.

While traditionally each of these sectors focus on breakthrough innovations, at The Lewis Institute we hyper focus on breakthrough interactions as the starting point that yields powerful new social innovations. What we do is intentionally introduce and reconfigure relationships in such a way that new and expanded social impacts and innovations come about.

Website: <http://www.babson.edu/Academics/centers/the-lewis-institute/Pages/home.aspx>

24. Bard College – MBA in Sustainability



Location: Annandale-on-Hudson, NY

Year Founded: Not Available

From the Website: The Bard MBA in Sustainability prepares students for leadership positions in a variety of business environments—from innovative start-ups to major corporations—with in-depth knowledge of core business skills through the lens of sustainability. The curriculum provides a grounding in management essentials, with a continual focus on the integrated bottom line: economic success, environmental integrity, and social equity.

Website: <http://www.bard.edu/mba/>

25. Carnegie Mellon Heinz College – Institute for Social Innovation



Location: Pittsburgh, PA

Year Founded: 2006

From the Website: Carnegie Mellon’s Institute for Social Innovation (ISI) is a multi-disciplinary institute providing CMU students, faculty, and researchers with a variety of applied learning opportunities to design, prototype, and launch financially sustainable **ventures, projects, and policy initiatives** for social good. In addition, the ISI conducts **applied research** to generate new insights that advance the field of social innovation and entrepreneurship. These activities are reinforced by CMU’s interdisciplinary and analytical approach to problem solving, leverages the Heinz College’s expertise and influence in technology, policy, and management, and supports the College’s mission of “educating men and women for intelligent action.”

Website: <http://heinz.cmu.edu/institute-for-social-innovation/index.aspx>

26. Colorado State University College of Business – Global Social & Sustainable Enterprise MBA



Location: Fort Collins, CO

Year Founded: Not Available

From the Website: We believe entrepreneurial innovations can – and should – be powerful forces that solve the most complex global challenges of our time. Global Social and Sustainable MBA students nourish, empower, and protect people around the globe. Our students make the world a cleaner, safer place for all of us. It's lofty work wielded by the most passionate and determined. This program provides aspiring international entrepreneurs with advanced business skills needed to build and manage global ventures that achieve sustainability with results focused on the triple bottom line of economic, social, and environmental performance.

Website: <https://biz.colostate.edu/Academics/Graduate-Programs/Master-of-Business-Administration/Global-Social-Sustainable-Enterprise-MBA>

27. Columbia Business School – Tamer Center for Social Enterprise



Location: New York, NY

Year Founded: In 1981 Professor Ray Horton founded the Public and Nonprofit Management Program, which was renamed the Social Enterprise Program in 2000, and widened to include social entrepreneurship, corporate social responsibility, and international development.

From the Website: The mission was to advance the understanding of how business can contribute to society and the environment, by emphasizing the vital role that social enterprise plays in transforming communities.

In 2015, The Tamer Center for Social Enterprise was established by a generous gift from Sandra and Tony Tamer, which expanded the existing Social Enterprise Program at Columbia Business School. The new funding allowed for the launch of the Tamer Fund for Social Ventures, expansion of the existing Loan Assistance program, extension of the Social Enterprise Summer Fellowship Program to Columbia students beyond the Business School, funding for social ventures at the Columbia Startup Lab and further development of the advisory network for Columbia's social entrepreneurs.

Website: <http://www8.gsb.columbia.edu/socialenterprise/about>

28. Cornell University Johnson Graduate School of Management – Center for Sustainable Global Enterprise



Johnson
Cornell
SC Johnson College of Business

Location: Ithaca, NY

Year Founded: 2003

From the Website: Johnson's Center for Sustainable Global Enterprise is a world-class academic institution producing and disseminating relevant knowledge for managers seeking innovative, profitable business opportunities which address global sustainability challenges and help transform the impacts of private enterprise on the world. The Center frames global sustainability challenges as business opportunities, and works with firms to specify innovative, entrepreneurial, and new business alternatives they can implement in the marketplace. Our programs include those focused on market and enterprise creation (particularly in low income communities), clean technology commercialization and innovation, and finance + sustainability.

Website: <http://www.johnson.cornell.edu/Center-for-Sustainable-Global-Enterprise>

29. Dartmouth College Tuck School of Business – Center for Business, Government & Society

CENTER FOR
**BUSINESS,
GOVERNMENT
& SOCIETY**
TUCK SCHOOL OF BUSINESS
AT DARTMOUTH

Location: Hanover, NH

Year Founded: 2012

From the Website: The Center for Business & Society supports the study and research of topics that fall at the intersection of business and society. The Center hosts the development of new cases for the classroom, funds faculty research, promotes student independent study, and brings executives together in peer learning forums. The Center's work is disseminated in reports and publications, at industry conferences nationally and internationally, and as case studies. Tuck faculty conduct research that applies business knowledge and theory to social needs and environmental challenges both locally and globally including corporate environmental practices, climate change issues, questions of corporate citizenship, social entrepreneurship, affordable housing, public/private partnerships, and ethical dilemmas that focus on the complex choices between business interests and societal needs.

Website: <http://cbgs.tuck.dartmouth.edu/>

30. Duke University's Fuqua School of Business – Center for the Advancement of Social Entrepreneurship



Location: Durham, NC

Year Founded: 2002

From the Website: The Center for the Advancement of Social Entrepreneurship (CASE) is an award-winning research and education center based at Duke University's **Fuqua School of Business**. CASE's mission is to prepare leaders and organizations with the business skills needed to achieve lasting social change.

Since 2002, CASE has been a leader in the field of social entrepreneurship, serving as a hub for research, teaching and practitioner engagement. We have educated thousands of MBA students and worked with thousands of organizations, funders, government agencies and researchers to help define, connect theory and practice and propel the idea of social entrepreneurship into the robust field it is today.

In the coming years, CASE will continue to support and learn from social entrepreneurs but also help to build the ecosystem that allows social entrepreneurs to succeed and scale: capital markets that understand them, policies that encourage them, legal structures that free them, and so on. Our ambitious efforts around impact investing (**the CASE Initiative on Impact Investing, CASE i3**) and global health (**the Social Entrepreneurship Accelerator at Duke, SEAD**) illustrate this point.

Website: <https://centers.fuqua.duke.edu/case/>

31. Emory University's Goizueta Business School – Social Enterprise @ Goizueta



EMORY | GOIZUETA
BUSINESS
SCHOOL

Location: Atlanta, GA

Year Founded: Not Available

From the Website: By actively working across the spectrum of for-profit, nonprofit and hybrid organizations, our faculty and students become participants in important conversations and debates that are taking place in business schools around the world.

In our Research, we illuminate the factors that induce and impede the realization of societal impacts (i.e., poverty reduction or environmental sustainability) using markets and/or business models and acumen. Our research includes the Entrepreneurship Database program which collects rigorous longitudinal data from accelerator programs and entrepreneurs from around the world.

In our Fieldwork and Outreach, we engage faculty and students in projects that deepen our understanding of organizations that strive to achieve meaningful societal impacts, while developing our ability to enhance their overall effectiveness.

In our Teaching and Student Support activities, we expose students to the many ways that their business education can be applied to address a range of societal challenges.

Website: <http://goizueta.emory.edu/faculty/socialenterprise/>

32. Georgetown University's McDonough School of Business – Global Social Enterprise Initiative



Location: Washington, D.C.

Year Founded: 2011

From the Website: The Georgetown Global Social Enterprise Initiative (GSEI) brings the power and innovation generated by cross-sector partnerships to bear on the world's most pressing problems by emphasizing implementation and measureable social change.

As an initiative of the School of Business, GSEI strives to expose career professionals and students to how social, economic, and environmental (SEE) value can facilitate large-scale and lasting change.

Website: <http://socialenterprise.georgetown.edu/about>

33. Harvard Business School – Social Enterprise Initiative



HARVARD | BUSINESS | SCHOOL
Social Enterprise Initiative

Location: Boston, MA

Year Founded: 1993

From the Website: The HBS Social Enterprise Initiative applies innovative business practices and managerial disciplines to drive sustained, high-impact social change. It's grounded in the mission of Harvard Business School and aims to educate, inspire, and support leaders across all sectors to tackle society's toughest challenges and make a difference in the world.

The Social Enterprise Initiative engages with the nonprofit, for-profit, and public sectors to generate and share resources, tools, and knowledge.

Courses that focus on social enterprise are embedded into the MBA curriculum and Executive Education program offerings. Beyond the classroom, HBS offers career development programs designed to support students and alumni who are engaged professionally in the social sector.

Since 1993, HBS faculty have researched and written over 800 social enterprise books, cases and teaching notes. Today, more than 90 faculty members engage in research projects, course development, and other activities. Research forums and conferences sponsored by the Social Enterprise Initiative have examined a wide range of topics, including Nonprofit Strategy, Business Leadership in the Social Sector, Consumer-Driven Healthcare, Global Poverty, and Public Education.

MBA students with backgrounds in all sectors are encouraged to integrate social enterprise skills into their academic, professional, and personal lives. Opportunities for involvement in social enterprise at HBS include elective courses and field-based learning experiences; internships and career development programs; and student clubs and organizations.

Website: <http://www.hbs.edu/socialenterprise/Pages/default.aspx>

34. Indiana University Kelley School of Business – Institute for Social Impact



**KELLEY SCHOOL
OF BUSINESS**

INDIANA UNIVERSITY

Location: Bloomington, IN

Year Founded: 2010

From the Website: Fostering social change is important to Kelley faculty, staff, and students. For 25 years, Kelley has offered programs and courses that encourage students to think broadly about the impact of their work on the local community and the world. With the establishment of the Institute for Social Impact in 2010, Kelley has an opportunity to focus on educating students about how they can use their business knowledge to alleviate poverty through work in social entrepreneurship, economic development, and community service. KISI's mission is to bridge business education with strategies to alleviate poverty through work in social entrepreneurship, economic development, and community service.

KISI engages stakeholders in fostering positive economic and social change. Drawing on the resources of Indiana University and the Kelley School of Business, KISI offers a unique set of programs and resources related to the areas of international development, community service, and social entrepreneurship. Under these broad categories, more specific topics such as microfinance, fair trade, foreign aid, and service learning emerge. KISI acts as a complement to other strong programs at IU and provides curricular and extracurricular opportunities for students to enhance their business education through experiential learning in local, U.S.-based, and international settings.

Website: <http://kelley.iu.edu/ISI/About/page21568.html>

35. Mills Lorry I. Lokey School of Business and Public Policy – Center for Socially Responsible Business



Location: Oakland, CA

Year Founded:

From the Website: The Center for Socially Responsible Business (CSRB) at Mills College in Oakland, CA is a hub of ideas, people, resources and possibilities. All come together to create knowledge and practice around building profitable, sustainable organizations that solve social and environmental problems. As part of the Lorry I. Lokey School of Business and Public Policy, the Center engages in a variety of activities that promote our students' and outside partners' education as socially responsible leaders.

- Conduct original research for corporate and not-for-profit clients that help them understand and further their own social and financial strategies more effectively.
- Create learning opportunities for our MBA students to grow their business expertise in social responsibility and as leaders in social enterprises.
- Partner with local social enterprises and support organizations to deliver conferences, workshops, classes and other events, both at Mills College, and in the community.
- Bring together and connect people and organizations to build a strong social enterprise ecosystem in Oakland and the San Francisco Bay Area.
- Publish research, news and reports that enhance the global conversation about organizations striving to make a strong financial return while they have a positive social or environmental impact.

Website: <https://www.mills.edu/academics/graduate/mba/csrb//>

36. New York University Stern School of Business – W.R. Berkley Innovation Lab (Social Entrepreneurship Program)



Location: New York, NY

Year Founded: 2007

From the Website: The Berkley Center’s Program in Social Entrepreneurship educates, challenges and inspires entrepreneurs and investors to leverage intellectual, social and financial capital with a focus on social change, innovation and impact. Our goal is to create a vibrant pipeline of entrepreneurs excited about launching and growing organizations capable of catalyzing large-scale social change.

Social Venture Competition: Over the past eight years, we’ve awarded \$800K in startup money to innovative social ventures. Social Entrepreneur of the Year Award. This award honors a social entrepreneur who has demonstrated extraordinary leadership in developing innovative solutions to the world’s most intractable social problems. A \$5,000 honorarium accompanies the award. Past winners have included: NYU alumnus Scott Stimpfel, founder, Resources for Educational and Employment Opportunities (REEO); Scott Harrison, founder, charity: water; and Darell Hammond, founder, KaBOOM!

Website: <http://www.stern.nyu.edu/experience-stern/about/departments-centers-initiatives/centers-of-research/w-r-berkley-innovation-lab>

37. Northwestern University Kellogg School of Management – Ford Motor Company Center for Global Citizenship



Location: Evanston, IL

Year Founded: 2006

From the Website: Recent research at the intersections among core social science disciplines – economics, politics, sociology, and social psychology – makes clear that no one discipline can hope to resolve all the problems or address all the concerns facing institutions and organizations in contemporary societies. So, consistent with past practice, the Center encourages and supports multiple approaches to understanding institutions and their social and political impact, with particular emphasis on multidisciplinary projects.

The Center supports research on institutions within more economically advanced societies and encourages expertise and interest in more global issues, focusing on developing economies and emerging institutions in the context of increasing globalization. With ever-deepening interconnections worldwide, questions of how institutions and organizations originating in one society affect the behaviors and institutions of another or broader society are increasingly important. Examples include the impact of social media on political activism and the cross-national transmission of cultures.

Website: <http://www.kellogg.northwestern.edu/research/ford-center.aspx>

38. Presidio Graduate School – Sustainable Management Program



PRESIDIO
GRADUATE SCHOOL

Location: San Francisco, CA

Year Founded: 2003

From the Website: By nurturing innate leadership skills in diverse peoples with varying skills and interests, and fostering a supportive network among them, we will activate thousands of professionals across the globe and develop them into leaders who will design, lead, influence, and evolve prosperous enterprises for a sustainable future.

Website: <http://www.presidio.edu/academics/sustainable-management>

39. Stanford Graduate School of Business – Center for Social Innovation



STANFORD
GRADUATE SCHOOL
OF BUSINESS

Location: Stanford, CA

Year Founded: 1999

From the Website: The Center for Social Innovation (CSI) educates the future leaders of social and environmental change. Our mission is to bring social and environmental change to the world. Through research, education, and experiential learning, we strengthen the capacity of individuals and organizations to develop innovative solutions to complex problems.

We envision a networked community of leaders actively working across sectors, frontiers, and disciplines to build a more just, sustainable, and prosperous world.

Website: <http://www.gsb.stanford.edu/faculty-research/centers-initiatives/csi>

40. University of California at Berkeley Haas School of Business – Center for Social Sector Leadership



Location: Berkeley, CA

Year Founded:

From the Website: The Center for Social Sector Leadership is defining a new generation of business leaders, a generation that understands and values the crucial role that nonprofit and public institutions play in the world's increasingly collaborative economy. Whether students seek to consult with social sector organizations, found a social enterprise, become effective philanthropists, lead through board governance, or pursue a career in the sector, the Center provides the leadership education to help them succeed.

Website: <http://socialsector.haas.berkeley.edu/>

41. University of Chicago Booth School of Business – Social Enterprise Initiative



Location: Chicago, IL

Year Founded: 2012

From the Website: The Social Enterprise Initiative (SEI) at the University of Chicago Booth School of Business provides educational opportunities for Booth alumni and students around a range of social sector topics and brings together researchers and their social sector interests from across Chicago Booth's academic disciplines, including economics, finance, marketing, and psychology.

SEI aims to support the aspirations of students and alumni to impact societal issues and further research on how institutions help solve social problems. Through ongoing curricular development, alumni and student programming, and support of faculty pursuits, SEI builds on Chicago Booth's commitment to rigorous analysis and its discipline-based approach to understanding organizations, markets, and policy.

Website: <https://research.chicagobooth.edu/sei/>

42. University of Maryland Robert H. Smith School of Business – Center for Social Value Creation



Location: College Park, MD

Year Founded: 2009

From the Website: The Center for Social Value Creation empowers students to create a better world through business principles. We offer hands-on learning opportunities and collaborate across disciplines to infuse students with the ability to apply business principles in creative and entrepreneurial ways that co-create economic prosperity and advance social and environmental well-being. Our consulting opportunities and signature programs, like ChangetheWorld.org Nonprofit Consulting and the Social Enterprise Symposium, help Smith students gain exposure to the trends and skills necessary to be business leaders of the 21st century.

Website: <http://www.rhsmith.umd.edu/centers-excellence/center-social-value-creation>

43. University of Michigan's Ross School of Business – Center for Social Impact



Location: Ann Arbor, MI

Year Founded: 2014

From the Website: The Center for Social Impact provides leaders with practical skills and insight to tackle complex social challenges and catalyze a career in social impact. Action-based programs offer students multidisciplinary and cross-sector opportunities to deliver social impact. The Center also hosts events to promote collaboration and inspire dialogue that accelerates social innovation on campus and in the community.

Action-based programs offer students multidisciplinary and cross-sector opportunities to deliver social impact. The Center also hosts events to promote collaboration and inspire dialogue that accelerates social innovation on campus and in the community. **Faculty** across the university are leading the way in the social impact field, and **Center staff** work closely with faculty, other U-M staff, and partner organizations to support student learning. The Center holds a close partnership with the **Nonprofit and Public Management Center** across multiple schools as well. Students on the Center for Social Impact **Student Advisory Board** play an integral role in shaping the strategic direction of the Center and educating students about social impact opportunities.

Website: <http://socialimpact.umich.edu/>

44. University of North Carolina Kenan-Flagler Business School – Center for Sustainable Enterprise



UNC
KENAN-FLAGLER
BUSINESS SCHOOL

Location: Chapel Hill, NC

Year Founded: 1999

From the Website: Through education, research and outreach, the Center for Sustainable Enterprise (CSE) empowers business leaders to build shareholder value while exercising environmental stewardship and promoting societal well being. CSE provides students, executives and organizations with the education, experiential learning and career development resources necessary to become innovative leaders in sustainable enterprise.

Website: <http://www.kenan-flagler.unc.edu/sustainable-enterprise>

45. University of Notre Dame Mendoza College of Business – Gigot Center for Entrepreneurship



Location: Notre Dame, IN

Year Founded: 1998

From the Website: The Gigot Center is associated with the Mendoza College of Business Department of Management.

Program Details:

- The Notre Dame entrepreneurial track offers MBA students an Innovation & Entrepreneurship Concentration and undergraduate students an Entrepreneurship Minor
- Curriculum includes a wide spectrum of courses organized to enable students to follow one of four entrepreneurial curriculum tracks:
 - **Start-Up track** (“I want to start a business”)
 - **Venture Capital Investing track** (“I want to invest in many startups”)
 - **Intrapreneurship track** (“I want to lead a corporate innovation team”)
 - **Social Entrepreneurship track** (“I want to start a social enterprise”)
- Approximately 90 percent of entrepreneurship faculty have started, bought or operated a successful business
- Center sponsors a robust schedule of non-curriculum-based activities and competitions annually in entrepreneurship, including the annual McCloskey Business Plan Competition that awards more than \$300,000 in cash and in-kind prizes

Other distinguishing programs features:

- Immersive Learning and Internship opportunities enabling students to embed with startups, incubators, venture capital firms, social enterprises and other entrepreneurial organizations
- Irish Entrepreneurs Network offers a deep bench of expert resources to assist aspiring Notre Dame entrepreneurs
- Annual Irish Impact Conference – a platform for thought leadership aligned with the “Ask More of Business” calling of the Mendoza College of Business
- Center serves as a liaison to the other nodes in the Notre Dame entrepreneurship eco-system: Innovation Park at Notre Dame, Irish Angels, ND Office of Research and others.

Website: <http://gigot.nd.edu/>

46. University of Oregon Lundquist College of Business – Center for Sustainable Business Practices



UNIVERSITY OF OREGON
Lundquist College of Business

Location: Eugene, OR

Year Founded: Not Available

From the Website: The Lundquist College of Business will be internationally renowned for excellence in business education and research drawing strength from its links to Pacific Rim neighbors and the distinctive qualities of Oregon culture: innovation, sustainability, active lifestyles, financial stewardship, and respect for individuality and diversity within an increasingly global community. The Lundquist College of Business is an integral part of the **University of Oregon**, a comprehensive public research university committed to innovative teaching, discovery, and service. The college's mission is to: Provide outstanding undergraduate education that combines a strong foundation in the liberal arts, excellence in traditional business disciplines, and experiential opportunities drawing on the strength of Oregon's distinctive qualities. Support economic development by offering master's programs associated with signature centers derived from Oregon's distinctive qualities, and by providing expert services to the Oregon community and beyond. Contribute to the advancement of business knowledge through scholarship and doctoral programs in accordance with the research mission of the university.

Website: <https://business.uoregon.edu/centers/csbp>

47. University of Pennsylvania Wharton School – Wharton Social Entrepreneurship Program



Location: Philadelphia, PA

Year Founded: 2001

From the Website: Wharton Social Entrepreneurship, launched in 2001, is a global field research program that examines the use of social impact business models to address societal challenges. We believe that entrepreneurship can be a powerful tool in solving social problems around the world and that entrepreneurs can build businesses that simultaneously earn income and tackle social problems in novel and effective ways.

This model of solving societal ills is built on the idea of creating self-sufficiency rather than dependency in the beneficiaries. A successful social enterprise creates a 'virtuous cycle': as the company and its earnings grow, so too does its positive social impact;; and as more societal problems are alleviated, greater numbers of people can join the mainstream of global citizens living above the poverty line.

Website: <http://entrepreneurship.wharton.upenn.edu/wharton-social-entrepreneurship/>

48. Sol Price School of Public Policy – Sol Price Center for Social Innovation

USC Price

Sol Price School of Public Policy

Location: Los Angeles, CA

Year Founded: 2011

From the Website: The Sol Price Center for Social Innovation develops ideas, practices, and leaders to enhance the quality of life for people in low-income urban communities worldwide.

Policy & Research: The USC Sol Price Center for Social Innovation promotes the exploration, pursuit, and understanding of how to create sustainable, holistic vitality in low-income, urban communities. The Center seeks through its research and training to identify and develop initiatives, leaders, and scholars that embody innovative approaches to achieving such outcomes, with a particular eye towards those large scale change efforts that are generalizable to populations and other places.

Though the Price Center focuses primarily on sustainable, holistic community development, it considers social innovation in this context broadly, and potentially includes efforts that have resulted in dramatic sectoral (i.e., public safety, public health, education, arts) changes that can represent beachheads to further progress. A particular emphasis is on entrepreneurship, the mechanisms of transformation and the level of investment sufficient to trigger and sustain change.

The Price Center has cultivated a growing partnership between the USC Price School and Price Philanthropies. Faculty grants have launched City Heights-based research projects and three new courses bring graduate students to San Diego for real world application of their skills.

Meanwhile, a social innovation distinguished speaker series has catalyzed a conversation to discern USC Price's unique role and contribution to the field of social innovation. These foundational initiatives reflect early efforts to begin building a national reputation for scholarship that improves the quality of life for low-income, urban communities worldwide.

Website: <https://socialinnovation.usc.edu/>

49. Yale School of Management – Yale School of Management Program on Social Enterprise



Yale SCHOOL OF
MANAGEMENT

Location: New Haven, CT

Year Founded: 2000

From the Website: The Yale Program on Social Enterprise (PSE) supports scholars, students, alumni, and practitioners interested in exploring the ways in which business skills and disciplines can be harnessed to most effectively and efficiently achieve social objectives. PSE facilitates work on nonprofit and public sector social entrepreneurship, as well as initiatives in private sector social enterprise.

Our activities span courses, research, conferences, and publications. In addition to these formal activities, the PSE also serves as a focal point for social enterprise-related activities at SOM, facilitating, advising, and drawing connections among students, faculty, the Yale community, and the broader network in the US and internationally of interested practitioners and institutions.

Website: <http://som.yale.edu/faculty-research-centers/centers-initiatives/program-on-social-enterprise>

ADDITIONAL PROFILES OF SOCIAL IMPACT CENTERS NOT BASED AT BUSINESS SCHOOLS

UNITED STATES

50. Brown University – Social Innovation Initiative



Location: Providence, RI

Year Founded: 2007

From the Website: Since its launch in 2007, the Social Innovation Initiative has advised and invested in over 100 students with big ideas for social change.

Translate your idea for social change into action. We offer two options that support students starting or building social ventures:

- Our premiere program, the **Social Innovation Fellowship**, provides students with up to \$4,000 to grow a social venture over the summer, supported by a year of intensive skills training, corresponding coursework, and a community of social entrepreneurs offering mentorship and critique. **Read a visual report about the Social Innovation Fellowship** and meet our **current fellows!**
- Students building early-stage ventures can also apply on a rolling basis for grants from the **Brown Venture Launch Fund**, a fund that supplies \$500 **Explore** grants, \$1,500 **Expand** grants, and \$5,000 **Accelerate** grants to all kinds of ventures led by Brown students.

Website: <http://www.brown.edu/academics/college/special-programs/public-service/social-innovation-initiative/>

51. Georgetown University – The Beeck Center



Location: Washington, DC

Year Founded: 2014

From the Website: The Beeck Center at Georgetown engages global leaders to drive social change at scale. Through our research, workshops, classes, and convenings, we provide innovative tools that leverage the power of capital, data, technology and policy to improve lives. We embrace a cross-disciplinary, citizen-centric approach to building solutions for communities. From increasing access to finance through mobile money, to promoting technologies that allow citizens to better connect with their governments, we take a human-centered approach to building solutions at scale. We invite a diverse community of thinkers to join us in looking beyond the obvious, to ask the unasked questions and find adaptable solutions in today's changing world.

Website: <http://impact.georgetown.edu/>

52. McGill University – Quartier de l’innovation



Location: Montreal, Quebec

Year Founded: 2013

From the Website: Founded by École de technologie supérieure (ÉTS) and McGill University, the Quartier de l’innovation (QI) is an innovation ecosystem located in the South-West of Montreal, a dynamic, diverse and historically rich area.

This unique institutional alliance allows the QI to capitalize on the complementary strengths of its founding partners in research, education, innovation and entrepreneurship as well as with their respective local and international networks. Combining diverse and complementary academic resources, the QI offers over 20 initiatives to McGill students and academics.

The **QI goals** are to: Provide broad promotion and support of innovation. Accelerate the development of technological, social, and cultural organizations. Promote the development of innovative initiatives that highlight the expertise of our partners and institutions. Create bridges and opportunities in order to increase the exchanges involving the QI’s four pillars.

The **QI vision** is to become a global reference in innovation by being: A hub of mobilization for academic institutions as well as industrial, social, and cultural actors. An “ecosystem” that encourages social, cultural, and technological innovation. A model of sustainable development. A catalyst for the growth of entrepreneurs, SMEs, cultural, and social organizations.

Website: <https://quartierinnovationmontreal.com/en>

53. New York University – Reynolds Program in Social Entrepreneurship

**NYU**Reynolds
Program**Location:** New York, NY**Year Founded:** 2006

From the Website: The Catherine B. Reynolds Foundation Program in Social Entrepreneurship is designed to attract, encourage and train a new generation of leaders in public service. Each year, the program will expose a highly selective group of graduate and undergraduate students from throughout New York University to the cross-disciplinary skills, experiences and networking opportunities needed to advance and support their efforts to realize sustainable and scalable pattern-breaking solutions to society's most intractable problems.

The program will also bring the field of social entrepreneurship to the greater NYU community. All interested NYU students can take advantage of many of the program's resources, including access to influential leaders in the field, exposure to cutting-edge research and scholarship on social entrepreneurship, access to new classes, and the opportunity to participate in skill building activities and trainings. NYU is truly a private university in the public service, and the Catherine B. Reynolds Foundation Program is an important university-wide element of that concept.

Website: <http://www.nyu.edu/reynolds/>

54. Santa Clara University – Miller Center for Social Entrepreneurship



Miller Center
for Social Entrepreneurship

Location: Santa Clara, CA

Year Founded: 1997

From the Website: The Miller Center for Social Entrepreneurship is one of three Centers of Distinction at Santa Clara University. The centers embody the University's mission to unite students and faculty with Silicon Valley leaders to address significant public issues. Miller Center accelerates global, innovation-based entrepreneurship in service to humanity.

Website: <http://www.scu-social-entrepreneurship.org/>

55. Stanford University – Center on Philanthropy and Civil Society



STANFORD PACS
CENTER ON PHILANTHROPY AND CIVIL SOCIETY

Location: Stanford, CA

Year Founded: 2006

From the Website: The Stanford Center on Philanthropy and Civil Society (Stanford PACS) develops and shares knowledge to improve philanthropy, strengthen civil society and effect social change. Stanford PACS connects students, scholars and practitioners and publishes the preeminent journal *Stanford Social Innovation Review (SSIR)*.

Stanford PACS is a research center for students, scholars and practitioners to explore and share ideas that create social change. Its primary participants are Stanford faculty, visiting scholars, postdoctoral scholars, graduate and undergraduate students, and nonprofit and foundation practitioners.

As publisher of *Stanford Social Innovation Review*, Stanford PACS informs policy and social innovation, philanthropic investment and nonprofit practice. *SSIR* is shared intellectual space where scholars and practitioners publish inter-disciplinary and cross sector research and ideas to advance social change. The journal is complemented by a website, blog, conferences, webinars and podcasts.

Stanford PACS has relationships with five schools at Stanford University (Humanities & Sciences, Engineering, Education, Business, and Law) and twenty departments, and we leverage the intellectual assets of a diverse, world-class faculty across the University. This provides a unique platform to share our work with the nonprofit and for profit community in Silicon Valley and globally.

Stanford PACS offers postdoctoral fellowships, PhD fellowships and financial support for undergraduates completing honors thesis work. Additionally, Stanford PACS sponsors a regular public speaker series and other symposia and salons that include speakers who are well known academic, foundation or nonprofit leaders.

Website: <http://pacscenter.stanford.edu/>

56. Tulane University – Phyllis M. Taylor Center for Social Innovation and Design Thinking



Location: New Orleans, LA

Year Founded: 2014

From the Website: The Phyllis M. Taylor Center for Social Innovation and Design Thinking cultivates a diverse learning community of Changemakers who use their skills, humility, expertise, gifts, and power to affirm the humanity of all people in the pursuit of a more just, sustainable, and equitable society.

Taylor coalesces the Social Innovation and Social Entrepreneurship (SISE) minor and co-curricular offerings in social innovation, social entrepreneurship, and design thinking, providing a platform for transdisciplinary, creative thought and action in our campus, local, and global communities.

The center's design thinking framework establishes a deeply human-centered, iterative and experimental approach to addressing social and environmental challenges that engages experts, non-experts, and the users of proposed solutions. Drawing on design thinking, the Taylor Center connects scientific research, academic scholarship, innovative teaching, and lived experiences. Taylor aims to help cultivate mindsets, discover new learning, and diffuse social innovations in an inquisitive, persistent, and humble manner that brings value to the world.

Since gaining strategic philanthropic funding in 2009 to develop a university-wide program in social entrepreneurship, we have worked to integrate different areas of creative, solution-oriented activities across the entire campus. From the launch of the NewDay speaker series, the Changemaker Institute, endowed Professors in Social Entrepreneurship, undergraduate curriculum, and other programs, a variety of departments and centers have worked together to ensure that we are realizing Tulane's vision to represent the best of the modern research university, anticipating and meeting national and societal needs at the dawn of the 21st century and beyond.

Website: <http://taylor.tulane.edu/>

57. University of Northampton – Innovation Centre



Location: Northampton

Year Founded: 2015

From the Website: The University of Northampton Innovation Centre is a flagship building for the Northampton Enterprise Zone. With 42 flexible office units, a cafe and conference space, the centre offers the opportunity to grow your enterprise in a supportive environment alongside like-minded businesses.

The University of Northampton has been internationally recognised as a leader in supporting Social Entrepreneurship and has recently been designated a ‘Changemaker Campus’, by Ashoka U, a prestigious values-based award shared with only 25 other universities world-wide.

Existing and start-up social enterprises based in the University of Northampton Innovation Centre will have access to support from the University’s Inspire2Enterprise service, a business support service specifically for enterprises developing and operating their business in a socially responsible manner, alongside access to the University’s expertise and research information.

Website: <http://northamptoninnovationcentre.co.uk>

58. University of Pennsylvania School of Social Policy and Practice – The Center for Social Impact Strategy



The Center for
Social Impact Strategy

Location: Philadelphia, PA

Year Founded: 2014

From the Website: For emerging and experienced nonprofit and business professionals, the Executive Program for Social Impact Strategy helps translate insight into action.

Designed as an overview of the social impact economy, this hands-on, participatory program provides students with the tools to start or improve impact within their organizations. Students are encouraged to apply what they learn in real time to their work—and to share their findings with classmates from around the world.

The hybrid curriculum combines online and in-person learning experiences for a dynamic educational suite. Participants access video lectures, receive curated readings, and learn from case studies at their own pace—all while connecting with global leaders through online discussions conducted out of the comfort of their own homes. In-person trainings on Penn’s campus provide students with the opportunity to meet one another and work collaboratively. In eight months, students earn a certificate from the University of Pennsylvania—all at an affordable cost.

Website: <http://socialimpactstrategy.org/online/executiveprogram/>

59. University of San Diego – Center for Peace and Commerce



Location: San Diego, CA

Year Founded: Not Available

From the Website: The Center for Peace and Commerce (CPC) is a collaborative partnership between the Joan B Kroc School of Peace Studies and the School of Business at University of San Diego. The mission of the CPC is to prepare new generations of changemakers to build a sustainable world through innovative thinking and action, integrating business principles and effective management with ideas for building peace, reducing poverty, and creating positive social change.

Website: <http://www.sandiego.edu/cpc/>

60. University of St. Thomas – Center for International Studies



UNIVERSITY of ST. THOMAS
**Center for
International Studies**

Location: Houston, TX

Year Founded: 1981

From the Website: The Social Entrepreneurship Program (SEP) at the University of St. Thomas is a service-learning co-curricular program in which students have the opportunity to put in practice the theories and techniques on development and poverty alleviation that they learn in the classroom. SEP operates as a student-run organization. Students help identified underprivileged communities around the world find and establish professional partnerships with local organizations; help raise funds; and later distribute these funds through the creation of comprehensive microcredit programs sharing their time, talent and know how.

Through the development and administration of these revolving funds, SEP volunteer students promote freedom, fairness and democracy in communities as distant and diverse as Lilongwe, Malawi; Petac, Yucatan; Santiago, Chile; Chitral, Pakistan; and Maputo, Mozambique. The Social Entrepreneurship Program works to generate social change by calling on student, University press, Houston and global communities to participate in our efforts to eradicate poverty around the world.

Website: <http://www.stthom.edu/Academics/SEP/Index.aqf>

Acknowledgments

With gratitude to our expert contributors

- **Saïd Business School // University of Oxford:** Dean Peter Tufano; Professor Alex Nicholls; Professor Hiram Samel; Professor Marc Ventresca; Megan Morys-Carter (Executive Director, Entrepreneurship Centre); Georgia Lewis (Marketing & Design Lead)
- **Bertha Centre for Social Innovation & Entrepreneurship // University of Cape Town Graduate School of Business:** Dr. François Bonnici (Founding Director)
- **Harvard Business School // Harvard University:** Professor Julie Battilana; Professor Allen Grossman; Matt Segneri (Director, Social Enterprise Initiative), Margaret Busse (Associate Director, Social Enterprise Initiative)
- **Graduate School of Business // Stanford University:** Debra Dunn (Consulting Associate Professor, Stanford University Institute of Design); Bill Meehan (Lecturer); Kim Meredith (inaugural Executive Director, Stanford PACS); Bernadette Clavier (Director, Center for Social Innovation); Dr. Johanna Mair (Academic Editor, *Stanford Social Innovation Review*)
- **Center for the Advancement of Social Entrepreneurship // Duke University:** Professor Joel Fleishman (Director, Center for Strategic Philanthropy & Civil Society); Cathy Clark (Adjunct Professor; Founder and Director, CASE i3 Initiative on Impact Investing); Erin Worsham (Executive Director, CASE)
- Paul Bernstein – former CEO, Pershing Square Foundation
- Anne Marie Burgoyne – Managing Director, Social Innovation, Emerson Collective
- Stephan Chambers – Inaugural Director, Marshall Institute for Philanthropy and Social Entrepreneurship, London School of Economics and Political Science
- Bill Drayton – Founder, Ashoka – Innovators for the Public
- Kirk Hanson – Executive Director, Markkula Center for Applied Ethics, and Professor of Social Ethics, Santa Clara University
- Dr. Pierre Kletz – Professor, Ben-Gurion University of the Negev
- Dr. Thane Kreiner – Executive Director, Miller Center for Social Entrepreneurship, Santa Clara University
- Dr. Matthew Lee – Assistant Professor, INSEAD
- Dr. Danielle Logue – Senior Lecturer, University of Technology Sydney Business School
- Roger Martin – former Dean, Rotman School of Management, University of Toronto
- Liz Maw – CEO, Net Impact
- Dr. Alfred Vernis – Associate Professor and Founding Member, Institute for Social Innovation, ESADE
- Numerous other team members, students, and administrative staff at featured Centres