



# Onward: Accelerating the Impact of Social Impact Education

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**Dedicated to the memory of Dr. Pamela Hartigan**

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# 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

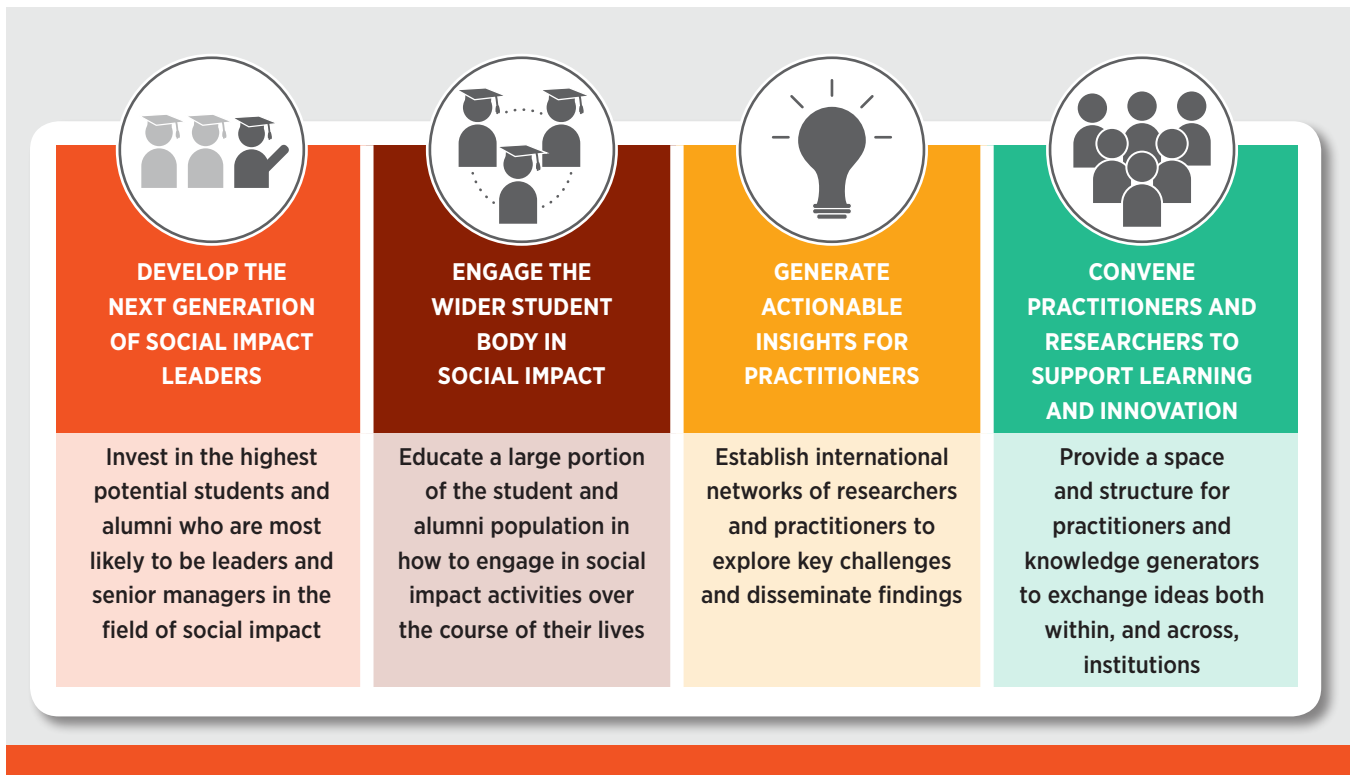
Innovation & Entrepreneurship at the University of Cape Town’s Graduate School of Business—as well as high level profiles of more than 60 other Centres worldwide.

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





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## **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.



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## **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.

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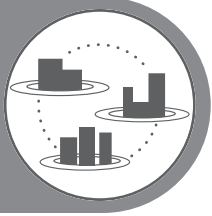
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## EDUCATING AND PREPARING A BROADER, BLENDED RANGE OF STUDENT TALENT FOR ROBUST SOCIAL IMPACT WORK, ACROSS THE SOCIAL AND PRIVATE SECTORS

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.

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# 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><b>“A catalyst for creating social value:</b> the HBS Social Enterprise Initiative is grounded in the mission of HBS and <b>aims to educate, inspire, and support leaders across all sectors</b> to tackle society’s toughest challenges and make a difference in the world.” HBS SEI Website</p>	<p>“Our mission is to <b>educate insightful leaders for social and environmental change.</b> 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. <b>CASE prepares leaders and organizations with the business skills needed to achieve lasting social change.</b> 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 <b>uncover, pioneer, and connect</b> innovators and entrepreneurs to <b>generate inclusive opportunities and advance social justice in Africa.</b>” Bertha Centre Website</p>	<p>“The mission of the Skoll Centre is to accelerate the impact of entrepreneurial activity that aims to <b>transform unjust or unsatisfactory systems and practices.</b> 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"> <li>Invest in the highest-potential students and alumni who are most likely to be leaders and senior managers in the field of social impact</li> </ul>	<ul style="list-style-type: none"> <li>Educate a large portion of the student and alumni population in how to engage in social impact activities over the course of their lives</li> </ul>	<ul style="list-style-type: none"> <li>Establish international networks of researchers and practitioners to explore key challenges and disseminate findings</li> </ul>	<ul style="list-style-type: none"> <li>Provide a space and structure for practitioners and knowledge generators to exchange ideas both within, and across, institutions</li> </ul>
<ul style="list-style-type: none"> <li>Full scholarships for aspiring or veteran practitioners</li> <li>Specialized elective courses</li> <li>Business plan competitions</li> <li>Incubators and innovation labs</li> <li>Targeted mentoring and coaching programs</li> <li>Post-graduate fellowships</li> <li>Loan forgiveness</li> <li>Seed capital</li> <li>Alumni outreach and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>General academic courses</li> <li>Specific topics (e.g., philanthropy, board membership)</li> <li>Clubs</li> <li>Advisory networks for students</li> <li>Internships</li> <li>Alumni outreach</li> <li>Cross-school enrollment courses for social enterprise topics</li> </ul>	<ul style="list-style-type: none"> <li>Case studies and other curriculum development materials</li> <li>Articles for practitioners (e.g., in magazines)</li> <li>Applied research on key topics</li> <li>Creating international networks of researchers and practitioners for collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Conferences</li> <li>Talks/webinars</li> <li>Executive education</li> <li>Alumni outreach</li> <li>General awareness and advertisement</li> </ul>

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

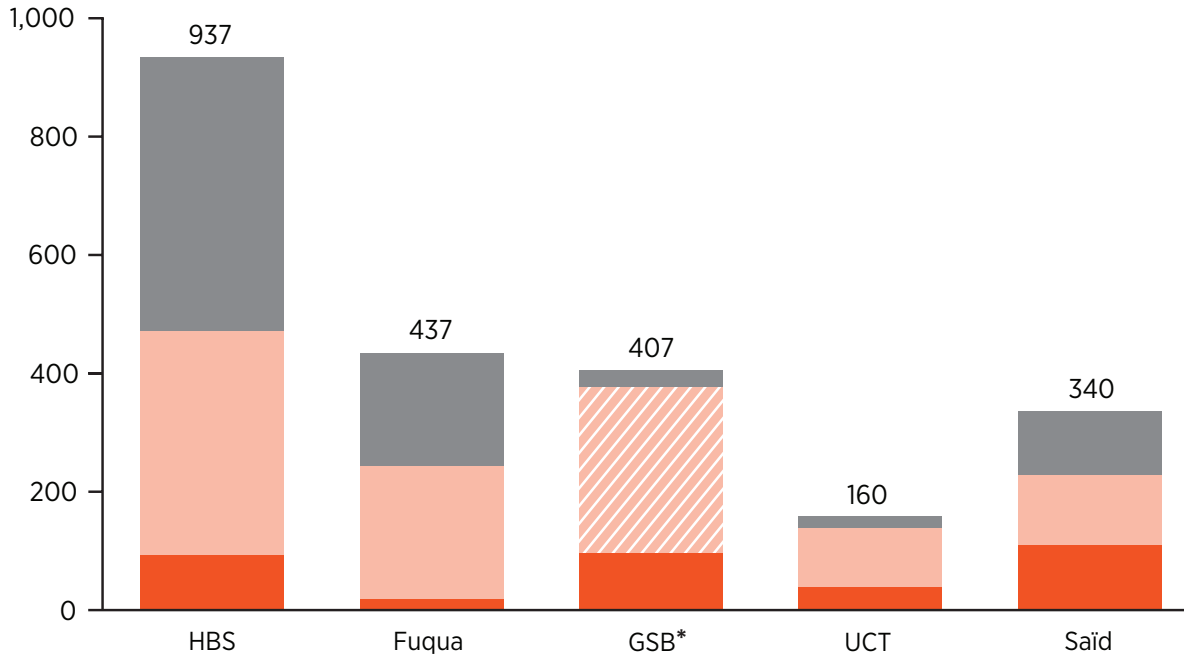
					
Case competitions	✓	✓	✓	✓	✓
Seed funding	✓	✓	✓	✓	✓
Social impact fellowships	✓	✓	✓	✓	✓
Incubator spaces	✓	✓	✓	✓	✓
Career advice and support	✓	✓	✓	✓	✓
Loan forgiveness	✓	✓		✓	
Internships and consulting projects	✓	✓	✓	✓	✓
Funding for experiential learning	✓	✓	✓	✓	✓
Social impact courses	✓	✓	✓	✓	✓
Academic 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"> <li>• Second-year electives on select social impact topics</li> <li>• Funding for independent projects</li> <li>• Cross-registration at other Harvard schools</li> </ul>	<ul style="list-style-type: none"> <li>• New Venture Competition and seed funding</li> <li>• HBS Leadership Fellows</li> <li>• Social Enterprise Summer Fellows</li> <li>• Student clubs</li> </ul>	<p><i>“We’re <b>focused on investing deeply in our core group of students</b> 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"> <li>• Concentration in Social Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• Two-year fellowships</li> <li>• Consulting Practicums</li> <li>• Board placements</li> <li>• SEAD Student Internships (Africa/India)</li> </ul>	<p><i>“We try to focus our resources a little more broadly. We probably put in about <b>60% of our resources</b> 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"> <li>• Social Impact Lab courses</li> <li>• Bertha Scholarship</li> </ul>	<ul style="list-style-type: none"> <li>• Student Social Venture Programme</li> <li>• SAB Foundation Seed Fund</li> </ul>	<p><i>“Up until very recently, we were very focused on our core student group, since we have <b>14 named scholars on full and partial scholarships</b>. We’re now <b>looking to broaden our influence</b> 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"> <li>• Certificate in Public Management and Social Innovation</li> </ul>	<ul style="list-style-type: none"> <li>• GSB Impact Fund</li> <li>• Board placements</li> <li>• Impact Labs</li> <li>• Social Enterprise Program</li> <li>• Social Innovation Study Trips</li> <li>• Internships</li> </ul>	<p><i>“<b>Right now, only 25% of our resources are focused on advancing social entrepreneurship in our students</b>. 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"> <li>• Elective courses taught by Skoll Centre staff and other faculty</li> <li>• Skoll Scholarship</li> </ul>	<ul style="list-style-type: none"> <li>• Leading for Impact (LFI) program</li> <li>• MBA entrepreneurship project</li> </ul>	

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






Develop next generation leaders

	ACTIVITIES	PERSPECTIVES
	<ul style="list-style-type: none"> <li>Variety of <b>second-year social enterprise elective courses</b> are offered, along with a wider array of courses that connect to specific sectors of social enterprise                             <ul style="list-style-type: none"> <li>– Business at the Base of the Pyramid</li> <li>– Entrepreneurship and Technology Innovations in Education</li> <li>– Leading Social Enterprise</li> <li>– Public Entrepreneurship</li> </ul> </li> <li>12% of first-year courses have a social impact theme</li> </ul>	<p><b>“We are adding new elective courses to meet student demand. We’ve recently launched new nonprofit clinic and public entrepreneurship courses this year.”</b></p> <p>Director, HBS SEI</p>
	<ul style="list-style-type: none"> <li><b>Concentration in Social Entrepreneurship</b> offered for students to engage more deeply with social impact topics in coursework, with required courses in topics such as impact investing</li> <li><b>Consulting practicums</b> form a large portion of “advanced” casework, with topics ranging from impact investing to client consulting</li> </ul>	<p><b>“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.”</b></p> <p>Director, CASE at Fuqua</p>
	<ul style="list-style-type: none"> <li><b>Bertha Scholarship</b> available for small cohorts (~14 students), which allows differential access to Bertha Centre staff, projects, and unique opportunities</li> <li><b>Core MBA course</b> on Social Innovation Lab, dedicated <b>Masters in Inclusive Innovation</b>, electives in OD for Social Innovation, Emerging Enterprise Consulting</li> <li>Variety of specific electives offered on <b>topics such as the informal economy, education and health innovation, and innovative finance</b></li> </ul>	<p><b>“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.”</b></p> <p>Director, Bertha Centre</p>
	<ul style="list-style-type: none"> <li><b>Certificate in Public Management and Social Innovation</b> awarded to students who focus elective coursework on social innovation fields, e.g.:                             <ul style="list-style-type: none"> <li>– Environmental sustainability</li> <li>– Responsible business practices</li> <li>– Social entrepreneurship</li> <li>– Nonprofit leadership</li> </ul> </li> </ul>	<p><b>“We have over 70 faculty members involved in teaching courses that count as credit towards the PM/SI Certificate.”</b></p> <p>Director, Stanford GSB CSI</p>
	<ul style="list-style-type: none"> <li><b>Skoll Scholarship</b> 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)</li> <li><b>Specialized electives</b> in social finance, innovation and scaling, as well as health innovations taught by Centre staff and faculty members</li> </ul>	<p><b>“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.”</b></p> <p>Skoll Centre Outcomes Assessment Report</p>

	ACTIVITIES	PERSPECTIVES
	<ul style="list-style-type: none"> <li>• <b>New Venture Competition</b> 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. <b>\$50,000 of seed funding</b> awarded to grand prize winners</li> <li>• <b>Social Enterprise Summer Fellowships</b> available to students to engage in social impact work during the summer</li> </ul>	<p><i>"We've got <b>62 social venture teams</b> 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 <b>65-75 Social Enterprise Summer Fellows a year.</b>"</i></p> <p>Director, HBS SEI</p>
	<ul style="list-style-type: none"> <li>• <b>Case i3 fellowship</b> programs span both years of the MBA and features workshops, lectures, and team consulting projects for an outside fund or organization</li> <li>• <b>"Launchpad"</b> competition features a \$10K prize and one-on-one coaching from senior fellows</li> <li>• <b>Fuqua on Board</b> places students on advisory boards for local nonprofits</li> </ul>	<p><i>"The Fellowship is a unique 2-year program. <b>About 25% of all of our MBA students apply</b>, 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"> <li>• <b>Student Social Venture Programme</b> supports social venture teams from <b>recently-graduated students in African institutions</b> and provides them with funding, expertise, and mentorship</li> <li>• <b>SAB Foundation Seed Fund</b> awards seed capital and test funding to University of Cape Town students for tackling social and environmental problems</li> </ul>	<p><i>"Until now, we've really focused on a <b>small group of core students</b>, with activities such as the <b>seed fund</b> being one of our main touchpoints."</i></p> <p>Director, Bertha Centre</p>
	<ul style="list-style-type: none"> <li>• <b>GSB Impact Fund</b> presents students with the opportunity to test impact investing approaches in a real-world investment context</li> <li>• <b>Impact Labs</b> allow students to gain real-world experience on nonprofit boards, as part of impact funding organizations, or within responsible businesses</li> <li>• <b>Stanford Management Internship Fund</b> is available for students to engage in social impact work during the summer</li> <li>• <b>Social Innovation Study Trips</b> take students on an exploration journey to study an issue and meet with a broad set of constituents working to address it</li> <li>• <b>Social Entrepreneurship Program</b> supports aspiring social entrepreneurs through the early stages of venture and impact design</li> </ul>	<p><i>"Each year, dozens of local organizations participate in the board fellows program. <b>Since 1997, 835 students have served as board fellows.</b>"</i></p> <p>Stanford GSB CSI Website</p>
	<ul style="list-style-type: none"> <li>• Year-long <b>Leading For Impact (LFI)</b> program available for graduate students across Oxford to obtain hands-on experience working along social enterprises</li> <li>• <b>MBA Entrepreneurship project</b> available for all MBA students</li> </ul>	<p><i>"A total of <b>18 Oxford students</b> participated in off-site leadership workshops, and a group of <b>8 students</b> 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"> <li>• 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"> <li>– 12% of the first-year required curriculum have social impact themes</li> </ul> </li> <li>• Second-year electives “<b>Business at the Bottom of the Pyramid</b>” and “<b>Reimagining Capitalism</b>” give blended perspectives on how to adapt business models to better cater to social interests</li> <li>• SEI plays an active role in updating class syllabi to incorporate social impact cases</li> </ul>	<p><i>“We’re working to balance <b>integrating social enterprise topics into required courses</b>, while also developing focused elective courses.”</i></p> <p>Director, HBS SEI</p>
	<ul style="list-style-type: none"> <li>• 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</li> <li>• Impact Investing modules are part of the core curriculum of the MBA</li> <li>• CASE proactively reaches out to faculty and works with them to incorporate new social impact-related case material in their syllabi</li> </ul>	<p><i>“We’re always getting faculty to incorporate new social impact cases into their classes. A tenured professor <b>had 10 students personally thank her</b> for incorporating a social impact case study in her class.”</i></p> <p>Director, CASE at Fuqua</p>
	<ul style="list-style-type: none"> <li>• All MBA students <b>required</b> to take an introductory course on social entrepreneurship</li> <li>• <b>Social Innovation Lab (SIL)</b> is a one semester, <b>integrated action learning project</b> for students in the second half of their MBA program and is now a <b>requirement</b> <ul style="list-style-type: none"> <li>– SIL students must produce a financially sustainable business solution to a real-world issue</li> <li>– Coursework includes topics such as social investment finance, franchising and networking, sustainability, industrial design, and design thinking</li> </ul> </li> </ul>	<p><i>“The business school has made social innovation &amp; entrepreneurship one of its three key <b>strategic priorities</b>. <b>Social innovation is now a required course for all students.</b>”</i></p> <p>Director, Bertha Centre</p>
	<ul style="list-style-type: none"> <li>• GSB features several entry-level courses on social entrepreneurship, e.g.:                             <ul style="list-style-type: none"> <li>– Social Entrepreneurship and Social Innovation</li> <li>– Strategic Management of Nonprofit Organizations and Social Ventures</li> <li>– Foundations of Impact Investing</li> </ul> </li> <li>• GSB requires students to take study trips, with social impact being a primary focus of many trips</li> </ul>	<p><i>“By the time they graduate, <b>96% of each GSB class</b> would have taken at least one course with social impact topics being discussed.”</i></p> <p>Director, GSB CSI</p>
	<ul style="list-style-type: none"> <li>• Skoll Centre staff support several required and elective courses for the MBA program, including topics such as <b>social finance</b> and <b>the collaborative economy</b></li> <li>• 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</li> </ul>	<p><i>“Students rated the collaborative economy course very highly, with <b>five students starting ventures</b> based on concepts discussed within the course.”</i></p> <p>Skoll Centre Outcomes Assessment Report</p>

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

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

### 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"> <li>In 2011, interest from MBA students to learn about impact investing was high; <b>however, resources were frequently unavailable</b></li> <li>i3 initiative was funded by an initial grant by the Rockefeller Foundation, and raised <b>\$10M in 24 months</b> with partners inside and outside of Duke</li> </ul>	<ul style="list-style-type: none"> <li><b>Leverage existing university expertise</b> in social impact topics to conduct research to improve practitioner outcomes</li> <li><b>Utilize student programs</b> (e.g., consulting practicums) to collect data on critical questions facing practitioners</li> <li><b>Proactively search for thought partners</b> within research and practitioner communities to advance thinking on questions</li> </ul>	<ul style="list-style-type: none"> <li>Expand research capabilities by <b>actively partnering with researchers across different institutions</b> (24 researchers at 14 universities in 2014)</li> <li>Evolve student programming by going <b>deep on specific topic</b> areas (e.g., global health)</li> <li>Convene practitioners and academics at global meetings to disseminate research findings</li> </ul>
CRITICAL ACTIONS UNDERTAKEN BY CASE		
<ul style="list-style-type: none"> <li>Ensured <b>clear demand and interest exists</b> from both researchers and MBA students</li> <li><b>Secured initial funding</b> for initiative through outside partners and ensured <b>buy-in from business school stakeholders</b></li> <li>Clearly defined “theory of change” and <b>understood outcomes and goals of the initiative</b></li> </ul>	<ul style="list-style-type: none"> <li>Added impact investing as a <b>core part of the MBA curriculum</b>, exposing 850 MBA students to impact investing in 3 years</li> <li>Combined teaching and research through use of consulting practicums and other field experiences to uncover critical questions facing the field</li> <li>Tested and refined analytical models with practitioners</li> </ul>	<ul style="list-style-type: none"> <li>Launched <b>Social Entrepreneurship Accelerator at Duke (SEAD)</b> with USAID funding to focus on problems facing global health entrepreneurs</li> <li>Utilized first batch of i3 fellow alumni to <b>deepen relationships with investors and practitioners interested in impact investing</b></li> </ul>

**CENTRES HOSTED A WIDE VARIETY OF CONFERENCES AND TALKS**

Convene practitioners & researchers

NON-EXHAUSTIVE

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

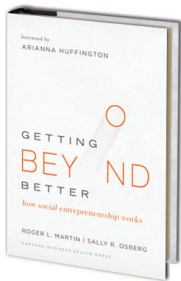


**INTERVIEWEES EXPRESSED SKEPTICISM AT VALUE OF LARGE-SCALE CONFERENCES AND OTHER CONVENINGS**

Convene practitioners & researchers

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

# Helpful Resources



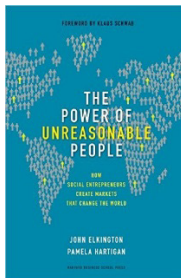
## ***Getting Beyond Better***

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>

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