



Social Innovation & Entrepreneurship
Florida State University

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Can Social Innovation & Entrepreneurship Be Taught?

an Integrative SIE Ecosystem Model

DRAFT

Education is not preparation for life but is life itself.

~ John Dewey

Student Reflection from *Foundations of Social Innovation & Entrepreneurship*, Fall 2020

This semester has been a whirlwind for me. Not being on campus with classes was harder than expected and trying to maintain my responsibilities while quarantining as much as I can in my home. But this course was a light to my semester. Throughout the semester, I immersed myself every week into the social issues around the world and gained a new perspective that I didn't have before. I began to understand how poverty is not a result of lack of money, but a lack of education, lack of access to clean water, lack of access to medical care, clean energy and so much more. The issues like poverty grew into this expansive web that showed me how multifaceted issues can be, but as the web grew, so did my hope for effectively finding solutions. You see, when I began to see poverty as a systemic issue and not a single issue, I could see the light at the end of the tunnel. This is because if you can help introduce clean water through co-ops, for example, then you can bring income, education, and health to an impoverished community and provide a new way of life!

It was incredible to witness that throughout the course.

I won't lie, seeing the successful organizations that were detailed throughout this semester like Kuapa Kokoo and Kouzin Dlo brought brightness to the bombardment of bad news we seem to experience every day in 2020. What I will take from ISS 3241 is the "human-centered process for addressing social and environmental problems at a systemic level." Learning to place people at the center of solutions to any issue I may encounter in this world is what I believe can make the world a better place. My goals in life have changed because of this class. I just know whatever path I take after college, whether it be embarking on my own entrepreneurship journey or working for another company, I will place myself where the focus is improving the world like Natura & Co. (the company I did a case study on). I believe there is a world where innovation, self-gain and desires, and giving back to communities/the environment can coexist.

We can all grow together.

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I. PURPOSE OF PAPER

New concepts are introduced all the time. Some never catch on. Others experience great popularity for a period, but then decline and are viewed as passing fads. A few concepts have staying power and sustained impact. In rare cases, a new concept serves as a foundation for a whole new field of practice and knowledge. Social entrepreneurship has the potential to be one of those rare field-creating concepts.

We are at a critical point in the lifecycle of “social entrepreneurship.” The concept continues to gain recognition, even though it is neither widely nor well understood. If it is to have lasting, positive social impact, proponents will have to be strategic in building a strong community of practice and knowledge [a sufficient number of interested parties who engage with each other, identify as part of the field, and build a foundation of knowledge for the field] and in strengthening the ecosystem that supports practitioners [a healthy institutional and social environment, including financial, human, social/political, and intellectual resources].

Developing the Field of Social Entrepreneurship (Center for the Advancement of Social Entrepreneurship ~ Duke University June 2008)

It's clear that we can teach students the technical knowledge to create business plans and market programs. The bigger question is can we teach students to deepen their sense of empathy; really listen to the challenges, needs, and constraints of others; embrace experimentation, become comfortable with failure, and learn to ask the kinds of questions that can lead to personal and societal transformation.

~ McMurtrie (April 2015) Chronicle of Higher Ed - Now Everyone's an Entrepreneur

In other words, can we teach students the types of mindsets and skillsets to effectively lead adaptive change? This paper explores key contexts, themes, and strategies leveraged by the SIE@FSU in service to helping to advance the field of social innovation & entrepreneurship and realizing its mission:

To inspire, prepare, and support a community of innovative, entrepreneurial & adaptive leaders who apply a human-centered and interdisciplinary mindset and skillset to systemically address the urgent social & environmental challenges in our rapidly changing world.

~ SIE@FSU Mission Statement

II. TEACHING PHILOSOPHY

Teaching holds a mirror to the soul. If I am willing to look in that mirror and not run from what I see I have a chance to gain self-knowledge and knowing myself is as crucial to good teaching as knowing my students and my subject. In fact, knowing my students and my subject depends heavily on self-knowledge.

~ Parker J. Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*

The Courage to Teach builds on a simple premise: good teaching cannot be reduced to technique but is rooted in the identity and integrity of the teacher. Good teachers are authentically present in the classroom and are able to weave a complex web of connections between themselves, their subjects, their students, and the larger world, helping their students weave a world for themselves.

~ Parker J. Palmer

In *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* and *A Self-Directed Guide to Designing Courses for Significant Learning*, among the situational factors L. Dee Fink guides us to consider when designing courses for significant learning are the characteristics of the learners and those of the teacher. I'll consider how reflecting on these two contexts and designing with them in mind can influence our teaching and how students experience learning in powerful ways.

Characteristics of the Learners: What is the life situation of the learners (e.g., working, family, professional goals)? What prior knowledge, experiences, and initial feelings do students usually have about this subject? What are their learning goals, expectations, and preferred learning styles? (Fink)

Every semester, I ask students to respond to the following prompt: *“What do you wish your professors knew about you?”*

Following are examples of their responses:

- I always do my best.
- I am a first-generation college student. I love to learn.
- I'm easily distracted.
- I enjoy learning when the material truly sparks my interest.
- I obtain knowledge better through hands-on learning.
- I can be quiet in class, but I do have a lot to say.
- I've been extremely anxious and uncomfortable in the classroom setting post-Douglas. Coming every day is a struggle.
- I can sometimes be weary of asking for help if I need it.
- I do my best to balance working and being a student. It can be hard.
- How enthusiastic I am to learn how to connect my own knowledge and capabilities to creating solutions for social issues!
- How much visual/conversation-based learning helps me retain information.
- I'm a slow reader and I don't comprehend texts well.
- I have a hard time writing. I'm much better at speaking.
- I love networking and group projects!
- I am a diligent, hard worker. I love the gratification received from serving others. I have been working full-time for the past year and just this summer started supporting my mentally ill mother.
- Even if it looks like I am not paying attention, I'm forming thoughts and thinking about the topic in my own head and coming up with my own ideas.
- I am still learning English. I am not comfortable speaking in front of a class.
- I'm pretty hard on myself when it comes to academics. To go along with that, I appreciate the honest feedback.
- How I am nervous not knowing exactly what I want to do as a career yet.
- How open minded and dedicated to learning.
- I want you to know that the Bali program was very transformative for my goals, life, and overall way of thinking.

- I am very detail orientated and sometimes that creates roadblocks in my mind for how to proceed with projects. I want him to know I am eager to learn from him about what social entrepreneurship entails.
- English is not my first language, but I always try to do my best in any of the courses. I have a strong passion for social issues.
- I am dedicated to social outreach; I have a passion for working with children, as well as widening marginalized peoples' access to necessary resources, so I will be connecting all course content back to these core values and attempting to apply it within these contexts.
- I am so excited for this class and that I have heard great things about them from past students. I am hoping that even though classes are remote, I will still be able to form a relationship with the professor and learn from their experiences.
- How much my passion in this subject area has grown since that experience. Ever since the program I have thought about the world differently and even added my public health major and changed my career path after looking at global health in Bali.
- I am a business owner. Which means sometimes my schedule can conflict with my study schedule. Therefore, I may need help when I don't understand the material but it's not because I'm watching Netflix.
- I am a very shy person but I do have the desire to express my ideas and thoughts. Recently I have gotten more comfortable with public speaking and being confident in the words that I am saying.
- I am extremely motivated. I want to learn how to make a difference.
- I'm a full-time worker and I'm trying my best to navigate this course through these tough times as best as I can.
- I am Haitian and a first-generation high school and college student. I am a very resilient person.
- I am a young entrepreneur, I run a skin care/beauty business on my own. This business is very special to me, and it has helped me grow so much. that is what drives me to strive in my social entrepreneurship minor.
- I can be a bit of a perfectionist - especially when it comes to writing. I also struggle a bit with how much time I like to spend going deep into each and every topic or task. Consequently, I am working on my time management skills.
- I wish my professor knew how much potential I have inside to be a leader and how much I bring to the table to truly make real sustainable changes in society for the earth, people, business, and commerce all working together for a better future. I think mentorship is crucial for all teacher and student relationships to bring out the best in people for their education and always to pass knowledge along for future generations.
- I am dyslexic and take a little bit longer with things than most people. Online school doesn't help the situation either.
- I long to make a difference so much that it can be overwhelming sometimes and even discouraging, I know I must use this energy to continue and am sure this class will help me use this energy and provide the tools I need, and hope it will also open doors of opportunity.
- I have intense anxiety for periods of time. My anxiety comes in waves and at times it is very intense and during those times I often get panic attacks. I think mental health is important, as important as people value their physical health, and it needs to be discussed more.
- Balancing a full-time job for FSU (even mostly working from home) with mother and wife responsibilities is no small feat, but I thought "now is as good a time as any" to start back to school after three-ish years.
- I want to really to gain practical experience and engagement with social issues, and not just gain head knowledge alone. I am more excited about this class than any I have taken because of I have always wanted to use creativity in a practical way and I think this class will help with that.

- I transferred from TCC and last semester was my first semester at FSU. Transferring from a community college to a large university is such an adjustment and the work-load is much different. I am still adjusting especially now that everything is online but I always do my best!
- I lost both of my parents at a very young age and have been motivated to do what I need to for my daughter and family so that we can rise from our challenging past. I am not perfect, but I know that I am trying the best I can with the resources that I have.
- I am a mother of a beautiful (almost) two-year-old and have just decided to return to school to finish my second B.A. since taking a break after being in school through delivery and her first few months. I am a dedicated student.
- I run a nonprofit that serves underrepresented minorities and women pursuing career and finance. I would like my professor could give me focused help with my social ventures.

It's always humbling to read these responses and helps center me at the beginning of the semester in empathy, a commitment to be present and patient in my teaching, and my passion for helping to empower students to overcome the challenges they face and identify and pursue their goals.

As teachers, we must accept the imperative to know not just the characteristics of our students, but to know them as individuals with goals and dreams; fears and challenges; courage and resilience; a desire for meaning, purpose, and personal growth; a yearning to express themselves and leverage their skills, talents, and passions to make a contribution. As our communities and classrooms become increasingly diverse, we're painfully aware of the personal and structural obstacles so many of our students face. It's more important than ever to reflect on ways that we can create inclusive classrooms in which each one of them can see and voice themselves in and through the course content, authentic learning spaces that model a more just and collaborative society.

To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin...

~ bell hooks, Teaching to Transgress

The Interdisciplinary Social Science faculty recently held a conversation with FSU's Center for the Advancement of Teaching on how we might deepen our efforts to "decolonize the curriculum" and contribute to the larger movement of equity, justice, and full engagement. We collectively outlined the following three key areas of focus and related questions/themes:

Creation & Dissemination of Knowledge:

- Do our courses examine questions related to epistemology and cultivate this mindset and skillset in our students?
- Who gets to be an "expert?" How do we (ISS faculty, COSSPP, FSU, academia, the fields we teach, society) decide who gets to be an "expert?"
- Who has power in terms of what knowledge counts and what knowledge is imparted to students?
- What counts as valid knowledge and evidence?
- Knowledge as political - it's been constructed/framed in particular ways that serve a purpose/agenda.

Diverse/Alternative Voices and Ways of Knowing:

- Offer students alternative ways of knowing and seeing.
- The rules and culture that our fields examine and work within are important. For example, compare political systems around the world - show that there are multiple ways of approaching how we organize and facilitate/engage with our political systems.
- Knowledge is constructed. How do we not only realize this and make it explicit but learn how to facilitate alternative ways of constructing, validating, and disseminating knowledge?
- Incorporate alternative voices and ways of knowing, not merely critique the dominant ones.
- Find ways to reinforce alternative views/ways of knowing.

Ways of Teaching:

- How we teach; whether we understand, include, and engage all students in our classrooms; how we set them up for successful participation and learning – particularly those who may not feel like they fully “belong” -- is critical.
- Focus first on students rather than the material; learner-centered teaching is fundamental to taking an inclusion approach to teaching; learner-centered teaching and inclusive-centered teaching go hand-in-hand (see Pedagogical Approaches section below for more).
- Building community is an important place to start; get a benchmark of student's knowledge at the beginning of the course; get to know your students and create a welcoming community.
- Who are your students and what do they know? What are their values and what they want to gain from the course and their programs? What do they want to take away from the class?
- Cultivate classroom citizenship; identify/develop rules for productive conversation; let the community of learners decide on classroom citizenship issues and build the rules for conversations and group work, including: What happens if someone is a dominator of conversations? What will we do as a group? What will you, as a student, do if it's you? What will you do if it's someone else? What if you or someone is really shy?
- We have to earn students' trust. In addition to creating a welcoming, open space through practice/facilitation, we also sometimes need to be explicit - like including an anti-racism statement or inclusivity statement on syllabus. It's ok to talk about these things here because we let students know that it matters to us and it's acknowledged; there's space for it in our classrooms. Through this, we acknowledge (implicitly and/or explicitly) that not everyone has the same experience in college and how it might feel to be in a minority.
- Encourage first-generation students to talk to others so they know it's not just them who may not get something or may be finding something challenging or may not agree with something. This thing that is confusing to me may be confusing to other people too; maybe we can grapple with it together; learning can be a struggle, but we can work together.
- Teach students about learning, about growth mindsets; talk about learning and how to learn new things, particularly the complex and systems issues.
- Teach students about the relationship between power and knowledge and its application; help students to see that knowledge is constructed by people and power is involved in that; acknowledge that the way a course is designed and taught is part of that process.
- Giving students their own opportunity to think and apply/practice is really important; give students opportunities to think critically; give them the tools and let them do the thinking; let them engage and talk to each other a lot; create a community in the classroom in which everyone is encouraged and feels welcome to engage, including smaller discussion groups.
- Design an inverted classroom so that it can be used primarily for students to develop deeper insights and apply/practice what you expect them to learn rather than primarily for content delivery (while effectively building in ways to hold students accountable to the content being assigned for outside the classroom to ensure strong engagement with the content in the classroom). The deeper levels of thinking and the practice are the hardest part and the most productive use of our learning

communities time together during class; that's what we need to do when we are together with students in the classroom. Use class time giving the students practice in thinking and learning rather than just preaching content to them. Beware "the tyranny of content" - we often want to pack all the stuff in that we believe is important but we can't - and it's not productive even if we can. Remember how long it took you to learn the material and develop your current level of insights; give students the time and space to reflect on the material and apply it. Reflect on what kind of critical and integrative thinking and doing you want students to master by the end of the semester; start with that instead of content and then design experiences that will help get them there (backward design).

(The ideas above were co-created during a conversation the COSSPP Interdisciplinary Social Science faculty recently held with FSU's Center for the Advancement of Teaching and were greatly informed by Leslie Richardson, the Center's Director.)

Student Reflection from Human-Centered Design for Social Innovation, Fall 2020

The HCD [Human-Centered Design] process is incredibly open to creativity, ideation, and barrier-breaking, but in a controlled classroom setting, it holds the possibility to be daunting for more inexperienced students to partake in. What I love about this course, however, is that our class size is small, and our professor has a comprehensive understanding of empathy that is actively practiced in the classroom, therefore allowing us to avoid a lot of the discomfort that would have likely arisen under less favorable conditions. I have quickly come to learn how extremely engaging and collaborative the HCD process can be when allowed to play out in a small group setting with strong foundations of mutual respect. Having the privilege of this more unique classroom style has undoubtedly allowed us to all feel much more comfortable with each other, leading to more engaging small group discussions that are also easier to facilitate, monitor, and participate in as a whole—as is crucial to the HCD process.

Characteristics of the Teacher [What beliefs and values does the teacher have about teaching and learning? What is his/her attitude toward: the subject? students? What level of knowledge or familiarity does s/he have with this subject? What are his/her strengths in teaching?] (Fink)

"If you had the opportunity to teach something, what would you teach?" This is a question I ask students each semester in my Leading Social Enterprise & Innovation course—a capstone seminar for students studying social innovation & entrepreneurship. In the second week of classes, I lead students through a personal reflection that they find thought-provoking and useful. The course empowers students to identify a social or environmental problem they're passionate about; learn more about the problem, stakeholder needs and perspectives, and effective and ineffective ways the problem is currently being addressed; and develop an innovative, financially sustainable, scalable, and human-centered social impact model along with a plan for its implementation via a social enterprise. While some students come into the course with an idea they'd like to pursue (and some students use the course to mature, formalize, and scale an existing enterprise they founded), many of them are unsure, so I lead the entire class through a series of self-reflective questions that promote insight into their unique gifts, passions, and purpose. I personally find this question to be one of the most compelling among a set of 15 very powerful prompts.

Over the past six and a half years, since I began my role as Social Entrepreneur in Residence within the College of Social Sciences and Public Policy, I've reflected a great deal on what I teach. Social Innovation & Entrepreneurship is an emerging and dynamic field that is still being defined; one that could not present a more coherent alignment with the diverse yet interconnected nature of my personal, academic, and professional background. For example, when students pursue transformative ways to address a wide range of issues, the leadership I've provided for initiatives promoting innovative approaches--and social innovations related--to education, environmental issues, mental health and trauma, access to health care, civic engagement, youth leadership, community development, community safety and preparedness, and fair trade, allows me to provide them with more effective and insightful guidance. When I'm facilitating a stakeholder meeting with local partners like KitchenShare and Palmer Munroe Teen Center through my Human-Centered Design for Social Innovation course, my years of community development work are alive in that process, and when I'm mentoring students conducting independent research or engaged in internships in Uganda, Guatemala, Rwanda, Haiti, and Ghana, my experience living/working across five continents lends invaluable insight to our discussions. When a student seeks guidance as s/he develops, launches, and scales a social enterprise, my work founding, scaling, and/or building the capacity of organizations across the social enterprise/hybrid spectrum informs their efforts. Finally, as a student is preparing to present his or her idea to others to gain their support, my experience on both sides of the funding table allows me to share valuable strategies and feedback.

The broad and eclectic nature of my background is also an asset in how I contribute to defining a field that is still young and, like other fields, subject to competing perspectives and definitions. Showing my students how this field is about systemic, sustainable social change through a human-centered approach (and not merely developing a social enterprise or adding a social component to a business) is of the utmost importance to me. (See my paper, *Defining Social Innovation & Entrepreneurship: An Adaptive Framework for Systems Change*.) It is both about maintaining what I see as the integrity of the field and about teaching students how to adopt an innovation-entrepreneurship mindset, grow as adaptive leaders, and become empathetic, creative, collaborative, and effective problem-solvers—skills and aptitudes that can be applied in a diversity of settings and contexts. Each semester, I have students from diverse disciplines come to me after completing one of my courses and share that “this is exactly what I want to do with my life, I just didn't know there was a name for it, let alone a formal field that provides a framework for this work.” These encounters always bring a lasting smile to my face.

What I teach, however, and whether I'm suitable to teach that content—as critical as those are—represent less than half of the equation. Part of my academic training is in the social foundations of education and, indeed, much of my work in the field of social innovation and entrepreneurship has focused on various aspects of education. My longstanding passion for education compels me to place equal importance on the questions of “why I teach” and “how I teach.”

The “why” for me is simple. I have always believed in the transformative power of education. This is not the kind of naïve perspective that education is a silver bullet that can somehow singlehandedly overcome the structural deficiencies and injustices evident in society. Rather, it's a belief in each student's unlimited potential and the ability to cultivate and express the diverse forms of intelligence that exist in each of us. It's also based on an understanding of how a lifelong passion for learning can lead not only to personal fulfillment and self-actualization, but to discoveries and insights about society and the world around us that can catalyze positive impact in the world. To this end, my work is about helping to realize the mission of our SIE initiative “to inspire, prepare, and support a community of innovative and entrepreneurial leaders who apply a human-centered and interdisciplinary mindset and skillset to systemically address the urgent social & environmental challenges in our rapidly-changing world.”

In order to be effective, these emerging leaders must adopt and cultivate certain attributes, competencies, and values, such as curiosity, cross-cultural competence, resilience, and teamwork. One of these attributes, empathy, is so integral to this work, that it represents a core part of my curriculum and the essential starting point for much of our efforts. In the field of social innovation & entrepreneurship, empathy is about understanding the problem from the perspective of those who are experiencing it. It is virtually impossible to arrive at an effective social innovation without this piece. In my Human-Centered Design (HCD) for Social Innovation class several years ago, our community partner or “client” was the Palmer Munroe Teen Center (PMTTC). A number of students in the class were feeling ambivalent, sensing both excitement and nervousness about interacting with the youth and wondering about their own ability to understand the context of many of the teens’ lives and the issues they face. Through the class, we approached the Empathy phase of HCD from multiple perspectives. I included a set of service-learning assignments in which students immerse themselves at PMTTC and engage one-on-one with the youth. It was inspiring to read their reflections on their first visits; in virtually every instance, the students reported that the interaction with the youth was a highlight of their week. We also discussed empathy in the classroom. After watching several videos that touched upon this theme from different angles, students wrote a reflection/analysis on what empathy means and how it fits within HCD. Not only were the assignments powerful to read, but students continued to incorporate some of the language from that class discussion and their papers in their ongoing conversations throughout the semester. We also held a community meeting with PMTTC stakeholders to better understand their needs, resources, and constraints and identify specific design challenges for our work during the semester. Again, students shared that their concerns going into the meeting that they wouldn’t be able to create authentic connections with community stakeholders were replaced by a strong enthusiasm for developing innovative and effective models for PMTTC. We continued to cultivate empathy through interviews with the youth, staff, and members of the community and during the process of presenting our prototyped ideas to them for feedback that informed the evolution of our models through the iteration process.

If I were asked to question whether that’s a good class for the formation of citizens, I’d have to say—tell me more about how it’s taught, not just what is being taught. Because ultimately, the hidden curriculum of a course is embedded in its pedagogy: the way it does or does not connect teachers, students, and subjects with each other and with the world. This is at least as important to the impact on student lives, and on the formation and deformation of citizens, as the content of the explicit curriculum.

~ Parker Palmer; Author & Founder of the Center for Courage and Renewal

As is suggested by Palmer’s quote above, the “why I teach” is intimately connected to the “how I teach.” My “how” is informed by both an educational philosophy—I see education as both a “rearing/nourishing” and a “drawing out/leading forth,” as the term’s Latin roots suggest—and by a pedagogical perspective—I view teaching as both an art and a science. I find that the “artist” within the teacher is gradually nourished and shaped with each year of intentional engagement with my students and the material. I love this unfolding process towards mastery that cannot be rushed, knowing that there are always highs and lows along the path and that I must model the very attributes, competencies, and values I aspire to cultivate in my students. The science of teaching, on the other hand, while still requiring time and practice, can be learned from the wealth of literature and evidence-based practices that exist.

Ultimately, emerging social innovators and entrepreneurs must find a passion, a vision, and the kind of deep understanding of a problem at the ground level that is difficult to teach in the classroom. Our maturing social

innovation and entrepreneurship ecosystem and the way we design curriculum and facilitate student learning, however, can provide a powerful framework for students to discover and experience these critical pieces for themselves as they realize their capacity to create real impact in the world.

Below, I'll outline the main pedagogical themes and strategies that guide my teaching and the broader social innovation & entrepreneurship ecosystem at FSU, along with examples of how they're employed.

III. KEY PEDAGOGICAL PRINCIPLES & SIE@FSU APPROACH

What would it mean to redesign higher education for the intellectual space travel students need to thrive in the world we live in now? What would it mean to reorient educational paradigms that, at present, overly standardize, test, diagnose (from disability to giftedness and all points in between), specialize, and discipline students in one-way-transmission models inspired by the hierarchy of the factory and the assembly line, not the interactive Internet? What would it take to really educate students who do not know how, a full generation ago, a new technology changed everything and yet who must contend with, be prepared for, and find a way to prosper among these vast changes?

~ Cathy Davidson, *The New Education: How to Revolutionize the University to Prepare Students for a World In Flux*

SIE Student Comments from Anonymous Survey (SIE Evaluation, Fall 2020):

My participation in the SIE ecosystem was transformative for me.

I cannot stress enough how incredible the SIE ecosystem is with opening students to alternative and intentional learning experiences. The opportunity to truly grow as a change-maker is apparent in the curriculum.

The SIE@FSU program is the hidden gem for FSU students. The program provides not only valuable teachings but most importantly- the community of people that truly cares about students and their importance in shaping the future of the world we live in.

To be completely honest, being a year out of graduation and reflecting, my participation in these courses changed the entire course of my career and professional life. I am now working for a social enterprise alongside having my own business with future goals to be working in the content creation side of social enterprise, nonprofits, and B corps.

SIE@FSU changed the course of my educational and professional track as well as my overall personal aspirations. I have been a happier person since becoming immersed in this field and have a deeper sense as to where I would like to focus my skills after graduation. I firmly believe that SIE is not only a stepping-stone for students that wish to make a change in the world but also a field of study that is integral to the overall student body at FSU.

Participating in SIE @ FSU completely changed my outlook on life. It opened my eyes to things I didn't even recognize as problems, and even better, taught me how to idea the solutions for such problems.

My entire post-grad career is heavily influenced by the teaching of SIE. I was introduced to the sector and through a multitude of experiences in college, my love for the industry grew so much so that I had to pursue it after. Taking this chance on myself and this field was one of the best decisions I've ever made and I'm so happy to say that I truly love what I'm doing because of the fact that I'm doing purposeful and fulfilling work.

I could write pages on the value and importance of FSU's SIE initiative... In certain terms, my experience in the SIE ecosystem at FSU was personally and professionally transformative, to say the least. It helped refine my career path, provided valuable extracurricular engagement, and most importantly, enabled me to be a more effective social entrepreneur.

In her book, *The New Education*, Cathy Davidson argues that...

... We need to redesign higher education systemically and systematically, from the classroom to the board of trustees, from the fundamentals of how we teach and learn to how we measure outcomes, select, credential, and accredit in this hyperconnected, precarious time.

Students today need so-called soft skills, including strategies, methods, and tactics for successful communication and collaboration. These are necessary to navigate a world in flux, where they cannot count on continuing for any length of time in the job or even the field for which they were originally trained. Students need new ways of integrating knowledge, including through reflection on why and what they are learning. They don't need more "teaching to the test." They need to be offered challenges that promote their success after graduation, when all the educational testing has stopped.

This is an engaged form of student-centered pedagogy known as "active learning." Students are encouraged to create new knowledge from the information around them and to use it to make a public, professional, or experiential contribution that has impact beyond the classroom. Students don't just master what an expert sets out for them but, rather, learn how to become experts themselves. It's a survival skill for the journey that is their lives.

It means refocusing away from the passive student to the whole person learning new ways of thinking through problems with no easy solutions. It shifts the goal of college from fulfilling course and graduation requirements to learning for success in the world after college. It means testing learning in serious and thoughtful ways, so that students take charge of what and how they know, how they collaborate, how they respond to feedback, and how they grow. It teaches them how to understand and lead productively in the changing world in which they live.

[My students] don't just want a skill for a changing world. They want to be changemakers. They don't just want to understand technology. They want to design technologies that serve society. How can we train them to succeed in a world that changes so fast that no one can predict what will happen next? The college education we need today must prepare our students for their epic journey, the mountain and the cliff's edge. It should give them agency, arm them to take on a difficult world, to push back and not merely adapt to it.

On an institutional level, this movement seeks to redesign the university beyond the inherited disciplines, departments, and silos by redefining the traditional boundaries of knowledge and providing an array of intellectual forums, experiences, programs, and projects that push students to use a variety of methods to discover comprehensive and original answers.

The new twenty-first-century education makes the academic periphery the core, emphasizing not requirements to be checked off on the way to a major and a degree (the Eliot legacy) but an intellectual toolkit of ideas and tactics that are as interactive and dexterous as our post-Internet world demands. If we can revolutionize our colleges and universities so that we do not teach to the test but rather challenge and empower students, we will do the best possible job helping them to succeed in an uncertain world. This necessitates a new kind of teaching, one that focuses on learning how to learn—the single most important skill anyone can master. Learning how to learn equips students to become independent and demanding researchers who can use an array of creative, critical, and computational methods to solve problems, wherever they face them.

~ Cathy Davidson, *The New Education: How to Revolutionize the University to Prepare Students for a World In Flux*

Learning:

What is learning? The following ideas come from UC Berkeley's Faculty Learning Program:

Learning is a process that:

Is active; a process of engaging and manipulating objects, experiences, and conversations in order to build mental models of the world (Dewey, 1938; Piaget, 1964; Vygotsky, 1986). Learners build knowledge as they explore the world around them, observe and interact with phenomena, converse and engage with others, and make connections between new ideas and prior understandings.

Builds on prior knowledge - and involves enriching, building on, and changing existing understanding, where one's knowledge base is a scaffold that supports the construction of all future learning" (Alexander, 1996, p. 89).

Occurs in a complex social environment- and thus should not be limited to being examined or perceived as something that happens on an individual level. Instead, it is necessary to think of learning as a social activity involving people, the things they use, the words they speak, the cultural context they're in, and the actions they take (Bransford, et al., 2006; Rogo", 1998), and that knowledge is built by members in the activity (Scardamalia & Bereiter, 2006).

Is situated in an authentic context-provides learners with the opportunity to engage with specific ideas and concepts on a need-to-know or want-to-know basis (Greeno, 2006; Kolodner, 2006).

Requires learners' motivation and cognitive engagement to be sustained when learning complex ideas, because considerable mental effort and persistence are necessary. The conditions for inputs to learning are clear, but the process is incomplete without making sense of what outputs constitute learning has taken place. At the core, learning is a process that results in a change in knowledge or behavior as a result of experience. Understanding what it takes to get that knowledge in and out (or promote behavioral change of a specific kind) can help optimize learning.

~ UC Berkeley Faculty Learning Program

Principles & Values:

Principles are the territory. Values are the maps.

~ Stephen R. Covey

Principles

A principle can be defined as: a fundamental truth, proposition, or value that serves as the foundation for a system of belief or behavior; a basic idea or rule that explains or controls how something happens or works; a guide for behavior or evaluation; a general theorem or law that has numerous special applications across a wide field. (Oxford Dictionary, Lexico, Cambridge Dictionary, Wikipedia)

In education, principles are reflected in diverse contexts, such as Dewey's Moral Principles in Education (.); the fundamental principles related to the right to education in UNESCO's constitution: non-discrimination, solidarity, equality of opportunity and treatment and universal access to education; and in the four cardinal principles that are recognized in graduate medical education to underlie residency training: assumption of responsibility for patient management (effective scaffolding and supervision with progressive independence), opportunity to engage in reflective learning (promote curiosity, problem-solving skills, contemplation of purpose and meaning in medical practice), primacy of education (deep learning and ensuring that residents are not burdened with nonmedical tasks), and continuity of care (integration of learning across diagnosis, treatment, and recovery as well as moral development through developing relationships and commitments to patients) (source).

Values

Values are shaped and refined by rubbing against real problems, and people interpret their problems according to the values they hold.

~ Ronald A. Heifetz

I used to refer to values as a shorthand way of defining whatever is important to you. Thus, for example, the terms "integrity," "trust," "honesty" and "creativity" could all be regarded as values. The Oxford Dictionary has a similar approach; it defines values as: "one's judgment of what is important in life." [Yet}, values are much more than "what is important;" they are the energetic drivers of our aspirations and intentions. They are the source of all human motivations and decision-making.

Richard Barrett ~ Everything I Have Learned About Values

In a rapidly changing world where complexity is increasing day by day, [strictly] using information from the past to make decisions about the future may not be the best way to support us in meeting our needs.

Beliefs are contextual: they arise from learned experiences, resulting from the cultural and environmental situations we have faced. Values are not ... contextual. [They] transcend contexts because they are based on what is important to us; they arise from the experience of being human.

The reasons why values-based decision-making is so important at this time in our human history are three-fold:

- *Values-based decision-making is necessary for individuation and self-actualization. Values allow us to transcend the belief structures of our parental and cultural conditioning, so we can become more fully who we are, and live a more authentic life.*
- *Values-based decision-making is necessary for the institutionalization and development of democracy around the world. Values allow us to transcend our ethnic/cultural belief structures by uniting us around shared basic human principles. In human group cultures, values unite [while] beliefs separate.*
- *When a group of people espouse an agreed set of values and understand which behaviors support those values, ... [they] become responsible and accountable for their behaviors [and less reliant] on bureaucratic procedures setting out what people should or should not do in specific situations.*

Barrett Values Centre

Green School International, now a global movement in education with new schools in New Zealand, South Africa, and Mexico, began with Green School Bali in Indonesia. Students in the Bali SIE Immersion Program visit the Green School as an example of how we might effectively prepare and nurture the next generation of leaders and changemakers, one aspect of the larger field of social innovation & entrepreneurship. Green School provides a compelling example of how the articulation of a set of guiding principles and values and their alignment with the curriculum can inspire an entire community of lifelong learners, teachers, and doers and offers a framework that can inform other SIE educational ecosystems such as the one at FSU.

Mission: to create a global community of learners, making our world sustainable.

Vision: A natural, holistic, student-centered learning environment that empowers and inspires our students to be creative, innovative, green leaders.

Values: We believe in three simple rules underlying every decision: be local; let your environment be your guide; and envisage how your grandchildren will be affected by your actions. The eight Green School iRespect Values that guide us are: Integrity, Responsibility, Empathy, Sustainability, Peace, Equality, Community, and Trust.

Principles & Framework: The Green School Learning Principles are core shared beliefs about how to provide powerful and impactful learning experiences. They guide our educational practice across the learning programme. We believe that students learn more from how they are taught than from what they are taught. Green School's pedagogical belief is that learning is most impactful when it is:

- Relationship-centered and holistic
- Experiential and evolving
- Authentic and interconnected
- Local to global

Our 'living' curriculum educates for sustainability through community-integrated, entrepreneurial learning, in a wall-less, natural environment. We strive to champion a new model of education that nurtures the whole child, giving them agency in their own lives and learning, so that they can thrive with purpose in our ever-changing world. Our holistic, student-guided approach inspires and empowers us to be changemakers.

In three parts, our ambitions represent the idea that wholly developed learners who are empowered with critical mindsets are better prepared to make an impact on their world and to thrive on their lifelong learning journey:

Personal Qualities

- Joyful & Passionate
- Kind & Thoughtful
- Making a Difference

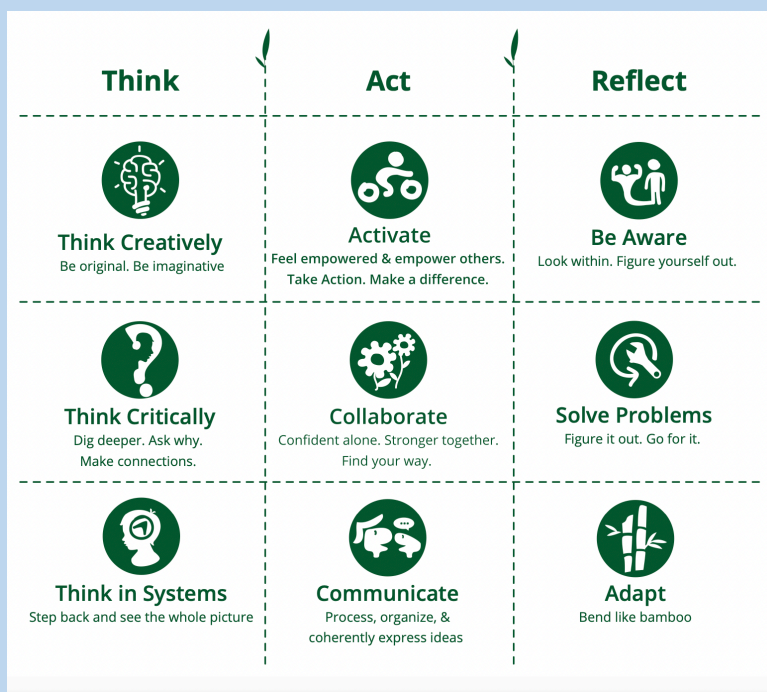
Empowering Mindsets:

- Healthy & Vibrant Growth Mindset
- Entrepreneurial & Innovative Mindset
- Sustainability Mindset

Lifelong Competencies

- Knowledge Seekers & Deep Thinkers
- Resourceful Actors, Communicators & Collaborators
- Resilient & Adaptive Problem Solvers

Green School structures learning experiences using three frames of learning: an interdisciplinary, holistic thematic frame; a proficiency frame focused on core intellectual competencies; and experiential frame that engages students in real-world practical projects that deepen their understanding of their place and impact in the world. Its pedagogy is reflected in the following taxonomy:



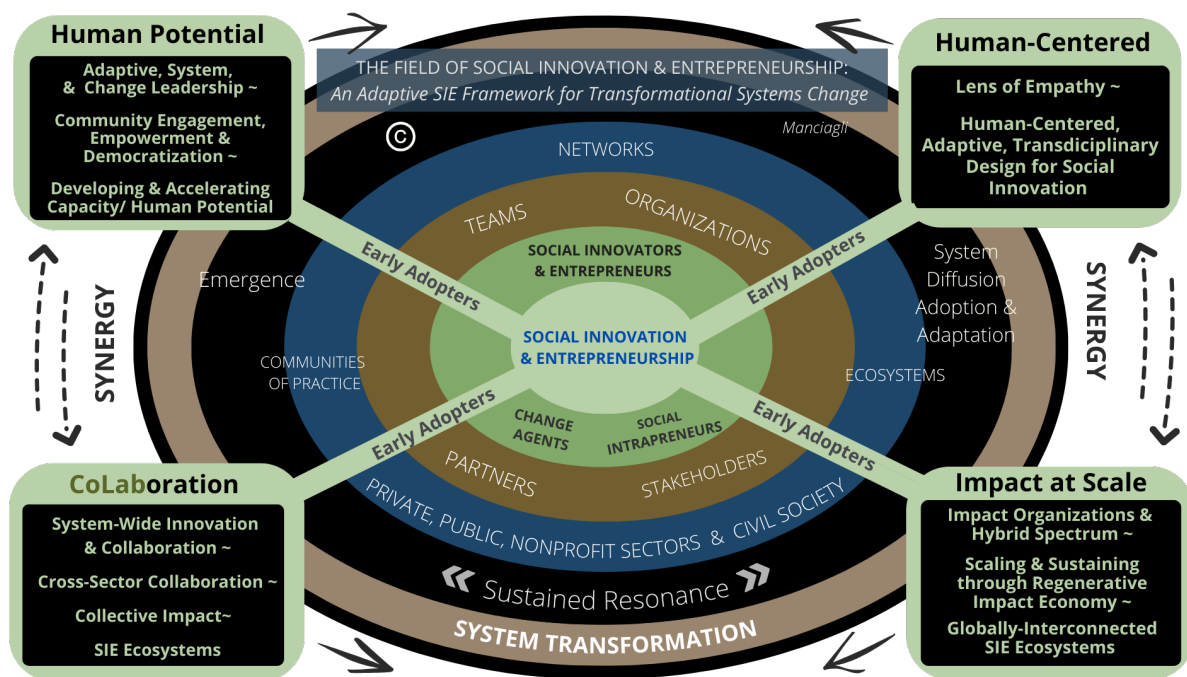
~ GreenSchool.Org

If education is about anything other than being able to earn more money,
that thing is intelligent problem-solving,
and humans relating to each other in mutually-constructive ways.

~ Toni Morrison

The Social Innovation & Entrepreneurship Ecosystem at FSU

SIE@FSU'S mission is "To inspire, prepare, and support a community of innovative, entrepreneurial, and adaptive leaders who apply a human-centered and interdisciplinary mindset and skillset to systemically address the urgent social & environmental challenges in our rapidly-changing world." The *Adaptive SIE Framework for Transformational Systems Change* (see diagram below) that I articulated in my paper, *Defining Social Innovation & Entrepreneurship*, outlines the four pillars that I argue are intrinsic to the theory and practice of SIE and provide the context for what we want students to learn:



Following are a set of principles that guide our work:

We believe that social innovators and entrepreneurs (change agents working to create systems-level transformation) can truly thrive when they are part of collaborative, supportive communities interconnected within a diverse, dynamic, and synergistic ecosystem.

We approach our work from a “problem-first” perspective rather than an “idea-first” mentality. We strive to understand and engage with the social, political, economic, cultural, and environmental contexts that underlie the problems we’re trying to address. We aim to develop a “critical perspective” that seeks to determine what works and what doesn’t within the context of systems change.

We’re guided by the principles of adaptive leadership, empathy, collaboration, and human-centered design; we must model these principles throughout our relationships and work.

Adaptive challenges require continuous learning:

Distinguishing technical problems and adaptive challenges

Kind of challenge	Problem definition	Solution	Locus of work
Technical	Clear	Clear	Authority
Technical and adaptive	Clear	Requires learning	Authority and stakeholders
Adaptive	Requires learning	Requires learning	Stakeholders

SIE@FSU is a community of learners and practitioners that comprise a dynamic learning ecosystem.

SIE@FSU takes a learner-centered approach, investing in people and developing their potential as adaptive change leaders rather than emphasizing specific ideas, “solutions,” or ventures. The competencies, attributes, and values we aim to cultivate include:



(See Appendix: Key SIE Skills & Attributes)

Learning Objectives:

Our lessons, units, and courses should be logically inferred from the results sought, not derived from the methods, books, and activities with which we are most comfortable. Curriculum should lay out the most effective ways of achieving specific results. It is analogous to travel planning. Our frameworks should provide a set of itineraries deliberately designed to meet cultural goals rather than a purposeless tour of all the major sites in a foreign country. In short, the best designs derive backward from the learnings sought.

~ Wiggins & McTighe

Course goals and learning objectives, a primary step in effective “backward” instructional design (McTighe & Wiggins), define the desired, intended, and expected learning outcomes as a result of intentional instructional/learning activities. Backward design helps ensure and integrated, aligned course (Fink); emphasizes a curriculum that is learner-centered over teacher-centric and results-focused over content-focused; and helps remind us that—as articulated by philosophers such as Dewey and Schön in their theories of reflective practice—“learning is derived from a careful consideration of the meaning of the activity” rather than merely the activity or experience itself (Bowen, 2017, Vanderbilt University Center for Teaching).

Questions we respond to when designing learning goals and objectives include: What do want students to get out of the course? What is important for them to learn and retain years long after the course is over? What kind of thinking or application abilities do you want them to develop? How do you want them to keep on learning after the course is over? (Fink)

Learning goals, of course, are tied to feedback and assessment, which look at the basic question of: What will students do to demonstrate they have achieved the learning goals and objectives we set for the course? (Fink)

Intentional, aligned, and well-articulated learning goals and objectives have a number of benefits for both learners and the teacher:

- They help set students up for success. Students have a clearer understanding of what is being asked of them and can more readily identify, organize, and integrate critical course content/concepts, which in turn allow them to not only be more successful in the course, but to create deeper meaning and be more effective in their transfer of learning.
- The process of backward design (starting with learning goals and objectives) promotes intentionality and encourages the instructor to continually reflect on the purpose of objectives, course content, teaching activities and approaches before incorporating them into the curriculum.
- Strong learning goals and objectives provide guidance to instructors in developing relevant and quality assessments, content, and instruction that are grounded in and well-aligned with intended

learning outcomes. Instruction becomes transparent and explicit, with every element having a purpose that fits in with the overarching goals of the course.

- Student learning and understanding can be assessed and addressed more efficiently and accurately.

(BGSU Center for Teaching & Learning; Bowen, 2017, Vanderbilt University Center for Teaching; Wiggins & McTighe, Understanding By Design)

Learning taxonomies help us classify learning goals and objectives into three domains: cognitive: creating new knowledge, affective: developing feelings and emotions, and psychomotor: enhancing physical and manual skills. Bloom's Taxonomy represents a classification system for the cognitive domain, allowing objectives to be arranged along a hierarchy of successive levels representing increasing complexity (Huitt 2011). Anderson and Krathwohl's revised Bloom's Taxonomy consists of the following levels: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating [see *The Cognitive Process Dimension* below]. The types of knowledge that overlay with these six levels of thinking skills are: Factual: the basic elements a student must know to be acquainted with a discipline or solve problems in it; Conceptual: the interrelationships among the basic elements within a larger structure that enable them to function together; Procedural: how to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods; and Metacognitive: knowledge of cognition in general as well as awareness and knowledge of one's own cognition (Center for Excellence in Teaching & Learning, Iowa State University) [See *The Knowledge Dimension* diagram below as well as three-dimensional model that illustrates the overlay].

The Cognitive Process Dimension represents a continuum of increasing cognitive complexity—from lower order thinking skills to higher order thinking skills. Anderson and Krathwohl (2001) identify nineteen specific cognitive processes that further clarify the scope of the six categories (Table 2).

Table 2. The Cognitive Processes dimension — categories & cognitive processes and alternative names

lower order thinking skills			→ higher order thinking skills		
remember	understand	apply	analyze	evaluate	create
recognizing - identifying recalling - retrieving	interpreting - clarifying - paraphrasing - representing - translating exemplifying - illustrating - instantiating classifying - categorizing - subsuming summarizing - abstracting - generalizing inferring - concluding - extrapolating - interpolating - predicting comparing - contrasting - mapping - matching explaining - constructing models	executing - carrying out implementing - using	differentiating - discriminating - distinguishing - focusing - selecting organizing - finding coherence - integrating - outlining - parsing - structuring attributing - deconstructing	checking - coordinating - detecting - monitoring - testing critiquing - judging	generating - hypothesizing planning - designing producing - constructing

(Table 2 adapted from Anderson and Krathwohl, 2001, pp. 67–68.)

The Knowledge Dimension classifies four types of knowledge that learners may be expected to acquire or construct—ranging from concrete to abstract (Table 1).

Table 1. The Knowledge Dimension – major types and subtypes

concrete knowledge			abstract knowledge
factual	conceptual	procedural	metacognitive*
knowledge of terminology knowledge of specific details and elements	knowledge of classifications and categories knowledge of principles and generalizations knowledge of theories, models, and structures	knowledge of subject-specific skills and algorithms knowledge of subject-specific techniques and methods knowledge of criteria for determining when to use appropriate procedures	strategic knowledge knowledge about cognitive tasks, including appropriate contextual and conditional knowledge self-knowledge

(Table 1 adapted from Anderson and Krathwohl, 2001, p. 46.)

*Metacognitive knowledge is a special case. In this model, “metacognitive knowledge is knowledge of [one’s own] cognition and about oneself in relation to various subject matters . . .” (Anderson and Krathwohl, 2001, p. 44).

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A statement of a **learning objective** contains a **verb** (an action) and an **object** (usually a noun).

- The **verb** generally refers to [actions associated with] the intended **cognitive process**.
- The **object** generally describes the **knowledge** students are expected to acquire or construct. (Anderson and Krathwohl, 2001, pp. 4–5)

In this model, each of the colored blocks shows an example of a learning objective that generally corresponds with each of the various combinations of the cognitive process and knowledge dimensions.

Remember: these are **learning objectives**—not learning activities.

It may be useful to think of preceding each objective with something like: “Students will be able to . . .”

*Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom’s Taxonomy of Educational Objectives* (Complete edition). New York: Longman.



Model created by: Rex Heer
Iowa State University
Center for Excellence in Learning and Teaching
Updated January, 2012
Licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
For additional resources, see:
www.celt.iastate.edu/teaching/RevisedBlooms1.html

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While Blooms Taxonomy, completed in the 1950s and later revised, provided an early model, there are others that can help educators design, classify, and arrange educational goals and objectives. Not all of them are hierarchical like Blooms, which represent successive levels of complexity to be mastered. For example, Grant Wiggins and Jay McTighe's Understanding by Design model, which is comprised of six domains or "facets:"

The 6 Facets of Understanding

Explanation: To ensure students understand why an answer or approach is the right one.

When someone truly understands, they explain concepts, principles, and processes by putting them in their own words, teaching it to others, showing their work, explaining their reasoning, and justifying their answers or course of action; asks students to tell the 'big idea' in their own words, make connections, and induce a theory from data.

Interpretation: To ensure students avoid the pitfall of looking for the "right answer" and demand answers that are principled.

Interpretation requires the student to make sense of stories, art works, data, situations, claims, data, text, and experience through images, analogies, stories, and models; involves translating ideas, feelings, or work done in one medium into another.

Application: To ensure students' key performances are conscious and explicit reflection, self-assessment, and self-adjustment with reasoning made evident.

Students who understand can use and adapt their knowledge and skills in new situations and authentic, complex contexts with a real or simulated audience, purpose, settings, constraints, options for personalizing the work, and background noise.

Perspective: To ensure students know the importance or significance of an idea and to grasp its importance or unimportance.

Perspective is demonstrated when the student can see things from different points of view, articulate the other side of the case, see the big picture, recognize underlying assumptions, and take a critical stance. Students are encouraged to step back and ask "What of it?" "Of what value is this knowledge?" "How important is this idea?" "What does this idea enable us to do that is important?"

Empathy: To ensure students develop the ability to see the world from different viewpoints in order to understand the diversity of thought and feeling in the world.

Intellectual imagination is essential to understanding and it manifests itself not only in the arts and literature but more generally through the ability to appreciate people who think and act differently than us; students display empathy by perceiving sensitively and walking in someone else's shoes.

Self-Knowledge: To ensure students are deeply aware of the boundaries of their own and others' understanding, able to recognize their own prejudices and projections, have integrity, and are able and willing to act on what they understand.

Self-knowledge is demonstrated by showing meta-cognitive awareness, using productive habits of mind, and reflecting on the meaning of the learning and experience.

~ Grant Wiggins and Jay McTighe

Another example of a classification system for learning goals and objectives is Fink's Taxonomy of Significant Learning, which he presents as interactive rather than hierarchical:

Fink's Taxonomy of Significant Learning

Foundational Knowledge:	"understand and remember" learning
Application:	e.g., critical thinking, creativity, problem-solving, managing complex projects
Integration:	making "connections"
Human Dimension:	learning about and changing one's self and understanding and interacting with others
Caring:	identifying and shaping one's feelings, interests, values, motivations
Learning How to Learn:	becoming a better student, learning how to ask and answer questions, becoming a self-directed and lifelong learner

FIGURE 2.1. TAXONOMY OF SIGNIFICANT LEARNING.



~ Fink

However, Fink points out that when teachers take a learning-centered approach, they usually identify several additional kinds of significant learning.

I recommend that teachers ask themselves:

“What would I like the impact of this course to be on students, 2-3 years after the course is over?”

What would distinguish students who have taken this course from students who have not?”

When students and teachers think about what students can learn that is truly significant, their answers usually include, but do not focus on, “understand and remember” kinds of learning. More often they emphasize such things as critical thinking, learning how to creatively use knowledge from the course, learning to solve real-world problems, changing the way students think about themselves and others, realizing the importance of life-long learning, etc.

~ Fink

It's imperative that students studying social innovation & entrepreneurship develop both critical (what works and what doesn't?) and creative thinking (what might be possible?) as well as the knowledge and skills to translate those ideas into effective innovation (measurable, impactful change in service to a defined problem).

Following is an example of a student reflection from the Foundations of Social Innovation & Entrepreneurship course (Fall 2020) that reflects significant learning. It touches upon several of these themes, including learning to solve real-world problems, realizing the importance of life-long learning, and the idea of “changing the way students think about themselves and others.”

Student Reflection from *Foundations of Social Innovation & Entrepreneurship*, Fall 2020

This Foundations of Social Innovation and Entrepreneurship course has been instrumental to my understanding of the field, and I know will be a crucial catalyst to my continued pursuit of the field, both in and out of the classroom. Previous to taking this course I, like most, had an awareness of the many problems facing our globe. Considering the role I can personally play has always been a source of confusion, guilt, and overwhelm in my life, leading me to constantly feel that my one person could never come near the degree of change required to move the needle on these issues. However, while this sentiment still remains in my mind, it has now been shown a remedy which allows me a framework to hone my pressing desire to help. As is fundamental to being a changemaker, I am now conditioned to see opportunity instead of just challenge.

Acquiring a more complete understanding of the nature of complex adaptive problems has really opened my eyes, both in terms of this field and my life. I will try to sum up my key takeaways in three main points. First, adaptive problems require adaptive leadership, which goes further the typical view of leadership in terms of authority. To lead in this way means evolving beyond simply commanding and dictating but immersing oneself in the principles of SIE as a whole; of empathy, willingness to self-correct, share credit, and break free from established structures. Second, as was highlighted in the quote by Albert Einstein which I cannot forget, solving problems requires spending the majority of one's pursuit in understanding the problem and then only a relatively

small (yet continual and iterative) amount of time coming up with and implementing a solution. The emphasis on the essential nature of this principle has in fact changed my perspective on approaching my life overall. I now understand that without a complete understanding of problems, premature “solutions” can in fact do more harm than good. And third, when it does come to solutions, they are never finite. I have come to understand that the continual process of ideation is a non-negotiable element to the success of solutions when addressing adaptive problems like poverty or environmental damage. One must pursue these issues with a permanent open mind and heart and be willing to immerse oneself in the problem in a way which allows us to continually understand more and more about the effective ways solutions can be implemented and sustained.

The greatest influence on my commitment to finding solutions has been provided by the plethora of examples given throughout the course of what social innovation and entrepreneurship looks like when implemented successfully, as well as those discovered on my own for the assignments. This has been an integral part of my learning and of the impact which this course has had on my perspective. Deep heart-felt connection is not far beneath the surface in this class. It became a normal occurrence to be brought to tears when engaging with the array of different examples given depicting some of the very real and immediate problems which plague humanity. The successful implementation of the principles and techniques taught in this class to face these problems was so inspiring and moving. I think of the time spent learning of Jessica Laporte and Kouzin Dlo; of her passionate, patient, and dedicated pursuit of the cause and of the brilliant model she has implemented to bring clean water to the Haitian community and simultaneously provide jobs to women. It is this type of inspiration which has lit a fire within me to channel my empathy into becoming a part of this beautiful movement of bettering the world.

I clearly could go on forever about the impact of this course. My plan to integrate it into my personal and professional life is currently very broad—I do not at the moment foresee a specified issue which I want to dedicate myself to, but rather feel like I am ready to begin this pursuit using the new body of knowledge and understanding I have. The primary lessons which I am dedicated to integrating into my life as a changemaker are those of open-hearted empathy, collective/collaborative impact (interconnectedness of the world), and the overall lesson of being empowered to ruthlessly dedicate myself to bettering the world, because it is possible and because it is vital. I seek to become a fearless leader in my own life, beginning by taking steps towards bringing more love and understanding to those in my life and towards immersing myself in issues, no matter how small, that I find meaningful and important and to use each failure as a valuable lesson for success.

The depth and breadth of the course were immense. I am left with a much more complete understanding of the field and also with an assured motivation and sense of my ability to play a role in sustainably improving the myriad of dire social and environmental issues facing our world. I know that an important part of my successful pursuit is going to come from my complete understanding of the field and so, due especially to its large scope, I will continue to study and learn from the material from the class. No matter what path I pursue, I seek to do so through a lens of being a changemaker, for I have learned that this persona is not determined by the particular area which one addresses but instead by the relentless pursuit of leading empathetic, systematic global change for good. I feel inspired, motivated, and equipped with some of the basic and essential prerequisite skills and knowledge to walk this path with dedication and open-heartedness.

~ Cosette Falker is a sophomore majoring in Interdisciplinary Social Sciences with a Specialization in Social Innovation and Entrepreneurship.

Abby Falik shares her perspective on both the crisis and opportunity we face in higher education today:

[There's] a crisis in the dramatic disconnect between what today's young people most need to know - skills like agency, adaptability, empathy and the ability to collaborate across lines of difference - and the limits of traditional, classroom-based learning. There's urgency to change the systems and institutions that aren't serving us. [We face] a tremendous opportunity to let go of what's not working and to reimagine and reset our educational paradigm -- for good.

So many of today's kids are placed on a conveyor belt from kindergarten to college with little (and diminishing) time to pause, reflect and explore. High school has become a high stakes game to get into college and students live in fear that experimentation and failure may hinder their chances of getting in. The result? A generation of stressed-out college students who are confused, restless and anxious in epidemic proportions. Nearly 1/3 of college freshmen don't come back for a second year and just 3% of college graduates report having transformative experiences in college that are predictors of success in careers -- and life. Students graduate saddled with debt and dramatically underprepared for what comes next; only 11% of employers believe today's college graduates are ready for the workforce. And when you disaggregate the data around persistence, completion and work-force readiness for low-income, minority and/or first-generation students, the picture is even more dire.

What if school helped young people map their inner lives, not ignore them? What if young people were incentivized not to play small and safe, but instead to spend time in their stretch zone — and to develop their ability to care for others? What if we could help young people learn to reflect deeply and aspire to a purpose beyond themselves? What if we sent kids to college ready to declare a major and a mission?

There's a developmental magic in the transition into young adulthood -- it's the precise (and once-in-a-lifetime) moment when a young person has the maturity to leave home but hasn't yet fixed their values or identity. Religions and societies around the world have recognized and honored this transition as a rite of passage. But in the U.S., where we're always hustling toward some abstract finish line, kids are discouraged from stepping off the treadmill -- let alone adjusting the incline or speed.

We need a new cultural template for this life-stage -- one that ensures young people have opportunities to leave their comfort zone, to be humbled by the world, and to gain the context and agency that are foundations for building a meaningful life.

"Traditional societies provided people with special rituals designed to amplify and dramatize the inner transition that was occurring in the transition from dependence to independence," Bridges writes. He describes how our society talks a lot about change (which is situational) but seldom deals with transition ("the psychological inner re-orientation and self-definition that helps one incorporate the changes in your life"). Bridges emphasizes why this difference matters: "Without transition, change is just a re-arrangement of the furniture." Our current paradigm which shuttles kids from high school graduation to freshman dorms leaves little space for what this transition can be: a transformation.

Imagine applying these ideas -- purpose, motivation, commitment -- to the transition into young adulthood. And imagine a paradigm where this becomes the norm not for a privileged few, but for

an entire generation. This is the world we can build. In fact, it's one of the greatest opportunities we'll have coming out of this crisis.

~ Abby Falik

While the type of education we need to address the complexities of the 21st century is clearly based on a fundamentally different paradigm than merely job training, it's important and useful to examine trends related to the future of work and jobs training.

The Future of Work and Jobs Training and Skills

Respondents to Pew's 2016 survey on the future of jobs and jobs training point to a focus on nurturing unique human skills that artificial intelligence (AI) and machines seem unable to replicate and that will be increasingly valued: emotional intelligence; empathy; creativity; collaboration; critical, abstract, and systems thinking; design thinking/human-centered design; how to research, evaluate, and communicate what you see and read; leadership; the capacity to motivate, mobilize and innovate; how to understand multiple perspectives and mediate between different viewpoints; the ability to thrive in diverse environments; proactiveness; initiative; complex communication; discipline; deliberation; conflict resolution.

While coding and other "hard skills" were listed as being easiest to teach to a large group in an online setting, "soft," "human" skills were seen by most respondents as crucial for survival in the age of AI and robotics. As basic automation and machine learning move toward becoming commodities, uniquely human skills will become more valuable. There will be an increasing economic incentive to develop mass training that better unlocks this value.

The best education programs will teach people how to be lifelong learners. People will create the jobs the jobs of the future, not simply train for them.

~ Jonathan Grudin

The key is to find college graduates who are interdisciplinary, team-oriented, real-world problem-solvers, and who are also informed global citizens.

~ Jim Spohrer, Director, IBM University Programs World-Wide

The skills necessary at the higher echelons will include especially the ability to efficiently network, manage public relations, display intercultural sensitivity, marketing, and generally what author Dan Goleman would call 'social' and 'emotional' intelligence. [This also includes] creativity, and just enough critical thinking to move outside the box.

Simon Gottschalk, Professor of Sociology, University of Nevada, LV

Students can be trained to be more innovative, creative and active initiators of novel ideas. Skills of writing, speaking and making videos are important, but fundamental skills of critical thinking,

community building, teamwork, deliberation/dialogue and conflict resolution will be powerful. A mindset of persistence and the necessary passion to succeed are also critical.

~ Ben Shneiderman, professor of computer science at the University of Maryland

The most important skills are advanced critical thinking and knowledge of globalization affecting diverse societies – culturally, religiously and politically.

~ Luis Miron, a distinguished university professor and director of the Institute for Quality and Equity in Education at Loyola University

Lateral and system-thinking skills are increasingly critical for success in an ever-changing global landscape, and these will need to be re-prioritized at all levels of education.

~ Louisa Heinrich, founder at Superhuman Limited

~ Pew Research Center, 2016 Survey, Experts on the Future of Work, Jobs Training and Skills

“Education 4.0”

The World Economic Forum identified eight critical characteristics in learning content and experiences that define high-quality learning in the Fourth Industrial Revolution:

Global citizenship skills: *Include content that focuses on building awareness about the wider world, sustainability and playing an active role in the global community.*

Innovation and creativity skills: *Include content that fosters skills required for innovation, including complex problem-solving, analytical thinking, creativity and systems analysis.*

Technology skills: *Include content that is based on developing digital skills, including programming, digital responsibility and the use of technology.*

Interpersonal skills: *Include content that focuses on interpersonal emotional intelligence, including empathy, cooperation, negotiation, leadership and social awareness.*

Personalized and self-paced learning: *Move from a system where learning is standardized, to one based on the diverse individual needs of each learner, and flexible enough to enable each learner to progress at their own pace.*

Accessible and inclusive learning: *Move from a system where learning is confined to those with access to school buildings to one in which everyone has access to learning and is therefore inclusive.*

Problem-based and collaborative learning: Move from process-based to project- and problem-based content delivery, requiring peer collaboration and more closely mirroring the future of work.

Lifelong and student-driven learning: Move from a system where learning and skilling decrease over one's lifespan to one where everyone continuously improves on existing skills and acquires new ones based on their individual needs.

Schools of the Future: Defining New Models of Education for the Fourth Industrial Revolution
World Economic Forum

Connecting College Learning and Career Success

Employers prioritize liberal and applied learning for all college students.

- *Nearly all employers (91 percent) agree that for career success, “a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than his or her undergraduate major.”*
- *Nearly all employers (96 percent) agree that “all college students should have experiences that teach them how to solve problems with people whose views are different from their own.”*
- *More than three-quarters (78 percent) agree that “all college students should gain intercultural skills and an understanding of societies and countries outside the United States.”*

Employers endorse broad learning as essential to long-term career success.

- *When hiring recent graduates, employers place the greatest priority on a demonstrated proficiency in skills and knowledge that cut across majors. Of 17 outcome areas tested, written and oral communication, teamwork skills, ethical decision making, critical thinking, and the ability to apply knowledge in real-world settings are the most highly valued by employers.*
- *Confirming findings from four previous national surveys extending back to 2006, employers overwhelmingly endorse broad learning and cross-cutting skills as the best preparation for long-term career success. When asked in the latest survey, only 15 percent chose field-specific learning alone as the best preparation for long-term success.*

Employers strongly endorse an emphasis on applied learning and view student work on applied learning projects as valuable preparation for work. Students agree that applied learning projects are valuable.

- *73 percent think that requiring college students to complete a significant applied learning project before graduation would improve the quality of their preparation for careers.*

- 60 percent think that all students should be expected to complete a significant applied learning project before graduating.
- 87 percent of employers agree that they are somewhat or much more likely to consider a graduate as a job candidate if she or he has completed a senior project.
- 89 percent of students agree that doing an applied learning project would increase their likelihood of being hired.

~ Hart Research Associates. Forthcoming. *Falling Short? College Learning and Career Success*. Washington, DC: Association of American Colleges and Universities.

Education Abroad Role in Achieving Key Knowledge and Skills

Education abroad enables students to build crucial skills and knowledge, prepare to solve the world's toughest challenges, and to compete in the 21st century workforce as responsible, engaged citizens. develop an understanding of other cultures, languages, and approaches to global challenges, among other benefits.

~ Forum on Education Abroad

A Few Thoughts on Critical Thinking

Critical thinking is a desire to seek, patience to doubt, fondness to meditate, slowness to assert, readiness to consider, carefulness to dispose and set in order; and hatred for every kind of imposture.

~ Francis Bacon (1605)

Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People who think critically consistently attempt to live rationally, reasonably, empathically. They are keenly aware of the inherently flawed nature of human thinking when left unchecked. They strive to diminish the power of their egocentric and sociocentric tendencies. They use the intellectual tools that critical thinking offers – concepts and principles that enable them to analyze, assess, and improve thinking. They work diligently to develop the intellectual virtues of intellectual integrity, intellectual humility, intellectual civility, intellectual empathy, intellectual sense of justice and confidence in reason. They realize that no matter how skilled they are as thinkers, they can always improve their reasoning abilities and they will at times fall prey to mistakes in reasoning, human irrationality, prejudices, biases, distortions, uncritically accepted social rules and taboos, self-interest, and vested interest. They strive to improve the world in whatever ways they can and contribute to a more rational, civilized society. At the same time, they recognize the complexities often inherent in doing so. They avoid thinking simplistically about complicated issues and strive to appropriately consider the rights and needs of relevant others. They recognize the complexities in developing as thinkers, and

commit themselves to life-long practice toward self-improvement. They embody the Socratic principle: The unexamined life is not worth living, because they realize that many unexamined lives together result in an uncritical, unjust, dangerous world.

~ Linda Elder, September, 2007

Why Critical Thinking?

The Problem

Everyone thinks; it is our nature to do so. But much of our thinking, left to itself, is biased, distorted, partial, uninformed or down-right prejudiced. Yet the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Shoddy thinking is costly, both in money and in quality of life. Excellence in thought, however, must be systematically cultivated.

A Definition

Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.

The Result

A well cultivated critical thinker:

raises vital questions and problems, formulating them clearly and precisely; gathers and assesses relevant information, using abstract ideas to interpret it effectively comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards; thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and communicates effectively with others in figuring out solutions to complex problems.

Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities and a commitment to overcome our native egocentrism and sociocentrism.

(Taken from Richard Paul and Linda Elder, *The Miniature Guide to Critical Thinking Concepts and Tools*, Foundation for Critical Thinking Press, 2008)

A critical society is a community of people who value critical thinking and value those who practice it. It is a society continually improving. Its most distinguishing characteristic is its emphasis on thinking as the key to the emancipation of the mind, to the creation of just practices, to the preservation and development of the species. (...The idea represents an ideal not yet achieved, a possibility not yet actualized.)

Socratic Teaching: the oldest, and still the most powerful, teaching tactic for fostering critical thinking is Socratic teaching. In Socratic teaching we focus on giving students questions, not answers. We model an inquiring, probing mind by continually probing into the subject with questions.

~ CriticalThinking.Org

SIE Alumni Comments from Anonymous Survey (SIE Evaluation, Fall 2020):

To be completely honest, being a year out of graduation and reflecting, my participation in these courses changed the entire course of my career and professional life. I am now working for a social enterprise alongside having my own business with future goals to be working in the content creation side of social enterprise, nonprofits, and B corps.

~ Student A

I could write pages on the value and importance of FSU's SIE initiative... In certain terms, my experience in the SIE ecosystem at FSU was personally and professionally transformative, to say the least. It helped refine my career path, provided valuable extracurricular engagement, and most importantly, enabled me to be a more effective social entrepreneur.

When I started at FSU, I had the goal of pursuing a career trajectory that would allow me to optimally and effectively deliver positive impact on poverty alleviation outcomes in the developing context. However, I was unsure if I desired to pursue a career with an international development organization or within social enterprise to accomplish this goal. The SIE initiative at FSU led me to the decision to pursue graduate study and eventually a career in social enterprise by illustrating the value, inclusive nature, sustainability and impact potential of SIE in addressing global poverty. This process occurred both in the classroom and in SIE related extracurricular activities.

When I entered the SIE MSc at LSE, arguably the leading global SIE master's program, I found myself a step ahead of my cohort in regards to my theoretical understanding and appreciation of SIE. I even found that much of the initial coursework at LSE was a bit repetitive. This is a direct result of the quality of my SIE training at FSU and attests to the great potential of FSU's SIE program.

~ Student B

The kind of thinking that is taught through this program can be applied in all kinds of fields and truly contributes to the betterment of society. So many people get caught up in creating only financial profit that they sacrifice social and environmental benefits. This program shows how to address the triple bottom line effectively and responsibly in order to ultimately create a more sustainable future.

~ Student C

Pedagogical Approaches:

During the last two decades, research on college teaching and learning have led to some new ideas about course design that have, in essence, “raised the bar” in terms of what is possible. These include ideas such as active learning, significant learning, and educative assessment.

~ L Dee Fink, University of Oklahoma

In order for social innovation & entrepreneurship to be taught effectively, for students to successfully achieve the types of learning objectives discussed above, it must leverage key pedagogical strategies that are reflected in high-impact education practices and “deep approaches to learning.”

High-Impact Education Practices

High-impact practices, or HIPs, are active learning practices that promote deep learning by promoting student engagement as measured by the National Survey on Student Engagement (NSSE). To be a high-impact practice, the experience must satisfy the definition established by George Kuh (2008, Kuh & O'Donnell, 2013) and his colleagues at the Association of American Colleges and Universities (AAC&U): achievement of deep learning, significant engagement gains, and positive differential impact on historically underserved student populations.

Based on this definition, Kuh identified ten learning experiences as high-impact practices:

- *First Year Seminars and Experiences*
- *Common Intellectual Experiences*
- *Learning Communities*
- *Writing-Intensive Courses*
- *Collaborative Assignments and Projects*
- *Undergraduate Research*
- *Diversity/Global Learning*
- *Service Learning, Community-Based Learning*
- *Internships*
- *Capstone Courses and Projects*

While only ten practices have nationally been elevated as high-impact practices, Kuh and O'Donnell (2013) found that these practices share eight key elements:

- *Performance expectations set at appropriately high levels*

- *Significant investment of time and effort by students over an extended period of time*
- *Interactions with faculty and peers about substantive matters*
- *Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those which students are familiar*
- *Frequent, timely, and constructive feedback*
- *Periodic, structured opportunities to reflect and integrate learning*
- *Opportunities to discover relevance of learning through real-world applications*
- *Public demonstration of competence.*

~ Kuh, George D. & O'Donnell, K.
~ University of Wisconsin Eau Claire Academic Master Plan

High-impact learning experiences immerse students in pedagogical approaches such as:

- *critical inquiry*
- *collaborative learning*
- *combining broad themes with a variety of curricular and cocurricular options for students*
- *integrative studies and integration of learning across courses*
- *involving students with “big questions” that matter beyond the classroom*
- *service learning*
- *undergraduate research experiences*
- *exploring cultures, life experiences, and worldviews different from their own, including study abroad*
- *exploring “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power*
- *field-based “experiential learning” with community partners as an instructional strategy, which give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community; a key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences*
- *internships which include mentoring and coaching from professionals in the field*
- *final-year projects and culminating experiences that require students to create a project of some sort that integrates and applies what they’ve learned*

~ Kuh, George D.

SIE@FSU leverages all of these approaches strategically throughout the curricular, co-curricular, and hybrid learning opportunities it offers students.

General Assembly, a company that focuses on workforce education and training, developed a set of key principles of high-impact learning:



Contextualized

It's important that any learning experience be put into its proper context, preferably at the beginning of the program. You might call this "seeing the bigger picture." Students should know what the ultimate goal of the education is; they should be able to see, in detail, how each lesson helps them toward that goal. For broader organizational transformation, it's worth enlisting help from marketing and communications partners to create a story around why this program matters.

Relevant

Employees are most interested in learning subjects that have immediate relevance to their work and/or personal lives. They want knowledge or skills that can be immediately applied, and that will be useful for years to come. Remember how you annoyed your high school calculus teacher by continually asking "When am I ever going to use this subject again?" That impulse does not go away when you're an adult. Relevance is also a matter of not wasting time by going over knowledge that's redundant. A class full of people trying to learn advanced JavaScript doesn't need to start with a lesson on how to send an email in Outlook. Keep your training programs relevant by ensuring that audience and content are as aligned as possible.

Problem-Based

Whenever possible, it's best to structure learning around a real scenario that the students might encounter. Students essentially teach themselves; they become "producers" of knowledge, rather than "consumers." We picked up this technique, in part, through our partnership with GE. They famously incorporate outdoor orienteering into their leadership development programs. Classes are broken into teams and challenged to direct themselves through wooded areas with the aid of a map and compass. We know that getting lost in the woods isn't quite a "real" situation that an office worker would encounter in their professional life. But successful orienteering requires you to clearly articulate a plan, leverage tools, and make decisions to guide a team to their ultimate goal—skills that are relevant to countless business scenarios.

Learn By Doing

As with the previous principle, we find that students taking an active role rather than passive role makes for a higher quality learning experience. In other words, the best way to learn a skill is to actually practice that skill. General Assembly's immersive web design class, for example, doesn't

ask students to take a test for their final exam. It asks them to build their own website. We want to break down the barrier between demonstrating competency “in the classroom” and “in the real world.”

Social

General Assembly started as a learning community – a group of enthusiastic people coming together to add to their skillsets, network with like-minded professionals, and socialize. That social focus is baked into our company DNA, and we’re still strong proponents of the approach. Going through an educational program as part of a group not only means more support, more engagement, and more fun; it can also, in some cases, accelerate the pace of learning. The allure and benefits of social learning can be seen in the rise of Slack, the wildly popular workplace messaging app. Slack (and a slew of competitors) makes it easier for desk-bound office workers to collaborate and feel a sense of community. While some skeptics criticize Slack for inspiring what they see as an excessive amount of goofing around, fans insist that the gains in productivity far outweigh any distraction that comes with an increase in idle chatter. GA advocates for as much social activity in training programs as possible with group-oriented games, discussions, and breakout exercises.

Self-Directed

This last principle is arguably the most important aspect of a high impact learning experiences: empowering adults to feel like they’re setting their own direction. An educational program that’s truly self-directed will allow students to choose what and how much to learn and know. The language learning app Duolingo is a good example of this approach. Users are invited to work at their own pace, and can pick and choose which lessons they want to work on. If they don’t feel like brushing up on their prepositions that day, they can choose to learn animal nouns instead. The flexibility and customizability helps to make the content engaging and memorable.

By starting with an intended outcome and identifying your audience and the problems that they would most like to have solved, you’ll ensure that your training content aligns well with your teams. Designing an educational experience with these six principles in mind makes it much more likely that your end product will be an effective and valuable endeavor.

~ General Assembly

While Loyola University views transformative education through the lens of the Jesuit tradition, the following “hungers” it identifies among the members of its learning community can be seen as universal:

These are hungers that life and learning have helped us to identify in ourselves as well as in our students, hungers that our kind of education hopes to stir and meet:

A Hunger for Integrated Knowledge: Students today appreciate having so much information at their fingertips, and yet, they long for a more robust formation that integrates their intellectual, affective, and volitional capacities and helps them to appreciate how the varied subjects and disciplines fit together reaching depth of understanding;

A Hunger for a Moral Compass: Students today experience the limitation of a moral discourse that focuses almost exclusively on individual rights while almost ignoring the responsibilities we have to each other; not looking for recipes, our students display desire to acquire an ethical foundation and a method for moral discernment;

A Hunger for Community: Students today value building meaningful community with genuine connectedness that has them engaged civically; they display a new strength of passion and commitment to use their gifts and talents for others; there is a sense among them that they have found their voice as change agents, and now they long to participate more actively, creating more good in the world;

A Hunger for a Global Paradigm: Having seen the limitations and the dangers of ethnocentrism, our students want to embrace a more cosmopolitan perspective; they see very clearly that each of us dwells in many communities, from the community of our birth to the community of the human family, and we have duties to all of them;

This educational mission of the University lies precisely in the study, debate, conversation, and discovery that help students identify these hungers, form their own assessment of them, and decide how they might address them for themselves and the world they seek to shape.

~ Loyola University

In *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* Fink shares the following tables/diagrams that contrast two different paradigms of teaching and learning:

Exhibit 1.2. Higher Education in the Industrial Age and the Information Age.

Industrial Age	Information Age
Teaching franchise	Learning franchise
Provider-driven, a set time for learning	Individualized learning
Information infrastructure as support tool	Information infrastructure as the fundamental instrument of transformation
Individual technologies	Technology synergies
Time out for education	Just-in-time learning
Continuing education	Perpetual learning
Separate learning systems	Fused learning systems
Traditional courses, degrees, and academic calendars	Unbundled learning experiences based on learner needs
Teaching and certification of mastery are combined	Learning and certification of mastery are related, yet separable, issues
Front-end, lump-sum payment based on length of academic process	Point-of-access payment for exchange of intellectual property based on value added
Collections of fragmented, narrow, and proprietary systems	Seamless, integrated, comprehensive and open systems
Bureaucratic systems	Self-informing, self-correcting systems
Rigid, predesigned processes	Families of transactions customizable to the needs of learners, faculty, and staff
Technology push	Learning vision pull

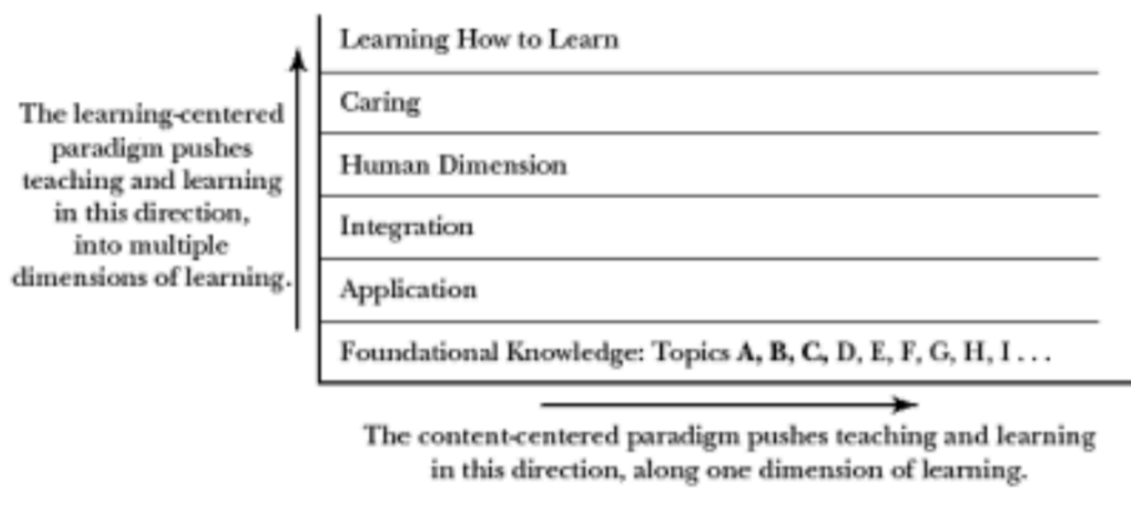
Source: Dolence and Norris, 1995, p. 4. Used by permission.

Exhibit 1.3. Old and New Paradigms for College Teaching.

	Old Paradigm	New Paradigm
Knowledge	Transferred from faculty to students	Jointly constructed by students and faculty
Student	Passive vessel to be filled by faculty's knowledge	Active constructor, discoverer, transformer of knowledge
Mode of learning	Memorizing	Relating
Faculty purpose	Classify and sort students	Develop students' competencies and talents
Student growth, goals	Students strive to complete requirements, achieve certification within a discipline.	Students strive to focus on continual lifelong learning within a broader system.
Relationships	Impersonal relationship among students and between faculty and students	Personal relationship among students and between faculty and students
Context	Competitive, individualistic	Cooperative learning in classroom and cooperative teams among faculty
Climate	Conformity, cultural uniformity	Diversity and personal esteem; cultural diversity and commonality
Power	Faculty holds and exercises power, authority, and control.	Students are empowered; power is shared among students and between students and faculty.
Assessment	Norm-referenced (that is, grading on the curve); typically use multiple-choice items; student rating of instruction at end of course	Criterion-referenced (that is, grading to predefined standards); typically use performances and portfolios; continual assessment of instruction
Ways of knowing	Logical-scientific	Narrative
Epistemology	Reductionist; facts and memorization	Constructivist; inquiry and invention
Technology use	Drill and practice; textbook substitute; chalk-and-talk substitute	Problem solving, communication, collaboration, information access, expression
Teaching assumption	Any expert can teach	Teaching is complex and requires considerable training

Source: Campbell and Smith, 1997, pp. 275–276. Used by permission.

FIGURE 2.3. THE EFFECTS OF TWO DIFFERENT PARADIGMS.



SIE Alumni Comment from Anonymous Survey (SIE Evaluation, Fall 2020):

What I found most effective about the journey was that it truly allowed students to get a holistic approach- to be introduced, get experience in the field through internships, get experience seeing it in real life abroad, and get the opportunity to implement these learnings and teaching in a capstone course. Every single one of these courses was so impactful in the understanding of key concepts in SIE in a multitude of different spaces- allowing for a well-rounded and reinforced grasp and appreciation of the industry.

Learner-Centered

As discussed in the *Teaching Philosophy* section above, a learner-centered approach shifts the primary focus from the teacher to the students, engaging them fully in the learning process, with the instructor playing the key role of facilitator. Methods include active learning, cooperative learning, and inquiry-based learning.

Creating Safe, Welcoming Spaces for Learning Communities

Given the critical importance of learning environments in promoting deep, active, collaborative, inquiry-based learning, it's worth discussing this idea a bit further.

In order for students to move through the successive complexity of Bloom's Taxonomy, for example, and become adaptive problem-solvers, they must be able to master the foundational stages. This is similar to Maslow's hierarchy; students need to have their basic needs of physical and emotional safety met before they can begin to fluidly engage the areas of empathy, agency, collaboration, diversity, critical thinking, and systems thinking. In this regard, the way we connect with our students and create the conditions in which they connect with each other in our classrooms is essential. In addition to the approaches discussed above in *Teaching Philosophy*, one of the ways we can do this is through our willingness as teachers to be authentic and even show vulnerability at appropriate times and in appropriate ways, which gives students permission to do the same, allowing for deeper levels of inquiry and insight. We need students to know that we want them to succeed; through our teaching style, they know they are supported in that process.

David Rock, Co-Founder and CEO of the NeuroLeadership Institute, discusses how we might create conditions that are conducive to inclusivity and the type of change reflected in deep learning:

Creating the Conditions for Change

Create transparency: Transparency should be a priority not just because the open sharing of information is the right thing to do, but because it's been shown to boost engagement.

Research shows that when the brain registers a social threat, such as uncertainty or unfairness, it responds in a similar way as it does to physical pain. The effect is that our ability to collaborate with others and forge trusting relationships diminishes considerably.

When the brain perceives a social reward, on the other hand, we not only find it incredibly motivating, but our ability to engage in problem-solving, collaboration, and creative thinking is enhanced.

When it comes to major societal events and organizational shifts, leaders can earn trust and spur engagement by communicating transparently—providing the social rewards of certainty and fairness and laying the groundwork for participation in change efforts.

Create safe spaces: Creating psychological safety for employees allows them to feel safe to take risks and show up as their authentic selves without feeling excluded.

Organizations should create safe spaces for employees to speak up and share their experiences.

~ David Rock

Self-Regulated

To educate is to guide students on an inner journey toward more truthful ways of seeing and being in the world.”

~ Parker J. Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*

The biggest problem growing up today is not actually stress; it's meaninglessness.

~ Dr. Bill Damon - Director, Stanford Center on Adolescence

Self-regulated learning motivates and empowers students to take ownership over their education, cultivate meaning in their lives and the world around them, maximize achievement, and pursue self-directed lifelong learning. Within the context of well-designed and facilitated curricula and educational opportunities, students are given opportunities to make meaningful choices; plan and set intentional goals; practice reflection, self-inquiry, and self-awareness; learning how to learn, and assess their knowledge and skills, their own work, and that of their peers.

Self-Regulation

Self-regulation is not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skills.” That definition is offered by Barry Zimmerman, one of the foremost researchers on self-regulated learning.

Three research findings are highlighted. First, “self-regulation of learning involves more than detailed knowledge of a skill; it involves the self-awareness, self-motivation, and behavioral skill to implement that knowledge appropriately.”

Second, self-regulation is not a trait that some students have and others do not. Rather, “it involves the selective use of specific processes that must be personally adapted to each learning task.” It’s about setting goals, selecting strategies to attain those goals, monitoring progress, restructuring if the goals are not being met, using time efficiently, self-evaluating the methods selected, and adapting future methods based on what was learned this time through.

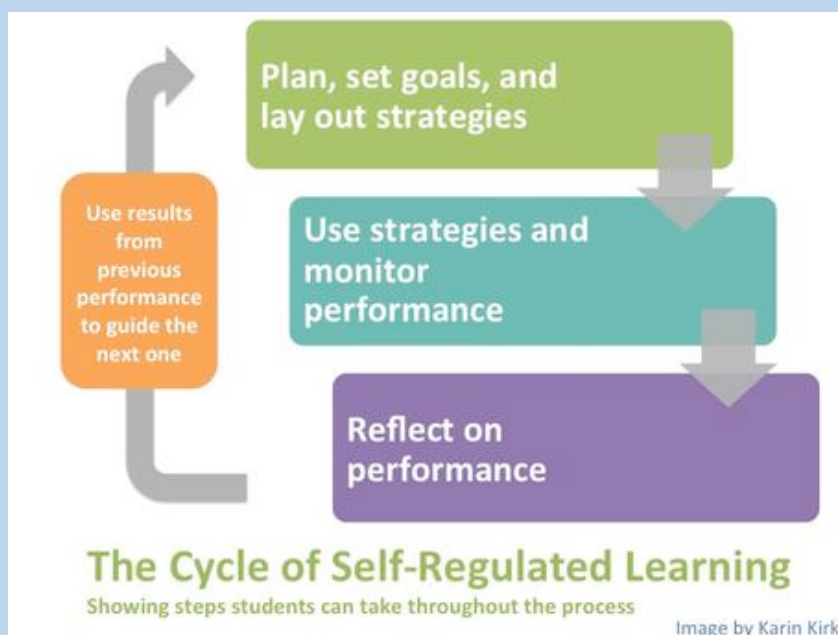
Finally, there is a relationship between self-regulation and “perceived efficacy and intrinsic interest.” Learners have to believe they can learn, whatever the task before them, and they need to be motivated. “With such diverse skills as chess, sports, and music, the quantity of an individual’s studying and practicing is a strong predictor of his or her level of expertise.” One

notable finding from research: the actual process of self-regulating can be a source of motivation, even for those tasks that may not be motivating themselves.

~ Maryellen Weimer, What it Means to be a Self-Regulated Learner

As a first-generation college student and a single mom, Tina strives for a better life for herself and her daughter. She knows that a college education will set her on a path to a rewarding livelihood, but juggling college, work, and family puts many different demands on her time. Tina is dedicated to her studies and she dutifully highlights her textbook readings, memorizes vocabulary words, and spends long hours studying the night before her first exam. And yet, she earns only a mediocre grade. I guess I'm not cut out for college after all, she muses. I work so hard, but I still don't have what it takes to earn the grades I need.

What Tina doesn't realize is that not all forms of studying are equal. For students like Tina, learning to direct time and energy to the most productive ways of studying and learning will result in a more effective and rewarding learning experience, which in turn can boost self-efficacy and motivation. The key, particularly for first-generation students and those who do not come from a background of academic rigor, is to learn how to reflect on one's own process of learning. It's not something that comes naturally to most students, and that is where the right teacher can literally change the course of a student's life.



~ Carleton College, Science Education Resource Center

Cultivating/Finding Purpose

There is a mental health crisis brewing amongst our youth. Nearly one in three adolescents (31.9%) will meet criteria for an anxiety disorder by the age of 18. While school is in session, high school students are the single most stressed-out population in the US.

Youth depression and anxiety are rising at alarming rates. In 2016 an estimated 3.1 million adolescents aged 12 to 17 in the United States had at least one major depressive episode.

However, based on Dr. Bill Damon's research, we believe this is not simply because youth have too much to do it; is also because they do not know why they are doing it. Only about 1 in 5 teenagers in the US report feeling a sense of purpose. Without this deeper sense of "why" or internal compass, our youth will continue to suffer at epidemic rates.

~ Project Wayfinder

I tell my students, 'When you get these jobs that you have been so brilliantly trained for, just remember that your real job is that if you are free, you need to free somebody else.

If you have some power, then your job is to empower somebody else.

This is not just a grab-bag candy game.'

~ Toni Morrison

Identifying and Pursuing Values, Interests, Aspirations

When asked what they valued most about the ISS major, those students and alumni who were interviewed each replied that they most valued the program's flexibility in allowing them to pursue and combine multiple interests.

Helping students reflect on and articulate their interests, values, and aspirations is crucial for them to reap the benefits of the ISS major. This type of advising is a learned skill honed through the practice of a model of advising called "appreciative advising."

~ Final QER Report for the Interdisciplinary Social Sciences (ISS) BA/BS Program, 2020

Appreciative Education and Advising

Rather than holding students in place, higher education is positioned to help students become their best selves and achieve their dreams, goals, and potentials. This growth requires a culture where employees and institutions are unified in their approach to empowering students. It also requires identifying and capitalizing on the strengths of students and higher education professionals to foster the development of the best qualities of individuals and the organization.

Indeed, education should be a learning experience through which students, faculty, and staff learn together and support and challenge each other.

Appreciative education is a framework for delivering high-quality education on both an individual and organizational level. It provides an intentional and positive approach to bettering educational enterprises by focusing on the strengths and potential of individuals and organizations to accomplish co-created goals. This interactive and transformative process functions by permeating educational organizations.

~ Jennifer L. Bloom, Bryant L. Hutson, Ye He, Erin Konkle

Self-Inquiry

. . . in our world everybody thinks of changing humanity, and nobody thinks of changing himself.
~ Leo Tolstoy, 1900

Our work shows that there is a profound need to support the wellbeing of changemakers so that they are able to help bring about the kind of change required to address the global challenges of society. Changemakers—including activists, teachers, non-profit leaders, social workers, social entrepreneurs and health care providers—are people engaged in solving some of the world’s most complex problems; a world which is becoming increasingly dynamic, uncertain, and yet more interconnected than ever before. While the changemakers are finding solutions to some of the most intricate issues facing humanity today, they are facing a host of strenuous challenges themselves.

~ The Wellbeing Project (2020) Wellbeing Inspires Welldoing: How Changemakers’ Inner Wellbeing Influences Their Work

Psychologist Richard Schwartz, founder of The Center for Self-Leadership, a training center focused on self-inquiry, describes eight “C’s” that are outcomes of self-inquiry: calmness, curiosity, clarity, compassion, confidence, creativity, courage, and connectedness.

~ Milligan & Walker (SSIR 2020) Self-Inquiry for Social-Change Leaders

Five Shifts Cultivated Through Self-Inquiry:

Shifts in Self-Perception include new perspectives on yourself and the role you can play in social change. Shifting your self-perception requires a willingness to expose yourself to others so that they can help you cultivate greater self-awareness.

Shifts in Emotional Awareness include the development of skills to manage the stress, anxiety, and fear that typically come with the job. This enables leaders to embrace positive states of mind—such as curiosity, empathy, compassion, and joy—that are more conducive to success.

Shifts in Organizational Practices and Culture: Self-inquiry helps many social sector leaders acquire a deeper understanding of how their personal leadership aspects the organizational culture.

Shifts in the Ability to Partner with Others: Self-inquiry can help address the need to really understand the complex social issues their foundations and largesse attempt to address. Every leader we spoke to reported that they were able to better connect to others because of their self-inquiry practice.

Shifts in Systemic Awareness: The growing popularity of systems-level approaches to social problems demands a different set of leadership skills than a typical founder—whose single-minded focus is organizational growth—has at hand. Rather than focusing on single-point interventions, systems-change leaders, or “systems entrepreneurs,” seek to influence other individuals and institutions involved in a particular social system so as to shift that system’s rules, resource flows, power dynamics, norms, relationships, and interconnections. These types of co-created solutions are often more effective and sustainable than linear organizational growth.

~ Milligan & Walker (SSIR 2020) Self-Inquiry for Social-Change Leaders

Learning How to Learn

Over time, paying enough attention to any specific brain connection keeps the relevant circuitry open and dynamically alive. These circuits can then eventually become not just chemical links but stable, physical changes in the brain’s structure. Cognitive scientists have known for 20 years that the brain is capable of significant internal change in response to environmental changes, a dramatic finding when it was first made. We now also know that the brain changes as a function of where an individual puts his or her attention. The power is in the focus. Attention density shapes identity: for insights to be useful, they need to be generated from within, not given to individuals as conclusions.

Attention continually reshapes the patterns of the brain. Among the implications: People who practice a specialty every day literally think differently, through different sets of connections, than do people who don’t practice the specialty. In business, professionals in different functions — finance, operations, legal, research and development, marketing, design, and human resources — have physiological differences... Cognitive scientists are finding that people’s mental maps, their theories, expectations, and attitudes, play a more central role in human perception than was previously understood.

As Peter F. Drucker said, “We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.” In the knowledge economy... [and with the scale, complexity, urgency and pace of adaptive problems]... there is more pressure than ever to improve how we learn. Perhaps these findings about the brain can start to pull back the curtain on a new world of productivity improvement: in our ability to bring about positive, lasting change in ourselves, in our families, in our workplaces, and in society itself.

Rock & Schwartz (Strategy+Business May 2006) The Neuroscience of Leadership

Energy, Attention, and Time Management

*Much of what separates the great from the very good is deep presence,
relaxation of the conscious mind...*

*Mental resilience is arguably the most critical trait of a world-class performer
and it should be nurtured continuously.*

~ Josh Waitzkin

Growth Mindset

The key to pursuing excellence is to embrace an organic, long-term learning process, and not to live in a shell of static, safe mediocrity. Usually, growth comes at the expense of previous comfort of safety.

Entity Theorists attribute success or failure to an ingrained and unalterable level of ability. Incremental Theorists sense that with hard work, difficult material can be mastered step by step (incrementally).

Josh Waitzkin

My work bridges developmental psychology, social psychology, and personality psychology, and examines the self-conceptions (or mindsets) people use to structure the self and guide their behavior. My research looks at the origins of these mindsets, their role in motivation and self-regulation, and their impact on achievement and interpersonal processes. ...

We often see books with titles like The Ten Secrets of the World's Most Successful People crowding the shelves of bookstores, and these books may give many useful tips. But they're usually a list of unconnected pointers, like "Take more risks !" or "Believe in yourself!" While you're left admiring people who can do that, it's never clear how these things fit together or how you could ever become that way. So you're inspired for a few days, but basically, the world's most successful people still have their secrets.

Instead, as you begin to understand the fixed and growth mindsets, you will see exactly how one thing leads to another— how a belief that your qualities are carved in stone leads to a host of thoughts and actions, and how a belief that your qualities can be cultivated leads to a host of different thoughts and actions, taking you down an entirely different road.

Sure, people with the fixed mindset have read the books that say: Success is about being your best self, not about being better than others; failure is an opportunity, not a condemnation; effort is the key to success. But they can't put this into practice because their basic mindset— their belief in fixed traits— is telling them something entirely different: that success is about being more gifted than others, that failure does measure you, and that effort is for those who can't make it on talent. ...

The other thing exceptional people seem to have is a special talent for converting life's setbacks into future successes. Creativity researchers concur. In a poll of 143 creativity researchers, there was wide agreement about the number one ingredient in creative achievement. And it was exactly the kind of perseverance and resilience produced by the growth mindset.

~ Carol Dweck, *Mindset: The New Psychology of Success*

SIE@FSU Example:

Students are empowered to make choices throughout the curriculum, from which formal curricular pathway best suits their needs and interests to which issues they would like to pursue through a diverse range of local and international internships, independent research, and capstone project. I also encourage students to self-assess their own strengths and gaps and make strategic choices about how to address those gaps. This approach helps students become intentional, independent, and self-directed lifelong learners.

In my *Leading as a Changemaker* course, self-inquiry as a way of understanding ourselves, the people we collaborate with and serve, as well as organizations and systems. We explore our inner worlds of values, habits, beliefs, passions, and actions and become self-aware and intentional about alignment. (See *Leadership* section below for more.)

**Student Comment from *Leading as a Changemaker*:
Finding Your Compass, Creativity, & Community (Fall 2020)**

Not only have I learned about the systems for how to become the fullest version of myself, but I have been continually pushed to question my beliefs and inspired to take actionable steps toward making positive change in my life and the world around me. This class is the kind of all-encompassing education and community experience that shapes a person and has the potential to change the trajectory of their future.

Comment from Bali SIE Immersion Participants

If I reframe the chaotic beautiful messiness of life as an opportunity to learn, then I allow the possibility for gratitude to be at the forefront of my journey. Traveling has always acted as a catalyst for teaching me about the world, Bali on the other hand, taught me about myself.

Bruna Rezende
Summer 2019

Scaffolded

Similar to the scaffolding used in construction to support workers as they work on a specific task, instructional scaffolds are temporary support structures faculty put in place to assist students in accomplishing new tasks and concepts they could not typically achieve on their own. Once students are able to complete or master the task, the scaffolding is gradually removed or fades away—the responsibility of learning shifts from the instructor to the student.

When you incorporate scaffolding in the classroom, you become more of a mentor and facilitator of knowledge rather than the dominant content expert.

Northern Illinois University, Faculty Development and Instructional Design Center

Instructional scaffolding is the process of providing students with appropriate supports, such as mentoring, coaching, templates) to promote effective learning. It involves breaking learning into chunks and then providing a strategy or a structure to make it easier for students to be able to accomplish each chunk of learning. (Nina Parrish 2018) As the student develops knowledge, skills, and confidence, the supports are gradually removed or become more sophisticated to match the student's evolving level. It motivates learners to become better students (learning how to learn more effectively), increases the likelihood for them to meet instructional objectives, and helps them become lifelong, independent learners.

SIE@FSU Example: In my learner-centered capstone course mentioned above, I provide weekly worksheets that offer students some much appreciated structure and guidance as they grapple with the ambiguity that comes with being empowered to pursue their own ideas. While the worksheets continue for 10 consecutive weeks, most students develop a strong sense of confidence and independence in their work once they prototype their model half-way through the semester.

Interdisciplinary/Transdisciplinary

Interdisciplinary programs such as ISS [FSU COSSPP's Interdisciplinary Social Science Program] are more important now than ever given the complexity and dynamics of the social issues we face globally and domestically around, for example, climate change, economic disparities, immigration, and racial unrest.

The most recently created interdisciplinary specialization areas of Social Innovation & Entrepreneurship and Public Policy are model interdisciplinary programs with their requirements for interdisciplinary experiential learning, the development of research/problem solving skills, and a culminating experience.

...other noteworthy achievements are the creation of the well-designed and timely Social Innovation & Entrepreneurship concentration and specialization along with a new specialization concentration in Public Policy.

~ Final QER Report for the Interdisciplinary Social Sciences (ISS) BA/BS Program, 2020

Students learn to examine complex problems through an interdisciplinary/transdisciplinary lens, including their social, political, economic, cultural, environmental, and personal dimensions.

In her final QER Report on COSSPP's ISS Program, Dr. Hiskes shares that:

...the framework I used in reviewing and evaluating the ISS program focuses on two core features of the program: its mission in providing students with interdisciplinary tools for addressing complex social problems and the extent to which students are supported in developing an individualized major around their academic interests and career goals. As an interdisciplinary program, ISS should provide students with broad opportunities to learn, develop, and evaluate discipline-based facts, theories, and skills. Developing interdisciplinary skills with appropriate depth and breadth also requires multiple opportunities for students to integrate and apply various disciplinary perspectives in addressing real world problems.

the student learning outcomes of an interdisciplinary program, like those of any academic program, define the program's identity and focus. Interdisciplinary programs promote the higher order cognitive skills of analysis, integration, application, and evaluation. [They] are also uniquely positioned to promote thinking outside of the box by seeing connections and patterns that others may not see, by synthesizing knowledge in new ways and coming up with novel approaches to problems.

[Students] must be supported in developing skills of integration and application in the context of problem solving with opportunities to apply their interdisciplinary skills in novel contexts. Along

with critical thinking, skills of reflection and collaboration are widely regarded as important interdisciplinary skills. Integration of disciplinary knowledge in creating a holistic understanding and solution to a problem. The most impactful interdisciplinary learning occurs through opportunities for students to be creative in applying interdisciplinary skills and knowledge either outside of the classroom through an internship or practicum or through a sustained project on a complex social problem in the context of a community-engaged course, senior project, capstone project, directed independent study, or working with faculty on a research project. Experiential learning experiences are often defining experiences for the student in which all the pieces of the major come together. They enable students to explain to themselves and others what the major is all about and what they are able to do as a consequence.

At its best, interdisciplinary education promotes not only creativity and innovation, but also the ability to collaborate and work in diverse teams because different perspectives are understood and valued and one's own biases are known. These are the skills and aptitudes that employers across all sectors say they are looking for and why interdisciplinary education is particularly valuable today.” [See section above on Learning Objectives for more on what employers and educational professionals see as key skills and aptitudes for the future.]

Final QER Report for the Interdisciplinary Social Sciences (ISS) BA/BS Program, 2020

Cathy Davidson on Interdisciplinary Programs

What shapes belief? How do we change minds? Typically, bold and relevant programs already exist at our institutions. Often, they are interdisciplinary programs, with uncertain funding and no faculty hiring power, and yet they are better suited to solving the problems students will face in the real world. They cover the range of complex skills employers routinely ask for.

These programs often span undergraduate and professional education. An interdisciplinary program in environmental solutions, for example, requires understanding the science of ecology plus knowledge in the fields of law, engineering, computation, policy, regulation, and business. It requires some statistics, data science, and a rigorous, practical logic course in how to evaluate evidence. If the program's goal is to educate students in how to actually implement solutions (not just study them), then it must require human and social science disciplines so that students understand culture, politics, ideology, economic theory, and the dynamics of power—all of the social factors that can promote or impede progress toward resolving a chronic problem.

Programs like environmental solutions often exist as boutique or even student-designed majors that the most talented and ambitious students can pursue. Often, they operate outside and across the core departments and disciplines by which institutions are ranked and professors recognized.

~ Cathy Davidson, *The New Education: How to Revolutionize the University to Prepare Students for a World In Flux*

SIE@FSU Examples:

My foundations course sets the stage for the interdisciplinary nature of the entire curriculum. Through a diverse set of readings and case studies, class discussions that draw on the perspectives of students from different disciplines, and activities and assignments, the course helps students learn how to explore the social, political, economic, cultural, environmental, and individual dimensions of complex problems.

The entire SIE program is based on an interdisciplinary approach, including the SIE internship program, Human-Centered Design for Social Innovation (methods course), Leading Social Enterprise & Innovation (capstone course), Bali SIE Immersion Program (study abroad), and individual students' DIS.

...other noteworthy achievements are the creation of the well-designed and timely Social Innovation & Entrepreneurship concentration and specialization along with a new specialization concentration in Public Policy.

~ Final QER Report for the Interdisciplinary Social Sciences (ISS) BA/BS Program, 2020

Peer-Based & Collaborative

Education is a social process; education is growth.
~ John Dewey

What today's teens need most from schools is learning that fosters engagement and connection.
~ Fullen et al. Going Deeper

Students participate as co-teachers in the classroom, become effective at giving and receiving respectful critique, leverage diverse perspectives and ideas, and work in teams on problems in ways that cultivate both positive interdependence and individual accountability.

Community

The most important skills to have in life are gained through interpersonal experiences and the liberal arts. ... Human bodies in close proximity to other human bodies stimulate real compassion, empathy, vulnerability and social- emotional intelligence. These skills are imperative to focus on, as the future is in danger of losing these skillsets from the workforce.

Many people have gained these skills throughout history without any kind of formal schooling, but with the growing emphasis on virtual and digital mediums of production, education and commerce, people will have less and less exposure to other humans in person and other human perspectives.

~ Pew Research Center, 2016 Survey, Experts on the Future of Work, Jobs Training and Skills

The entire SIE curriculum is designed to engage students in collaboration with each other and cultivate a deep community of support for students. For example, in my Human-Centered Design for Social Innovation class, students work with each other in teams as design consultants for a community partner. In my capstone course, students learn at least as much from each other as from the formal curriculum; they also become adept at giving and receiving meaningful feedback from each other. It's rewarding to see them cheer each other on as they present the various stages of the social impact models they develop throughout the semester. In the Bali SIE Immersion Program, FSU students work in interdisciplinary, intercultural teams with their Balinese higher education counterparts on a week-long social innovation sprint.

Comments from Bali SIE Immersion Participants

We spent three nights at East Bali Immersion unplugged from technology and the outside world and plugged into each other. During these few days with no WIFI or much work to be done were some of the most amazing of my life. These moments will never be able to be repeated or recreated and I am so thankful that I got to experience them with these people in that place.

Jade Turski
Summer 2019

On top of the course material, the conversations I've had, the relationships I've built, and the moments we've shared have proven to be the greatest lesson of all.

Morgan Dake
Summer 2019

SIE Alumni Comments from Anonymous Survey (SIE Evaluation, Fall 2020):

The SIE@FSU program is the hidden gem for FSU students. The program provides not only valuable teachings but most importantly- the community of people that truly cares about students and their importance in shaping the future of the world we live in.

~ Student A

Yes, you will not be exposed to the type of material that is taught in SIE anywhere else and it is information that is vital in our growth as professionals moving forward in a world that demands social change. There is also a community of support around SIE at Florida State that has brightened my experience as an undergraduate in so many ways.

~ Student B

Immersive/Experiential

Immersive and experiential learning is contextual (often place-based), hands-on, holistic and composite, and iterative. It includes experiencing deeply, data-gathering, reflection, conceptualization, testing and experimentation, validation, application, and iteration.

SIE@FSU Example: All of my courses incorporate this approach to varying degrees. In my Foundations course, we use case studies; in my HCD course, we serve as social innovation consultants working on a real set of problems in collaboration with a community partner; in my internship program, students contribute to the work of high-impact organizations both locally and internationally; in my capstone course, students develop a social impact model to address a problem of their choice; and in my Bali SIE Immersion program, students are highly immersed in Balinese culture throughout the program, experience immersive case studies, and collaborate with Balinese higher education students and Changemaker Fellows to develop social impact models that address local challenges.

Education Abroad

Education abroad enables students to build crucial skills and knowledge, prepare to solve the world's toughest challenges, and to compete in the 21st century workforce as responsible, engaged citizens.

It is a High-Impact Practice, which represents "enriching educational experiences that can be life-changing" and contributes to student engagement and retention. Since the mid 1940s, U.S. colleges and universities have partnered with education abroad provider organizations to achieve their internationalization goals.

Institutions of Higher Education trust these partners to provide students with high-quality academic programs that enable their students to develop an understanding of other cultures, languages, and approaches to global challenges, among other benefits.

Education abroad provider organizations are absolutely essential to our nation's ability to meet the growing curricular and geographical interests of students. Many colleges and universities simply do not have the resources to accommodate the dazzling array of program models, academic disciplines, research projects, and career skills that today's students expect to develop during their education abroad experience. Further, program providers are uniquely positioned to support the health and safety of students, have a long history of successfully doing so.

Forum on Education Abroad

The Forum's Curriculum Award Selection Committee recently identified FSU's Bali Social Innovation & Immersion program as representative of best practices in accordance with The Forum's Standards of Good Practice for Education Abroad. The syllabus and other course-related documents are now available in the Forum's Curriculum Toolbox. The Forum's Director of Programs & Resources stated "We thank you for your contribution to this important resource, which will serve as a model to inspire Forum members." The

Forum on Education Abroad is recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for the field of education abroad.



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Basics

Education Abroad Program Name

Bali Social Innovation & Entrepreneurship Immersion

Level

Undergraduate

Bali Social Innovation and Entrepreneurship Immersion: A Human-Centered Approach to Adaptive Problems

With its magnificent forested volcanoes, iconic terraced rice fields, teeming coral reefs, and ubiquitous temples, Bali earns its nickname as the “Island of the Gods.” While its ancient Hindu culture continues to thrive, Bali is also a hotbed of impact entrepreneurship. This blend of tradition and innovation offers profound lessons for addressing today’s global challenges. Students will deepen their understanding of social and environmental issues within the context of a developing economy, while gaining perspective on how social entrepreneurship can be an effective, sustainable

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SIE Student/Alumni Comments from Anonymous Survey (SIE Evaluation, Fall 2020):

Hands-on and immersive courses are most valuable for me. The assignments are thought-provoking and allow me to channel my creative ability. These courses have shaped my future and outlook on the world.

~ Student A

While working with local Balinese students in Bali during the social innovation sprint, there were moments where I felt true breakthroughs and a sudden feeling of pure understanding and connection with the world. Learning about the many complex issues that this island and many of its inhabitants faced and being able to address these issues in such a short period of time was extremely impactful on my life and is something that I will never forget.

~ Student B

The Bali Immersion Program changed my life and I am forever grateful for the experiences I had, the questions we worked hard to answer, the content I learned, and the people who cared so much about the issues we were presented with.

~ Student C

Comments from Bali SIE Immersion Participants

The opportunity for learning is infinite when there are so many resources to explore, versus only reading what authors or scientists want you to read about. I have felt this same feeling throughout our entire trip. Being able to talk directly to the founders or team members of social enterprises and nonprofit organizations and different impact initiatives shows the incredible passion that goes into every organization. I love being able to witness this passion and see an organization as more than solely their data; to discover and even experience the story that is behind everyone.

Kaylee Curry
Summer 2019

It is a shortcoming to simply say that this experience was life-changing. I could never put into words the amount of growth that this entire process has given me. Being immersed in such a rich culture and having hands-on experience in the world of social innovation & entrepreneurship was invaluable. I am so very humbled and grateful to have had this experience.

Lauren Moorefield
Summer 2018

Every day is designed to open the student's mind. Nearly every night I went to sleep saying to myself 'I cannot believe I just got to do that.'

Sean Pfeiffer
Summer 2018

This study abroad experience through Bali, Indonesia has been the most inspiring learning experience I have ever had the pleasure of partaking in. All in all, this trip to Bali has been something that changed the course of my life and opened me up to a new sense of culture, spirit, and purpose that I would never have known otherwise.

Charlie Gardner
Summer 2019

Every moment of this experience had been an incredible learning opportunity.

Nikki Ferrara
Summer 2019

I've learned so much about social entrepreneurship and enterprises through an experience-based approach. Life is inexplicably complex. There are so many variables that go into every seemingly simple problem that it is easy to get overwhelmed. But if there's one thing I've learned so far from this program, it's that you just have to take it one step at a time. Figure out the problem you want to address and embrace all of its layers.

Chase Silberbusch
Summer 2019

Inquiry-Based/Problem-Centered/Applied

The guiding ethos is knowledge in service to society. Students work to translate theory to practice in and out of the classroom through developing their own social impact models and social ventures, independent research, social innovation sprints, immersive case studies, and other high-impact approaches.

We propose reversing the order of things. What if, for example, questions were more important than answers? What if the key to learning were not the application of techniques but their intention? What if students were asking questions about things that really mattered to them?

~ Douglas Thomas and John Seely

SIE Student/Alumni Comments from Anonymous Survey (SIE Evaluation, Fall 2020):

It has opened my eyes to a world of possibilities. It has given me the inspiration and confidence to facilitate real change in an innovative and creative manner.

~ Student A

SIE's unique way of offering courses that are focused on providing real-world examples and experience provides a unique segue into this world of value-creation. Some of the concepts that are taught in these courses are very tough to understand conceptually until they are applied to real situations. SIE is so much about truly understanding people and I think that the courses do a great job at doing just that.

~ Student B

Working with the HCDSI team this semester has been very impactful for me. A moment which stands out in particular is our zoom meeting with our community partner. I remember sitting in my room on my computer finding it hard not to grin- not out of pleasure derived from talking about the issue of poverty but from the rich fulfillment which the opportunity provided me. Having the chance to speak with members of our Tallahassee community who are filled with palpable passion and dedication for helping those in need, and even more, to be able to collaborate with them in extending their reach, brought a feeling of deep purpose which I will work to nurture for the rest of my academic and professional career.

~ Student C

I LOVED the SIE capstone class; going through the whole process of a business startup from ideation to having a beautiful multi page business plan had a huge impact on me in terms of how I now create and implement ideas. Bali brought me into the world of SIE.

~ Student D

Adaptive Leadership-Oriented

Adaptive, that means we are adapting, that means we're changing. Leadership is about change. When you're needing leadership, it's because changes are needed in your company, in your community. And change means adaptation; it means we're becoming something different than before. Those who can understand those technical elements, those things that can be solved with technical expertise, and the things that have adaptive elements, that need engagement in order to be solved, those are the people who have great success mobilizing people to make progress on tough challenges and again that's what leadership is all about.

Kansas Leadership Center

A critical component of preparing students to effectively address complex, adaptive problems is development as change leaders, adaptive leaders.

Adaptive, that means we are adapting, that means we're changing. Leadership is about change. When you're needing leadership, it's because changes are needed in your company, in your community. And change means adaptation; it means we're becoming something different than before. Those who can understand those technical elements, those things that can be solved with technical expertise, and the things that have adaptive elements, that need engagement in order to be solved, those are the people who have great success mobilizing people to make progress on tough challenges and again that's what leadership is all about.

Kansas Leadership Center

Adaptive leadership is the practice of mobilizing people to tackle tough challenges and thrive.

It examines the relationship among leadership, adaptation, systems, and change, specifically change that enables the capacity for adaptation to thrive.

Heifetz, Grashow, & Linsky ~ The Theory Behind the Practice:
A Brief Introduction to the Adaptive Leadership Framework

The single most common source of leadership failure in any sector – is that people treat adaptive challenges like technical problems.

Linsky and Heiftz ~ Leadership On the Line

Adaptive leadership requires us to discover and live from our inner strengths.

"Everything you have experienced in your life has molded and shaped your brain to favor certain behaviors and habits," says Swart. But those behaviors and habits may not be optimal. By focusing attention on and repeatedly practicing new, desirable behaviors, leaders can redirect their brains' chemical, hormonal, and physical resources to create new pathways.

Brain agility is the ability to switch seamlessly among different ways of thinking: from the logical to the intuitive to the creative. Agility may be particularly important for entrepreneurs. "The fact that the brain is likely to think in diverse ways or absorb diverse ideas means that you are more likely to spot trends, pivot, be ahead of the curve," says Swart.

~ Buchanan (Inc. Feb 2018) The 4 Brain Superpowers You Need to Be a Successful Leader According to Neuroscience.

Adaptive challenges can only be addressed through changes in people's priorities, beliefs, habits, and loyalties. Making progress requires going beyond any authoritative expertise to mobilize discovery, shedding certain entrenched ways, tolerating losses, and generating the new capacity to thrive anew.

If leadership involves will and skill, then leadership requires the engagement of what goes on both above and below the neck. Courage requires all of you: heart, mind, spirit, and guts. And skill requires learning new competencies, with your brain training your body to become proficient at new techniques of diagnosis and action.

You might think about this idea as the convergence of multiple intelligences (intellectual, emotional, spiritual, and physical) or the collaboration among physical centers (mind, heart, and body). But the central notion is the same. Your whole self constitutes a resource for exercising leadership. One distinctive aspect of leading adaptive change is that you must connect with the values, beliefs, and anxieties of the people you are trying to move. Being present in that way is tough to do unless your heart is part of the mix as well. Acts of leadership not only require access to all parts of yourself so that you can draw upon all of your own resources for will, skill, and wisdom; but to be successful, you also need to fully engage people with all these parts of yourself as well.

~ Heifetz, Grashow, & Linsky ~ The Theory Behind the Practice:
A Brief Introduction to the Adaptive Leadership Framework

The field of neuroleadership explores the neural basis of leadership and management practices and gathers findings from a range of different sources such as social cognitive and affective neuroscience, cognitive neuroscience, integrative neuroscience, neurobiology and other domains within neuroscience.

It is hoped that by developing a science for leadership, that takes into account the physiology of the mind and the brain, it becomes more readily accessible to those leaders who are interested in development and improvement of self and others. It turns the soft skills of professional development into hard skills by getting the science behind it. I particularly like that the emphasis of neuroleadership is on people rather than management or leadership functions and it emphasizes how we connect and inter-relate with one another. There are four areas of study within neuroleadership These are:

- *Decision-making and problem-solving; Emotional regulation; Collaborating with and influencing others; and Facilitating change.*

~ The Institute of Leadership & Management

Change ... requires creating a new system, which in turn always demands leadership.

~ John Kotter

Level of System Targeted	Goal of Development Effort					
		Individual Capacity	Team Capacity	Organizational Capacity	Network Capacity	Systems Capacity
	Individuals	1. Develop capacity of individuals for self-awareness, ongoing learning, and exercising initiative	2. Develop capacity of individuals to work together in groups and lead teams	3. Develop capacity of individuals to understand and lead organizations	4. Develop capacity of individuals to cultivate and leverage peer relationships	5. Develop capacity of individuals to see the big picture, understand root causes, and influence systems
	Teams	6. Develop capacity of teams to develop and elicit the full potential of all team members	7. Develop capacity of teams to define and attain purposes	8. Develop capacity of teams to enhance organizational performance	9. Develop capacity of teams to align their goals and activities across boundaries	10. Develop capacity of teams to prototype systems change
	Organizations	11. Develop capacity of organizations to support staff, volunteer, and board-member development	12. Develop capacity of organizations to support effective teamwork	13. Develop capacity of organizations to foster internal collaboration to effectively adapt to challenges	14. Develop capacity of organizations to collaborate with one another	15. Develop capacity of organizational coalitions to lead systemic change
	Communities	16. Develop capacity of communities to support reflective learning and engagement of community members	17. Develop capacity of communities to foster and support inclusive group initiatives	18. Develop capacity of communities to sustain organizations that promote community well-being	19. Develop capacity of communities to learn together and align efforts toward common goals	20. Develop capacity of communities to advocate systems change
	Fields of Policy and Practice	21. Develop capacity of fields to cultivate innovative thought leaders and practitioners	22. Develop capacity of fields to organize around shared interests and goals	23. Develop capacity of fields to organize and disseminate knowledge and field best practices	24. Develop capacity of fields to find synergies across sectors and disciplinary boundaries	25. Develop capacity of fields to generate policy solutions and transform institutional practices and culture

McGonagill & Reinelt (Foundation Review 2011) Leadership Development in the Social Sector-A Framework for Supporting Strategic Investments

SIE@FSU Example: *Leading as a Changemaker* course

From generational poverty and racial inequality to climate change and loss of biodiversity, the adaptive problems our local and global communities face are becoming increasingly pressing and complex. In order *to systemically address the urgent social & environmental challenges in our rapidly-changing world, we need to inspire, prepare, and support a community of innovative and entrepreneurial leaders who apply a human-centered and interdisciplinary mindset and skillset.* (SIE@FSU Mission Statement)

Leading as a Changemaker: Finding Your Compass, Creativity, & Community is a new SIE course at FSU that complements the existing Social Innovation & Entrepreneurship curriculum. It continues to explore key questions about what it means to lead as a changemaker and the role education can play in preparing students; one that facilitates the strengthening of those aspects of personal leadership that form the deepest foundation for our effectiveness as changemakers, upon which the knowledge, skills, and experience can truly thrive.

In this course, we consider the following questions: How might...

- We help students learn to be comfortable spending time in their stretch zone and with ambiguity?
- We show students the strategies & tools to reflect deeply and find/cultivate meaning in their lives and the world around them, aspiring to a purpose beyond themselves?
- We help students map their inner lives, articulate their values, discover & live their mission(s)?
- We lead, live & model extraordinary lives of impact?
- Education realize its potential to be transformative and help students lay the foundation to lead with courage, integrity, and humanity in a rapidly-changing and out-of-balance world?

Student Comments from *Leading as a Changemaker: Finding Your Compass, Creativity, & Community*

I decided to take this class as I was excited to learn the composition of a leader. I wasn't aware we would be breaking down the composition of ourselves to understand how we can be leaders. This class has been a transformative experience within my lifestyle, outlook, and how I navigate the world around me. I would have my future kid take this class the first semester they would arrive here.

*This class is honestly what I had always envisioned as my ideal college learning experience. It's not only the content embedded in the course, but most importantly it is the team of like-minded individuals working together to become the leaders and changemakers they were made to be who have made this class so special. This class will gift you the knowledge and support needed to become the hero in your own narrative, thus empowering you to become the leader the world needs today. I have so much gratitude for this course and the team who made it possible. If you are looking to create real change in the world, I encourage you to start with yourself and enroll in *Leading as a Change Maker*.*

Integrative

Integrative learning is about making connections across courses; disciplines; diverse ideas and experiences; the curricular spectrum (curriculum, field work, and co-curriculum); theory and practice; classroom and community; and complex, interrelated issues. It reflects a student's ability to synthesize learning and apply it to new contexts and problems.

Adaptive challenges can only be addressed through changes in people's priorities, beliefs, habits, and loyalties. Making progress requires going beyond any authoritative expertise to mobilize discovery, shedding certain entrenched ways, tolerating losses, and generating the new capacity to thrive anew.

If leadership involves will and skill, then leadership requires the engagement of what goes on both above and below the neck. Courage requires all of you: heart, mind, spirit, and guts. And skill requires learning new competencies, with your brain training your body to become proficient at new techniques of diagnosis and action.

You might think about this idea as the convergence of multiple intelligences (intellectual, emotional, spiritual, and physical) or the collaboration among physical centers (mind, heart, and body). But the central notion is the same. Your whole self constitutes a resource for exercising leadership. One distinctive aspect of leading adaptive change is that you must connect with the values, beliefs, and anxieties of the people you are trying to move. Being present in that way is tough to do unless your heart is part of the mix as well. Acts of leadership not only require access to all parts of yourself so that you can draw upon all of your own resources for will, skill, and wisdom; but to be successful, you also need to fully engage people with all these parts of yourself as well.

Heifetz, Grashow, & Linsky ~ The Theory Behind the Practice:

NeuroLeadership engages the "people," as opposed to the functional side of business. ...neuroscience, and particularly social cognitive neuroscience, has many of the same research objectives as leadership and leadership development. Current research is focusing on understanding the role of a leader's emotion and emotion management skills and abilities in managing change. Although the research linkages between psychology and leadership are long-held and productive, the formal research linkages between leadership and neuroscience are much less developed. Still.... neuroscience is very rapidly beginning to show the anatomy and physiology of the social science research on leadership.

Ringleb & Rock (NeuroLeadership Journal 2008) The Emerging Field of NeuroLeadership

SIE@FSU Example: In my classroom, I facilitate reflection and discussions that help students make connections across the courses they are taking. I also collaborate with others to ensure we're intentional

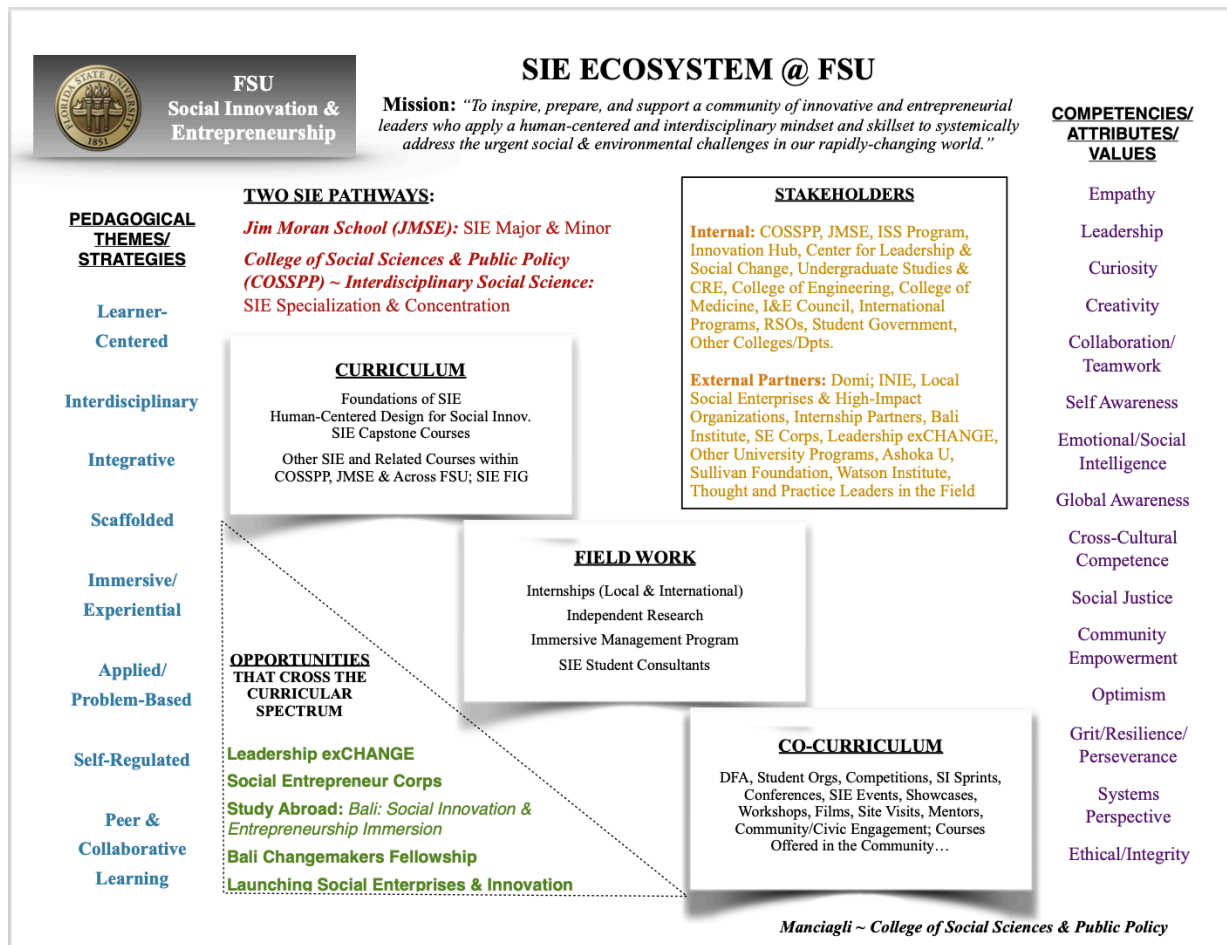
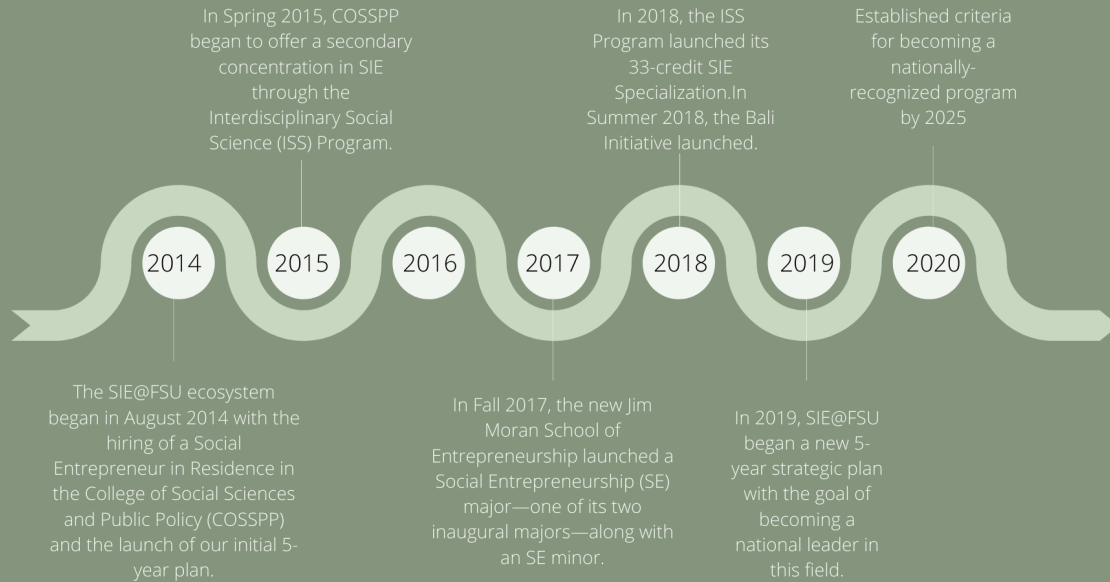
about supporting students in synthesizing learning across the curricular spectrum and applying their learning to new contexts. learning across the curricular spectrum and applying their learning to new contexts.

SIE Student Comment from Anonymous Survey (SIE Evaluation, Fall 2020):

What I found most effective about the journey was that it truly allowed students to get a holistic approach- to be introduced, get experience in the field through internships, get experience seeing it in real life abroad, and get the opportunity to implement these learnings and teaching in a capstone course. Every single one of these courses was so impactful in the understanding of key concepts in SIE in a multitude of different spaces- allowing for a well-rounded and reinforced grasp and appreciation of the industry.

IV. SIE@FSU ECOSYSTEM

HISTORY



SIE Pathways at FSU:

PATHWAY	ACADEMIC HOME	# CREDITS	NOTES
SIE Specialization	Interdisciplinary Social Sciences COSSPP	33 Credits (out of 42 total credits for major)	See attached overview.
SIE Secondary Concentration	Interdisciplinary Social Sciences COSSPP	12	See attached overview.
Social Entrepreneurship Minor	Jim Moran College of Entrepreneurship in partnership with COSSPP	12	See attached overview.
Social Entrepreneurship Major	Jim Moran College of Entrepreneurship in partnership with COSSPP	33 Credits (out of 60 total credits for major)	Three cohorts were admitted in Fall 2019, Fall 2018, Fall 2017 respectively with approximately 16 – 20 students in each. The SE Major is longer offered due to the prioritization of resources by JMC, which is planning for a Master's Program in Corporate Social Responsibility.

SIE Courses at FSU:

Foundations of Social Innovation & Entrepreneurship <i>(ISS 3241)</i>	A comprehensive survey of this emerging and dynamic field that ties theory to practice. Case studies include local, national, and international examples of social innovation and entrepreneurship. <i>(Manciagli)</i>
Leading as a Changemaker <i>(ISS 4931)</i>	This course explores key questions about what it means to lead as a changemaker and the role education can play in preparing students; one that facilitates the strengthening of those aspects of personal and adaptive leadership that form the deepest foundation for our effectiveness as changemakers, upon which the knowledge, skills, and experience can truly thrive. <i>(Manciagli)</i>
Human-Centered Design for Social Innovation <i>(ISS 4308)</i>	This methods course provides an experience-based introduction to human-centered design applied to social innovation. In partnership with a local organization, teams of students collaborate with organizational/community stakeholders to frame a design challenge for the semester; study the broad and nuanced dimensions of the problem through primary and secondary research; identify and consider existing approaches/solutions; ideate innovative approaches; prototype and test/validate those potential solutions; and iterate. The teams conclude the semester by presenting their models to the organization. <i>(Prerequisite: Foundations of SIE; Needs instructor permission: (Manciagli))</i>
Leading Social Enterprise and Innovation <i>(ISS 4312)</i>	This course provides students with a hands-on application of SIE theory and methods using a human-centered design approach. Students individually work to better understand a social/environmental problem they're passionate about, ideate an holistic/impactful/scalable solution, and develop a plan for its implementation through a sustainable social impact model via a hybrid social venture. Students also study the principles of leadership/life entrepreneurship personified by successful social innovators/entrepreneurs and reflect on how to apply them throughout their own lives. <i>(Manciagli)</i>
Social Entrepreneurship and Innovation <i>(PAD 4936)</i>	Participate in classroom discussions, presentations, and exercises involving social entrepreneurship case studies and theory. Understand the practical realities of creating social value by designing your own social enterprise from planning to execution. <i>(Ghadimi)</i>
Social Entrepreneurship and Economic Development <i>(ECS 3022)</i>	Change the way you think about social change, think critically about social issues faced by marginalized populations, and challenge the status quo by developing a full business plan for a viable social enterprise that helps sustainably alleviate a social problem. <i>(Staley)</i>
	Students tie theory to practice through DIS courses and local, national, and international internships. These experiential education opportunities help students

SIE Internships & Directed Individual Study (DIS)	integrate theory and knowledge from the classroom with practical application and skill development in a professional and/or field setting. These opportunities allow students to pursue their unique interests and passions, practice creativity, leverage their skills and knowledge to create social impact and increase social value, generate new understanding, and be mentored as they develop the skills, integrity, and tenacity of our best social entrepreneurs, leaders, and innovators. <i>(Manciagli; email Manciagli to learn more and apply for an SIE internship)</i>
Bali: Social Innovation & Entrepreneurship Immersion (Summers)	This dynamic four-week program provides students with a systemic understanding of social innovation & entrepreneurship through a highly immersive and interactive exploration and application of theory and methods. The group travels to several locations around Bali to study issues through an interdisciplinary and "systems" lens, engaging in site visits, talks with community and academic leaders, experiential case studies, action research, and other immersive experiences. <i>(Manciagli)</i>

See Appendix for Course Examples and Highlights



Mark Your Calendars for our Spring 2020 Skill-Building Series!

These are bite-sized workshops that provide important skills, ideas, and self-care tips for the social innovator!

A poster for the SIE Skill-Building Series. The title "SIE Skill-Building Series" is at the top in a green serif font. Below it, four workshops are listed in a two-column format. The first column contains dates and times in green, and the second column contains the workshop topics in blue. The background is a light yellow paper with a torn edge effect, set against a dark blue and brown background. There are some line drawings of plants at the bottom left and a green circular shape at the bottom right containing location information.

SIE Skill-Building Series

MON, FEB 3 6PM	CAREER LIAISON: REBECCA LOVETT ON PROFESSIONAL DEVELOPMENT
WEEK OF FEB 12	ART THERAPY SESSION
TUES, MAR 3 6PM	THRIVING AS A SOCIAL INNOVATOR AT FSU AND BEYOND: FINDING YOUR PURPOSE & CULTIVATING YOUR NETWORK
TUES, MAR 31 6PM	MICHELLE MADISON WITH FARMING THE FUTURE: SCALING START-UPS
THURS, APR 23 6PM	TMH THERAPY DOGS

All will
be held at:
**FSU Innovation Hub
Pitch Room 112**

SIE@FSU Alignment with FSU Strategic Plan:

Red = Language from FSU Strategic Plan; Blue = SIE@FSU Alignment with FSU Strategic Plan

Goal I. Deepening our Distinctive Commitment to Continuous Innovation

Deepening our Distinctive Commitment to Continuous Innovation

At Florida State, the entrepreneurial mindset is a pervasive, animating force. We believe entrepreneurial principles are very much in keeping with the goals of every aspect of higher education—after all, being a “first mover” in any endeavor starts with a dedication to discovery and transformation. In this spirit, we’ll empower all members of our community to launch solutions early, evaluate results critically, and make improvements continuously. Above all, we want this rapid innovation cycle to be flexible and collaborative, and to reflect profound empathy for the end user—which we define as humanity itself.

Through high-impact learning across the curricular spectrum, SIE@FSU empowers students as effective innovators and entrepreneurial leaders with a systemic approach and global perspective. Rather than teaching students to end up with a certain title (i.e. “social entrepreneur” or “social innovator”), we teach students how to adopt an entrepreneurial mindset and become adaptive leaders; life-long learners; and empathetic, creative, and effective problem-solvers—skills that can be applied in a diversity of settings and contexts. SIE@FSU helps students strengthen the competencies and attributes that are critical to success as a social innovator & entrepreneur: empathy, leadership, optimism, grit, resilience, perseverance, creativity, self-awareness, and other aspects of social and emotional intelligence.

I.1. Expand & incentivize FSU's internal capacity for innovation

Develop the new Jim Moran School of Entrepreneurship into a nationally recognized center for the study and practice of innovation and entrepreneurship across the academic disciplines and in the private, public, and nonprofit sectors.

Prepare students, faculty, and staff with the skills to understand and engage in successful innovation and entrepreneurial activity across all disciplines, career fields, and civic engagements. Efforts might include promoting courses, degrees, and certificate programs focused on innovation and entrepreneurship; developing an innovation and entrepreneurship Living and Learning Community; and expanding the “Lessons in Entrepreneurship” program.

The College of Social Science & Public Policy’s (COSSPP) SIE coursework served as the foundation for the Social Entrepreneurship (SE) major and minor in the new Jim Moran College of Entrepreneurship (JMSE); COSSPP’s Social Entrepreneur in Residence co-led the development of the SE major, which was one of JMSE’s two inaugural majors, and the SE minor, which has been very popular among students.

COSSPP’s Interdisciplinary Social Science (ISS) Program also offers FSU students an SIE Specialization (33 credits) and an SIE Secondary Concentration (12 credits) within the ISS degree.

Incentivize innovation and entrepreneurship through competitions that challenge our faculty, students, and staff. We’ll also explore recognition efforts such as a “Dare to Err” award that would recognize thoughtful risk taking on campus or a “Seminole 100” celebration that would honor the 100 fastest growing FSU alumni-owned or alumni-led businesses in the world.

SIE@FSU is a partner on several campus-wide competitions and other initiatives that incentivize and engage students and faculty in innovation, such as the InNOLEvation Challenge, Innoventure Challenge, Design for America social innovation sprints, and Digitech. The COSSPP Social Entrepreneur in Residence serves on the Innovation Hub’s Steering Committee as well as several planning committees and judging panels. He provides mentorship to participating students, including several InNOLEvation Challenge winners.

I.2. Increase the University’s role as an engine for Florida’s economic development

Address Florida’s new and evolving workforce needs for entrepreneurially minded employees with strong critical-thinking skills. We’ll build strategic alliances with government agencies, professional associations, and nonprofit organizations, and encourage businesses to seek talent from our campuses and expand career opportunities for our students.

SIE@FSU has partnered with numerous local and international nonprofits and other high-impact organizations to provide students with internship opportunities.

Expand FSU’s capacity for social entrepreneurship and bring it to bear on important social and community challenges locally and statewide.

ISS and SIE@FSU, in partnership with others in COSSPP as well as the JMC and other partners across campus, have created the foundation for a strong SIE initiative at FSU that engages students in addressing social and community challenges at the local, state, and international levels. It continues to help build FSU’s campus-wide capacity in SIE.

I.4. Translate FSU research, scholarship, and creative production into applications that enhance economic development and quality of life

Identify potential partners in the private, public, and nonprofit sector that can work with FSU faculty to accelerate the translation and commercialization of ideas. We’ll also connect entrepreneurs across the state with resources and expertise at FSU that can help them further develop their businesses.

Develop a focused strategy for elevating the visibility of FSU’s research, scholarship, and creative activity enterprise to business and industry.

Improve the University’s infrastructure and policies to better support entrepreneurial knowledge translation.

Include undergraduate and graduate students as meaningful participants in FSU knowledge translation activities.

Students in the SIE program are creating social enterprises and high-impact nonprofits that help enhance economic development and quality of life.

Goal II. Amplifying Excellence Across our Academic and Research Programs

II. 2. FSU’s faculty remain highly attuned to the importance of cross-disciplinary inquiry

Align faculty hiring with the strategic goals of the University—leveraging existing strengths with emerging disciplines, identifying synergies between college-initiated efforts and FSU-wide goals, and rewarding inter-college efforts with additional resources.

COSSPP’s Social Entrepreneur in Residence collaborates with other EIRs and faculty through inter-college efforts, such as the partnership with the Jim Moran College of Entrepreneurship, the iNOLEvation Challenge, and the creation and growth of FSU’s Innovation Hub

Create incentives and encouragement for faculty members to connect with the Tallahassee community in their research, pedagogy, and service and to use these experiences to increase student experiential learning and civic engagement.

SIE@FSU employs strong experiential learning and civic engagement in its curriculum and through co-curricular efforts, such as Design for America and RSOs such as Social Entrepreneurs & Innovators at FSU and Swipe for Hunger.

II. 5. Encourage and incentivize high-impact, interdisciplinary and inter-college initiatives that address pressing societal issues

SIE@FSU represents a high-impact, interdisciplinary initiative that engages students in addressing pressing societal issues.

II. 6. We will build on existing FSU strengths and capabilities in such areas as successful longevity and quality of life for senior citizens, energy and materials, public policy, and security and safety.

Promote interdisciplinary teaching and programs at the undergraduate level and, at the graduate level, remove barriers to the development of new interdisciplinary programs such as student financial support and the allocation of credit among programs in different colleges and departments.

The ISS SIE Specialization represents an interdisciplinary academic program at the undergraduate level.

II. 7. Expand innovative teaching strategies

Expand active engagement in research and scholarship for undergraduates, beginning in their first year at the University. This will include increasing faculty mentorship and providing more opportunities for collaborative work with faculty members, graduate students, and fellow undergraduates.

SIE@FSU offers students the opportunity to engage in research focused on addressing social and environmental problems. Examples include a student researching the challenges of empowering indigenous artisans and preserving their culture in Guatemala, a student researching the effectiveness of microfinance initiatives in Uganda, and a student researching how cultural values affect the types of problems entrepreneurs in Rwanda choose to address through their start-ups and how those enterprises create social value. COSSPP's Social Entrepreneur in Residence has provided mentorship to these students, including serving as Co-Chair of an Honors Thesis.

The SIE curriculum is based on an innovative pedagogical approach that is Learner-Centered, Interdisciplinary, Integrative, Scaffolded, Immersive/Experiential, Applied/Problem-Based, Self-Regulated, and applies Peer & Collaborative Learning.

II. 8. Enhance FSU's strategy for expanding its global footprint and fostering a culturally rich learning environment on campus

Expand and strengthen strategic partnerships with universities and organizations abroad and domestically to provide more opportunities for education experiences outside of the United States.

SIE@FSU has established partnerships with organizations abroad (or that do work abroad), such as the Bali Institute, Social Entrepreneur Corps, Leadership exCHANGE's Global Leadership Program, the Florida Association for Volunteer Action in the Caribbean and the Americas (FAVACA), and FSU's Global Peace Exchange. These partnerships expand global opportunities for students through internships, research opportunities, and study abroad.

Create faculty and staff professional development initiatives that foster international engagement, including faculty exchanges and international research collaborations.

See above.

Expand experiential, cross-cultural, and collaborative learning opportunities on campus and abroad to help students develop intercultural competencies and global awareness.

SIE@FSU, in partnership with FSU International Programs and the Bali Institute, developed the Bali SIE Immersion Program. This dynamic four-week study-abroad program provides students with an immersive understanding of social innovation & entrepreneurship through a highly-interactive exploration and application of theory and methods. The group travels to several locations around Bali to study the following social/environmental issues through an interdisciplinary and "systems" lens, engaging in site visits, talks with community and academic leaders, experiential case studies, action research, and other immersive experiences. FSU's Bali SIE Immersion Program has been selected as representative of best practices in education abroad and included in the Forum on Education Abroad's Curriculum Toolbox. SIE@FSU and the Bali Institute are also collaborating to develop a Bali Changemakers Fellowship. A key goal is to empower individuals and teams to build and lead social enterprises and collective impact initiatives that can produce

lasting change. This partnership provides students with numerous opportunities to engage, including internships, developing the Fellowship curriculum, and serving as mentors/advisors to the Indonesian Fellows.

Build and sustain a globally-minded FSU community by increasing opportunities that promote interaction and understanding among students of all cultures.

See above.

Goal III. Realizing the Full Potential of Diversity and Inclusion

III. 4. Develop globally and culturally competent students who are prepared to succeed in an increasingly multicultural and international society

Incorporate into curricula, courses, and materials perspectives that prepare students to live and work in a diverse and global society.

The SIE coursework incorporates case studies and other materials that help students understand global issues and diverse cultures and perspectives and help prepare them to live and work in a global society.

Provide more academic, co-curricular, and experiential opportunities for students to immerse themselves in other cultures, both outside and inside the United States.

SIE@FSU has established partnerships with organizations abroad (or that do work abroad), such as the Bali Institute, Social Entrepreneur Corps, Leadership exCHANGE's Global Leadership Program, the Florida Association for Volunteer Action in the Caribbean and the Americas (FAVACA), and FSU's Global Peace Exchange. These partnerships expand global opportunities for students through internships, research opportunities, and study abroad.

Goal IV. Ensuring Student Success on Campus and Beyond

IV. 2. Deepen FSU's tradition as an engaged campus community that makes a difference locally and abroad

Ensure that every student has the opportunity for at least one significant experience in student organizations, research, community service, leadership roles, internships, and/or international experiences.

(See above.) SIE@FSU provides opportunities for students to become involved in making a difference locally and abroad through the creation of social enterprises and high-impact nonprofits as well as through internships, research, and study abroad.

Increase partnerships with community agencies and schools to stimulate social entrepreneurship and to educate and involve students in civic responsibility.

SIE@FSU has partnered with local nonprofits and other high-impact organizations as well as with organizations abroad (or that do work abroad) that stimulate social entrepreneurship and nurture civic responsibility.

Goal V Preparing our Graduates for 21st Century Careers

V. 1. Expand experiential, cross-cultural, and collaborative learning

Increase opportunities for community service, internships, and paid employment, and connect these experiences to preparation for post-graduation success.

See above for language on how the SIE program provides opportunities for service, internships, research, etc.

Engage all students in research, clinical, and project-based-learning experiences that provide them with career-ready competencies.

Incorporate more learning approaches that reflect the modern workplace: such as group projects, collaborative problem solving, oral and multi-media presentations, and the like.

The SIE pedagogy reflects an approach that is interdisciplinary, learner-centered, integrative, scaffolded, immersive/experiential, applied/problem-based, self-regulated, and applies peer & collaborative learning, all of which help students develop the foundational knowledge, skills, and mindset to be effective in this field. The curriculum engages students in group projects, project-based learning, and collaborative problem solving and provides them with many opportunities to present on problems and potential solutions and pitch their ideas. Many of the case studies have an international focus and encourage students to gain empathy across cultures. SIE@FSU also offers multiple international opportunities for cross-cultural engagement and learning.

V. 2. Provide students strong career advising and mentoring

Encourage students to explore career options and determine appropriate programs of study to support their career and personal goals.

SIE@FSU offers students opportunities and mentorship as they explore their passions and potential graduate-study and career paths.

See Appendix: SIE@FSU Alignment with FSU Strategic Plan

SIE@FSU Partners:

SIE@FSU leverages numerous strategic partnerships.

Partner Highlights

FSU Innovation Hub

Florida State University's Innovation Hub promotes transdisciplinary innovation using human-centered design and new technologies to confront the vexing, complex and wicked challenges of our day. The Hub trains hundreds of students each semester in Design Thinking and Systems Thinking while providing them with access to cutting-edge hardware and software tools that include makerspace technologies, electronics and robotics, drones, VR, AR, app development, blockchain, IoT, and machine learning. These tools and methods for innovation have little value unless they are applied to address real-world problems.

This is where FSU's Social Innovation and Entrepreneurship (SIE) Ecosystem completes the picture.

SIE@FSU provides students in The Hub with opportunities to apply their innovative skills to real world problems. Today's students long to have an impact on the world, to right the wrongs, and make the world a better place. SIE@FSU provides them with those opportunities and motivates them to learn valuable skills while making a difference. SIE@FSU and The Hub provide a powerful combination for developing the world's change-leaders of the future.

Ken Baldauf, Director, FSU Innovation Hub

Bali Institute

At the core of our work at Bali Institute is the belief that every student experience we create has the power for transformative self-discovery. Our partnership with Florida State University was an easy decision, as we immediately felt a common excitement and drive to create an international, experiential program that invites participating students from both the U.S. and Bali to explore social entrepreneurship from a new angle, together. The cross-cultural environment of the program beautifully simulates how modern, global issues are approached: with great enthusiasm and collaboration, but also requiring great perseverance in the face of challenges. Even just a few minutes observing the classroom makes obvious the immeasurable value of placing students in an environment where they must navigate the

intricacies of social entrepreneurship alongside those of working across languages, cultures, and approaches to problem-solving.

Bali is an island right at a critical turning point in its development: trying to balance tradition and modernity, cultural & environmental sustainability and economic advancement. The students from local universities in Bali who are selected to participate in the program with Florida State feel the tension of these opposing forces on a daily basis, but generally have had very little opportunity to learn how they can bring positive changes to their community. On the first day of the week-long sprint with the FSU students, there is always a near-electric quality in the room, with every student nervous and excited to meet, share, learn, and create real initiatives that have the potential to bring about meaningful and lasting impact. Florida State's deep expertise in social entrepreneurship combined with Bali Institute's long relationships with Balinese community leaders allows truly transformational learning to occur among each and every student. It is a privilege to work with Florida State University to bring such life-changing social entrepreneurship coursework to life for students on both sides of the world as well as for our Balinese Fellows through Makadaya, our Changemaker Fellowship.

Ryan Feinstein, President, Bali Institute

Makadaya: Indonesia Changemakers Fellowship: An example of high-impact, integrative learning (international).

Despite the growing urgency of social and environmental problems in Bali (and in Indonesia more broadly) and the need for a new generation of adaptive, innovative, and collaborative leaders, there is a lack of training, resources, support systems, and networks for emerging social innovators and entrepreneurs who are committed to addressing these urgent issues and who have the potential to catalyze and scale positive change and impact. In order to address this need and leverage this opportunity, the Bali Institute and SIE@FSU are collaborating to develop such an ecosystem through a Bali Changemakers Fellowship called “Makna Karya Berdaya” or Makadaya for short, which translates to “the purpose of our work has power.” A key goal is to empower individuals and teams to build and lead social enterprises and collective impact initiatives that can produce lasting change.

We believe that social innovators and entrepreneurs (change agents working to create systems-level transformation) can truly thrive when they are part of collaborative, supportive communities interconnected within a diverse, dynamic, and synergistic ecosystem. Over time, we envision such an ecosystem in Bali that *inspires, prepares, and supports a community of innovative and entrepreneurial leaders who apply a human-centered and systems mindset and skillset to systemically address the urgent social & environmental challenges in Bali, across Indonesia, and throughout our rapidly-changing world.*” We are taking a human-centered approach, investing in people and developing their potential as adaptive change leaders rather than emphasizing specific ideas or ventures. The competencies, attributes, and values we aim to cultivate include empathy, adaptive leadership, creativity, collaboration, emotional/social intelligence, problem-solving, systems thinking, perseverance, and ethics/integrity.

We launched the Fellowship in July 2019 (after last year's Bali SIE Immersion Program), with our first cohort of Fellows attending a four-day Summit (see attached) and subsequently engaging the human-

centered design framework for social innovation as they worked to develop social impact models: understanding the problem (empathy), framing the problem, ideating, prototyping, testing/validating, iterating, and implementing. Professor Manciangli and SIE@FSU provided curriculum design and mentorship from the U.S. while the Bali Institute team provided mentorship and facilitated monthly meetings in Bali. The vision included hosting regular Zoom meetings to facilitate idea-sharing and peer-mentorship between the Balinese Fellows and FSU students (including alumni of the Bali SIE Immersion Program as well as students planning to attend the Immersion Program in future years). We also decided to integrate the second Bali Fellowship Summit (for the next cohort of Fellows) into the Summer 2020 FSU SIE Immersion Program in order to provide not only in-person opportunities for further sharing of ideas, peer-mentoring, and cross-cultural exchange, but to allow the FSU students during their time in Bali to be part of—and contribute to—a long-term capacity-building initiative in their host community that will help create systemic, long-term change rather than a one-off service-learning project (however well-intentioned and designed).

Although the SIE Immersion Program was cancelled in 2020 due to the pandemic, the partnership and Fellowship continue to strengthen and grow. In August 2020, the Bali Institute partnered with a Bali-based organization that empowers female social entrepreneurs to launch, strengthen, and scale their social enterprises and create deeper impact. The founder of the organization, an Indonesian woman with international experience, is now providing full-time leadership to the Fellowship Program as part of the Bali Institute team. The Institute identified funds to provide living stipends for the second cohort of 10 Fellows, who were recruited during the fall and began the Fellowship on February 1, 2021.

When COVID-19 hit, Bali saw many people struggle due to the sudden lack of tourism, making social innovation & entrepreneurship and this initiative more relevant and urgent than ever. There is an enormous need to build resilient communities that don't rely so heavily on tourism to function and thrive. Our greatest hope is that Makadaya will contribute to the emergence of a reenergized and thriving Bali, one that is led and sustained by empowered communities of Balinese innovators and leaders. As Indonesia's first social and village enterprise hub, Makadaya will provide a dynamic social enterprise community for Balinese to dream, design, and implement social enterprises and impact initiatives that help transform their island.



The Fellowship Program (Makadaya):

- Facilitates, fosters, and accelerates the growth of Balinese and village-led social innovation to address urgent social and environmental challenges in Bali and neighboring islands in Central and Eastern Indonesia by leveraging local talent and resources and partnering strategically with institutions and leaders from the international community.

- Serves as an incubator for social enterprises in the “Empathy/Ideation” stages and serves as an accelerator for social enterprises in the “Growth/Pivot” stages.
- Trains and cultivates the next generation of adaptive leaders, with an emphasis on female social entrepreneurs.
- Will provide a physical space (a hub) where social innovators and entrepreneurs can build community, share ideas, receive mentoring, access resources, and work on their initiatives.
- Provides the initial year-long funding the Fellows need to commit and dedicate their time to develop their innovations.
- Builds a network of social innovators and entrepreneurs as well as mentors and partners across Bali and Indonesia that serves as the foundation of a thriving impact ecosystem.

Curriculum Integration

With the recent evolution of the initiative, the vision for the FSU-Bali Institute partnership continues to include the integration of the Bali Fellowship Program with both the Bali SIE Immersion (study abroad) Program. In addition to the unique opportunities presented to FSU students while they’re in Bali during the Immersion Program, the partnership will provide longer-term and even more substantive opportunities for students who wish to continue their engagement and go deeper:

- The Program Assistant for the Bali SIE Immersion Program is chosen from alumni of the Immersion Program.
- The Bali Institute planned to host two FSU students (both alumni of the Immersion Program) as interns during Summer 2020 to work on the Bali Fellowship Program as well as with some of the Institute’s key partners in Bali. The students were chosen based on the strong alignment between their skills/aspirations in the field of SIE and the specific needs of the Institute and its partners. (Unfortunately, these internships were cancelled—along with the Immersion Program for Summer 2020—due to COVID, but we plan to offer these internship opportunities again in the future.)
- Opportunities for FSU students to serve as SIE consultants and mentors for the Bali Fellows throughout the year using email, Zoom, and other online platforms.
- My SIE@FSU team last year included three FSU students who participated in the Bali SIE Immersion Program in Summer 2019 and his current team includes three students who were scheduled to participate in the Summer 2020 Program.
- Along with a team of students working with me through SIE@FSU, I’m developing an online social innovation & entrepreneurship textbook based on several of his courses that will serve as the foundation for the Bali Fellowship curriculum starting with the second cohort of Fellows in January 2021. (Three of those FSU students were to participate in the Summer 2020 Immersion program.) Each chapter of the online textbook is based on the following courses respectively:
 - Foundations of Social Innovation & Entrepreneurship
 - Leading as a Changemaker: Finding Your Compass, Creativity, and Community
 - Human-Centered Design for Social Innovation
 - Leading Social Enterprise & Innovation
- This team of FSU students also serves as a Student Advisory Board for the Bali Fellowship.



CURRICULUM

ROBUST AND CERTIFIED CURRICULUM FOR ALL STAGES OF GROWTH

We provide support for entrepreneurs at whatever stage they are at in building a sustainable social enterprise.

OUR PARTNERS

We realized that we can only provide comprehensive support for Makadaya Fellows by partnering with other organizations with similar passion and values. If you are interested to partner with us, individually or as an organization, please check our [Partnership page](#).

CURRICULUM
PARTNER

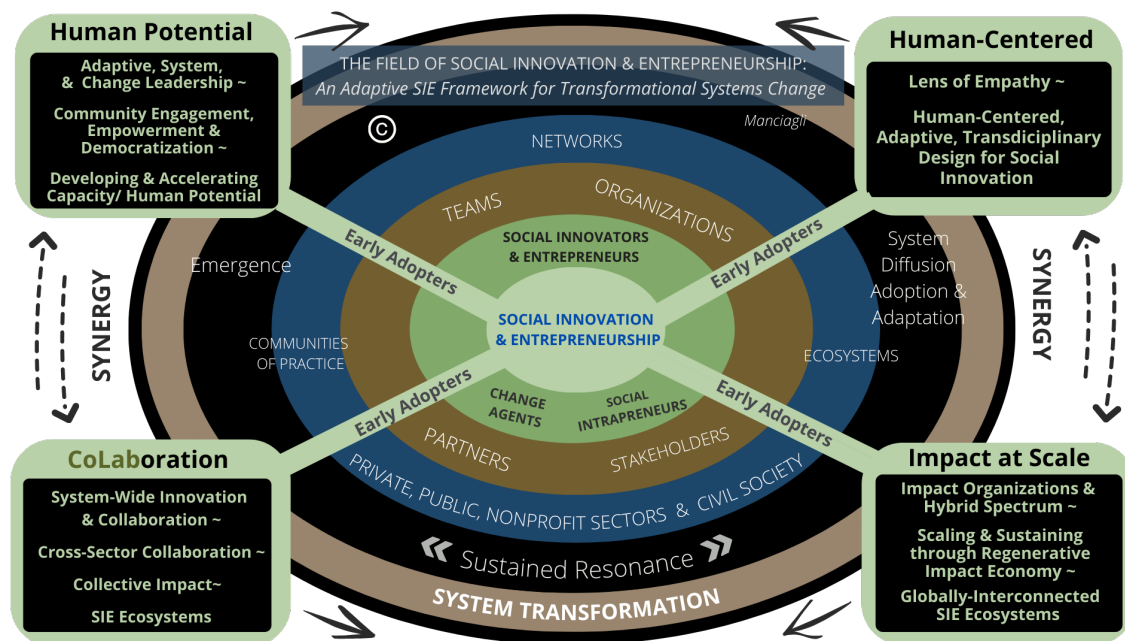


COMMUNITY
PARTNER



Community Empowerment & Resilience Initiative: An example of high-impact, integrative learning (local).

SIE@FSU recently began partnering with Victory House, the former President of Voices for FL (who catalyzed and led a collective impact initiative focused on human trafficking in FL), two food entrepreneurs from Orlando, Eastside Coalition of Caring, and others to develop a community empowerment & resilience model based on the Adaptive SIE Framework I articulated in my paper, *Defining SIE: An Adaptive SIE Framework for Transformational Systems Change*:

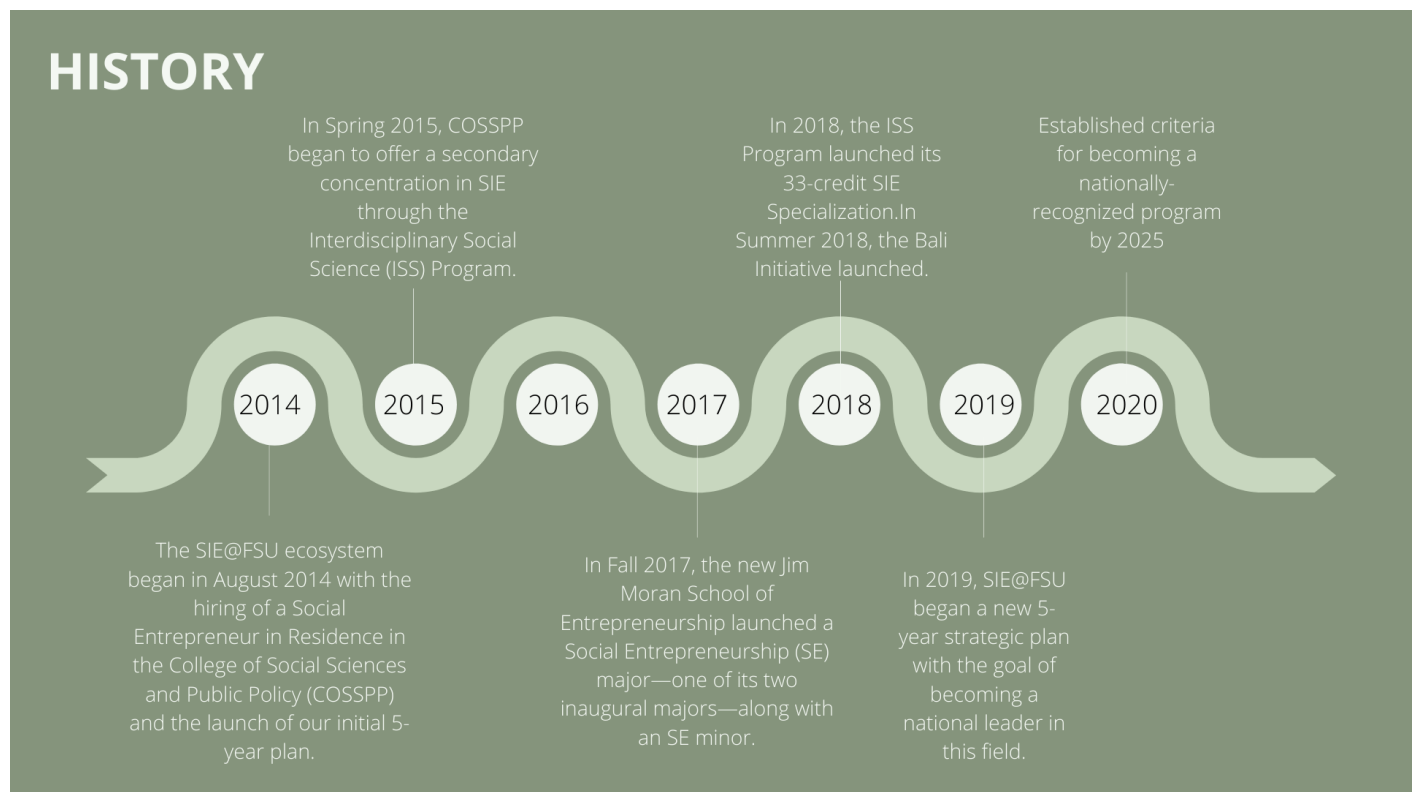


Our point of intervention is food access, which will be complemented by a holistic set of client-centered, wrap-around supports that address the interrelated issues more systemically. We had a good site visit and meeting last weekend at Victory House's food distribution for eastern Leon & western Jefferson Counties—in partnership with Second Harvest (see photos) and will hold a larger stakeholder meeting in May.

As it matures, this effort will provide FSU and FAMU students with opportunities to collaborate in interdisciplinary teams as they learn and apply the principles of SIE, serving as an innovative lens and framework across disciplines for systemic social change.

SIE@FSU Alignment with Ashoka Changemaker Campus Framework:

In 2019, SIE@FSU began to articulate criteria to guide its development in becoming a national leader in the field. This goal is about the depth and breadth of opportunities we can provide our students and serving as a model for other programs (just as FSU was inspired by and learned from other leaders in the field).



Below is an overview of Ashoka's Changemaker Campuses Program and the criteria it developed for the designation which informed our goals.

The Ashoka U Elements of Excellence

As the number and diversity of universities engaged in social entrepreneurship education increased, the field asked Ashoka for guidance in creating programs and environments that are conducive to nurturing future leading social entrepreneurs and changemakers and that push the boundaries of the field.

Ashoka U offers the field our Elements of Excellence road map. These guidelines are based on the combined experiences of over 2,500 Ashoka Fellows, leading social entrepreneur practitioners, and the knowledge, skills and support they felt they needed to be successful. We also drew upon the expertise of our Changemaker Campus partners, industry experts, and philanthropic leaders. We asked each to help answer the question, “What makes an enabling

environment for social entrepreneurs and changemakers?” From this, Ashoka U identified six elements that are critical to high quality SE education: (1) teaching and curriculum; (2) research; (3) applied learning and apprenticeship; (4) resources; (5) role models; and (6) community and culture.

The Elements of Excellence are designed as a map that ensures the creation of a comprehensive and sustainable cross-campus program, as well as the embedding of social entrepreneurship into existing student and faculty infrastructure, and if desired, the creation of a new institutional home for social entrepreneurship at a college or university. As many institutions seek new levels of rigor and effectiveness, we hope the Elements will encourage the development of unique campus or sector specific innovations that catapult SE education forward and deliver awe-inspiring results.

Impact of Achieving Excellence

In achieving each standard, an institution signals its commitment to standing up to the challenge of producing the problem-solvers of tomorrow. Once successful, pressing problems in society will be solved through the actions of the institution’s graduates; incoming first-year students will choose the college or university because it is known as a premier institution for aspiring social entrepreneurs;

innovative employers will focus their recruiting efforts on the college or university, knowing the caliber of problem-solvers who emerge; and alumni will remain committed to and inspired by the college or university because of its impact and leadership in solving society’s pressing problems.

Measures of Excellence: The Elements of Achievement

Element 1: Teaching and Curriculum

- The institution offers a rigorous course of study in social entrepreneurship, constituting of four or more high quality courses that form a minor or certificate.
- A significant number of faculty and staff at the institution integrate concepts of social entrepreneurship into courses across the disciplines.
- A significant number of students show proficiency in changemaker competencies.

Element 2: Research

- The institution’s researchers and faculty produce a steady output of positively received thought leadership that advances social entrepreneurship theory and practice and offers systems-changing solutions that deeply reshape the way social entrepreneurs innovate.
- Faculty, students and practitioners across campus actively collaborate to build a comprehensive, integrated multi-disciplinary social entrepreneurship research agenda.

Element 3: Applied Learning and Apprenticeship

- The institution provides a formal, well-structured apprenticeship program that integrates students into social entrepreneurship organizations to build skills and obtain deep experiences with and exposure to passionate changemakers.

- Each year, students participate in increasingly more challenging experiential learning opportunities designed to ensure students learn to advance a powerful idea into a high-impact reality.
- The institution has established relationships with social entrepreneurship organizations that recruit graduates for full-time positions.

Element 4: Resources

- A dedicated team effectively coordinates all social entrepreneurship leaders and activities; social entrepreneurship champions across campus are supported by respected full- or part-time staff with clearly defined responsibilities for connecting all Six Elements of social entrepreneurship programming.
- The institution has a robust, multi-year funding model that includes earned income, grants and endowment strategy, supports key faculty and staff roles, and funds student and faculty projects.

Element 5: Role Models

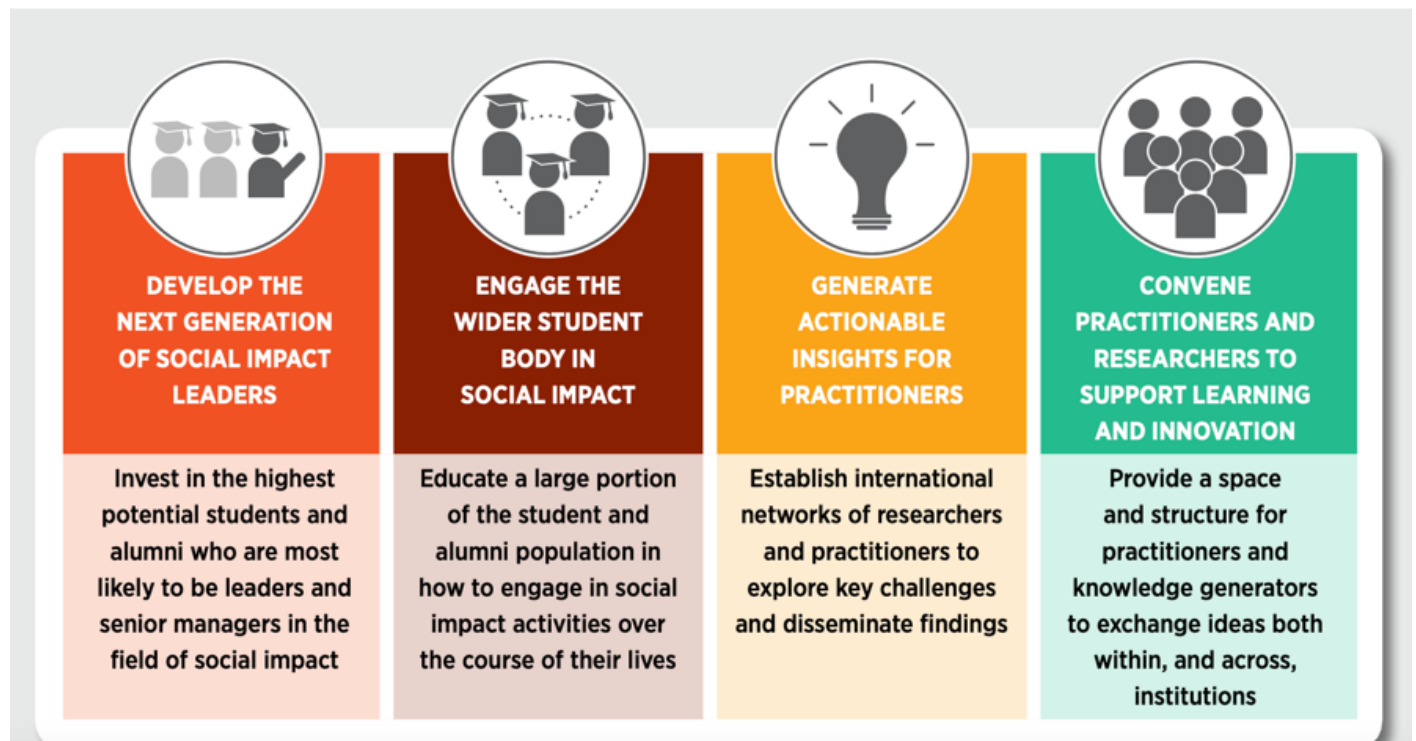
- The institution invests heavily in efforts to expose students to diverse real-life examples of social entrepreneurs at multiple points in a student's life-cycle; social entrepreneurship experts regularly interact with students at lecture series, public events and classroom visits.
- The institution nurtures 1-5 ongoing relationships with leading social entrepreneurs as role models/mentors for faculty, administrators, students, and staff.

Element 6: Community and Culture

- The institution provides students with immersive on-campus experiences in social entrepreneurship that effectively link the academic, social, practical, and residential elements of student life.
- A social entrepreneurship advisory council has regular meetings and includes diverse representatives.
- An executive leadership team ensures accountability for driving the social entrepreneurship program towards cross-campus integration and institutionalization and ensures quality and sustainability across leadership changes.

~ Ashoka U

The report, *Onward: Accelerating the Impact of Social Impact Education*, developed by the Skoll Foundation, Oxford University's SAID Business School, and the Bridgespan Group, describes the explosive growth in social entrepreneurship programs and centers for social impact/innovation in higher education over the past decade. It points to four primary functions of these efforts:



The report also describes four especially significant opportunities for social impact/innovation/entrepreneurship programs and centers in 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

~ Skoll Foundation, Oxford University's SAID Business School, and the Bridgespan Group. *Onward: Accelerating the Impact of Social Impact Education*

FSU Leadership in SIE Field-Building:

Recognition for the FSU Model:

The most recently created interdisciplinary specialization areas of Social Innovation & Entrepreneurship and Public Policy are model interdisciplinary programs with their requirements for interdisciplinary experiential learning, the development of research/problem solving skills, and a culminating experience.

...other noteworthy achievements are the creation of the well-designed and timely Social Innovation & Entrepreneurship concentration and specialization along with a new specialization concentration in Public Policy.

~ Final QER Report for the Interdisciplinary Social Sciences (ISS) BA/BS Program (October 2020)

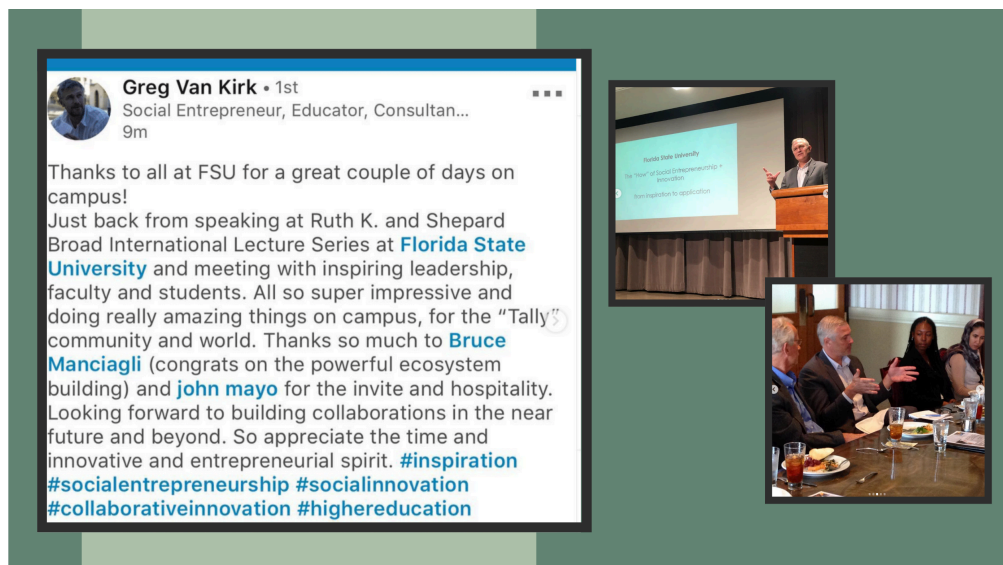
I'm always impressed by the wonderful things coming out of FSU and am honored to be a cheerleader on the sidelines. Do keep me posted on ways to stay connected and advocate/share your work in the future. Perhaps we have a call toward the end of the month so you can describe more in-depth ways how Ashoka U can showcase FSU's work...

~ A Director at Ashoka U)

See my recent paper: *Defining the Field of Social Innovation & Entrepreneurship: An Adaptive SIE Framework for Transformational Systems Change.*

I presented on an SIE panel with several colleagues from colleges and universities across Florida at a statewide conference in Nov 2018. FSU was recognized as a model with strong elements that others shared they wanted to emulate.

In October 2018, SIE@FSU partnered with COSSPP's Broad International Lecture Series to bring internationally renowned social entrepreneur Greg Van Kirk to campus. Greg shared his assessment of FSU's Social Innovation & Entrepreneurship Ecosystem:



V. LOOKING AHEAD

VI. SOURCES

Becca Wilson (General Assembly Blog March 23, 2016) 6 Key Principles Of High-Impact Learning

Bloom et al (New Directions for Student Services 2013) Appreciative Education

Bowen, Ryan S., (2017). Understanding by Design. Vanderbilt Departments and Schools University Center for Teaching

Carleton College, Science Education Resource Center

Carol Dweck (2007) Mindset: The New Psychology of Success

Cathy Davidson (Basic Books 2017) The New Education: How to Revolutionize the University to Prepare Students for a World In Flux

Center for Excellence in Teaching & Learning, Iowa State University

Daniel Hartnett, S.J., “Transformative Education in the Jesuit Tradition” Loyola University Chicago, February 2009. Revised 2015 version was edited by Justin Daffron, S.J., with a team of editors from Loyola University Chicago.

David Rock, Co-Founder and CEO of NeuroLeadership Institute (Nasdaq Jan 20, 2021) Three Ways Corporate Leaders Can Effectively Promote Diversity and Inclusion

David Rock, Co-Founder and CEO of NeuroLeadership Institute (Nasdaq Jan 20, 2021) Three Ways Corporate Leaders Can Effectively Promote Diversity and Inclusion

Dee Fink (Jossey-Bass Revised 2013) Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses

Dee Fink (Univ of Oklahoma 2005) *A Self-Directed Guide to Designing Courses for Significant Learning*,

Grant Wiggins and Jay McTighe (.) Understanding by Design, Expanded 2nd Edition.

Hart Research Associates. Forthcoming. Falling Short? College Learning and Career Success. Washington, DC: Association of American Colleges and Universities.

High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter, by George D. Kuh (AAC&U, 2008)

Huitt, W. (2011). Bloom et al.'s taxonomy of the cognitive domain. Educational Psychology Interactive. Valdosta, GA: Valdosta State University

Jayne E. Brownell and Lynn E. Swaner (Spring 2009, Vol. 11, No. 2) High-Impact Practices: Applying the Learning Outcomes Literature to the Development of Successful Campus Programs

Kuh, George D. & O'Donnell, K. (2013). Ensuring quality & taking high-impact practices to scale. Washington, DC: Association of American Colleges & Universities

Maryellen Weimer (July 30, 2010) What it Means to be a Self-Regulated Learner

McMurtrie (April 2015) Chronicle of Higher Ed - Now Everyone's an Entrepreneur

McGonagill & Reinelt (Foundation Review 2011) Leadership Development in the Social Sector-A Framework for Supporting Strategic Investments

Pew Research Center (May 2017) Experts on the Future of Work, Jobs Training and Skills

UC Berkeley Faculty Learning Program. content on this page is drawn from the Lawrence Hall of Science/UC Berkeley NSF-WIDER Grant: Faculty Learning Program

VII. APPENDIX

Following are just a small sample of SIE@FSU resources and comments from students and alumni:

- SIE Student & Alumni Comments
- SIE Specialization within Interdisciplinary Social Sciences
- Sample Course Resources
 - SIE Internship Program: Work Plan Template
 - Leading as a Changemaker: Mentor Map; Values Template; Leadership Self-Assessment (Management & Team-Oriented Qualities)
 - SIE@FSU Prototype Feedback Grid
 - Leading as a Changemaker Course Themes & Question-Story Framework
- SIE Key Skills & Strategies
- SIE Glossary
- Bali SIE Immersion Syllabus, Templates, Sample Blogs, Testimonials

Visit <https://www.sie.fsu.edu/sie-fsu-evaluation> for more.



Sample Student & Alumni Comments on Social Innovation& Entrepreneurship and SIE@FSU

Current Students & Alumni

My participation in the SIE ecosystem was transformative for me.

I cannot stress enough how incredible the SIE ecosystem is with opening students to alternative and intentional learning experiences. The opportunity to truly grow as a change-maker is apparent in the curriculum.

The SIE@FSU program is the hidden gem for FSU students. The program provides not only valuable teachings but most importantly- the community of people that truly cares about students and their importance in shaping the future of the world we live in.

To be completely honest, being a year out of graduation and reflecting, my participation in these courses changed the entire course of my career and professional life. I am now working for a social enterprise alongside having my own business with future goals to be working in the content creation side of social enterprise, nonprofits, and B corps.

SIE@FSU changed the course of my educational and professional track as well as my overall personal aspirations. I have been a happier person since becoming immersed in this field and have a deeper sense as to where I would like to focus my skills after graduation. I firmly believe that SIE is not only a stepping-stone for students that wish to make a change in the world but also a field of study that is integral to the overall student body at FSU.

Participating in SIE @ FSU completely changed my outlook on life. It opened my eyes to things I didn't even recognize as problems, and even better, taught me how to idea the solutions for such problems. My entire post grad career is heavily influenced by the teaching of SIE. I was introduced to the sector and through a multitude of experiences in college, my love for the industry grew so much so that I had to pursue it after. Taking this chance on myself and this field was one of the best decisions I've ever made and I'm so happy to say that I truly love what I'm doing because of the fact that I'm doing purposeful and fulfilling work.

I could write pages on the value and importance of FSU's SIE initiative... In certain terms, my experience in the SIE ecosystem at FSU was personally and professionally transformative, to say the least. It helped refine my career path, provided valuable extracurricular engagement, and most importantly, enabled me to be a more effective social entrepreneur.

When I started at FSU, I had the goal of pursuing a career trajectory that would allow me to optimally and effectively deliver positive impact on poverty alleviation outcomes in the developing context. However, I was unsure if I desired to pursue a career with an international development organization or within social enterprise to accomplish this goal. The SIE initiative at FSU led me to the decision to pursue graduate study and eventually a career in social enterprise by illustrating the value, inclusive nature, sustainability and impact potential of SIE in addressing global poverty. This process occurred both in the classroom and in SIE related extracurricular activities.

When I entered the SIE MSc at LSE, arguably the leading global SIE master's program, I found myself a step ahead of my cohort in regards to my theoretical understanding and appreciation of SIE. I even found that much of the initial coursework at LSE was a bit repetitive. This is a direct result of the quality of my SIE training at FSU and attests to the great potential of FSU's SIE program.

The SIE program truly makes me want to create a better future and gives me the tools to do so.

What I found most effective about the journey was that it truly allowed students to get a holistic approach- to be introduced, get experience in the field through internships, get experience seeing it in real life abroad, and get the opportunity to implement these learnings and teaching in a capstone course. Every single one of these courses was so impactful in the understanding of key concepts in SIE in a multitude of different spaces- allowing for a well-rounded and reinforced grasp and appreciation of the industry.

I think the SIE@FSU program matters because a lot of college students are interested in making a positive change in the world, but they don't know how to make a change or what opportunities are out there. The SIE ecosystem helps educate students about the world's problems, organizations that are trying to solve them, the importance of empathy, and it also provides opportunities for students to make a difference and find a career that is meaningful to them.

The lessons in SIE are so humbling and I think everyone should take a course that opens them to a more worldly view that encourages them to think more about others and the world and how they can help. Many of the things i learned through SIE courses are things that have greatly stuck with me and that I have carried with me beyond college and applied to my personal mission and every-day life. It has certainly changed my life for the better. (especially learning how to deal with the weight of taking on social issues - those lessons/tips were greatly needed this year).

I learned so much in the SIE program I actually look back and am embarrassed with how ignorant I was to some of the most important issues our society faces. Although, it may not be fun to think about it- it is necessary to change, without SIE I'd still be blind to my own ignorance.

The Bali Immersion Program changed my life and I am forever grateful for the experiences I had, the questions we worked hard to answer, the content I learned, and the people who cared so much about the issues we were presented with.

This field of social innovation and entrepreneurship has truly made me a more open and empathetic individual.

It has opened my eyes to a world of possibilities. It has given me the inspiration and confidence to facilitate real change in an innovative and creative manner.

Hands-on and immersive courses are most valuable for me. The assignments are thought-provoking and allow me to channel my creative ability. These courses have shaped my future and outlook on the world.

Yes, you will not be exposed to the type of material that is taught in SIE anywhere else and it is information that is vital in our growth as professionals moving forward in a world that demands social change. There is also a community of support around SIE at Florida State that has brightened my experience as an undergraduate in so many ways.

SIE's unique way of offering courses that are focused on providing real-world examples and experience provides a unique segue into this world of value-creation. Some of the concepts that are taught in these courses are very tough to understand conceptually until they are applied to real situations. SIE is so much about truly understanding people and I think that the courses do a great job at doing just that.

SIE matters because it creates change makers. SIE takes real-world issues and uses the power of innovation, creativity, and collaboration to make an impact. SIE is creating the future leaders of our world. There is no other way for an FSU student to gain professional academic material about social innovation or entrepreneurship (like theory, developing models, etc...) at FSU besides this program, and in a world growing full of social issues that need to be addressed with empathetic and effective innovations, this has become a valuable (arguably vital) sector of knowledge for change-makers and good leaders, alike.

The kind of thinking that is taught through this program can be applied in all kinds of fields and truly contributes to the betterment of society. So many people get caught up in creating only financial profit that they sacrifice social and environmental benefits. This program shows how to address the triple bottom line effectively and responsible in order to ultimately create a more sustainable future.

While working with local Balinese students in Bali during the social innovation sprint, there were moments where I felt true breakthroughs and a sudden feeling of pure understanding and connection with the world. Learning about the many complex issues that this island and many of its inhabitants faced and being able to address these issues in such a short period of time was extremely impactful on my life and is something that I will never forget.

Working with the HCDSI team this semester has been very impactful for me. A moment which stands out in particular is our zoom meeting with our community partner. I remember sitting in my room on my computer

finding it hard not to grin- not out of pleasure derived from talking about the issue of poverty but from the rich fulfillment which the opportunity provided me. Having the chance to speak with members of our Tallahassee community who are filled with palpable passion and dedication for helping those in need, and even more, to be able to collaborate with them in extending their reach, brought a feeling of deep purpose which I will work to nurture for the rest of my academic and professional career.

I took Bruce's SIE capstone course and went through the planning process of creating a social enterprise. The exercise and thinking through the process of what I could potentially do in the future really impacted me.

I LOVED the SIE capstone class; going through the whole process of a business startup from ideation to having a beautiful multi page business plan had a huge impact on me in terms of how I now create and implement ideas. Bali brought me into the world of SIE.

Reflection from alumnus Vince Dewar

Vince graduated from FSU in May 2019, majoring in International Affairs and minoring in Social Entrepreneurship. He just completed his MSc in Social Innovation & Entrepreneurship at the London School of Economics, one of top SIE programs in the world, and is currently working on a social venture in Uganda. (Read more about Vince in the Student & Alumni Spotlights.).

Vince shared the following assessment of the SIE Ecosystem @ FSU:

I could write pages on the value and importance of FSU's SIE initiative, but I will attempt to be concise for the purpose of this evaluation.

In certain terms, my experience in the SIE ecosystem at FSU was personally and professionally transformative, to say the least. It helped refine my career path, provided valuable extracurricular engagement, and most importantly, enabled me to be a more effective social entrepreneur.

When I started at FSU, I had the goal of pursuing a career trajectory that would allow me to optimally and effectively deliver positive impact on poverty alleviation outcomes in the developing context. However, I was unsure if I desired to pursue a career with an international development organization or within social enterprise to accomplish this goal. The SIE initiative at FSU led me to the decision to pursue graduate study and eventually a career in social enterprise by illustrating the value, inclusive nature, sustainability and impact potential of SIE in addressing global poverty. This process occurred both in the classroom and in SIE related extracurricular activities.

With SIE at FSU, I participated in the Foundations of SIE, Human-Centered Design for Social Innovation and Leading Social Enterprise & Innovation courses. I also conducted independent research on microfinance through an SIE-focused DIS. This comprehensive coursework provided me with a solid practical and theoretical understanding of the process behind developing and implementing successful social

enterprise. While this training helped affirm my interest in SIE, more importantly, it enabled me to more effectively develop and execute the operations of my own Social Enterprise, Impact Frontiers.

Aside from class, the SIE ecosystem at FSU provided me with additional ample opportunity. Firstly, in my first SIE course, Foundations of SIE, Prof Bruce Manciangli encouraged the class to consider applying for a Moellership scholarship. I took his advice and was lucky enough to receive the scholarship which funded an internship with a microfinance program in Uganda. This experience proved incredibly valuable, and in-fact, as I write these notes, I am sitting in Uganda working on developing a social venture here, whose roots can be traced back to that summer internship.

Next, I met the contact for my social science scholars-funded summer internship with the impact investment firm VGS through an SIE-hosted brunch and secured the position through Prof Manciangli's recommendation. Additionally, I attribute my successful attainment of grant funding from the Jim Moran Innovation Contest, and Microgrant Program, to the business model development training provided in the "Leading SIE Course" and mentorship provided by Prof Manciangli.

Next, I think it is crucial for undergraduates to be given the opportunity to create real positive change in their own community. In the SIE "Human-Centered Design for Social Innovation" course, my classmate team and I, consulted for a local NGO, the Frenchtown Heritage Hub. This experience involved working directly with the organization and beneficiaries.

In this way, this course also afforded my classmates and I the opportunity to engage in REAL fieldwork, with REAL stakeholders. Such practical engagement is invaluable from a learning perspective. I certainly benefited.

In my mind, if FSU is to continue to be a leader in Florida's higher education system, a continued and growing focus on SIE is warranted.

SIE represents a new and growing paradigm shift in the way individuals and institutions accomplish social impact. As a growing body of empirical evidence illustrates, SIE is often the optimal solution in sustainability and inclusively delivering impact on social problems.

At present, aside from Ivy league schools, few universities have well-developed SIE coursework or opportunities. It is clear that the SIE field is rapidly growing, and institutions of higher education will eventually adapt accordingly. With the strong current SIE infrastructure already in place at FSU, FSU could be a pioneer in this reality, and serve both as a leading destination for aspiring SIE practitioners and a model for other institutions.

I encourage all FSU students interested in pursuing an impact-focused career path to engage in SIE coursework and participate in FSU's SIE initiatives. Further, I encourage FSU business students to also consider SIE engagement. Given the growth of hybrid organizational structures, focused on triple-bottom line attainment, SIE training also makes sense for traditional business students, as this is the new-norm.

One last note: When I entered the SIE MSc at LSE, arguably the leading global SIE master's program, I found myself a step ahead of my cohort in regards to my theoretical understanding and appreciation of SIE. I even found that much of the initial coursework at LSE was a bit repetitive. This is a direct result of the quality of my SIE training at FSU and attests to the great potential of FSU's SIE program.

Notes from Students Interested in Pursuing SIE

I hope this email finds you safe and healthy

...On another note, I am so grateful to have discovered this opportunity because engaging with the perspectives..., as well as learning about the program and its initiative as a whole, really sparked an interest in me. Beyond being motivated to go on the trip next summer, I have also taken an interest in pursuing the ISS major and in particular your specialization of social innovation and entrepreneurship. It is a field which seems to fit perfectly with the passion and aspiration I have for greater social change.

As I am currently an exploratory major and just finishing my freshman year and beginning the period where my classes are catered in a specific direction, I wanted to take this time to reach out to you for guidance and advice on pursuing this academic direction.

I went ahead and registered for the ISS 3241 foundations course for next fall- are there any other prerequisite courses which you would recommend I pursue for next year?

And beyond required prerequisites for this major, are there any courses in particular, or any other ways of being involved, which you would recommend which would be applicable or important for my exploration and knowledge of this field?

Any advice on class registration and beyond which you can give is so greatly appreciated.

I have recently been put into an unfortunate situation regarding my major and I've been advised that you may be the person who can help!

My major was supposed to be Social Entrepreneurship this fall- I'm a sophomore- but as I'm sure you've heard, this major has been discontinued. I was very disappointed because I have a huge interest in this field; my goal after graduation is to work towards opening my own non-for-profit summer camp! I want to create a place that will make the formative opportunities for character and skill building found at summer camp accessible to the populations of children who cannot currently afford them-- and would arguably benefit from them the most....

...All this being said- today I went to see [advisor's name] at Social Sciences advising, and she told me all about the SIE program/concentration you've established here! It really sounds like it would be such a perfect fit for my interests and goals...

...I respect any and all decisions you have to make regarding the major's acceptance, but if there's any way we could at least schedule a meeting to speak soon given the circumstances, I would appreciate it tremendously.

I would be so grateful to gain entry into your concentration within the ISS Major, and I'd be willing to take any courses or extra steps necessary to do so.

Just wanted to say thank you again for making time to meet with me today so I could figure all this out! I cannot even begin to explain how excited I am to start the classes we discussed, or how grateful I am for this opportunity! I'll have my application and additional items all together and in your inbox by next week, and I look forward to learning more from you in the future!

I am a junior in my second year of college. I am an ISS major and upon doing research for my specializations/concentrations, I found the SEI program which I have fallen in love with, truthfully. I would like to set up a zoom meeting to discuss my particular situation and see how I could get the most out of the program in my limited time remaining at FSU.

I am currently looking at the different specializations/concentrations the program offers, I think that is what you meant by my particular line of interest. I find the Social Innovation and Entrepreneurship line the most interesting.

I am drawn to the insight on Empathetic Leadership, Curiosity, Creativity, Teamwork, Self-Awareness, Emotional and Social Intelligence, Global Awareness, Optimist Grit, Resilience and Integrity the program has to offer.

Social Innovation and Entrepreneurship also ties into Industrial Engineering, as engineering is focused on solving problems with new, creative and out of the box solutions. Industrial Engineering in particular has a lot of things in common with the program, as it enables students to make good decisions based on analysis and these decisions affect other people (the employees, the customers, the public) and therefore should understand the interests of society as a whole. Engineering deals with systems and where machinery and engines would be the systems corresponding to Mechanical Engineering, social processes, networks and communications would be the systems corresponding to Industrial Engineering.

Also, I believe that the Mission Statement reflects the similarity as we could change the last sentence of “To inspire, prepare, and support a community of innovative and entrepreneurial leaders who apply a human-centered and systems mindset and skillset to systemically address the urgent social & environmental challenges in our rapidly-changing world” into industry & management challenges in our rapidly-changing market and it would fit seamlessly with Industrial Engineering.

Finally, I believe that entrepreneurship and an innovative mindset are two very essential and beneficial skills to have on this ever-changing and dynamic world.

I understand Social Innovation and Entrepreneurship is a wonderful career choice full of opportunities, and I am also very interested in the knowledge it has to offer. It would be an honor to be studying under your guidance. Please, I would need your help in understanding what secondary concentration courses would be recommended to take during Fall 2020. I am very eager to work on a study plan for this semester and the following ones.

This has been my first semester taking Social Innovation and Entrepreneurship classes and I have thoroughly enjoyed every minute of it. For the past five years I have worked part-time for a program evaluator and through this experience I realized this is a field I want to pursue for my future career. After looking at the classes I need to take to major in SIE, I noticed this degree will prepare me best for becoming a program evaluator and/or grant writer for non-profit organizations. I saw your announcement earlier this week about registering for classes in the spring. I am currently an English Major; however, I would love to be able to apply for the SIE program and change my major. Thank-you for your assistance with this.



FLORIDA STATE UNIVERSITY

College of Social Sciences and Public Policy
Interdisciplinary Social Sciences

Specialization in Social Innovation & Entrepreneurship (SIE)

Application Process

Students must apply to enroll in the program. Admission is limited to 20 students per academic year. The application process is on a rolling basis. Applications must be emailed to Bruce Manciangli at: bmanciagli@fsu.edu

Admission Requirements

- Minimum of 3.0 GPA for consideration into the ISS SIE Specialization.
- Completed application and 1 faculty recommendation.
- Successful completion of ISS3241: *Foundations of Social Innovation & Entrepreneurship* with a grade of C or higher. (If you wish to apply while you are currently enrolled in ISS 3241, you may apply after the 8th week of class.)
- Applications must be submitted before completing two of the core courses in “SIE Fundamentals” (Foundations, Methods, Applied/Experiential Learning, and Capstone) and before completing two of the four required courses in your chosen issue area in “SIE Focused Studies.”

See Reverse for SIE Specialization Curriculum Requirements

*Questions can be addressed to Bruce Manciangli, Social Entrepreneur in Residence,
College of Social Sciences & Public Policy: bmanciagli@fsu.edu.*

**Interdisciplinary Social Sciences (ISS)
Social Innovation & Entrepreneurship (SIE) Specialization
Curriculum Requirements**

<i>ISS-SIE Specialization</i>	Area	Course Number	Course Title	Credits
SIE Fundamentals (18 Credits) Through these courses, students will learn and apply the theory and methods of social innovation and entrepreneurship.	Foundations	ISS 3241	Foundations of SIE	3
	Methods	ISS 4308	Human-Centered Design for Social Innovation (Prereq: Foundations)	3
	Leadership (Choose 1)	ISS 4931	Leading as a Changemaker	3
		PAD 4332	Strategic Leadership for Communities	3
		LDR 3215	Leadership and Change	
	Elective (Choose 1)	Choose 1 course from the list of Skill-Based Electives		3
	Applied/ Experiential Learning	ISS 4944	Social Innovation and Entrepreneurship (SIE) Internship (Prereq: Foundations)	3
	Capstone	ISS 4312	Leading Social Enterprise and Innovation (LSEI) (Prereqs: Foundations; Pre/Coreqs: Methods, Leadership)	3
	SUB-TOTAL CREDITS			18
SIE Focused Studies (15 Credits) Through these courses, students will gain a deeper understanding into their chosen issue area.	Methods of Social Science Research/ Methods of Impact Evaluation (Choose 1)	SYA 4300 POS 3713 PAD 4432	Methods of Social Research Understanding Political Science Research Program Evaluation	3
	Issue Areas Choose 1 Foundations course and 3 additional courses from one of the following issue areas (see respective issue areas for more details):	Environment & Sustainable Development (ESD)		12
		International & Community Development (ICD)		
		Global & Community Health (GCH)		
		Social Justice, Inequality, Conflict & Peace (SJI)		
	SUB-TOTAL CREDITS			15
Other (9 credits)	Other	ISS 4304	Contemporary Social Problems and Policy Solutions	3
	Electives	2 Electives from COSSPP		6
	SUB-TOTAL CREDITS			9
			TOTAL CREDITS	42

Updated Oct 2020

Updated Oct 2020



**Social Innovation & Entrepreneurship
Florida State University**

SIE INTERNSHIP WORK PLAN SPRING 2021

Student's Name:	
Community Partner:	
Supervisor's Name & Title:	
Supervisor's Phone:	
Supervisor's Email:	
Partner Address:	
Where Intern Will be Working (Partner Office, Remote, Combination):	

The three-credit internship requires 150 contact hours for the semester (or 10-13 hours/week, depending on the start date).

Student's General Internship Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Notes:

Title of Internship Position (if different than "intern"):	
Overview of the Intern's Role	

**Partner's Specific Responsibilities, Assignments/Projects,
& Goals/Objectives for the Intern**

Responsibility/Assignment/Project/Goal/Objective	Timeline	Notes

Additional Expectations [If any...this might include dress code, demeanor, location, etc.]

Intern's Personal Learning/Professional Development Goals

Goals	Notes



**Social Innovation & Entrepreneurship
Florida State University**

MENTOR NETWORK MAP

Identify at least one mentor (or potential mentor) in each of the areas below. While an individual can serve in more than one area, try to develop a diverse support system of mentors.

AREA	DESIRED MENTOR ATTRIBUTES?	MENTOR(S)	NOTES
Meaningful, Substantive Feedback <i>Challenges You, Provides Clarity</i>	- Honesty - Confidant; Rely on their Good & Discrete Judgement - Confident (in saying what needs to be said and in what they're saying) - Expertise, Wisdom - Open-Minded - Direct (within balance)		
Champions/Sponsors/Advocates <i>Recommends You</i>	- Knows me well (can be a sincere advocate without overhyping) - Respected; Credible - Sufficient Experience "Neutral" / Third Party - Authentic, Passionate Advocate - Shared Values; Expertise; Passions		
Access to Opportunities <i>Opens Doors for You</i>	- Determined - Well-Connected - Success-Oriented - Good People & Communication Skills		
Accountability (for What Really Matters) <i>Keeps You Honest and Aligned with Your Integrity</i>	- Honesty - Trusting & Empathetic - Confidant		

	<i>needs to be said and in what they're saying)</i> ▪ <i>Direct & To the Point (within balance)</i>		
Role Model <i>Inspires You</i>	▪ <i>Inspiring</i> ▪ <i>Confident</i> ▪ <i>Leadership Qualities</i> ▪ <i>Graceful & Holistic</i> ▪ <i>Shared & Lived Values</i> ▪ <i>Empathy</i> ▪ <i>Having Overcome Challenges & Obstacles</i>		
Safe Space <i>Grounds You, Helps You Feel Safe</i>	▪ <i>Empathy</i> ▪ <i>Understanding</i> ▪ <i>Non-Judgmental</i> ▪ <i>Drama-Free</i> ▪ <i>Trustworthy</i> ▪ <i>Grounded & Balanced</i>		
Emotional Support <i>Nurtures You, Helps You Feel Like You Belong</i>	▪ <i>Empathy</i> ▪ <i>Understanding</i> ▪ <i>Non-Judgmental</i> ▪ <i>Drama-Free</i> ▪ <i>Trustworthy</i> ▪ <i>Grounded & Balanced</i>		
Intellectual Community <i>Shares Interests & Ideas with You; Encourages Your Intellectual Development</i>	▪ <i>Passionate & Lifelong Learner</i> ▪ <i>Relevant Background & Expertise</i> ▪ <i>Curious</i> ▪ <i>Non-Competitive & Encouragement</i>		
Professional Exploration & Development <i>Opens Your Eyes to Possibilities; Promotes Lifelong Learning and Continued Professional Growth</i>	▪ <i>Access to Resources & Opportunities</i> ▪ <i>Well-Versed in Their Field</i>		
Self-Development/Life Coach <i>Inspires & Helps Cultivate Personal Growth, Powerful Vision, Internal Compass, Leadership Development, Emotional Intelligence, and Hero's Journey</i>	▪ <i>Intra- & Extra-Personal Skills</i> ▪ <i>Leadership Qualities</i> ▪ <i>Wisdom</i> ▪ <i>Lived Experiences & Having Overcome Challenges</i> ▪ <i>Intrinsically Motivated</i>		

MindMaster Group	▪		
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Personal/Life “Board of Directors”	▪		
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To Consider:

ITEM	RESPONSE
Which areas could use attention?	
How can you maximize your opportunities to identify mentors in areas that need attention? ▪ Faculty? ▪ Advisor? ▪ Supervisor? ▪ Your next conference? ▪ Family friend? ▪ Who already has what you want/need? ▪ Who has expressed interest in your work? ▪ Others?	
With intense focus/priority right now, which area would make a real difference in your life (which would be a game-changer)?	
How can you move towards getting your needs met in this area?	
Identify your limiting beliefs and practice self-inquiry.	
Commit to Action: What are three tangible actions you can take this week to move forward?	



SAMPLE VALUES

Accountability	Ethics	Motivation
Achievement	Excellence	Nurturing
Adaptability	Fairness	Openness/Open-Mindedness
Adventure/Spirit of Adventure	Faith	Optimism
Ambition	Family	Passion
Authenticity	Financial Freedom	Patience
Balance (Home/Work)	Financial Stability	Patriotism
Beauty/Appreciation of Beauty	Fitness	Peace
Being the Best	Forgiveness	Performance
Big Picture/Systems	Freedom	Persistence/Perseverance
Perspective	Friendship	Personal Fulfillment
Caring	Fun	Personal Growth
Cautious/Prudence	Future Generations	Play
Challenge	Giving/Generosity	Professional Growth
Clarity	Good Judgement	Positivity/Positive Attitude
Coaching/Mentoring	Gratitude	Productivity
Comfort	Growth	Prudence
Commitment	Health	Recognition
Community	Honesty	Relationships
Community Involvement	Hope	Reliability
Compassion	Humanity	Respect
Competence	Humility	Risk-Taking
Conflict Resolution	Humor	Safety
Connection	Independence	Security
Consistency	Initiative	Self-Control/Self-Discipline/Self-Regulation
Courage/Bravery/Valor	Inner Peace	Service
Creativity	Innovation	Significance
Critical Thinking	Integrity	Spirituality
Curiosity	Intelligence	Stability
Dependability	Intimacy	Success
Dialogue	Job Security	Teamwork
Diversity	Joy	Time Freedom
Ease with Uncertainty	Justice	Trust
Education	Kindness	Variety
Efficiency	Knowledge	Vision
Empathy	Leadership	Wealth
Emotional/Social Intelligence	Learning/Love of	Well-Being (Physical/ Emotional/ Mental/ Spiritual)
Empowerment	Learning/Continuous Learning	Wisdom
Enthusiasm/	Listening	
Entrepreneurial	Love	
Environment/Env. Awareness	Loyalty	
Equality	Making A Difference	Other Values Not Listed:

Sources: Barrett Values Centre, VIA Institute on Character, The Clarity Method



Identifying Your Top Values

Step 1: Highlight your top 15 values on Page 1.

Step 2: Transfer those 15 values to the table below, categorizing them by Top 5, Top 6-10, and Top 11-15 (For now, you don't need to rank your values within each category; we'll do that in class. Optional: you can use the Notes column to add an explanation of how you define that value or to clarify what it means to you or why it's particularly important.)

#	VALUE	NOTES
	TOP 5	
	TOP 6-10	
	TOP 11-15	



Leading as a Changemaker ~ Spring 2021

Self-Assessment ~ Team-Oriented Qualities

Name:	
Date:	

ITEM	POSSIBLE RESPONSES		YOUR RESPONSE	NOTES
Team/Community				
Empathy & Respect for Others	1	Is sometimes self-absorbed or overly self-interested; unwilling to acknowledge others' points of view.		
	2	Generally treats others with respect; usually shares praise and credit; open to considering others' views when offered.		
	3	Is humble and respectful to all; invites input from others because of expressed respect for them and their views.		
	4	Is respectful to all; ensures other opinions are heard; praises people publicly for their good actions; ensures that others' opinions are heard before their own; acknowledges the value of others' views and actions.		
	5	Uses empathy, personal experience, and understanding of others and self to resolve conflicts and foster mutual respect; reinforces respect with public praise; solicits and uses input from others.		
Team Leadership	1	Avoids leadership responsibilities; does not provide direction to team.		
	2	Assigns tasks to team members.		

	3	Solicits ideas and perspectives from the team; holds members accountable.		
	4	Actively engages the team to develop plans and resolve issues through collaboration; shows how work fits in with what others are doing.		
	5	Recruits others into duties or roles based on insight into individual abilities; rewards those who exceed expectations.		
Developing Others	1	Focuses primarily on own abilities and growth; critical of others' efforts to develop.		
	2	Points out mistakes to support the development of others, encourages people to develop; praises them for improvements.		
	3	Gives specific positive and negative behavioral feedback to support the development of others; generally helps people develop their performance and ability over time.		
	4	Gives specific positive and negative behavioral feedback and provides unfailing support; provides overarching practical guiding principles and recommendations that are applicable in multiple situations to direct or focus efforts on specific areas of development.		
	5	Identifies potential in others; inspires and motivates others to develop by providing feedback, mentoring/coaching, and identifying new growth opportunities as well as supporting their efforts to change.		
Management/ Delegating	Persona: Delegator Traits: Collaborate, recognize and draw on people's abilities, persistent, eager to act, confront obstacles, not deterred by roadblocks Potential Challenges: Abdicating responsibility, sticking with failing strategy, regret with failed steps Action points for maximization: Map processes and skills, allow employees to perform, share your optimism, partner with creative types, focus on big picture, be alert to environment			
Management/ Empowerment	1	Struggles to delegate effectively (e.g. micromanages); does not organize activities or		

		provide appropriate information to complete tasks.		
	2	Assigns tasks and tells people what to do; checks when they are done.		
	3	Solicits ideas and perspectives from the team; structures activities; holds members accountable.		
	4	Actively engages the team to develop plans and resolve issues through collaboration; shows the impact of individual/team contributions.		
	5	Empowers a team of formal or informal direct reports, including virtual teams; recruits others into duties or roles based on insight into individual abilities; rewards those who exceed expectations; provides strong organizational support.		
Decision-Making				
Information Seeking	1	Asks direct questions about problem at hand to those individuals immediately available		
	2	Personally investigates problems by going directly to sources of information		
	3	Asks a series of probing questions to get at the root of a situation or problem		
	4	Does research by making a systematic effort over a limited period of time to obtain needed data or feedback		
	5	Involves others who would not normally be involved including experts or outside organizations; may get them to seek out information		
Communication/ Poise	Persona: Promoter Traits: Communicator, speaks boldly, storyteller, ambassador, persuasive, enthusiastic Potential Challenges: Becoming blind to flaws, lack of objectivity Action points for maximization: Rehearse your story, use multiple media, build a whole community of champions			
Communicating	1	Sometimes rambles or is occasionally unfocused		
	2	Is generally to the point and organized		

	3	Presents views clearly and in a well-structured manner		
	4	Presents views clearly and demonstrates understanding of the response of others		
	5	Presents views clearly; solicits opinions and concerns; discusses them openly		
Poise & Professional Impression	1	Struggles to get point across; neglects to understand audience's input or perspective; lacks confidence and gets flustered under pressure.		
	2	Works to get point across; acknowledges feedback; reframes statements when necessary to make them clearer; speaks politely; remains composed in known circumstances.		
	3	Present views clearly and logically structures content for a broad audience; listens and responds to feedback; prepares in advance to appear confident; leaves a positive and professional impression; responds confidently in unfamiliar situations.		
	4	Uses tailored language that appeals to specific groups; restates what others have said to check for understanding; comes across as confident; responds rapidly and strongly to crisis; looked to for advice and guidance.		
	5	Structures content for senior-level meetings; delivers messages and ideas in a way that engages an audience and achieves buy-in maintains composure when challenged; solicits opinions and concerns, discusses them openly and adjusts communication; uses listening and other attending behaviors to reach shared understanding; remains calm and measured even in time of crisis or conflict; channels emotion into positive action.		
Influence/ Inclusiveness/ Relationship & Partnership-Building	Persona: Relationship-Builder Traits: Mutually-beneficial links inside and outside workplace, open, socially aware, integrity Potential Challenges: Time management, focus, lack of diversity in networks Action points for maximization: Diversify and renew networks, reciprocity, understand the local social landscape, be selective			

Change Leadership	1	Accepts status quo; does not see the need for change		
	2	Challenges status quo and identifies what needs to change		
	3	Defines positive directions for change and persuades others to support it		
	4	Promotes change and mobilizes individuals to change behavior		
	5	Builds coalition of supporters and coordinates change across multiple individuals; may create champions who will mobilize others to change		
Influence and Collaboration	1	Does not seek input and perspective of others.		
	2	Accepts input from others and engages them in problem solving.		
	3	Generates support from others for ideas and initiatives; seeks first to understand perspectives of others; takes actions to gain their support for ideas and initiatives.		
	4	Brings others together across boundaries to achieve results and share best practices; engages and works with people over whom one has no direct control; uses tailored approaches to connect with others, influence, and achieve results.		
	5	Builds enduring partnerships within and outside of organization to improve effectiveness, even at short-term personal cost; uses tailored influence approaches to create and leverage a network of strategically chosen individuals to improve collective outcomes.		
Vision/Strategy/ Problem-Solving/ Results	Persona: Strategy/business focus Traits: Results-oriented, plan for growth, clear goals, alignment with business, tight operations Potential Challenges: Can sometimes lose sight of customers Action points for maximization: Use timelines and yardsticks, communicate clearly, focus on human element also, read a lot			

Strategic Orientation	1	Understands immediate issues of work or analysis		
	2	Identifies opportunities for improvement within area of responsibility		
	3	Develops insights or recommendations that have improved business performance		
	4	Develops insights or recommendations that have shaped team or department strategy		
	5	Implements a successful strategy that challenges other parts of the company or other players in the industry		
Results Orientation/ Achievement	1	Focuses on fulfilling activities at hand; generally fulfills assigned tasks; unsure how work relates to goals.		
	2	Takes action to overcome obstacles and generally achieves goals.		
	3	Independently acts to exceed goals; raises effectiveness of organization; plans for contingencies.		
	4	Introduces incremental improvements to enhance business performance and raise the effectiveness of team using robust analysis; documents activities and outcomes to learn from past.		
	5	Focuses on and drives toward delivering on goals, objectives, and performance improvement; invents and delivers best-in-class standards and performances invents new approaches with measurably better results.		
Initiative	1	Reluctant to take on new tasks; waits to be told what to do; defers to others.		
	2	Willing to step in and take charge when required to do so.		
	3	Takes charge spontaneously when problem needs attention.		
	4	Volunteers for new work challenges; proactively puts in extra effort to accomplish critical or difficult tasks.		
	5	Proactively seeks high-impact projects; steps up to challenges even when things are not going well; acts ahead of need/anticipates problems.		
Problem-Solving	1	Avoids problems; when faced with problems, sticks to what worked before, or chooses an obvious path		

	2	Offers solutions when the risk is low; focuses on immediate, short-term implications instead of the big picture		
	3	Looks beyond the obvious; identifies and focuses on the critical information needed to understand a problem, identifies root cause(s), and comes up with reasonable solutions		
	4	Gathers and analyzes key information using complex methods or several layers deep; integrates perspectives from a variety of sources to arrive at unexpected but practical and effective solutions		
	5	Frames problems, analyzes situations, identifies key issues, conducts analysis on the issues; applies logic to break complex problems down into manageable parts or sub-problems; solves tough and interconnected problems and can explain how the pieces are connected		
Strategic Orientation	1	Focuses on completing work without understanding implications		
	2	Understands immediate issues or implications of work or analysis		
	3	Develops insights or recommendations within area of responsibility that have improved near-term business performance		
	4	Develops insights or recommendations within area of responsibility that have shaped team/organization strategy and will have impact on long-term business performance		
	5	Thinks beyond one's span of control and into the future to reshape the approach or scope of work; develops insights or recommendations beyond area of responsibility with impact on long-term business strategy and performance		

This self-assessment was developed by SIE@FSU; the content was compiled from and/or informed/inspired by one or more of the following sources: Carnegie Mellon University Tepper School of Business applicant assessment; Northwestern University applicant assessment; Entrepreneurial StrengthsFinder: The 10 Qualities of a Successful Entrepreneur.



Key Skills & Strategies

We Believe Every Changemaker Should Have to Be Successful

CHANGEMAKER SKILLS		CHANGEMAKER STRATEGIES	
4 KEY CHANGEMAKER SKILLS	RELATED IDEAS & VALUES	4 KEY CHANGEMAKER STRATEGIES	RELATED QUESTIONS
Empathy	- Curiosity, Understanding, Connection with Others - Inspiration - Human-Centered - Empowering Others	Understanding the Problem & Context	- How do we understand the problem from the perspectives of multiple stakeholders, particularly those experiencing it? - What are stakeholder and community needs, challenges, resources, opportunities, constraints, and potential conflicts & synergies? - How might we identify opportunities and address the problem in new and impactful ways?
Leadership	- Self-Awareness, Emotional Intelligence - Purpose, Passion, Commitment, Perseverance - Modeling Well-Being - Accountability - Telling a Powerful Story - Adaptive-, Purpose-, Principle-Driven Leadership	Developing an Effective Model	- What Existing Models Can Inspire Us? - How Might We Develop an Effective, Systemic, and Human-Centered Social Impact Model? - How Can Our Model Engage and Empower Others and Build Their Capacity as Social Innovators Themselves? - How Can We Ensure the Value Proposition Is

			Realized for Key Stakeholders?
Innovation	▪ Curiosity, Commitment to the Problem—Not the Idea ▪ Creativity ▪ Finding Opportunity in Challenge ▪ Designing Impactful Solutions ▪ Measuring Outcomes & Impact	Implementing and Growing the Model	▪ How Do We Establish a Powerful Vision, Mission, Theory of Change, and Set of Measurable Goals/Outcomes? ▪ How Do We Develop an Action Plan That Can Guide Our Work Yet Remain Flexible and Open to Iteration and Continuous Improvement? ▪ How Do We Create the Financial Sustainability Needed to Fully Implement, Scale, and Sustain our Model and Its Impact? ▪ How Do We Build Strong, Nimble, and Effective Organizations?
Collaboration	▪ Cultivating & Leveraging Teams, Community, Networks ▪ Facilitating Cross-Sector Partnerships ▪ Building Trust ▪ Creating Synergy & Mutual Benefit ▪ Systems Perspective	Forming a Dynamic Team & Cultivating Strong Partnerships & Networks	▪ How Can We Form and Lead Teams Comprised of Diverse, Talented, Committed, Interdisciplinary, and Complementary Individuals? ▪ How Can We Effectively Leverage the Support of Mentors, Advisors, Funders, Allies, Partners, and Networks? ▪ How Can We Leverage Strategic Cross-Sector Partners?

Manciagli



**Social Innovation & Entrepreneurship
Florida State University**

Social Innovation & Entrepreneurship Glossary

TERM	DEFINITION	SOURCE
Changemaker	A term coined by the social entrepreneurship organization, <u>Ashoka</u> , meaning one who desires change in the world and, by gathering and leveraging knowledge and resources, makes that change happen. A changemaker sees opportunity within a complex challenge and works passionately and relentlessly to make transformative change happen.	Various
Social Innovators and Entrepreneurs	Change agents who see opportunity where others see challenge and are working to create systems-level transformation.	Various
Social Innovation & Entrepreneurship	Social Innovation & Entrepreneurship is both of field of study and a human-centered process of addressing social and environmental problems at a systemic level using innovative approaches that are empowering, impactful, sustainable, and scalable.	Bruce Manciagli
Social Innovation & Entrepreneurship	Social innovation & entrepreneurship is an interdisciplinary approach to creating systems-level change that applies the best thinking and practices from across the nonprofit/civic, private, and public sectors. It aims to address a complex problem or “unjust equilibrium” through which the value created is targeted primarily to a segment of society experiencing marginalization or to society as a whole. This approach includes: • Understanding a social/environmental problem through a lens of empathy, including its social, political, economic, cultural, environmental, and personal dimensions. • Identifying an opportunity; ideating, testing, and refining an innovative, impactful, and systemic approach to the problem through a human-centered process that is iterative and collaborative; and ensuring that its social value proposition is realized for the key stakeholders. • Implementing and scaling that approach or social innovation through a sustainable social impact model—via a mission-driven, triple bottom line-focused organization or partnership such as a social enterprise, high-impact nonprofit, socially-responsible business, or cross-sector/collective impact initiative.	Bruce Manciagli This definition draws upon key concepts from the seminal literature in the field, particularly articles by Dees; Martin & Osberg; and Phills Jr., Deiglmeier, & Miller, as well as Human-Centered Design, Social Innovation Framework, and Design Thinking material from IDEO and others.

Key Differences Between Social Entrepreneurship & Commercial Entrepreneurship	Social entrepreneurship is not inherently more “virtuous” than commercial entrepreneurship because they both solve problems within society. It is the types of problems they set out to address, however, that defines a key difference between the two. Commercial entrepreneurs address problems and opportunities for which the competitive marketplace does a good job of assessing value. Social entrepreneurs, on the other hand, aim to address the types of problems that the marketplace is not effective at valuing, such as “market failures,” “wicked problems,” and “unjust equilibriums.” A second distinction is that the value created by commercial entrepreneurs is primarily distributed to owners, investors, and shareholders, whereas the value created by social entrepreneurs is targeted primarily to a segment of society experiencing marginalization or to society as a whole. A third key distinction is that for commercial entrepreneurs, financial net revenue/wealth creation is the primary criterion for measuring value creation, whereas for social entrepreneurs, mission-related social impact is the primary criterion for measuring value creation. Indeed, for social entrepreneurs, the social and/or environmental mission is what drives their work; revenue or economic value creation is in service to that mission.	Dees and Various
Social Enterprise	A social enterprise is a venture that applies market-based strategies that create ▪ social ▪ environmental and ▪ economic value and that uses economic value (generated revenue) to advance and sustain its social mission. A social enterprise is a mission-focused venture that applies market-based strategies (sells a product/service) to create: ▪ social value ▪ environmental value and ▪ economic value and that uses at least 50% of its economic value (generated revenue) to advance and sustain its social/environmental mission. A social enterprise may be set up legally as a nonprofit, for-profit, or hybrid entity. An organization that applies commercial strategies to maximize social impact rather than profits. An organization that has an economic, social, cultural or	Various (including Manciangli)

	environmental mission aligned to public or community benefit, trade to fulfill their mission, derive a substantial portion of their income from trade, and reinvest the majority of their profit/surplus in the fulfillment of their mission” (Burkett, 2008).	
High-Impact Nonprofit	A high-impact nonprofit utilizes the following properties/strategies: ▪ Innovative, Systemic Approach to the Problem ▪ Measurable Impact ~ Accountability ▪ Sustainability ~ Leverages Resources in an Entrepreneurial Manner ▪ Scalable Model ▪ Strategic, Cross-Sector Partnerships	
Impact-Driven Business	An impact-driven business is a for-profit venture that applies market-based strategies to create share value and/or a triple bottom line: ▪ economic value ▪ social value ▪ environmental value While the creation of economic value for owners/shareholders/investors may be the primary criteria for decision-making, the business is intentional about, and places significant priority on, the creation of social and environmental value throughout its business model, which is made explicit in its vision, mission, and impact statements and institutionalized through its legal framework. For this assignment, the impact-driven business must come from one of the following directories: ○ Certified B Corporation: https://bcorporation.net/directory ○ Benefit Corporation: http://benefitcorp.net/businesses/find-a-benefit-corp ○ the Green Business Network: https://www.greenamerica.org/gbn/member-profiles	
Distinguishing Between Social Enterprise, Impact-Driven Business, and CSR	Both New Belgium Brewing Company and The Bark House are excellent examples of socially-responsible businesses. A social enterprise is established first and foremost to address a social/environmental problem. It strives to create value in how it operates, in the product/service it sells, and in how the revenue is used (net revenue is reinvesting in the mission). Decisions about growth, scaling, increasing revenue, etc. are made within the context of the mission – plans for growth should support the mission and not be made within the context of merely increasing revenue for its own sake (or for investors).	

	A socially-responsible business is established primarily to create economic value, but through a model that addresses the triple bottom line. SRBs are very intentional about their social missions – they are almost always reflected in their company missions (not just in a “social responsibility” tab on the website). They also seek to create value in how they operate and in the product/service they sell. Although some SRBs often direct a portion of their net revenue – sometimes substantial - towards the social mission, it is primarily directed to owners, investors, shareholders, etc. (which could also be beneficiaries in the case of a cooperative). To answer your question, yes – it’s possible to have an SRB that engages in grant making, etc. – these are just tools it might use to address its social mission. However, an SRB rarely would only be utilizing those tools – it will be addressing the mission powerfully through multiple methods (such as their business model, product/service, etc.). There are organizations that are very close to two organizational types represented on the hybrid spectrum – sometimes it’s hard to tell whether they’re one or the other without sitting in the board room or looking at annual reports/financials to see how bottom-line decisions are made and how they address the inherent tension (to varying degrees) that exists in truly addressing a triple bottom line. You can see that this framework is often not black and white. The important thing is that we understand the framework, are able to analyze an organization, and then justify why we would classify it a certain way.	
Triple Bottom Line	The consideration of how a business or model balances the creation of economic, social, and environmental value/impact. (Prosperity, Planet, People)	Various
Social Innovation	Social Innovation is a novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals.	James A. Phills Jr., Kriss Deiglmeier, & Dale T. Miller
Human-Centered Design or Design Thinking	<i>Human-Centered Design</i> (HCD) is a creative <i>approach</i> to problem solving. HCD is a process and a set of techniques used to create new solutions for the world. Solutions include products, services, environments, organizations, and modes of interaction. The reason this process is called “human-centered” is because it starts with the people we are designing for. The HCD process begins by examining the needs, dreams, and behaviors of the people we want to affect with our solutions. We seek to listen to and understand what they want. We call this the Desirability lens. We view the world through this lens throughout the design process. Once we have identified a range of what is Desirable, we begin to view our solutions through the lenses of Feasibility and	IDEO

	Viability. We carefully bring in these lenses during the later phases of the process. HCD will help you hear the needs of constituents in new ways, create innovative solutions to meet these needs, and deliver solutions with financial sustainability in mind.	
Empathy	The ability to understand and share the feelings of another. In the HCD process, it is about understanding the problem as deeply as possible within all of its dimensions (social, political, economic, cultural, environmental, and individual) from the perspectives and context of those who are experiencing the problem. This can be done through secondary research, interviews, focus groups, discussions, observation, immersion, surveys, etc. It is about understanding the users' needs, resources, constraints, and opportunities.	Various
Framing the Problem/Design Challenge	Defining the problem as an open-ended question that generates curiosity and as many ideas as possible; the question begins with "How might we...?"	Various
Ideate	To think of as many ideas as possible within a given time period to a design challenge by leveraging the creativity of a diverse group of individuals.	Various
Prototype	Prototyping is a methodology for making solutions tangible in a rapid and low-investment way. It's a proven technique for quickly learning how to design an offering right and for accelerating the process of rolling out solutions to the world. Prototyping is about building to think - whatever it takes to communicate the idea. Prototyping allows you to quickly and cheaply make ideas tangible so they can be tested and evaluated by others – before you've had time to fall in love with them. What is Prototyping? → BUILD TO THINK: Prototypes are disposable tools used throughout the concept development process, both to validate ideas and to help us generate them. Prototypes are a powerful form of communication and force us to think in realistic terms about how someone would interact with our concept. → ROUGH, RAPID, RIGHT: Prototypes are not precious. They should be built as quickly and cheaply as possible. → ANSWERING QUESTIONS: It is essential to know what question a prototype is being used to answer, whether about desirability, usefulness, usability, viability, or feasibility.	Various, including IDEO Human-Centered Design Create Guide
Test/Validate	To share your prototyped idea with potential users to get critical feedback on usability, adoptability, value, what works, and what doesn't.	Various

Iterate	To engage the human-centered design process repeatedly in order to continue to refine the idea/model and arrive at the best possible solution for the users/stakeholders.	Various
Creativity	Creativity is unleashing the potential of the mind to conceive new ideas.	Various
Innovation	Innovation, on the other hand, is completely measurable. Innovation is about introducing change into relatively stable systems. By identifying an <u>unrecognized and unmet need</u> , an organization can use innovation to apply its creative resources to Design an appropriate <u>solution</u> ...	Various
Desirability	<u>Will this solution fill a need?</u> A great place to start is by checking to see if the project is adding value to the world. <u>Will it fit into people's lives?</u> Understanding the people using our solution tells us how they live and in what way our solution supports or conflicts with their lifestyle and use cases. <u>Will it appeal to them? Will they actually want it?</u>	Various
Feasibility	<u>Is the technology (or resources) needed to power the design solution available or within reach?</u> Sometimes the goal is to create a new technology, but sometimes we need to work with what we've got. Determine what your goal is on this front early on. <u>How long will this take?</u> Is it realistic? <u>Can the organization actually make it happen?</u> During the convergent phase of the ideation process of a project, we have to look at questions of feasibility. A solution only works when the team can actually make it work in the long run.	Various
Viability	<u>Will the design solution align with the organization's long-term goals?</u> By understanding what the business wants to accomplish, we can focus our energy in the right direction. <u>Is the solution cost-effective?</u> <u>Is the solution sustainable? What will the return on the investment look like?</u> Measure the effort needed to execute on a solution with the potential payoff in terms of desired outcomes—whether they're financial, social impact-related, or some other quantifiable measure. If the investment far outweighs the benefits, it may be worth focusing on a different solution.	Various
Collective Impact	Collective impact occurs when organizations from different sectors agree to solve a specific social problem using a common agenda, aligning their efforts, and using common measures of success. This approach recognizes that large-scale, complex social change comes from better cross-sector coordination rather than from the isolated intervention of individual organizations. It acknowledges that substantially greater progress could be made in alleviating many of our most serious and complex social problems if	<u>FSG</u>

	nonprofits, governments, businesses, and the public were brought together around a common agenda to create collective impact. The five conditions of collective success are: ▪ Common Agenda ▪ Shared Measurement Systems ▪ Mutually-Reinforcing Activities ▪ Continuous Communication ▪ Backbone Support Organizations	
Systems Thinking	The first step to solving an intractable social problem is to understand the system in which it sits. If you don't, you might find yourself investing in a solution that is ineffective, takes more time or resources to implement, or even makes a problem worse. To reduce the global incidence of HIV, for example, global health leaders must look beyond developing treatments for symptoms; they must address patients' access to health services, and how culture, economics, and politics affects who benefits in the current system. Taking in the bigger picture—what many of us in the social sector call systems thinking—requires that we understand a system's many stakeholders, how they interact, and what influences them. Systems thinking means understanding the web of interrelations that create complex problems and rethinking assumptions about how change happens.	https://ssir.org/articles/entry/three_keys_to_unlocking_systems_level_change

Bruce Manciagli
Social Entrepreneur in Residence
COSSPP, Florida State University

Updated: July 7, 2020



FLORIDA STATE UNIVERSITY
COLLEGE OF SOCIAL SCIENCES & PUBLIC POLICY
INTERDISCIPLINARY SOCIAL SCIENCES



JIM MORAN SCHOOL
OF ENTREPRENEURSHIP

Bali Social Innovation & Entrepreneurship Immersion: A Human-Centered Approach to Wicked Problems

ISS 4931 & ENT 4934 ~ 6 credits

Summer 2019 ~ June 10 – July 8
Bali, Indonesia

INSTRUCTOR:

Bruce Manciangli
Director, Social Innovation & Entrepreneurship @ FSU
Social Entrepreneur in Residence
College of Social Sciences and Public Policy
Faculty, Jim Moran School of Entrepreneurship
Program Leader, Bali SIE Immersion; FSU International Programs
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COURSE DESCRIPTION:

With its magnificent forested volcanoes, iconic terraced rice fields, teeming coral reefs, and ubiquitous temples, Bali earns its nickname as the “Island of the Gods.” While its ancient Hindu culture continues to thrive, Bali is also a hotbed of impact entrepreneurship. This blend of tradition and innovation offers profound lessons for addressing today’s global challenges. Students will deepen their understanding of social and environmental issues within the context of a developing economy, while gaining perspective on how social entrepreneurship can be an effective, sustainable approach to addressing problems.

This dynamic four-week program provides students with an immersive understanding of social innovation & entrepreneurship (SIE) through a highly-interactive exploration and application of theory and methods. The group travels to several locations around Bali to study the following social/environmental issues through site visits, talks with community and academic leaders, hands-on case studies, action research, and other immersion experiences:

- Poverty & Economic Empowerment
- Environment & Sustainable Development
- Community & Global Health

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The group also explores how these issues intersect with each other and examine them through the lenses of the following themes:

- Women & Gender
- Traditional & Modern
- Leadership & Community
- Formal, Non-Formal, & Informal Education

Florida State University has partnered with the Bali Institute, which specializes in cultivating global leadership for the common good through experiential learning and cultural immersion in Bali. The Bali Institute has long-standing ties with Balinese leaders, organizations, initiatives, and communities that provide exceptional learning experiences tailored to the program's learning objectives. The instructor (Director of Social Innovation & Entrepreneurship at FSU) and the president of the Bali Institute spent two years collaborating on the design of this unique program before it was launched in Summer 2018.

OVERVIEW OF THE ITINERARY

DAY(S)	CONTENT/ACTIVITIES	LOCATION	LODGING
Day 1	▪ Airport pickup ▪ Welcome Dinner & Performance	Peliatan	Family Homestay
Days 2-8:	▪ Cultural Immersion: (includes Bali history lesson, basic Indonesian language lesson, scavenger hunt, rice fields edible plants walk, hands-on cultural workshop, Balinese art & history museum, examples of community leadership, temple visit and ceremony, dinner with the Prince of Peliatan at the Royal Palace, Legong performance) ▪ Site Visits: to compelling examples of social enterprises, high-impact nonprofits, and impact-driven businesses	Peliatan, Ubud and Surrounding Communities	Family Homestay
Days 9-12	Immersive SIE Case Study #1: ▪ Visit Pemuteran's innovative & internationally-recognized coral reef restoration project, "BioRock," an outstanding example of collective impact ▪ Study this community-driven, cross-sector conservation & economic development initiative through engagement with the social innovation catalysts, local leaders, and other community stakeholders (including local business owners, guides, hotel staff, fishermen, tourists...) and snorkeling both the BioRock Reef as well as a spectacular intact reef off of Menjangan Island	Pemuteran	Family-Owned Bungalows
Days 13-14	Begin Social Innovation Sprint: ▪ Meet Balinese Undiksha University students in Singaraja	Singaraja	Local Inn

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	▪ Cross-cultural exchange and team-building ▪ Form FSU/Undiksha intercultural, issue-focused teams and begin research on issues ▪ In teams with Balinese students, participate in a social innovation “sprint” to learn about and outline strategies to address local challenges, with initial plans funded through mini-grants and supported locally		
Days 15-17	Immersive SIE Case Study #2: ▪ The FSU/Undiksha group visits award-winning social enterprise, East Bali Cashews, based in a community of rural villages on the slopes of Mount Batur volcano. ▪ The student teams stay within a short hike of the villages and factory, visit the East Bali Cashews factory, harvest Rosella (another valuable crop), hike the surrounding area as part of our empathy-building, and engage with members of the local community	Desa Ban	Thatched Bungalows at East Bali Immersion
Days 18-20	Complete Social Innovation Sprint: ▪ Field research ▪ Develop Social Impact Models ▪ Develop Implementation Plans ▪ Presentations	Singaraja	Local Inn
Days 21-23	Rest & Relaxation: ▪ Sunrise boat ride & snorkeling over shipwreck ▪ Group activities ▪ Free time for exploration and completing final assignments	Amed	Local Eco-Hotel
Day 24	Final Site Visit and Class	Ubud	Local Inn
Days 25-27	Free Days: Free time for exploration, small-group trips, and completing final assignments	Ubud and Around Bali & Neighboring Islands	Varies
Day 28	Final Reflection & Farewell Dinner	Ubud	Local Inn
Day 29	Drop-Off at Airport		

LEARNING OBJECTIVES:

Upon successful completion of this six-credit, interdisciplinary course, students will have demonstrated the following learning objectives across these six domains:

Foundational Knowledge

- Discuss the basic frameworks used to understand the emerging field of Social Innovation & Entrepreneurship and the promise (and challenges/limitations) it holds for addressing social and environmental problems.
- State best practices in the methodology for innovating and implementing a solution to a social or environmental problem within its sociocultural/environmental context and articulate why those practices are so essential.
- Discuss the significance of collective impact and how actors within and across communities and the public, private, and independent/civic sectors are creating social impact and helping to define, shape, and evolve the field of social innovation & entrepreneurship.
- Define Human-Centered Design, explain why it emphasizes a “problem first” approach rather than “idea first,” and describe how and in what context it can be an important tool/methodology for developing effective social innovation that helps address complex problems.

Application

- Analyze a contemporary social or environmental issue.
- Demonstrate the ability to write a persuasive argument on a contemporary social/political issue.
- Assess the strengths in a discussion of issues related to Social Innovation & Entrepreneurship.
- Illustrate the relationship of concepts or theories of social science to an area of social policy.
- As an integral member of a team, conduct relevant secondary research on an issue, develop a set of interview and focus-group questions to better understand an issue from the perspective of community stakeholders, and conduct effective interviews.
- In collaboration with team members and community stakeholders, demonstrate the ability to effectively ideate innovative solutions to a defined problem; prioritize those ideas; and prototype, test/validate, and iterate on the solution.
- Effectively present a prototyped solution to community stakeholders and incorporate feedback into the design of the solution.

Integration

- Adopt an interdisciplinary perspective on social and environmental problems and explain the effectiveness and challenges/ineffectiveness of different approaches to addressing them. Explain what interdisciplinary means with the context of relevant disciplines, including the social sciences, and analyze and explain the interdisciplinary and interrelated nature of the issues studied in Bali.
- Explain why it's imperative that social impact models are holistic and are designed to drive systemic change within social systems.

Human Dimensions & Caring

- Demonstrate empathy, curiosity, teamwork, creativity, and intercultural skills when working with community stakeholders, collaborating with Balinese students, and learning from Balinese leaders.

- Demonstrate the competencies and attributes that are critical to success as a social innovator and entrepreneur: leadership, optimism, grit, resilience, perseverance, self-awareness, and other aspects of emotional and social intelligence (in addition to those listed above).
- Articulate and demonstrate an increased sense of confidence in their own efficacy as they connect theory to practice, apply what they have learned, and help create social value while learning to balance this self-assurance with a sense of humility and a collaborative approach.
- Self-report a stronger sense of purpose and commitment to serving society and addressing urgent social and environmental issues.

Learning How to Learn

- Demonstrate an enhanced ability to ask meaningful, critical questions and self-report becoming a stronger self-directed learner.

COURSE READINGS:

There are no required texts to purchase for this course. Course readings will draw from a diversity of related literature and will be available through Canvas or internet links. It is the student's responsibility to access those readings.

PROFESSIONALISM:

Our class will engage with a diverse set of individuals, organizations, and communities during this program. It is essential for every individual on the team to act with the highest level of professionalism, empathy, and integrity and to stay true to the principal that we are learning and designing with rather than for our partners.

COURSE REQUIREMENTS & ASSIGNMENTS:

The total possible points a student may earn is 200, which are broken down based on the activities and assignments outlined below.

1. Pre-Program Readings and Reflection (5 points ~ 2.5%)

Canvas; Individual Assignment

Due: June 9, 6pm (Bali time)

2. Program Participation (80 points ~ 40%)

In Person; Individual Assignment

Full attendance and informed participation in all program activities and discussions are expected and are an essential component for making this program successful and productive for everyone, including our community partners and stakeholders. Of the 80 total available points for participation, 40 points are devoted to the frequency and quality of each student's contributions to discussions, group reflections, activities, and field work and 40 points are devoted to attendance. Each unexcused absence from any scheduled program activity will result in a loss of 20 points. A student who has an unexcused absence must meet with the instructor to discuss his/her situation and how they will engage throughout the remainder of the program.

3. Facilitation of Group Discussion/Reflection (10 points ~ 5%)

In Person; Pair Assignment

Due: Varies by Student Pair (See Table Below)

Each pair of students will prepare a set of guiding questions and facilitate a group discussion/reflection that draws out insights and ties together key themes from the readings, site visits, cultural experiences, talks, community engagement, and/or immersive case studies. Each pair will be assigned a specific date/time and area of focus at least 2 days before their facilitated discussion.

4. Blog & Instagram Posts (10 points; 2.5 points each ~ 5%)

SIE Blog Site and Instagram Account; Individual Assignment

Due: First Blog and Instagram Posts by June 21; Second Blog and Instagram Posts by July 2.

Blog Post: Each student will submit two blog posts to the SIE.FSU Blog Site that serve as a personal reflection on your experience. Each post should be 300-500 words, include at least one photo, and address the cultural, academic, and experiential content we are engaging through the program.

Instagram Post: Each student will email/text the instructor a photo (or set of up to 4 photos) that represents an issue/lesson/theme that s/he finds compelling and that relates to the program.

Along with the photo(s), the student will include a caption of 25-50 words that gives the reader insight into what is represented in the photo.

5. Written Reflections (45 points ~ 25%)

Canvas; Individual Assignment

Due: See Below

Each student will submit two reflections using the templates provided. The reflections will include both personal and substantive/analytical responses to the readings, site visits, immersive case studies, talks, group discussions, and experiences.

Reflection	Due Date
Reflection 1 (20 points):	June 19, 5pm via Canvas
Final Reflection (25 points):	July 7, 12pm (noon) via Canvas

6. Immersive Case Study 1 (20 points ~ 10%)

In Person & Canvas; Small Group Assignment

Due: June 21; 11:59pm

One person in each group will submit the following items combined into one PDF file on Canvas:

- Stakeholder Interview Questions (Draft questions due June 14am) (5 points)
- Field Research Notes (these can be a scanned copy or photo of written notes or a digital copy of typed notes incorporated into the PDF file) (5 points)
- Group Reflection Using the Required Template (1.5 – 2 single-spaced pages not including instructions) (20 points)

7. Social Innovation Sprint (30 points ~ 15%)

In Person & Canvas; Small Group Assignment

Due: June 22 - 29

7A. Human-Centered Design Sprint Process

- Secondary Research of the Issue (Include Sources)
- Design Challenge
- Field Work/Field Research
- Ideation
- Developing the Model
- Prototyping/Validating/Iterating
- Collaboration

7B. Final Proposal and Presentation (Use Required Templates)

Due: June 29; 8am

COURSE GRADING:

Based on 200 total points. No extra credit will be given.

A = 93-100%	C = 73-76%
A- = 90-92%	C- = 70-72%
B+ = 87-89%	D+ = 67-69%
B = 83-86%	D = 63-66%
B- = 80-82%	D- = 60-62%
C+ = 77-79%	F = below 60%

(Decimals of “.5” or higher will be rounded up.)

WRITTEN ASSIGNMENTS:

Students are expected to present solid content and convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Proper citations will be expected for all material that is taken directly or paraphrased from another source. **Papers should be typed and use one-inch margins and 12-point Times New Roman font.**

Required length of papers mean full pages of text, not half of a page dedicated to cover page items or one sentence at the top of a page. Be sure to proofread all written assignments prior to turning them in.

All written assignments must be submitted via Canvas (unless noted otherwise in the syllabus) by the due date/time. Those documents that the syllabus states should be emailed to the instructor should be named as follows: “Last name of person emailing the document-BaliAssignment#.”

LATE ASSIGNMENTS:

Assignments that are received within 24 hours after the submission deadline will automatically lose 10% of the eligible points. Assignments submitted more than 24 hours late up to 48 hours will automatically lose 20% of eligible points. Assignments submitted more than 48 hours late up to 72 hours will automatically lose 30% of eligible points. **No assignments will be accepted more than 72 hours late.**

Extensions may be a possibility, but only if discussed BEFORE the due date. Extensions on or after the due date will not be an option, unless for a documented, excused situation, such as a medical need or family emergency. Slides should have a title page that includes each team member’s full name.

CLASS PHILOSOPHY & EXPECTATIONS:

Learning is an active process, with the instructor and students having a strong responsibility to one another. We learn by listening, reading, thinking, doing, and speaking – in other words,

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actively participating in the full learning process. I assume you will show up to class and program activities on time and prepared to fully engage in class activities and discussions.

USE OF PERSONAL DEVICES IN CLASS:

Cell phones must be on silent during class and no calling or texting will be allowed. Students may only use laptops or electronic devices for taking or reviewing notes, viewing websites that are being discussed in class, or reviewing readings in electronic format. The policy on the use of electronic devices may be changed if their intended use is being abused in the classroom.

UNIVERSITY ATTENDANCE POLICY:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

ACADEMIC HONOR POLICY:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "... be honest and truthful and ... [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>).

AMERICANS WITH DISABILITIES ACT:

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center, 874 Traditions Way, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

sdrc@admin.fsu.edu

<http://www.disabilitycenter.fsu.edu>

SYLLABUS CHANGE POLICY:

“Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice”

FREE TUTORING FROM FSU:

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options at <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

FACILITATION TEAMS:

Team Members	Facilitation #
Sofie, Sam	1
Morgan, Kayla	2
Lucas, Nikki	3
Chase, Angelina	4
Tristan, Jena	5
Bruna, Blake	6
Kaylee, Charlie	7
Tonya, Jade	8

READINGS:

Pre-Program:

Reading	Key Issue/Theme	Due Date	Facilitation Group
James (National Geographic June/July 2013) That Old Bali Magic	Bali; Culture	June 9, 6pm, Bali Time	N/A
Bali Subak/ Communal Leadership from the Bottom Up Inspired Bali	Bali: Leadership & Community	June 9, 6pm, Bali Time	N/A
Dees (2001) The Meaning of Social Entrepreneurship	Overview of SIE	June 9, 6pm, Bali Time	N/A
Martin & Osberg (2007 SSIR) SE-The Case for Definition	Overview of SIE	June 9, 6pm, Bali Time	N/A

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Martin & Osberg (Oct 2015 HBR) How Social Entrepreneurs Make Change Happen	Overview of SIE	June 9, 6pm, Bali Time	N/A
Phills et al (SSIR Fall 2008) Rediscovering Social Innovation	Overview of SIE	June 9, 6pm, Bali Time	N/A
Melinda Gates (Gates Foundation June 2013) 5 Questions for Tostan's Molly Melching Impatient Optimists	Women & Gender	June 9, 6pm, Bali Time	N/A
Salovaara et al (SSIR Feb 2014) Women, Prosperity, and Social Change in India	Women & Gender	June 9, 6pm, Bali Time	N/A
Repko et al (Sage Publications) Chapter 1 Introduction to Interdisciplinary Studies	Interdisciplinarity	June 9, 6pm, Bali Time	N/A

June 11-18:

Reading	Key Issue/Theme	Due Date	Facilitation Group
Threads of Life Website	Site Visit: TOL	Thursday, June 13, by 7am	Bruce, Gaby <i>(Class on June 13 at Milk & Madu)</i>
Threads of Life Video/Newsletter	Site Visit: TOL	Thursday, June 13, by 7am	Bruce, Gaby
Review “About” Tab on Kopernik Website Briefly Review Kopernik Annual Report 2017	Site Visit: Kopernik	Friday, June 14, by 9:30am	Group 1 <i>(Class on June 14 at Madra)</i>
Prabhu (SSIR April 2017) Solving Big Social Problems by Thinking Small	HCD, BoP, First/Last Mile, and Appropriate Technology	Friday, June 14, by 9:30am	1
Datar et al. (SSIR Winter 2008) In Microfinance, Clients Must Come First	Client-Centered; Holistic, Wrap-Around Supports	Friday, June 14, by 9:30am	1
Fair Future Foundation Brochure	Site Visit: FFF	Friday, June 14, by 4pm	2 <i>(Class on June 16 at Madra)</i>
Bumi Sehat Website	Site Visit: Bumi Sehat	Saturday, June 15, by 8am	2

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Denend et al (SSIR Spring 2014) Meeting the Challenges of Global Health	Issue Area: Community & Global Health	Saturday, June 15, by 8am	2
Kate et al (Environment April 2005) What is Sustainable Development	Issue Area: Environment & Sustainable Development	Sunday, June 16, by 8am	3 <i>(Class on June 16 at Madra)</i>
Vanderbilt (NYT Nov 13 2017) The School Prepping for Apocalypse	Education; Cultivating/Preparing Changemakers	Sunday, June 16, by 8am	3
Green School Bali - High School Curriculum Overview (Briefly Review)	Education; Cultivating/Preparing Changemakers	Sunday, June 16, by 8am	3
ROLE Foundation Website (Be sure to look through their programs, including Bali WISE)	Site Visit	Monday, June 17, 7am	N/A
Alkire et al (July 2010) OPHI Multidimensional Poverty Index Brief	Issue Area: Poverty & Economic Empowerment	Tuesday, June 18, by 8:30am	4 <i>(Class on June 19 at Taman Sari)</i>
Porter et al (2017) Executive-Summary-of-the-2017-Social-Progress-Index-Findings-Report	Issue Area: Poverty & Economic Empowerment	Tuesday, June 18, by 8:30am	4

June 19-24:

Reading	Key Issue/Theme	Due Date	Facilitation
Chaille (Global Envision Jan 21 2009) Indonesia's Coastal Economy is on the BioRocks	Immersive Case Study 1: Pemuteran Bio Rock	Wed, June 19, by 8:30 am	5 <i>(Class on June 19 at Taman Sari)</i>
UNDP (2013) Pemuteran Bay Coral Protection Foundation - Equator Initiative Case Study	Immersive Case Study 1: Pemuteran Bio Rock	Wed, June 19, by 8:30 am	5
Kania & Kramer (SSIR Winter 2011) Collective Impact	Immersive Case Study 1: Pemuteran Bio Rock	Wed, June 19, by 8:30 am	5
Defining SIE – Manciangli	Immersive Case Study 1: Pemuteran Bio Rock	Wed, June 19 (read in class activity)	Bruce, Gaby

Brown & Wyatt (SSIR Winter 2010) Design Thinking for Social Innovation	Human-Centered Design; Social Innovation Sprint	Thurs, June 23, by 8:30am	6 <i>(Class on June 23 at Undiksha)</i>
Stairs (Design Observer 08-20-07) Why Design Won't Save the World	Human-Centered Design; Social Innovation Sprint	Thurs, June 23, by 8:30am	6
Budisatrijo (BBC News Nov 2014) Bali cashew factory changes villagers' fortunes	Immersive Case Study 2: East Bali Cashews	Mon, June 24, 7:30am	7 <i>(Class on June 24 at EBI)</i>
BMIS Case Study - East Bali Cashews	Immersive Case Study 2: East Bali Cashews	Mon, June 24, 7:30am	7
Avcal.com-Building Better Business - East Bali Cashews	Immersive Case Study 2: East Bali Cashews	Mon, June 24, 7:30am	7
NUS-Lee Kuan Yew School of Public Policy - Promoting Development Through a Social Enterprise in Bali	Immersive Case Study 2: East Bali Cashews	Mon, June 24, 7:30am	7

July 3-7:

Reading	Key Issue/Theme	Due Date	Facilitation
Review HUBUD's website: <u>https://hubud.org</u>	Cultivating Ecosystems that Support SIE	Wed, July 3 by 1pm	8 <i>(Class on July 3 at Hubud)</i>
Review Outpost's website: <u>https://www.outpost-asia.com</u>	Cultivating Ecosystems that Support SIE	Wed, July 3 by 1pm	8
Feld (2012) Excerpt from Startup Communities	Cultivating Ecosystems that Support SIE	Wed, July 3 by 1pm	8
Gergen (2013) A Community-Based Approach to SIE Development	Cultivating Ecosystems that Support SIE	Wed, July 3 by 1pm	8
Review Designing Your Life Website: <u>https://designingyour.life/the-book/</u>	Life Entrepreneurship	Sunday, July 7, by noon	Bruce/Gaby

Watch Ted Talk: <u>https://www.youtube.com/watch?v=SemHh0n19LA</u>			<i>(Class on July 7 at Nuriani's)</i>
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BALI SIE IMMERSION - SAMPLE:
STUDENT INSTAGRAM "TAKEOVERS"
STUDENT BLOG POSTS
STUDENT TESTIMONIALS

During the program, students were responsible for two posts on the official SIE Instagram account and two blog posts on the SIE website as one of the many ways we facilitated reflection and to share their insights with our Social Innovation & Entrepreneurship community.

As part of our social innovation sprint with local university students, our group ventured out into the community to conduct interviews. Knowing our mission, our "bemo" driver offered to take us to his village and introduced us to his neighbors, who were also new parents to twins. Before we knew it, the whole village had surrounded us and the babies were placed in our arms. We were invited into a simple house and learned this sweet couple's story. Not only did we get great insights into our research about non-formal education in Bali, but we had an unforgettable experience, truly immersed in the culture. It just goes to show how language or cultural barriers can be so easily crossed by genuine hospitality and kindness.

*SIE Bali Immersion Takeover ~
Hannah King*



This might just look like someone's hands harvesting some cashews, but it was part of something much bigger - East Bali Cashews! Minos, one of the interns at EBC and whose hands are pictured, taught us about what makes cashews thrive in this oh-so dry region and, in turn, how cashew farming and this social enterprise empower the local people. Such holistic social impact models can be critical to last-mile communities such as Desa Ban. By processing the raw cashews in the same community they're grown, these cashews become a delicious and powerful opportunity for its 400+ employees. So grateful to have had such an intimate look into East Bali Cashews!

*SBCE Bali Immersion Takeover ~
Elaine Mae Ignacio*



Here at East Bali Cashews award-winning social enterprise, workers with children are provided a safe space for their kids to learn, grow, and be nurtured while their parents can earn a steady income. Not only do they provide childcare, East Bali Cashews assures all workers, particularly women, can sustain a livelihood by providing health insurance and opportunities to move up the ladder with scholarships and managerial trainings.

*SBCE Bali Immersion Takeover ~
Sofia Villamizar*



The community here is close-knit and extremely passionate about their efforts in environmental and sustainable development. During the heaviest rains, lasting from December through January, the rivers in the mountains often overflow. Sediment as well as chemicals and debris picked up by water flooding the roads can wash into the sea, disrupting coral growth. Above is a photo of a system developed by the community to help guide the flow of water from the mountains out into the sea, which is especially helpful in the rainy season. This helps to ensure a more direct path for the water, offering an outlet to help combat flooding within the village and lessen the pollutants picked up by runoff.

*ISE Bali Immersion Takeover ~
Mackenzie Clark*



Visiting the R.O.L.E. Foundation in Bali was a very impactful experience. We learned about so many sustainable methods that anyone can practice at home - from making recycled paper and soap, to composting. We discussed the harmful effects that plastic waste and certain fishing methods have on marine life. Practicing and enforcing sustainable methods are critical to protecting our world and future generations. We should not be overwhelmed by the challenge these issues present, but rather, let it motivate us to create and implement systemic change.

*ISE Bali Immersion Takeover
Nicole Ferrara*



Our time with Undiksha University students was in a word, awesome. Not only did we have the chance to collaborate on some really pressing issues, we had the opportunity to bond so deeply at East Bali Immersion. We looked up at the stars each night, played games, hiked, and laughed together. I'm forever thankful for my new friends and can't wait to come back and visit again soon...

*L&E Bali Immersion Takeover ~
Jena Whitesman*



These photos were taken at the Agung Rai Museum of Art, which exists to help sustain the traditional Balinese culture. These pictures represent the uniqueness of the art culture here in Bali, as well as the efforts to preserve tradition through education.

*L&E Bali Immersion Takeover ~
Morgan Dake*



MORE THAN WHAT MEETS THE EYE

By Denise Lipman
Summer 2018



Looking at the beautiful scenery and landscapes in Bali, it's easy to overlook the drama that ensues beneath the surface. We've spent two weeks on this amazing island, and we've only scratched the surface of this rich culture that is so interconnected with its environment, its people, and its purpose. Perhaps one of the most painfully difficult things to learn about throughout the past few days was the sheer degree of coral bleaching that is occurring off the coast of Pemuteran. After learning so much about the story of Biorock technology and its impacts on the local people, I was very eager to see all the coral that would be thriving underneath the surface. Much to my dismay, although snorkeling was such an amazing experience, it dawned on me that what I was experiencing was not what was pictured only a few years ago. Upon interviewing the stakeholders, we later realized that although tourism may have contributed to the degradation of these Biorock coral ecosystems, it was more runoff from the island during heavy rain seasons that brought large amounts of sediment that damaged the coral. Throughout the entirety of this trip, the deeper you try to understand a topic, the more questions it creates. We learned about the Biorock story and through a different perspective, the degradation of coral is a symptom of the larger social problem of poverty that people face. Look at it from another perspective, and it's another consequence of the rise of global warming. Overall, the more you begin to unravel the stories that these images begin to tell, the more you realize that everything is in its entirety connected to everything else in this world. There is such a deep connection of the environment, the culture, and the people, that to begin to understand it, you must dive so deep and learn so much to truly start to appreciate what is around you.



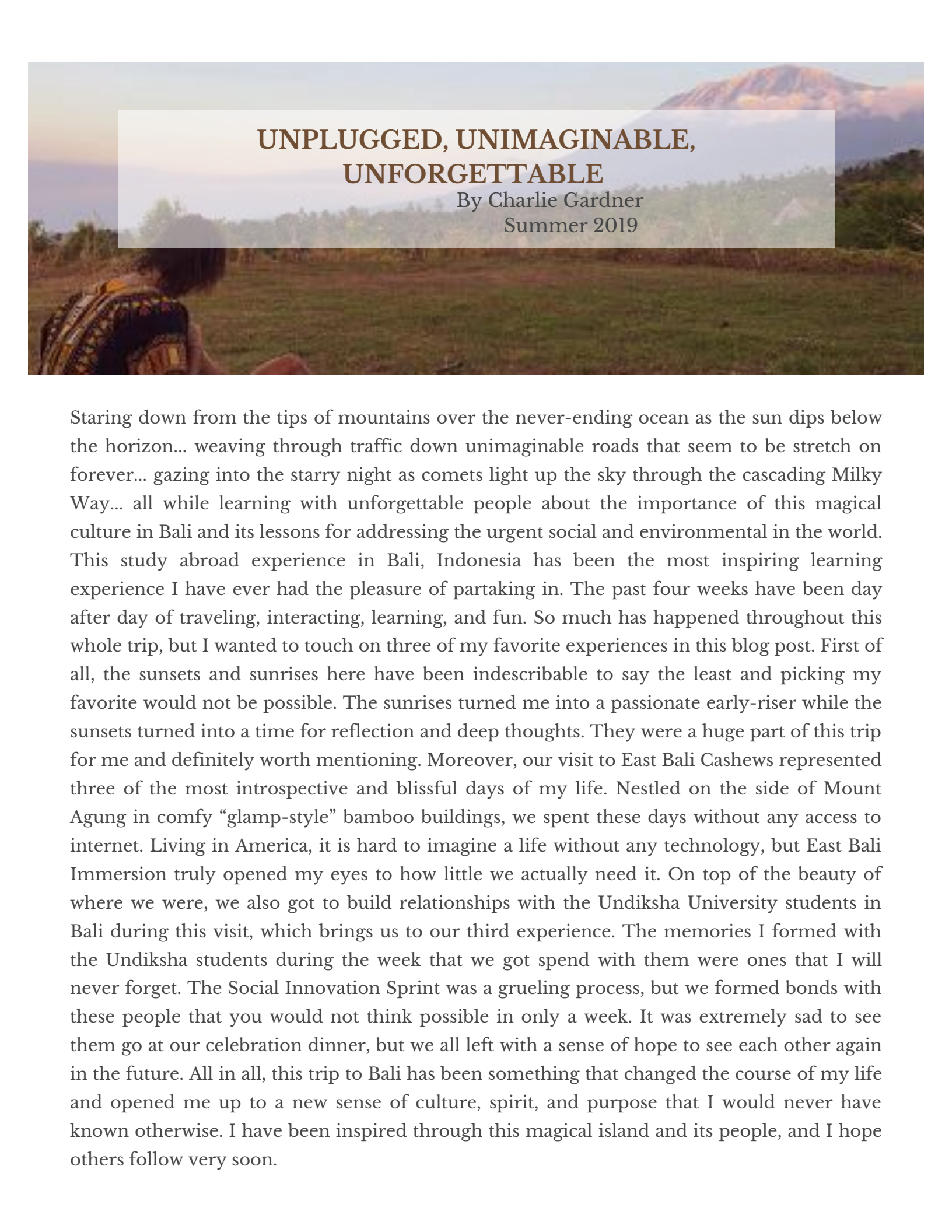
EVERY MOMENT

By Morgan Dake
Summer 2019

Twelve days ago, I got off of a plane in Bali, Indonesia with high expectations for what my semester abroad would deliver. However, 12 days ago I had absolutely no idea that the opportunity to learn would extend so far beyond the small circle of our class discussions. Up to this point, although I have had overwhelmingly positive experiences with the people I've met, the non-profits I've visited, and the time I've spent getting to know the Balinese culture, it wasn't until visiting the PKP Women's Center that first week of the program that my perspective shifted in a way that profoundly influenced me and my experiences. I'm really keen on the idea that everything happens for a reason; attempting to find the good in all situations is what fuels me to keep looking forward. The PKP Women's Center was built from the ground up by a woman who chose to do just that. In her worst seasons of life, she managed to find her purpose. The Women's Center exists in Bali to serve as a safe environment for marginalized women as well as children with special needs to come together to learn, encourage each other, and establish independence. It was here that I was introduced to the mission of the Center:

“EVERYBODY is a teacher, EVERY PLACE is a school, EVERY MOMENT is a lesson in time.”

These three insights brought to life my person philosophy and have had a formidable impact on the way I have experienced these first 12 days in Bali. I think that it can be really easy to get lost between the studying aspect and the abroad aspect of a program. For me, absorbing these words has allowed me to make the absolute most of my time studying abroad. While the scheduled site visits, case studies, and discussions have provided me with copious knowledge on the field of Social Innovation and Entrepreneurship, the “in-between” moments have instilled me with knowledge that goes beyond what you can learn from a textbook. On top of the course material, the conversations I've had, the relationships I've built, and the moments we've shared have proven to be the greatest lessons of all.

The background image is a scenic view of a tropical landscape. In the foreground, a person is seen from the back, wearing a patterned sarong. The middle ground shows a lush green field. In the background, a large, rugged mountain rises against a hazy sky. The overall tone is warm and serene.

UNPLUGGED, UNIMAGINABLE, UNFORGETTABLE

By Charlie Gardner
Summer 2019

Staring down from the tips of mountains over the never-ending ocean as the sun dips below the horizon... weaving through traffic down unimaginable roads that seem to stretch on forever... gazing into the starry night as comets light up the sky through the cascading Milky Way... all while learning with unforgettable people about the importance of this magical culture in Bali and its lessons for addressing the urgent social and environmental in the world. This study abroad experience in Bali, Indonesia has been the most inspiring learning experience I have ever had the pleasure of partaking in. The past four weeks have been day after day of traveling, interacting, learning, and fun. So much has happened throughout this whole trip, but I wanted to touch on three of my favorite experiences in this blog post. First of all, the sunsets and sunrises here have been indescribable to say the least and picking my favorite would not be possible. The sunrises turned me into a passionate early-riser while the sunsets turned into a time for reflection and deep thoughts. They were a huge part of this trip for me and definitely worth mentioning. Moreover, our visit to East Bali Cashews represented three of the most introspective and blissful days of my life. Nestled on the side of Mount Agung in comfy “glamp-style” bamboo buildings, we spent these days without any access to internet. Living in America, it is hard to imagine a life without any technology, but East Bali Immersion truly opened my eyes to how little we actually need it. On top of the beauty of where we were, we also got to build relationships with the Undiksha University students in Bali during this visit, which brings us to our third experience. The memories I formed with the Undiksha students during the week that we got spend with them were ones that I will never forget. The Social Innovation Sprint was a grueling process, but we formed bonds with these people that you would not think possible in only a week. It was extremely sad to see them go at our celebration dinner, but we all left with a sense of hope to see each other again in the future. All in all, this trip to Bali has been something that changed the course of my life and opened me up to a new sense of culture, spirit, and purpose that I would never have known otherwise. I have been inspired through this magical island and its people, and I hope others follow very soon.



PASSION INCUBATOR

By Gaby Scott
Summer 2018

“The most powerful weapon is the human soul on fire.”

Seventeen American university students traveled to Bali this summer with various desires, dreams, and goals for this trip. No matter what brought us here individually, I believe we might all be leaving this incredible island with a little more passion in our lives. Passion about our paths in life, our friends, the world we share, and our potential for positive change. I don't think we can think of our journeys here as coming to a conclusion. I believe this is just the beginning for us. Whether we already have a social enterprise, are just now learning about the field of social innovation & entrepreneurship, or just have an inkling of what we want to do with our path as innovators, I think not one of us is leaving this trip without knowing that we do indeed have the capacity to catalyze change in the world. If there is one thing that every innovator left with us in all of our numerous site visits and interactions is that change begins when we decide to make it happen. There is no perfect moment to start creating positive change in the world. The world's issues will not take a day off. Unjust equilibriums will not adjust themselves. Disadvantages will not become advantageous and the disenfranchised will not be spoken for unless we make the decision to do so. I will no longer question my ability to be vessel of positive change. Whether some of us become Ashoka Scholars and some of us simply swear off plastic straws, we've all been bestowed with the encouragement from those who have made it work before us. Flying across the globe and learning from Changemakers touches you as a young person wanting do this. I know our journeys will not be simple or without disappointment, but the sooner we fail, the sooner we may succeed. Bali has made warriors out of these seventeen Americans. Before this trip, we were passionate about changing the world but had yet to find the way in which we would accomplish this lofty goal. We were unbridled and a little inexperienced, but Bali has concentrated our passions. I've seen how this voyage has centered our energy and our belief in ourselves as vessels of positive change. Bali has become a passion incubator for all of us on this trip. It has given us the environment to mold and grow in such a short period of time that I have no doubt we will turn into diamonds under pressure when it comes to it. Bali has made me believe in myself and my generation as the next great wave of positive influence in the world. Bali was my passion incubator, and I am on my journey to finding myself as a social innovator.

GAINING MOMENTUM

By Tonya Shaw
Summer 2019



As we approach our final week here in Bali, my experience has been nothing short of transformative. Coming into this program, I had a personal goal to practice mindfulness as well as reflect deeply on my intentions and desires as I approach my final year at Florida State. At East Bali Immersion, I did just that as I was blissfully unplugged, no social media, no emails, no texts—just my thoughts to keep me occupied. I was tasked with learning how to be present and freely allow my thoughts, whether positive or negative, to surface. Overlooking the gorgeous mountains as the sun set, I have never encountered such peace and tranquility. Coming from a fast-paced lifestyle, I realized how little I take the time to enjoy the beauty that is in front of me. At East Bali Immersion, we had the chance to reflect deeply but also to continue exploring a societal issue in Bali that we could shed light on and possibly make even a modest contribution towards addressing. Working alongside the Undiksha University students, we quickly formed unbreakable bonds. We openly exchanged thoughts and opinions, learning from one another with the overarching desire to understand how together we might create systemic change in our communities. Our Social Innovation Sprint replicated that of a sprint in real life, where one must prepare, gain momentum, and lastly finish strong. To prepare, we had to immerse ourselves in the culture. This was done by building relationships, making conversation with local stakeholders, and learning and respecting their traditions and values. To build momentum, we gained insight into our focused issue while exploring in the streets of Bali, speaking to locals, government staff, nonprofit leaders, and any other stakeholders that could help us further understand the issue at hand. And lastly, we had to finish strong, combining our secondary research with our field research within a very limited time. Even when our energy was depleted, we pushed to the end, shedding light on important issues and inspiring future Changemakers to carry out systemic change.

BALI SIE IMMERSION: STUDENT TESTIMONIALS

This program was literally the most amazing thing I have done in my life.

Morgan Dake
Summer 2019

You know so well that this has been transformational for me...

Jade Jurski
Summer 2019

The impact we saw in 30 short days was enough inspiration for a lifetime of public service.

Ana Gabby Scott
Summer 2018

All in all, this trip to Bali has been something that changed the course of my life and opened me up to a new sense of culture, spirit, and purpose that I would never have known otherwise.

Charlie Gardner
Summer 2019

It is a shortcoming to simply say that this experience was life-changing. I could never put into words the amount of growth that this entire process has given me. Being immersed in such a rich culture and having hands-on experience in the world of social innovation & entrepreneurship was invaluable. I am so very humbled and grateful to have had this experience.

Lauren Moorefield
Summer 2018

Every day is designed to open the student's mind. Nearly every night I went to sleep saying to myself 'I cannot believe I just got to do that.'

Sean Pfeiffer
Summer 2018

I will also try to have a greater appreciation for everything I have and the opportunities I am presented. Not just because some people have so little, but because everything we did on this trip was such an incredible once-in-a-life time experience that I gained so much insight from. I feel like now I have a deeper level of understanding for the world, its people, and other cultures, and it opened up new and deeper layers of myself. This has been a completely life-transforming experience, and I am so lucky to have had this opportunity. I'll sleep on the floor of the forest with no AC or hot water if it means I can participate in this experience again.

Nikki Ferrara
Summer 2019

The opportunity for learning is infinite when there are so many resources to explore, versus only reading what authors or scientists want you to read about. I have felt this same feeling throughout our entire trip. Being able to talk directly to the founders or team members of social enterprises and nonprofit organizations and different impact initiatives shows the incredible passion that goes into every organization. I love being able to witness this passion and see an organization as more than solely their data; to discover and even experience the story that is behind everyone.

Kaylee Curry
Summer 2019

When I was signing up for this trip, I really had no clue what to expect. Being a Finance major, I have never taken a course in Social Innovation & Entrepreneurship and hardly had an idea of what the subject was about. I've learned so much about social entrepreneurship and social enterprises through an experience-based approach. This immersive experience, and particularly the Social Innovation Sprint with the Undiksha University students, has also reinforced how inexplicably complex life is. There are so many variables that go into every problem that it is easy to get overwhelmed. But if there's one thing I've learned so far from this program, it's that you just have to take it one step at a time. Figure out the problem you want to address and embrace all of its layers. In the end, however, this program offered invaluable experience, explained empathy, and exceeded my expectations in every aspect.

When I first signed up for this program, I was scared. Besides one other person, I didn't know anyone else going on the trip. I didn't know what the people would be like or if they would even like me. But now as the program comes to an end, the only thing I'm scared about is the idea of not seeing these people again, especially the Undiksha students.

Chase Silberbusch
Summer 2019



Template for Pre-Program Assignment: Reflection/Analysis of Readings & Themes (5 points)

Due: June 9 by 6pm Bali Time (Canvas)

This is an individual assignment. Read the articles listed below, which are available on Canvas under the “Pre-Program” Module.

Reading	Key Issue/Theme	Due Date	Facilitation Group
James (National Geographic June/July 2013) That Old Bali Magic	Bali; Culture	June 9, 6pm, Bali Time	N/A
Bali Subak/ Communal Leadership from the Bottom Up Inspired Bali	Bali: Leadership & Community	June 9, 6pm, Bali Time	N/A
Dees (2001) The Meaning of Social Entrepreneurship	Overview of SIE	June 9, 6pm, Bali Time	N/A
Martin & Osberg (2007 SSIR) SE- The Case for Definition	Overview of SIE	June 9, 6pm, Bali Time	N/A
Martin & Osberg (Oct 2015 HBR) How Social Entrepreneurs Make Change Happen	Overview of SIE	June 9, 6pm, Bali Time	N/A
Phills et al (SSIR Fall 2008) Rediscovering Social Innovation	Overview of SIE	June 9, 6pm, Bali Time	N/A
Melinda Gates (Gates Foundation June 2013) 5 Questions for Tostan's Molly Melching Impatient Optimists	Women & Gender	June 9, 6pm, Bali Time	N/A
Salovaara et al (SSIR Feb 2014) Women, Prosperity, and Social Change in India	Women & Gender	June 9, 6pm, Bali Time	N/A
Repko et al (Sage Publications) Chapter 1 Introduction to Interdisciplinary Studies	Interdisciplinarity	June 9, 6pm, Bali Time	N/A

Using the template below, respond to each question. Each response should abide by the word counts included below. Your responses should be both meaningful and concise.

This is a formal writing assignment, so use complete sentences and proofread your work. You must type your narrative into this template and submit it via Canvas as a Word document (do not just copy the questions of the template onto another Word document).

Student's Name:	
In reading the first two articles on Bali: - What are you most interested in learning about Balinese culture? - What is unique about the Balinese system of leadership as reflected in the Subak system? How does this compare and contrast with other systems of leadership you're familiar with in the U.S. or elsewhere? (150-200 words)	
Summarize the Dees article in your own words (although you can cite 1-2 brief lines from the article). Be sure to reflect the key themes and points he makes. (150-200 words)	
Summarize the two Martin & Osberg articles in your own words (although you can cite 1-2 brief lines from the articles). Be sure to reflect the key themes and points they make. (150-200 words)	
Summarize the Phills, Deiglmeier, and Miller article in your own words (although you can cite 1-2 brief lines from the article). Be sure to reflect the key themes and points they make. (150-200 words)	
In reading the article on Molly Melching and the article on Women and Social Change in India, why is changing long-standing cultural norms around gender and empowering women such a high priority? Why is this such a high area of leverage for creating social impact? (150-200 words)	
Why is empathy so important in working to systemically address social and environmental problems? What are some ways in which we might empathize with individuals and communities in culture? (150-200 words)	
Summarize the Interdisciplinary Studies article's definition of interdisciplinary. Why is taking an interdisciplinary approach to addressing complex social and environmental problems so important? (150-200 words)	



Template for Assignment 5: Reflection 1 (20 points)

Due: June 19, 5 pm (Canvas)

Reflection 1 is a two-page (not including instructions), single-spaced reflection that includes an assessment of one's experience, lessons learned, insights gained into the field of Social Innovation & Entrepreneurship, and a brief analysis of the issues/themes we're exploring. You must submit this assignment using this template. This is a formal writing assignment, so use complete sentences and proofread your work.

Student's Name:	
Highs with your experience in Bali so far:	
Challenges with your experience in Bali so far:	
Key lesson(s) you've learned from Balinese culture:	
Pick 1-3 site visits we've made to this point and discuss at least two key insights you gained that relate to the field of SIE:	
Pick one of the three major issue areas for this course and one of the four key themes. Briefly discuss the importance/urgency of this issue in Bali. In your discussion, tie in the key theme. You must include some data on the issue and theme using secondary research (use inline citations and list your sources in the references) and cite at least two of the course readings relevant to the issue/theme.	
Sources:	



Template for Assignment 5: Final Reflection (25 points)

Due: July 7, 12 pm - Noon (Canvas)

The Final Reflection is a 3.5 - 4 page (not including instructions), single-spaced reflection that includes an assessment of one's experience, lessons learned, insights gained into the field of Social Innovation & Entrepreneurship, and a brief analysis of the issues/themes we're exploring. You must submit this assignment using this template. This is a formal writing assignment, so use complete sentences and proofread your work.

Student's Name:	
Highs with your experience in Bali overall:	
Biggest challenge(s) with your experience in Bali overall:	
Pick one or both of the immersive case studies (BioRock/Pemuteran or East Bali Cashews) and discuss at least two key insights you gained that relate to the field of SIE:	
Discuss the following three insights you gained from the social innovation sprint we engaged in with the Undiksha students: ▪ A key insight you gained into a social/environmental issue in Bali ▪ A key insight you gained into the human-centered design process ▪ A key insight into intercultural collaboration	
Key lessons you learned from the overall immersion experience, including Balinese culture, the site visits, the immersive case studies, the social innovation sprint, collaboration with Undiksha students, and the literature (you may use a bulleted list for this response):	
How do you plan to apply these lessons now or in the future?	
Reflect on how this experience influenced how you learn. Share your insights:	

How has this experience influenced your perspective on purpose, service, and engaging as a citizen of this world?
Pick two of the three major issue areas for this course and at least two of the four key themes. Discuss how these issues and themes are interrelated. Discuss the importance of taking an interdisciplinary approach to addressing complex social/environmental issues. What did you learn about how to effectively approach these types of issues, particularly within the context of Bali and/or “first kilometer” communities in Indonesia?

Optional “Bonus” Questions for the explorers, philosophers, and dreamers out there. (These carry no points and do not count toward the required 3 – 3.5 pages focused on the questions above; you may choose to tackle none, one, or as many as you like):

What is the most effective means of immersing oneself in another culture?
What is the most effective means of carrying forward and incorporating into your life the insights gained and lessons learned on an immersive trip like this?
Discuss the parallels between the Balinese Tri Hita Karana and the Triple Bottom Line and/or between Collective Impact and Gotong Royong/the Banjar System.
What does “Balance” mean to you and how has its meaning in your life evolved during the last four weeks?
Discuss the importance of “Elegance” in social innovation & entrepreneurship models and in your life.
Discuss the relevance of Chaos Theory to social innovation & entrepreneurship. Discuss the parallels between fractals and iterative design.
Time is an illusion. Explain. What is the present moment?



**Template for Assignment 6:
Immersive Case Study #1
Assignment Packet (20 points)**

Due: June 21, 11:59pm (Canvas)

One person in each group will submit the following items combined into one PDF file on Canvas:

- Stakeholder Interview Questions (5 points)
- Field Research Notes (these can be a scanned copy or photo of written notes or a digital copy of typed notes incorporated into the PDF file) (5 points)
- Group Reflection Using the Template Below (1.5 – 2 single-spaced pages not including instructions or SIE definition) (10 points)

Students' Names:	
List of Stakeholders You Interviewed (including at Reef Seen):	
Key Insights You Learned About the Pemuteran/BioRock Initiative (including lessons that might be applicable to other SIE initiatives) [You may use a bulleted response for this question]:	
Discuss at least three elements of the definition of SIE below within the context of the Pemuteran/BioRock Initiative. How are/were these elements reflected in the actual implementation and evolution of the initiative? (Each element can be a complete sentence (or a couple of sentences) or part of a sentence, such as “systems-level change.”)	

Defining Social Innovation & Entrepreneurship

Social innovation & entrepreneurship is an interdisciplinary approach to creating systems-level change that applies the best thinking and practices from across the nonprofit/civic, private, and public sectors. It aims to address a complex problem or “unjust equilibrium” through which the value created is targeted primarily to a segment of society experiencing marginalization or to society as a whole.

This approach includes:

- Understanding a social/environmental problem through a lens of empathy, including its social, political, economic, cultural, environmental, and personal dimensions.
- Identifying an opportunity; ideating, testing, and refining an innovative, impactful, and systemic approach to the problem through a human-centered process that is iterative and collaborative; and ensuring that its social value proposition is realized for the key stakeholders.
- Implementing and scaling that approach or social innovation through a sustainable social impact model—via a mission-driven, triple bottom line-focused organization or partnership such as a social enterprise, high-impact nonprofit, socially-responsible business, or cross-sector/collective impact initiative.

Bruce Manciagli
 Director, Social Innovation & Entrepreneurship @ FSU
 Social Entrepreneur in Residence
Interdisciplinary Social Science Program
 College of Social Sciences & Public Policy
 Faculty, Jim Moran School of Entrepreneurship
 Program Leader ~ Bali SIE Immersion, FSU International Programs
 Florida State University

This definition draws upon key concepts from the seminal literature in the field, particularly articles by Dees; Martin & Osberg; and Phills Jr., Deiglmeier, & Miller, as well as Human-Centered Design, Social Innovation Framework, and Design Thinking material from IDEO and others.



ASSIGNMENT 7A: Social Innovation Sprint Understanding the Social/Environmental Problem ~ Secondary Research

Type into the white cells.

	Students' Name:
1.	What issue will you be focusing on (name the larger issue, such as “homelessness”)?
2.	State your design challenge, starting with “How might we...” (in one sentence):
3.	List as much data/statistics and their sources as possible that help one understand the nature of the problem. (Include five sources of data; summarize the data in bullet form, cite the source, and provide a link to each source.)
4.	List a case study that serves as a good example of the problem. (Summarize the case study in 1-2 paragraphs, cite the source, and provide a link to the source.)
5.	Provide a story or anecdote that helps show the human dimensions of the problem. The story should focus on an individual or family experiencing or connected to the problem. (Summarize the story/anecdote, cite the source, and provide a link to the source.)
6.	State the significance of the problem? Why is there a sense of urgency in addressing this problem? (The significance of the problem stated in 1 – 2 paragraphs; include relevant data – include inline citations of your sources.) Following is an example of a succinct problem statement: <i>Diarrhea is one of the leading causes of death and illness worldwide and one of the most preventable. Every year, over four thousand children in Haiti, a country of ten million, die before their fifth birthday due to diarrhea. In the past four years, over 8,000 people have died due to a cholera outbreak that was introduced to the country for the first time in 2010 (source), and has spread due to extremely low rates of access to clean water and improved sanitation. Not only has this lack of vital infrastructure caused this substantial loss of life, it also causes illness that can cripple intellectual and physical development in children and keep adults from work.</i>

7.	A. List some of the <u>symptoms</u> of the problem: B. Think about some of the <u>deeper systemic and root causes of the problem</u>. List them (as words or phrases):
8.	What common/mainstream approaches are currently being employed/implemented to address this problem? (Provide 2-3 examples.)
9.	What is working and not working? (One brief paragraph for each example from #8.)
10.	Identify at least five compelling examples of a social innovation, high-impact nonprofit, social enterprise, and/or collective impact model that is addressing the problem or some an aspect of the problem that could serve as inspiration or a model for your work. Provide links to the innovations or enterprises and describe each of them in 1-2 sentences.



Assignment 7A: Social Innovation Sprint ~ Field Research Template

Type into the white cells.

	Students' Name:	
1.	State your design challenge, starting with "How might we..." (in one sentence):	
2.	List at least 6 existing innovative models/approaches to the problem that you identified during your secondary research that you will incorporate into your model (it can be components/parts of an existing model or the entire model). Include links to the websites/sources.	
	Describe the Model/Approach in 2-3 sentences:	Website/Link to Source:
1		
2		
3		
4		
5		
6		
3.	Identify at least 3 aspects of the models above that you would like to validate during your research with stakeholders. Describe them below.	
4.	Identify 3-4 relevant stakeholders to interview in order to better understand the problem.	
5.	Draft 10-15 questions to ask your relevant stakeholders that would inform the ideation process. (You may adjust or add to these questions based on the stakeholders you are able to interview and the insights gained.	
	<i>To be completed after the day of field research:</i>	
6.	List the stakeholders you interviewed and the communities/context they were in:	
7.	List at least 7 powerful insights and/or observations gained from your field research.	



Assignment 7B: Social Innovation Sprint Proposal Template

Type into the white cells.

1.	Team and Design Challenge (Names of Team Members, Broad Issue Area and any Themes You're Focusing On; Design Challenge: How might we....)
2.	Significance of the Problem (1-2 paragraphs that includes compelling language <u>and data</u> that addresses the context and urgency of the problem):
3.	Status Quo & Opportunityz for Change (How are key stakeholders currently addressing or not addressing the problem? Briefly describe the opportunity that exists to introduce a new approach.)
4.	Insights & Constraints (What key insights did/can you leverage? What constraints do you need to take into account?)
5.	Additional Information Needed (What additional information do you need to more fully develop and test your model? What additional stakeholders would you like to interview and present your prototype to?)
6.	Models That Inspired (What innovative, effective models did you draw inspiration from? List at least three.)
7.	Name of Your Model/Vision/Mission
8.	Value Proposition (Describe how your innovation meets a need and fills a gap and how your approach solves stakeholders' problems or improves their situation (relevancy), delivers benefits (quantified value), and tells the stakeholder why they should adopt your model over other approaches (unique differentiation).

9.	Social Impact Model (Describe your innovative model. <u>How</u> does your model create social impact? Is social impact created in more than one way? What is your “point of intervention” and what types of wrap-around supports does your model include? How does your model begin to address more underlying causes – how will it create the desired long-term, systemic change? (You must include a diagram of your social impact model in your final presentation.)
10.	Partners & Local Leadership/Resources/Community Empowerment & Sustainability (What individuals/organizations will you partner with? How will you leverage local leadership, talent, and resources to empower local communities, create systemic impact, and sustain the model?)
11.	Expected Social/Environmental Impact and Scalability (What impact do you expect in the next 3-5 years? How is your model scalable?)
12.	Organizational Framework/Funding-Revenue Model/Financial Sustainability (The initiative must be implemented through a hybrid organizational framework: for example, a social enterprise with a holistic, wrap-around model; a high-impact nonprofit with revenue-generation; a socially-responsible business with an affiliated nonprofit; or a collective impact/cross-sector partnership. Briefly describe the organizational framework through which your model will be implemented. How does your model financially sustain and scale social impact?)
13.	Team (Roles & One-Line Bios; Primary leadership roles must be local.)
14.	Next Steps for Further Research & Validation (What additional information do you need to further validate your model?)

Budget: (Provide a line-item budget for next field-research and validation steps. You must provide detail/justification for each item. You may request up to 1 million rupiah to support expenses related to further field research and validation.)

ITEM	TIMELINE	JUSTIFICATION	CALCULATIONS	AMOUNT
<i>Ex: Transportation (Gas for Motorcycle)</i>	<i>July 15 – 26, 2019</i>	<i>Interview the following additional stakeholders: x, y, z</i>	<i>Gas: 3 trips x 2 liters/trip x 10,000Rp/liter = 60,000</i>	<i>60,000Rp</i>
<i>Ex: Small Focus Group (Stipends and Snacks)</i>	<i>August 5 – 9, 2019</i>	<i>Validate additional aspects of the model</i>	<i>Stipends: 3 people x 100,000Rp = 300,000Rp Snacks = 200,000Rp</i>	<i>500,000Rp</i>
			TOTAL:	



Assignment 7B: Social Innovation Sprint Social Impact Model Pitch Deck

Slides:

1.	Cover Slide with Names of Team Members, Broader Issues; Design Challenge
2.	Significance of the Problem (include compelling <u>data</u> that illustrates the urgency of the problem and briefly describe how it is currently being addressed):
3.	Insights & Constraints (Briefly describe what key stakeholders you interviewed and what are the most powerful insights you gained that can be leveraged? What constraints do you need to take into account?)
4.	Models That Inspired (What innovative, effective models did you draw inspiration from?)
5.	Name of Model/Vision/Mission
6.	Value Proposition (Describe how your innovative meets a need and fills a gap in the current market and how your approach solves customers' problems or improves their situation (relevancy), delivers benefits (quantified value), and tells the ideal customer why they should buy from you and not from the competition (unique differentiation). In other words, how it relevant, how does it add value, and how is it innovative & different?
7.	Social Impact Model ~ Description (Describe your innovative model. <u>How</u> does your model create social impact? Is social impact created in more than one way? What Product/Service will you sell/provide? What is your "point of intervention" and what types of wrap-around, client-centered supports does your model include that address the problem at a more systemic level?
8.	Social Impact Model ~ Diagram Include a diagram of your social impact model here.
9.	Partners & Local Leadership/Resources/Community Sustainability (What individuals/organizations will you partner with? How will you leverage local leadership, talent, and resources to empower local communities, create systemic impact, and sustain the model?)
10.	Expected Social/Environmental Impact and Scalability (What impact do you expect in the next 3-5 years? How is your model scalable?)

11.	Organizational Framework/Funding-Revenue Model/Financial Sustainability (The initiative must be implemented through a hybrid organization framework: for example, a social enterprise with a holistic, wrap-around model; a high-impact nonprofit with revenue-generation; a socially-responsible business with an affiliated nonprofit; or a collective impact/cross-sector partnership. Through what type of hybrid organizational framework will your model will be implemented? How does your model financially sustain and scale its social impact?)
12.	Team (Roles & One-Line Bios; Primary leadership roles must be local.)
13.	Additional Information Needed (What additional information do you need to more fully develop and test your model? What additional stakeholders would you like to interview and present your prototype to for further validation?)
14.	Budget (Present each detailed line item of your budget and the total request.)

Note: Your slides should have a “branded” look. Your slides should be visually compelling and not excessively text-heavy. Most of the content you share will be spoken rather than written. You should include some photographs that help the audience understand and relate to the problem/solution. Every member of the team should have a role in presenting.

You’ll have 15 minutes to present your slides followed by 10 minutes of Q&A. Plan your time accordingly so you don’t rush but you cover the essential elements – you need to be succinct, disciplined, and practiced.

FLORIDA STATE UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND PUBLIC POLICY

SOCIAL ENTREPRENEURSHIP PROGRAM RECOGNIZED FOR BEST PRACTICES

December 3, 2019

The FSU Bali Social Innovation and Entrepreneurship (SIE) Immersion program has been included in the Forum on Education Abroad's Curriculum Toolbox as representative of the Forum's best practices standards.

The immersion program, a project of [**SIE@FSU**](#) in partnership with FSU International Programs and the Bali Institute, takes social innovation and entrepreneurship students to Bali for one month in early summer to learn about urgent social and environmental problems through an interdisciplinary lens.

Students have the opportunity to engage with successful local social innovators, entrepreneurs and enterprises, to gain hands-on experience with problem-solving approaches that involve the human perspective in all steps of the process and to collaborate with agents of change in Bali.

The Forum is recognized by the U.S. Department of Justice and the Federal Trade Commission as the standards development organization for the field of education abroad. The nonprofit membership organization develops and disseminates comprehensive standards of good practice, resources and training; advocates for education abroad and its value; and engages the field in critical dialogue to benefit students.

The Forum's Curriculum Toolbox is an online resource center where education abroad professionals share their unique approaches to encouraging student learning abroad. The Toolbox contains course and program profiles, and the FSU Bali program is now one of those, with its syllabus and other course-related materials available for Forum member institutions and organizations.

"I'm extremely grateful to FSU International Programs and the Bali Institute for their essential roles in helping the Bali SIE program achieve this distinction," said Bruce Manciangli, director of SIE@FSU and the Bali program leader. "I also want to recognize the students who have entrusted us with their education abroad. Of course, they, along

with the Balinese leaders, communities and organizations we collaborate with, are integral to making this immersion experience deeply meaningful and transformative.”

Bali Immersion was one of several FSU programs profiled in an article by university communications in [August 2019](#) about experiential learning opportunities. The story focused on Charlie Gardner, a finance major who switched to pursuing a degree in entrepreneurship after his experience on the immersion program earlier that summer.

“We visited a variety of social enterprises and socially responsible organizations around Bali and learned about their history, vision and social impact while participating in activities related to the topic at hand,” Gardner said.

A large portion of the students’ experience in Bali included a “Social Innovation Sprint,” where they collaborated with local students to work on design challenges and possible solutions to major issues that the people of Bali face today.

“Coming into this trip, I was fairly confused on what I wanted to do with my life and honestly felt like I was getting very little out of my college experience,” he said. “Not only did this trip spark my curiosity in the field of social innovation and entrepreneurship, but it opened a new door in my life.”

Social innovation and entrepreneurship is an interdisciplinary approach to creating systems-level change that applies the best thinking and practices from across the nonprofit/civic, private, and public sectors. It aims to address a complex problem or “unjust equilibrium” through which the value created is targeted primarily to a segment of society experiencing marginalization or to society as a whole.

SIE@FSU began in August 2014 with Mancigli’s hiring as social entrepreneur in residence in the College of Social Sciences and Public Policy. The following spring, the college began offering a secondary concentration in SIE in the Interdisciplinary Social Science (ISS) program.

In 2018, ISS inaugurated a [33-credit specialization](#). The Bali initiative was launched that same year.

SIE@FSU also offers international experiences in Latin America and West Africa.

“We’re very proud of how social innovation and entrepreneurship has grown at FSU,” said COSSPP Dean Tim Chapin. “The Bali Immersion program exemplifies the university’s global reach and its commitment to high-quality experiential learning as a way to enrich academic performance and professional opportunities. And it perfectly showcases one of the college’s core values, contributing to the advancement of social and economic mobility, equal opportunity and a sustainable world.”

For more info on the Bali Immersion program, visit [this link](#).

Kelsey Klopfenstein of FSU Communications contributed to this story.



*Students in the 2019 Bali SIE Immersion program with Director Bruce Manciangli
(second row, right)|
Photo: Charlie Gardner*

FLORIDA STATE UNIVERSITY NEWS

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FSU students seize the summer with real-world experiences

BY: KELSEY KLOPFENSTEIN | PUBLISHED: AUGUST 14, 2019 | 3:45 PM |



Charlie Gardner, along with other FSU students, traveled to Bali, Indonesia, this summer as part of the Social Innovation and Entrepreneurship Immersion program. (Charlie Gardner)

What did you do this summer? Attend class on the side of a volcano? Work with a German student affairs organization? Curate an exhibit of 19th-century French paintings?

Those are just some of the hands-on, real world experiences that Florida State University students took advantage of during their summer break.

Internships, service learning, undergraduate research and international study can enrich students' college experience, develop their skills and talents and broaden their professional network. In fact, research shows that participation in high-quality experiential learning improves students' academic performance and post-graduation outcomes.

That's why **Florida State recently became the largest university in the country to adopt an experiential learning graduation requirement for undergraduates.**

And, summer is the perfect time for FSU students to make the most of these types of opportunities. Here are a few of their stories:

Charlie Gardner



FSU and Balinese Undiksha students pose for a group photo in Bali, Indonesia. (Charlie Gardner)

When Gardner, a finance major, started doing research on studying abroad, he knew he wanted an experience completely out of his comfort zone. When he found the **Social Innovation and Entrepreneurship Immersion program in Bali**, Gardner thought it would be the perfect fit because of how little he knew about entrepreneurship or Bali.

Gardner studied alongside other FSU students in Bali, Indonesia, for about a month, taking classes on social innovation and entrepreneurship. But what Gardner enjoyed most was that much of the learning took place outside of the classroom.

“While many classes were held at the homestay, there were other times where we got to have class in cool places, like on the beach or the side of a volcano,” Gardner said.

A large portion of the students’ experience in Bali included a “Social Innovation Sprint,” where they collaborated with the local Balinese Undiksha students to work on design challenges and possible solutions to major issues that the people of Bali face today.

“We visited a variety of social enterprises and socially responsible organizations around Bali and learned about their history, vision and social impact while participating in activities related to the topic at hand,” Gardner said.

Gardner said his experience in Bali influenced him to pursue a degree in the field of entrepreneurship at FSU.

“Coming into this trip, I was fairly confused on what I wanted to do with my life and honestly felt like I was getting very little out of my college experience,” he said. “Not only did this trip spark my curiosity in the field of social innovation and entrepreneurship, but it opened a new door in my life.”



Bruce Manciangli
Co-Founder

Biography

Bruce’s career has focused on developing the capacity of individuals, organizations, and communities to more effectively address adaptive social and environmental challenges and catalyze system transformation. His work in Social Innovation & Entrepreneurship (SIE)—spanning local, state, and international contexts—includes co-founding social enterprises; helping to strengthen and scale a statewide network of high-impact nonprofits; funding and facilitating cross-sector/collective impact partnerships; cultivating SIE ecosystems in higher education and in Indonesia; designing and guiding international immersion programs; and leading social innovation initiatives across a diversity of issues, from education to trauma and from civic engagement and youth leadership to fair trade and the environment (several highlights are included below). Bruce has raised millions and granted tens of millions of dollars to engage communities in creating lasting social value.

In collaboration with renowned Traumatology scholar Charles Figley, Ph.D., Bruce co-founded the Traumatology Institute in 1998 and served as its Assistant Director for Training & Certification. The Institute, which received the University Continuing Education Association’s Outstanding Program Award in 2000, was created to bring together—in partnership with the Academy of Traumatology and the Green Cross Projects—health and mental health professionals from around the world representing a wide array of disciplines to develop and disseminate cutting-edge research, treatment approaches, and training programs in the field of Traumatology; protect the public by establishing, maintaining, and enforcing education, examination, experience, and ethics standards and requirements for the practice of trauma treatment; and mobilize Certified Traumatologists during times of need, including 9/11 in NYC and the Indian Ocean tsunami in 2004. Bruce led the scaling of the Institute through the growth of its training programs and certification process; increased membership in the Green Cross Projects; and licensing sites in the U.S. and internationally to offer the Institute-approved curriculum.

Bruce led the development and growth of the Florida Community/Higher Education/School Partnership (FL CHESP), an innovative cross-sector initiative aimed at expanding and deepening service learning and civic engagement across the state, creating a continuum of K-HE collaborative service learning and a culture of service-based youth leadership and community engagement. In addition to envisioning and funding models of “Engaged Communities” throughout Florida, FL CHESP—in partnership with Florida Campus Compact and Florida Learn & Serve—led a statewide coalition to infuse service learning into teacher education programs. He served on the leadership team of the Florida Alliance for Student Service.

For seven years, Bruce served on the leadership team of Communities In Schools (CIS) of Florida, which was responsible for supporting, developing the capacity of, and scaling the CIS

network of local affiliates throughout the state that implemented CIS' evidenced-based integrated student supports model for educational equity and student success in and out of the classroom.

As Social Entrepreneur in Residence in Florida State University's (FSU) College of Social Sciences & Public Policy (Interdisciplinary Social Science Program), an affiliated faculty member in FSU's Jim Moran College of Entrepreneurship, and Director of SIE@FSU for seven years, he served as lead architect of FSU's SIE ecosystem. Based on decades of practice and study in the field of SIE, he articulated and developed the *Adaptive SIE Framework for Transformational Systems Change*, which provides the theoretical framework for the SIE CoLab's theory-to-practice model.

Bruce's academic training and professional experience are rooted in social innovation & entrepreneurship, international & community development, political theory & interdisciplinary social sciences, and the social foundations of education. It is the latter that compels him to place as much emphasis on how and why people learn as what they learn. He was awarded an FSU *Transformation Through Teaching Award* in 2017 and a *University Teaching Award* in 2019.

Bruce has long-standing ties to Indonesia. He grew up overseas, living 18 years across five continents, and first visited Bali as a young boy in 1975—its people, landscape, and culture captivated him. After graduating from Princeton University in 1988, he lived in Salatiga, Java for one year, teaching at Satya Wacana University and exploring this vast archipelago. It was at Satya Wacana that he met his wife, who is from the island of Sumba, where they were married in a traditional ceremony and where his family makes regular trips. She serves as an Assistant Dean in the FAMU-FSU College of Engineering. Their daughter, who graduated from Duke University in 2020 and is currently working with Storycraft Lab, recently returned from Indonesia where she led an SIE-related project that bridged the work of the SIE CoLab, the Bali Institute, and Storycraft Lab.

In partnership with the Bali Institute, Bruce developed and led FSU's *Bali Social Innovation & Entrepreneurship Immersion* program, which has been included in the Forum for Education Abroad's Curriculum Toolbox as representative of best practices in education abroad. He now leads the next iteration of this program, *Bali SIE Immersion: A Transformative Hero's Journey*, through a partnership between the SIE CoLab and the Bali Institute. In 2019, he partnered with the [Bali Institute](#) to prototype and launch the *Indonesia Changemakers Fellowship*, now known as [Makadaya](#), which develops the capacity of social impact leaders at the individual and organizational levels and connects and empowers them through an SIE Ecosystem.

He is Co-Founder, with colleague Linda Alexionok, of the SIE CoLab, a global hybrid social enterprise grounded in the principles of social innovation & entrepreneurship (SIE). The SIE CoLab works closely with forward-thinking individuals, organizations, and communities/networks interested in generating powerful, regenerative, and distributive impact. It helps them transform mental models and bridge long-standing boundaries that have separated disciplines, sectors, and underlying value propositions in order to realize the promise of human potential while reimagining and redesigning our systems in service to a world in balance that works for everyone. The SIE CoLab's theory of change activates and accelerates adaptive

leadership & human potential, social innovation, and system-wide collaboration focused on a common purpose at scale to help catalyze and transition to a regenerative world that connects and equally values people, planet, and shared prosperity. To learn more, visit: www.siecolab.org.