
Social Entrepreneurship at Lafayette College: What does it take?



Written by students who took the Social Entrepreneurship course

Advised by Marty Johnson

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The Team



This report is written by the students of Lafayette College who took the Social Entrepreneurship course in Spring 2020 semester. Due to COVID-19 pandemic outbreak, the class transferred into a virtual platform mid semester. They are looking forward to seeing Social Entrepreneurship grow at Lafayette College and see their recommendations adopted into the greater Lafayette community.



Administration

by Izzy Doonan'20, Tamara Saxman'20 and Ellie Aaberg'21



Introduction

Our group worked tirelessly over the course of the semester to understand the what, who, and how of Lafayette administration. With diverse academic backgrounds, and from different parts of the country, we adapted quickly to the challenges of COVID -19, learning how to account for time changes and adjusting to the quirks of Zoom.

We started with an internal scan of the College by examining her mission statement and values, and then we developed our own: Explore, Engage, and Impact (then reflect on that). We then spoke with key inside leaders including Chelsea Cefalu, Assistant Director of LANDIS Center for Community Engagement, John Meier, Provost, Pam DiMartile and Jolene Cardassi, Program Manager and Coordinator for innovation and entrepreneurship at the Dyer Center, and Dr. Lawrence Malinconico, Director of Lafayette's Technology Clinic. These conversations helped us grasp the intricacies of college systems and the needs and direction of the College as it continues to grow and expand.

We then explored social entrepreneurship programs at peer institutions like Bates College, Middlebury College and Oberlin College. We spoke with Allan W. DeLong, Senior Associate for Bates Center for Purposeful Work, Bobby Hackett, President of the Bonner Foundation, and Rachel Carr, Executive Director of Easton's Nurture Nature Center. They helped us understand the possibilities and Lafayette's own culture, and how programs like Bonner could enhance our efforts.

We conducted an internal survey to glean public/student opinion and knowledge about the Dyer Center. That survey exposed a need to increase visibility of the Dyer Center and where necessary, de-stigmatize and promote entrepreneurship across campus.

From all this research, we identified areas for potential growth along with a series of recommendations that will help Lafayette enhance cooperation across campus, implore students to explore and engage in entrepreneurial thinking, and above all, offer students tools and mindsets to impact inside and outside campus walls.

We urge the Administration to use our research to become a driver of socially entrepreneurial thinking, learning and action. We are seniors, with the hope that future students continue this project and keep moving Lafayette forward!

This semester has been especially challenging. We have sought to make a legitimate mark on Lafayette just a fraction of the size that Lafayette has made on us. We hope these recommendations and reflections are a piece of that mark, helping pave for future Lafayette students.

Executive Summary

This team looked at the vital roles played by the Lafayette Administration, builders of our curriculum, student-led groups, alumni, and the larger Easton Community. The administration connects these systems together and provides a network through which students, faculty, alumni, and other community members organize.

The College has already encouraged some growth of SE education. Going forward, the Administration can do more to further support this expansion across all academic and campus arenas.

Before diving in, we needed to understand the different campus systems involved in this report. Each organization has a different origin story, but these three bodies below are important leaders, and the college should bring them together to collaborate and strategize, potentially using the Bonner Foundation as a facilitator.

Before crafting our own values, we examined the college's own mission statement and values. Lafayette's mission is to "foster the free exchange of ideas, nurture the inquiring mind and to integrate intellectual, social and personal growth."

This inwardly focused mission, with an emphasis on ideas, seems dated, especially in relationship to social entrepreneurship. It fails to acknowledge the contemporary needs for entrepreneurial thinking and practical application. As we explored in this class, ideas are important but effectively a "dime a dozen". For us, learning and growth become most deep and impactful when students form teams and look *outward*, exploring then *acting* on ideas and iterating that work.

Lafayette's stated Values, however, align better with our efforts: Sustainability, Community Engagement and Diversity and Inclusion. These outward-looking values are more impact-focused. We respectfully suggest the College re-draft these two documents to align the mission and values.

Figure - Lafayette's Existing Campus Players

Landis Center for Community Engagement



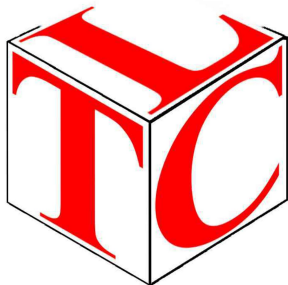
LANDIS promotes active citizenship by providing opportunities for civic engagement, experiential learning, and social advocacy. LANDIS is a “response” network – projects are started when the community needs something and students are willing to help.

Dyer Center for Innovation and Entrepreneurship



The Dyer Center fosters and sustains a culture of innovation and entrepreneurship to increase the creative capacity of Lafayette students to lead, build teams and inspire change. The Dyer Center is a “solutions-based” network in that it starts with problems and opportunities. It then employs entrepreneurial thinking to find new solutions or ventures.

Technology Clinic



Technology Clinic is a two-semester program where students from diverse academic divisions work together as consultants on solutions to real-world problems for clients. They encourage “out-of-the-box” thinking. No prior experience or training is needed to participate, reducing incoming “prejudices” and encouraging innovation.

Our Values

We discussed and chose Explore, Engage and Impact (with reflection) as core values for these recommendations.

In summary, this would entail:

- *Expanding resources for students to innovate and create*
- *Breaking down departmental silos*
- *Improving collaboration between administration and students*
- *Building deep-bridged, meaningful experiences for students*
- *Increasing communication and advertising of Lafayette SE opportunities*
- *Breaking down silos across Lafayette and into the greater community*
- *Increasing opportunities for interdisciplinary, hands-on learning*
- *Encouraging reflection at all stages to build critical thinking and acting*
- *Conducting continuous scans of community needs and partnership opportunities*

But as entrepreneurs, we understand Peter Drucker's warning that **"Culture eats strategy for breakfast"**. Planning is important, but culture will pull and push organizations towards its comfort zone – preventing needed change from occurring. Culture is shaped by the ecosystem, courage of team members and their values.

We believe Lafayette's ecosystem includes five main systems, or parts:

- The administration includes leadership like the President and Provost, and supports centers like Dyer and Landis
- The Curriculum, or what gets taught for credit
- Student organizations, which traditionally carry out-sized roles in Lafayette's culture
- The Alumni

-
- The community including College Hill, Easton, and the rest of the Lehigh Valley.

All of these parts make a whole and contribute to Lafayette's culture. Developing an entrepreneurial culture requires individual and coordinated efforts between them. The administration, in particular, have the added responsibility of shaping the actions of and creating cohesion between the entire ecosystem.

Why the Administration Matters

“We create meaningful opportunities for students to develop skills. Places like Dyer give students a way to practice the skills they’re developing. We push students to do things that have a deeper, richer impact.”

John Meier, Provost

SE programs are highly goal-oriented and the spaces created for them (e.g., Dyer and LANDIS) become hubs for student connection and networking. The best colleges design physical spaces for students to mingle and learn, since often *the most effective* student learning for is peer to peer, in places where they are free to innovate and create.

For the vast majority of us students who will choose traditional work (90%) at some point in our careers, entrepreneurship teaches us to ‘own’ a problem. We are inheriting a world that is increasingly complex, so SE teaches students to gain proximity and ‘stick’ with problems. It

instills an ability to work independently and finish the job. This increased agency for students derives from their ability to apply their learnings.

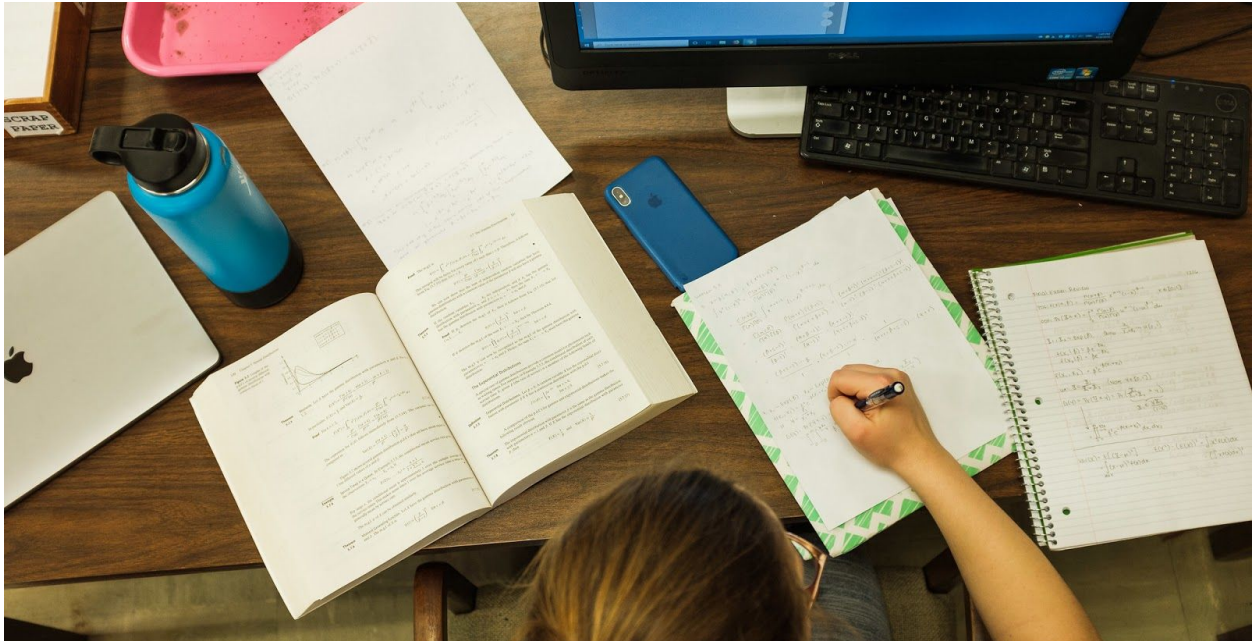
Conclusion

Lafayette's ambitious expansion goals depend on student *demand*. Increasingly, this demand is geared towards SE teaching and opportunities today. Here at Lafayette, a heavy and largely unmet interest in social entrepreneurship is apparent - this class in particular was quickly filled to capacity with seniors and juniors. Some juniors, sophomores and freshmen were unable to get into the class.

In addition, the Dyer Center has strong interest from first-year students. The demand for SE is growing, and currently not being met on campus. To stay competitive into the future, Lafayette will need to meet the demand for future entrepreneurial students and faculty.

Today's students want their education to connect to subsequent career and life opportunities. This connection can derive from increased agency in their work and thinking, and relevant experience at school to enhance their employability post-graduation. Expanded Social Entrepreneurship fosters this personal development and opportunity, leading to higher retention and strong appeal to alumni.





Curriculum

by Rabia Idil Demirelli '21 Blake Meyer '20 Cole Northrup '21



Introduction

The curriculum team spent the second half of our semester taking a critical glance at Lafayette's curriculum, questioning how curricula can enable student initiative, researching different curriculum models, and connecting with diverse Lafayette professionals.

We started by looking at Lafayette's course offerings across all departments and majors. We identified classes that align with the skills that rising social entrepreneurs will need, especially courses that allow students to spend more time with the problems in their communities.

We then looked at more than 15 peer institutions that Lafayette might view as competition. We found numerous models of entrepreneurship and social entrepreneurship education, including minors, majors and different institutional innovation centers. Mount Holyoke and Loyola University stood out among these 15 schools, especially their exemplary curricular offerings.

After completing our research, we came back to Lafayette to explore how our curriculum stays up to date, given the skills and attributes students need to solve 21st century, global and local challenges. We heard from the Provost's office, and different professors and administrators who described how change happens at Lafayette.

Our first recommendation is that Lafayette develop *a minor in **Social Entrepreneurship and Organizational Management***. As a team, we believe that students need and deserve academic credit for socially entrepreneurial discoveries and ventures, and it will foster more competent future leaders that can solve real world problems.

This report offers our initial analysis of Lafayette's choices. It is a call for action for both faculty and the student body to strengthen the curriculum to better prepare students to be smarter, happier, and more effective social changemakers and leaders.

Why Curriculum Matters

“Lafayette has a long history of providing students with the capacity to develop a broad range of creative thinking skills. The very nature of the Lafayette experience, which integrates liberal arts and engineering, offers a truly innovative approach to higher education and inspires innovative thinking by the members of our community—faculty, staff, and students.”

Alyson Byerly, President of Lafayette College

Lafayette College is a Liberal Arts institution offering a range of Engineering possibilities. Lafayette also embraces The Common Course of Study (CSS), a fluid list of course types that each student must take. The intention of CSS is to push students to learn outside of their declared majors/minor and explore not only different areas, but gain a broader sense of the interconnectivity within professions.

This range of training has earned Lafayette students the reputation as adaptable self-starters, often successful in their professional life. From day one, the curriculum creates the baseline for students’ soft and hard skills, encouraging them to take responsibility outside of their classes. The right curriculum can expose students to their future options and ensure that they are equipped to solve real problems.

For this reason, Lafayette’s curriculum needs to catch up with the upcoming trends and possibilities that graduates will face after they leave campus. Global problems that Lafayette students will solve are not only profit driven. They are also purpose-driven, impacting their communities.

Beyond Lafayette, in today’s rapidly changing, globalized reality, traditional lines are blurring between for-profit businesses, nonprofit organizations, social impact ventures, and public sector innovation. For Lafayette to provide the resilient high skilled leaders for that world, the curriculum needs to be updated and interconnected even more.

External Scan

Mount Holyoke College

A competitive peer institution, Mount Holyoke is a small liberal arts college with approximately two thousand students. Within their liberal arts system, they offer an Entrepreneurship,



Picture- Mount Holyoke College

Organizations and Society (EOS) minor. EOS offers students “a knowledge framework and practical competencies to make a positive contribution to communities, locally and globally.” Within this minor, students have 4 focus areas to choose from. Each area builds upon specific interdepartmental connections on top of EOS electives. They enable students to focus in one aspect from different fields:

- ❑ Entrepreneurship: Economics, Environmental Studies
- ❑ Organizations and Power: Economics, Africana Studies, Educational Studies, Politics, Psychology, Sociology
- ❑ Structures of Inequality: Economics, Environmental Studies, Geography, History, Politics, Sociology, Spanish
- ❑ Financial Analysis: Economics

The variety of classes offers the true essence of an interdisciplinary liberal arts education like ‘Opportunities, Impact and Social Entrepreneurship’ and ‘Ethics in Entrepreneurship and Business’.

Beyond the classroom, their Social Innovation Impact Seed Grant invests in student startup initiatives. They also run an Annual Impact Innovation Challenge. They take a proactive approach to strengthening this training, participating in various challenges, grants, and

competitions that expose students to real life challenges in Massachusetts entrepreneurial circles.

With a combination of curricular, extra-curricular and experiential activities, Mount Holyoke aims to build entrepreneurial competence in their students to impact business, nonprofits, and society. They note that future challenges and their solutions demand creative thinking, resilience, risk-taking, collaboration with multiple stakeholders, and command of basic business practices. This, they claim, will prepare students for purposeful life after college.

Loyola University

Loyola University Maryland, is a private liberal arts college with about 4,000 undergraduate students. As Lafayette plans to expand to about 3,000 students, the schools are very comparable, especially since both schools compete in the Patriot League.



Picture- Loyola University Maryland

Loyola currently has an entrepreneurship center, much like Lafayette does, called the Loyola Center for Innovation and Entrepreneurship, launched in the Fall of 2018. It aims to nurture student innovators and impact the Baltimore community through education, hands on experience, and creative experimentation.

A variety of clubs within the center include robotics, blogging, and supporting student led ventures. They also help local nonprofit and minority-led startups with free consulting sessions to help get their businesses to the next level.

In addition to the center, Loyola has an Innovation and Entrepreneurship minor for students to receive and certify even more in-depth experience with entrepreneurship. The minor is an interdisciplinary field of study that offers students important opportunities for experiential learning through a variety of required courses and capstones. The program includes courses from 11 departments—Communications, Computer Science, Engineering, Fine Arts, Management & International Business, Marketing, Math, Philosophy, Physics, Political Science, and Writing.

Students can take various business-related classes while helping them apply critical thinking and innovation to social problems. Within this minor, four tracks include: Social Entrepreneurship, Creative Entrepreneurship, Tech Ventures-Engineering, and Tech Ventures-Sciences.

Since Loyola has found a way to integrate engineering into their entrepreneurship program, they could teach Lafayette a lot, given our strong engineering culture. Students receiving a minor must develop a plan to launch an organization, implement a service model or create a working prototype of a new product. Some of the courses in the Loyola social entrepreneurship track include:

- ❑ Business Essentials: A Hands On Approach to Nonprofit and For-profit Organizations
- ❑ Managing Innovation and Entrepreneurship
- ❑ Engineering and Society

Lafayette Scan

“Like others, Lafayette must adapt to the dynamic marketplace to ensure that students remain globally competitive and high school applicants understand that.”

Yusuf Dahl, Director of Dyer Center for Innovation and Entrepreneurship

Current Curriculum Offerings

Lafayette offers 18 minors. This multitude of course offerings allows students to explore and find passions that may not be uncovered within their major. It also gives students the opportunities to learn new information and apply it in imaginative, innovative, and world-changing ways. The addition of a Social Entrepreneurship Minor would give students the expertise they need to Explore, Engage, and Impact both their own lives and our communities.

Two distinct reasons lead us to believe a Social Entrepreneurship minor would successfully impact the Lafayette student body and administration.

Firstly, Lafayette already offers 80% of the approved classes that we recommend for the minor. This would help students combine their education in a way that supports their social entrepreneurial passions without additional expense to the college. This interdisciplinary minor would also promote even stronger interdisciplinary connections, not in between departments but in between these departments’ student bodies.

Secondly, Lafayette plans to expand the student body from 2,600 to over 3,000. With the newly built Rockwell Integrated Science Center, a new home for the Premier Computer Science Department at Lafayette, the College has more space to expand majors and minors, with more quality classroom space. As the student body increases, so should the course offerings to better prepare Lafayette students. Along with new

dorms along McCartney Street, Lafayette's expansion, combined with the College's signature small class sizes, enables us to envision a Social Entrepreneurship Minor at the top of the list for added course offerings.

Creating a Minor in Social Entrepreneurship and Organizational Development

Discussions with the Provost Office helped us understand the process of how Lafayette approves and implements new curricula. The change starts with a proposed Major or Minor to be either "continuation" or "interdisciplinary". This gives both faculty and students an understanding of how the courses and minor "fit" into the overall curricula. A continuation would branch off from a preexisting major, while an interdisciplinary minor would contain a group of classes from particular majors blended into a singular minor.

For the proposal to get on its feet Lafayette administration looks for at least two faculty members to support the proposed set of courses. Support from a department head and at least one other faculty member for this new curriculum helps the College identify where the driving force of the program would come from. Naturally, with more support from the faculty, easier to get proposed curriculum approved.

Initially, the curriculum gets voted on by the Committee on Educational Policy (CEP), including 8 faculty members representing all 4 academic divisions and 2 administrators.

Three qualifying questions must be answered:

- 1. How does this Minor fit into Liberal Arts?*
- 2. How does this Minor fit into Lafayette?*
- 3. What would this Minor look like from a curriculum perspective?*

Once the proposal passes through the CEP Committee, it gets voted on by the entire faculty.

Existing Lafayette Courses

The following classes are already being taught on Lafayette's campus. We propose that they could help satisfy a Social Entrepreneurship Minor on College Hill.

- Intro to Social Entrepreneurship (Required)
- Economics 259 Accounting
- Economics 255 Corporate Business and Social Responsibility
- Government 218 Public Policy
- Government 211 State and Local Government and Policies
- Psychology 270 Sports Psychology
- Psychology 235 Business and Social Behavior
- A&S 245 Mass Communications and Society
- A&S 247 Organizations and Action
- EGRS 261 Engineering Economics and Management
- EGRS 251 Engineering and Public Policy
- INT 321: Tech Clinic
- INT 200: Internship
- Social Entrepreneurship Practicum (Required)

These 14 courses listed above include 2 required courses for the Social Entrepreneurship Minor, Social Entrepreneurship Intro and Practicum classes. The other courses are qualifying elective classes, that individual students choose. As a result, we envision Social Entrepreneurship minor as an interdisciplinary one.

These courses were chosen because they provide key social entrepreneurship skills. For example, the Economics class Accounting offers backbone training for a startup leader, whether she runs a for or non-profit organization.

Another example is a Psychology course titled Business and Social Behavior. Finding the right people to both support your vision and challenge it is critical when building a staff. Understanding how people operate and respond in certain situations is a skill that Lafayette's Business and Social Behavior class could provide.

Each class is handpicked by students to learn a range of relevant life skills and intellectual foundations. Other new, recommended classes below are taught at peer schools and could greatly add to the minor.

Additional Courses

Lafayette's curriculum is poised to support an SE minor. We should improve the overall offerings with a few new courses to support the minor. They should include:

- **Community Engagement Internship/Practicum:** a multi-year class that gives students the chance to research, start and pressure test ventures using the knowledge they acquire from their other courses and life experiences.
- **Design Thinking and Innovation,** providing tools, methods, and self-reflection techniques to bring new ideas to reality, change or build upon established practices, and apply them to analyzing business situations.
- **Managing Innovation and Entrepreneurship,** merging content from entrepreneurship and global strategy to examine how innovation and entrepreneurship stages progress, how they are shaped by today's global economy and demand for new sustainable practices.
- **Philanthropy, Social Enterprise, & Community,** enabling students to learn and practice philanthropy by awarding real grants to local nonprofits.

-
- **Impact Investing and Social Finance** to explore impact investing, a transformative way to work with money to achieve a more inclusive and sustainable economy.
 - **Individuals and Organizations**, exploring individual and group organizational behavior.

Conclusion

Across the country, more and more colleges and universities are developing programs and centers for entrepreneurship as they realize the importance, demand and viability of social entrepreneurship education. At liberal arts colleges such as Lafayette, their *values* drive them to reach beyond profits to broader social and environmental impact ventures.

On many levels, these courses and training can be incredibly valuable. Adding a Social Entrepreneurship and Organizational Development minor to Lafayette could expand the Curriculum, add competitive new value to Lafayette's offerings, deepen learning opportunities for students and strengthen the communities surrounding the college.

Our peer institutions offer minors or certificates in entrepreneurship. Schools like Mount Holyoke and Loyola show us a way forward. With many base courses already offered at Lafayette, we believe that a combination of existing courses at Lafayette and strategic new courses modeled off of other schools would be a wise investment in Lafayette's, and the planet's, future.





Alumni and Student Organizations

by Bennett Perrine'20, Christopher Mumba'20, Ben Morgenthal'20



Introduction

“We advance the Mission and strategic direction of Lafayette College by fostering meaningful engagement and lifelong connections, and by securing the resources needed to realize powerful outcomes.”

Mission Statement from Lafayette Alumni Association

Alumni are vital to the survival of any higher education institution. They offer financial and social capital, mentorship and technical expertise. They support current students, and deeply affect the culture of the school.

Lafayette’s alumni network is more than 29,000 members located throughout all 50 states and 87 foreign countries. The alumni association works closely with all alumni, class and chapter organizations, the Board of Trustees, and administration of the college to promote the health and welfare of the institution.

Our team presents this blueprint for ways the alumni can support social entrepreneurship on and off campus. It offers ways to connect alumni to the Dyer Center, and directly to student entrepreneurs and community partners.

In addition to alumni, student organizations are an integral part of the framework of Lafayette College. Student organizations cover 12 categories: academic & pre-professional, arts, class and college-wide organizations, community engagement, cultural, fraternity & sorority, media & publication, peer counseling & peer education, recreation & leisure, religious & spiritual, residential community, social action, and government & political.

The potential for peer to peer, student organizations is often underappreciated, yet enormous. Despite this potential, no social entrepreneurship student organization exists on campus. Our recommendation: it is time to create one. This would chip away at the

silos separating different categories of organizations already present at Lafayette. The social entrepreneurship club would enable direct student ownership over events, contests, trainings, trips and startup support while also working closely with the Dyer Center and influence and advance entrepreneurship throughout Lafayette.

External Evaluation

After exploring numerous colleges and universities, we chose to research Colgate, Brown, Grinnell, and Loyola (Maryland), peer schools of Lafayette that all compete for the same caliber students each fall. Each school runs successful entrepreneurship efforts.

We analyzed each school’s student organizations and alumni programs to see how they connect and support each school’s entrepreneurial efforts. In some cases, they provide model blueprints for the future Dyer Center. They also represent new ways of thinking about higher education and entrepreneurship.

Figure - Programs part of the External Evaluation

Colgate University	Thought Into Action Entrepreneurship Program
Brown University	Nelson Center for Entrepreneurship
Grinnell College	Wilson Center
Loyola University	Center for Innovation and Entrepreneurship

Colgate University – *Thought Into Action Entrepreneurship Program*

Colgate challenges students to solve complex problems, think creatively, communicate powerfully, persevere through failure, and take action. The programs offer student entrepreneurs funding opportunities, dedicated entrepreneurial spaces, and a highly-engaged group of alumni and parent mentors.

Colgate has strong impact data to back their claims. They have produced 592 entrepreneurs over the past 11 years. Over \$500,000+ has been awarded in funding to Colgate Ventures. More than 26,380 mentoring hours have been donated by alumni, family, and friends.

Colgate's entrepreneurship program is supported by their alumni network. Created by alumni volunteers, this community of alumni and parents includes: those who are employed or own start-up companies, are venture capitalists, or are considering entrepreneurial ventures outside their current occupation.

Colgate's Entrepreneurs Summer Fund Accelerator offers startup awardees \$10,000 in non-dilutive grant funding, along with workspace and housing in Hamilton, NY. The fund was started by gifts from alumni, family, and friends. The fund is open to for-profit and non-profit ventures with at least one Colgate student or recent alumnus (graduated within the past 10 years) on the founding team.



Brown University – Nelson Center for Entrepreneurship

“We do ‘hubs’ really well. Our Nelson Center for Entrepreneurship is fast becoming one of the most impactful hubs on campus. Students hatch ideas, launch ventures, and hone entrepreneurial skills – not just in business, but in how business can transform lives.”

Christina Paxson- Brown University President

The Nelson Center at Brown is a powerhouse student organization that has been operating since 1998 with a strong influence over the entrepreneurial program.

Brown approaches entrepreneurship differently than most other schools, looking at entrepreneurship as a structured process. This process comprises three fundamental steps: find and validate an unmet need, develop a value proposition, and create a sustainability model.

Brown has created successful approaches to support student initiatives. For example, the Access Fund, created by gifts from the alumni community, supports the following: Entrepreneurship Program Scholarly Award for Student Leaders, Summer Earnings Waivers for Breakthrough Lab, and Nelson Center for Entrepreneurship Travel Funds. The Entrepreneurship Program is a student led club that encompasses the entrepreneurial department.

The Access Fund also covers *The Breakout Lab*. The Breakthrough Lab is an 8-week hands on workshop that occurs during the summer. The Lab enables students to attend workshops, conferences, and programs around the country to further their venture.

Secondly, Brown supports a Peer Entrepreneur in Residence Program. Brown students with entrepreneurial experience are selected as Peer Entrepreneurs in Residence and provide support to fellow students. Many students gain useful knowledge of particular sectors through their ventures or internships, and point other students to helpful resources. Innovation DOJO: A semester long student led workshop

series. Students invite an expert on innovation and entrepreneurship to give a master class workshop a few times throughout the semester. Each semester ends with a student pitch competition.

Grinnell College – Wilson Center

The Wilson Center at Grinnell is the hub of innovation and leadership, aiming to develop knowledge, encourage practice, inspire action, promote reflection, reveal synergies, and provide mentorship and modeling.

Additionally, Grinnell supports The Center for Innovation and Entrepreneurship Fellows Program, enabling students to build their professional network through 1:1 mentorship with Grinnell alumni working in their field of interest. Once paired, the fellow and mentor commit to monthly contact over the course of a semester or academic year.



Loyola University – Center for Innovation and Entrepreneurship

“Only started in 2018, CIE’s reach and impact has been large in the Baltimore community. “CIE elevates innovation and entrepreneurship at Loyola, extending beyond the University campus into Baltimore, where the CI&E will be a part of transforming Baltimore through our support for wealth creation and job creation driven by underrepresented women entrepreneurs and innovators of color.”

Loyola University’s CI&E Mission Statement and Vision

The CI&E student organization influence every bit of the program, offering an intriguing blueprint for Lafayette; one that operates on its own, yet works with the Dyer Center and others to promote entrepreneurship throughout Easton. A Student Steering Committee consists of six students who lead various programs within the CI&E and provide guidance to the entrepreneurial center, activities, and workshops each year. Students organized into the six positions described below.

Innovation Volunteer: partners with local organizations, Loyola students gain both 1-off and regular volunteer opportunities to teach innovation and entrepreneurship to Baltimore students, and to act as mentors/coaches in their transitions to work and college.

Innovation Career: partners with the Career Center, plans and promotes a trek or panel each semester featuring local innovation hubs, model startups, and other ventures.

“How Might We” Pillar: partners with departments and student clubs across the university to identify questions and areas of inquiry in which to engage the student body. Students post questions virtually on Instagram and on a physical “How Might We” pillar, and they monitor responses and pillar supplies and report out engagement and community responses back to the community.

A student influencer who loves to play the role of ambassador and get other members of the community involved in CI&E activities creates Instagram campaigns and works with faculty to showcase CI&E leadership opportunities in classes, promote scheduled events, etc. S/he partners with faculty members involved with the Center to lead regular communications and update them on Center news and events, schedule and set agenda for regular committee meetings, solicit items and activities to be promoted through the Center, etc.

Finally, one student is selected to the steering committee with full backing of their own initiative from the CI&E. Students must describe their project in the application.

Recommendations

Gateway Career Services

When we started this project, the two best departments to explore regarding the connections between alumni and SE students were the Dyer Center and the Career Center. Both work closely with alumni and understand how to get stuff done at Lafayette.

At the Career Center, we talked to director, Mike Summers. Together, we explored a number of different ideas to connect student social entrepreneurs to alumni. By creating a new Social entrepreneur designation within the Career Center, both students and alumni could identify themselves as specifically interested in social entrepreneurship on various forms and online networks.

One of the social networks recently implemented is the Gateway Link. This social network is specifically for students and alumni from Lafayette. Creating a new designation of Social Entrepreneurship, Gateway would allow both students and alumni to develop connections and speak about the industry.

Beyond Gateway Link, two additional paths should be explored. A specified career track could offer multi-day experiences where students explore social entrepreneurship companies and hear from professionals in the field while staying in one location. This opportunity provides students the chance to learn about the industry in their geography or industry of interest.

Another path is externship opportunities. One on one shadowing days, when students could explore a position in the social entrepreneurship field, could enable students to create concrete relationships with professionals in the field and lead to meaningful conversation and opportunities.

Both the career track and externship opportunities may bring in alumni previously uninvolved in the school. It will also allow students interested in social entrepreneurship to enjoy an experience in their desired industry. Currently, students and alumni need to classify themselves as interested in the very broad industry of business. Creating the new designation through these programs allow students and alumni to explore social entrepreneurship specifically.

Lastly, for career services, our team proposes that mentorship opportunities should be created using the Gateway Link. This would allow students to find a mentor for their personal projects or to ask questions. An office hour system, where career services offers a couple of hours a week for volunteer alumni to connect with students regarding social entrepreneurship could be very helpful. Career services could bring in more social entrepreneurship alumni for classes and lectures as well. These steps would offer a cohesive conversation and connection into the future.

The Dyer Center for Innovation and Entrepreneurship

To properly form connections between students interested in social entrepreneurship and social entrepreneur alumni, the Dyer Center will lay a key role. Yusuf Dahl, the Director of the Dyer Center, mentioned several projects they are supporting in the Lehigh Valley. For example,

students interested in real estate can work with a prominent Lafayette alumni developer in the Allentown area, JB Reilly.

This partnership benefits the students and their ability to gain exposure to the field. It can also benefit the community, with opportunities for training and placemaking expand in the region.

Down the road, students could be mentored by prominent social entrepreneur alumni. First, we aim to build an affinity group of Lafayette alumni involved in SE. Through the Dyer Center we want to begin a social entrepreneurs club on campus. It will build awareness among students and the opportunities that lie in social entrepreneurship. This is the first step towards achieving our goal of integrating social entrepreneurs with the rest of the Lafayette community.

Students will provide the energy and drive behind the club, so this should be a bottom up approach. One way to spark interest is by holding a social entrepreneurship competition in which students can compete. Currently these competitions exist for students interested in real estate, as well as an overall business pitch competition.

These competitions stimulate student activity. They require students to form teams, develop good ideas, build connections, problem solve and ultimately have their work judged by Lafayette alumni.

Lafayette Social Entrepreneurship Club

Developing a robust student SE Club would bring many benefits to campus. It could provide peer to peer learning, along with a constant conversation between alumni and students, ensuring that future experienced adults will advocate for and support Lafayette social entrepreneurship.

A thriving student club shows the administration, outside world, and surrounding community that students don't just care about a better world. They are doing something about it.

Conclusion

Alumni are vital to the school; they support it financially and intellectually, connect with prospective students, and help current ones in their career search. By linking Lafayette student social entrepreneurs to alumni entrepreneurs, both benefit. This in turn bolsters Lafayette's image as a school focused on improving the lives of others through resourceful thinking and collaboration.

While difficult to quantify, one indicator of success would be the growth of various opportunities at Lafayette around Social Entrepreneurship. Another indicator is a growth in the Lafayette brand, where future students apply here specifically for the social entrepreneurship opportunities.

We believe this would be a strong revenue booster for Lafayette. It would require few expenditures and build upon capital that is already in place.

By creating a new reason for alumni to participate in the college, caring alumni will likely increase their connection to the school. Donations from alumni would grow, since they would leverage social and environmental benefits, not just world class education. In the end, this would help the school financially and in many other ways. As social and environmental interests grow, interest and support will follow. As more entrepreneurial students choose Lafayette, a virtuous cycle will be catalyzed.





Community

by Courtney Howell'20, Harrison Lapidés'20, Hamis Mahmood'20



Introduction

Lafayette College is a small liberal arts institute situated on a beautiful hill overlooking the city of Easton. The student body consists of 2,500 students who come from 46 US states and territories and 60 different countries. The college boasts a wide variety of academic and extra-curricular resources with over 250 clubs and organizations, including athletics, fraternities and sororities, special interest groups, community service clubs, and honor societies. Both the college and its student body contribute significantly to the local economy.

This report describes the relationship between the community of Easton and Lafayette College. It highlights challenges of weak communication and understanding between the two. It also describes ways that Lafayette can improve these challenges. Can we use SE expansion at Lafayette to do this? The recommendations below are designed to do that, and we conclude with criteria for evaluating their success.

Lafayette's Social Entrepreneurship ecosystem benefits when students and faculty have authentic relationships and effective projects/ventures to study and pursue alongside local residents and stakeholders. The nature of social entrepreneurship requires real life pressure testing of ideas that will benefit those they serve - and consumers ready to support a new product or service.

That starts with a healthy trust between the college and local stakeholders. An honest assessment of trust levels uncovers some long term and recent challenges. For example, Lafayette College announced expansion plans in May that will increase the number of Lafayette students and generate revenue to provide more applicants with need-blind financial aid.

Expansion will occur in three phases. Phase One includes new college dorms on McCartney street, from High street to March street. This dorm and multi-use building will be completed in the fall of 2020. Phase Two

will bring another dorm on McCartney Street, tearing down more Easton residences and Portlock, the Black Cultural Center. Phase Two is creating tensions between the Easton community and the college, as “four residents of Easton sued the city over the expansion.” The new Phase 2 dorm will open in the fall of 2023. A Phase Three does not yet have a date for completion, but Lafayette’s expansion plan aims to be finished by 2027.



Beneficial to the college, the expansion plan has also created tensions between the College Hill residents and the Lafayette College community. Yard signs of College Hill residents implored locals to “Save College Hill,” and “Keep it in your campus.”



CRAIG LARIMER/THE MORNING CALL

According to interviews of Lafayette College juniors and seniors, hostility between the college and College Hill residents divided the hill. We chose to interview juniors and seniors because they attended Lafayette before and after the expansion plan, enabling them to attest to the shifting relationships between Lafayette and the residents of College Hill.

Alisha Gangadharan, a Lafayette junior, states “From a residential perspective, there is concern from residents as to who is living in their city and how they treat the space (this is common in any city/town with college students living in the same area). However, when Lafayette

students are working collaboratively with individuals/organizations, or providing business to the city, they are generally received well.”

Alisha mentions the tensions between Lafayette and the Easton community, but also acknowledges that Easton residents appreciate most interactions with Lafayette students.

This “town-gown” relationship is important, and Lafayette can strengthen it through meaningful engagement with the community. Sarah Blitz, a Lafayette senior, states that “People involved with Lafayette programs, like where students participate in mentoring, seem to enjoy those experiences. People who are affected by the expansion, whether through losing homes, businesses, or their favorite local places to go, will not be as happy. I think it’s an equal mix.”

Margaret Briggs, student, also has mixed feelings about the relationships between Lafayette and the Easton residents. She says, “I think some Easton community members appreciate Lafayette students because we are big consumers, especially restaurants. Also, some Lafayette students volunteer in the community, which may help shape their perspective of us. However, I do think that some Easton members are upset with the Lafayette expansion, Lafayette students being loud off-campus, and potentially the attitude of some Lafayette students.”

Not all “engagement” is equal. Social Entrepreneurship as a discipline presents opportunities to foster more dynamic and deeper



opportunities for positive change, compared to the traditional Lafayette student “helpers” doing periodic community service. Our hope is to use student entrepreneurship as a way to build stronger lasting relationships between us and them.

Beyond a hands-on learning experience, SE offers deeper personal interactions with residents, deepening bonds even further.

Another tension between Lafayette and the residents is the perceived class divide. Hannah Green, a Lafayette senior says, when asked about the relationship between Easton and Lafayette, “I can imagine there’s a really split perception. Some [members] think that we’re privileged and spoiled, others who’ve benefited from our volunteering probably think we’re dedicated to our community in Easton and well-rounded.” SE can counter the stereotypes and negative perceptions of Lafayette students by increasing contact between the people of Easton and students. Mackenzie Sangster believes that, “the Easton community members perceive Lafayette as wealthy and entitled,” thus alluding to the economic disparity. These two graphs indicate that the median income of Lafayette student families is significantly higher than the median income of Easton residents.

Through trade – buying and selling services and products - Lafayette students bring revenue to benefit the greater Easton community. But there is room for improvement. Josh Levy, a junior at Lafayette, states “I think Lafayette students are smart, kind people that generally want to help others!” We believe that most Lafayette students want to engage with the community. Our respondents reflected a wide variety of organizations. They were members of D1 Swim and Track, Greek Life, Acapella, Academic Research, Senior Interviewers, Greek Life, International Affairs club, Ski Team, Investment club, LaFarm, PARDners, Pre-Orientation Service Program, Alpha Phi Omega chapter, Intramural Sports, and Lafayette Initiative for Malagasy Education.

Fundamentally, SE projects partnering the Dyer Center with Easton stakeholders in non-paternal ways mutually benefits both. They can

decrease tensions and create a unified space between “the Hill” and Easton, offering hands-on entrepreneurship experience for students, innovative venture projects for Easton community members and a stronger relationship between Easton and Lafayette.

Existing Assets on Campus

The Landis Center and Tech Clinic works with teams of students that interact with the Easton community. The Landis Center provides students with service opportunities in the surrounding area. Safe Harbor, Third Street Alliance, America Reads, and the Easton Hunger Coalition are all sponsored by the Landis Center. The Dyer Center can draw upon connections already established by Landis.

One major challenge, like in other higher education entrepreneurship settings, is the fact that entrepreneurial projects take varying levels of time. Often, they do not “fit” into the typical academic course timelines. The above proposed Social Entrepreneurial Course will help students to work on innovative projects – for credit and beyond! A final grade and course credit incentivizes the greater desire to engage with the community.

The Dyer Center “fosters and sustains a culture of innovation and entrepreneurship that increases the creative capacity of Lafayette students to lead and inspire change.” The Center not only emphasizes innovation but a well-rounded and holistic entrepreneurial learning experience where students gain tools to develop an idea into a final product. With the support of five staff members, including Yusuf S. Dahl, Director for Innovation and Entrepreneurship, and Christopher Ruebeck, a Dyer Center Advisor, students receive the support to succeed.

Additionally, we believe that a small-scale innovation lab gives students across departments the ability to engage in learning through lectures and projects. A traditional education paired with alternative hands-on

studying at the Dyer Center will allow students to achieve at a highly innovative level.

Principles for SE at Lafayette

As SE expands on Lafayette’s campus, our team offers some basic, mutually beneficial principles to guide our thinking.

Figure- Principles of Social Entrepreneurship

1	Community First
2	Mutual Benefits
3	Generative Work
4	Accountability
5	Sustainability

Community First:

Community centered ventures ensure that ventures are grounded in demand and clear needs. Projects will not be developed by students and offered to the community as a form of charity work, since the goal is to empower and enable community partners to progress towards sustainable and growth centric models of operations. This will also ensure proper allocation of resources and student groups and play a huge role in offering community partners a space to voice their concerns and take ownership over their own vision.

Mutual Benefits:

A reciprocal relationship, where students and partners benefit, will ensure that students gain real life industry skills to complement their studies at Lafayette while boosting their future employability prospects. This attention to mutual self-interest will market the real student opportunity and avoid the “do-gooders” label.

Generative Work:

The nature of the work will go beyond one shot, “nice stuff”. Focus will be on sustainable and systemic work producing projects or ventures that empower partners to become growth-centric and progressively better organizations, using entrepreneurial methods as opposed to merely providing support for already existing operations. Generative work will also ensure that Lafayette students gain the opportunity to be part of large-scale changes in causal systems and processes, not just treatment of symptoms.

Accountability:

By bringing and keeping the range of stakeholders to the same table, projects will remain accountable to managers, beneficiaries and funders. Success measures will be developed and monitored by all of the stakeholders. This offers great opportunity for Lafayette student body to listen, and to be heard.

Sustainability:

To assure long term viability of this effort, implement a cohort based system, where teams of students from different academic years work together over multiple years, not just one semester or year. This will ensure that projects are not stranded in cases when participating students graduate or study abroad. Cohorts should be designed to ensure inclusivity of diverse student demographics both in terms of their identities and academic backgrounds.

Key Objectives

- ❑ Increase postgraduate student retention rate within the local Easton community, through deep interactions with local organizations and leaders, internships, and ongoing research opportunities within the local community.
- ❑ Increase access to Lafayette's student body and resources for local residents.
- ❑ Increase small business health in Easton by stimulating the creation of an Easton small business development center. This can strengthen Easton's competitive advantage and support local growth centric models, resulting in higher employment rates
- ❑ Build a space for the community to interact with students at Lafayette by creating a community center where the exchange of ideas will be encouraged.
- ❑ Increase the number of Lafayette students engaged in generative work within Easton.



Recommendations

To ensure success, we propose the following methods:

- ❑ Establish a Community Social Entrepreneurship course, enabling local organizations to develop new projects and ventures that students assist in developing. This course will teach students the methods of productive engagement with local orgs and entrepreneurship training.
- ❑ Community Development course, which will be focused on teaching students how to think about innovative and meaningful ways to engage with the community, along with instilling the importance of the community's needs in them. This course will also help students to understand how their Lafayette education can benefit Easton.
- ❑ Offer Lafayette workshops with local leaders to connect Lafayette's network to the Easton community and provide students opportunities for internships, research and job opportunities.
- ❑ Set up an advisory board of local leaders, students, Professors and members of the Dyer Center to ensure program accountability. The board will also serve as intermediary between the Easton community and Lafayette student body.
- ❑ Offer government policy seminars in collaboration with the Government and Law department to explore local political issues and advise local government on various issues.

Evaluation

Evaluating Lafayette Social Entrepreneurship evaluation can focus on innovation, sustainability and direct social impact.

Figure- Evaluation Criteria Explanation

Innovation	Social Entrepreneurship entails a different way of thinking – the basis of innovation. Are the new ventures innovative? Do they add to a broader understanding of systemic challenges? Who else is thinking and acting this way?
Sustainability	How long will the program and ventures that it creates last? Where possible, ventures should reduce reliance on continuous uncertain funding. A positive social impact will likely lead to sustainable support, but only if it is marketed and understood by others, not just those engaged in the work.
Direct Social Impact	Start with anecdotal evidence. Are local leaders, Dyer Center and faculty satisfied with the effort? Are more students seeking to be engaged in the program? Are local indicators available, such as economic and community health, depth of participation in ventures, etc. Is there growth in people's individual agency – are community members more self-reliant and able to help themselves and improve their own lives?

Conclusion

We seek to bridge the gap between Easton and Lafayette through courses and extracurriculars that emphasize long-term commitment, value creation and shared goals. Our target customers are Lafayette students, local leaders, and the Dyer leadership. To accomplish these goals, we must work to address needs across those groups. We must be agile yet firm, and encompass a large market that includes the resources of Easton government, Lafayette, and greater community.

As students, we know our peers, but we must invest in knowing and finding ways to work with the community. We are connectors in a network that creates value for students, the college and the city alike.

As part of the target student market, we also need to understand our fellow student customers. Future, experienced students can help us pilot and eventually expand this program. Luckily, Lafayette is not short of such students, and it will not be difficult to structure feedback loops within the community, likely emanating from the nonprofits or small businesses themselves.

Key risks to our plan include Lafayette administration and/or faculty opposition to social entrepreneurship and ensuring ongoing incentives for participation.

