British Council

Social Enterprise in a Global Context: The Role of Higher Education Institutions

Country Brief: California, USA

August 2016

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Contents

About the British Council

The British Council was founded to create a friendly knowledge and understanding between the people of the UK and the wider world. The British Council creates international opportunities for the people of the UK and other countries and builds trust between them worldwide. We call this work cultural relations.

We work in over 100 countries, connecting millions of people with the United Kingdom through programmes and services in the English language, the Arts, Education and Society. We believe these are the most effective means of engaging with others, and we have been doing this work since 1934.

www.britishcouncil.org

About Plymouth University

Plymouth University is one of the leading modern universities in the UK, ranked in the top seven institutions under the age of fifty by Times Higher Education. The University was awarded the Queen's Anniversary Prize for Higher and Further Education in 2012, and was the first in the world to be awarded the Social Enterprise Mark in recognition of working as a genuine social enterprise, caring for communities, and protecting the planet. The study has been led by SERIO, an applied research unit based at Plymouth University, in collaboration with colleagues from the Institution's Futures Entrepreneurship Centre.

Using this report

Overview

This research seeks to identify the benefits and challenges of partnership between higher education institutions (HEIs) and social enterprises (SEs) with a particular focus on those operating within an international context. Specifically it explores:

- Existing partnerships between HEIs and social enterprise across twelve countries, spanning four continents;
- The benefits of existing cooperation between social enterprise and HEIs;
- The impact of such cooperation on a range of stakeholder groups, such as students, social entrepreneurs, and funders; and,
- The role of HEIs in supporting an increased awareness of social entrepreneurship as a career option, and in assisting start-ups and early growth.

In May 2016, the British Council published the core research report[1] emanating from this study - *'Social Enterprise in a Global Context: The Role of Higher Education Institutions'* – which placed a deliberate focus on the macro international landscape for engagement between HEIs and social enterprise. In contrast, this report on the State of California provides a specific focus, enabling a more granular view of social enterprise activity among Higher Education Institutions (HEIs). As noted in the 'global research report', the disparity across countries in terms of the number of HEIs (and therefore the potential for a skewed sample) meant that the research focused on specific regions within three of the largest countries. In the USA, this encompassed the State of California. A similar report has been produced for each of the eleven other countries that participated in this study.

It is expected that the findings of this research will:

- Facilitate dialogue, networking and knowledge exchange, opening up avenues for greater international cooperation between HEIs, and a stronger global narrative on social value and the contribution of this activity to achieving social development goals.
- Assess and promote the role of HEIs in social enterprises and the benefits of existing co-operation, based upon an analysis of opportunities and challenges related to collaboration.
- Provide a body of evidence which supports and informs further research and collaboration opportunities.

All research outputs from this study, including this report, will be made available on the British Council Social Enterprise webpage: www.britishcouncil.org/society/social-enterprise/reports

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[1] Referred to hereon after as 'the global research report'.

Introduction

Outlining the research

This research is set against a context of global growth in higher education, and seeks to understand and enhance the role of international cooperation between higher education institutions (HEIs) and social enterprises (SEs). The study, led by Plymouth University for the British Council, is one of the first to attempt to identify the range of HEI activity in the social enterprise sector. Specifically, the study maps and explores existing partnerships between HEIs and SE; the benefits of existing cooperation; and the impact of such cooperation on a range of stakeholder groups, such as students, social entrepreneurs, and funders.

One of the challenges of conducting social enterprise research on a global level is that the term is governed by different legal frameworks, terminology, and cultural approaches. For this study, the researchers adopted the www.socialenterprise.org.uk definition, which considers a social enterprise to be:

> *"A business that trades to tackle social problems, improve communities, people's life chances, or the environment. They make their money from selling goods and services in the open market, but they reinvest their profits back into the business or the local community"*

Study approach

The global research was undertaken with over two hundred HEIs drawn from Canada, Greece, Hong Kong, India, Kenya, Mexico, Pakistan, Slovenia, South Africa, Thailand, United Kingdom and the USA. These twelve countries were selected to provide a wide range of different geographical locations, higher education structures, and levels of economic development and rates of growth. The study comprised three core methodological stages:

Approach	Overview
Desk-based review of social enterprise activity	▪ This included academic and grey literature, as well as media sources such as HEI and news websites, blogs, and third party partner organisation websites. ▪ The review was supported by consultations with British Council representatives from each country and explored country-specific issues such as variations in the definition of social enterprise, legal structures for the sector, and challenges to growth.
HEI survey	▪ An online survey was sent to all known HEIs in each country to map social enterprise activity, and to explore the benefits and challenges of partnership working. ▪ The survey was disseminated to 993 HEIs, yielding a return of 205 (a 21% response rate).
Consultation	▪ In-depth semi-structured interviews with up to three HEIs from each country, to capture their social enterprise activity and partnerships in more detail. ▪ This data was combined with analysis from the preceding two stages to formulate a series of case studies of practice.

With specific regard to the USA, given the size of the country and the higher education sector, the research focused on one state, California. 157 HEIs in California were invited to complete a survey, yielding a return of 13 – a response of 8%. Where possible, the survey was targeted toward named contacts with knowledge of, or responsibility for social enterprise at their institution. Whilst this approach was felt to provide the most rounded view of cross-institutional engagement and practice, it should be noted that any views expressed may not necessarily reflect the official stance of their HEI.

The survey findings have been exemplified and elaborated upon through the inclusion of case studies of practice from three Californian HEIs, and consultation with representatives from the British Council team in the USA.

The British Council's social enterprise programme

Social enterprises address social and environmental problems through innovative solutions that improve people's lives in our communities and societies. The British Council's global social enterprise programme draws on the UK experience in social enterprise to promote its growth around the world. We build capacity in the sector, forge international networks, and support policy leaders to create ecosystems in which social enterprise and social investment can thrive. Our work supports positive social change, inclusive growth and sustainable development while building trust and creating opportunities between the UK and other countries.

The landscape for social enterprise

Country overview

The higher education system in the US is among the largest in the world and has a long history, with the establishment of colleges dating back to the 17th Century. With the US consistently being placed in the world's top ten places for university rankings and research outputs, US HEIs are a world leader in higher education quality.[2] In 2013, there were approximately 20 million student enrolments in the USA, representing around 6.3% of the total population.[3] This is higher than the average number of student enrolments as a proportion of the total population across the 12 study countries described in this research, with the mean average across the 12 countries standing at 3.6%. Higher education in the US is largely independent from the government and is highly decentralised. Individual state governments manage their own HE sector and the federal government does not establish HEIs or govern them at any level.[4]

Alongside 'social entrepreneurship', the term 'social enterprise' is commonly used and understood in the US, although the two phrases are often used interchangeably. Whilst some countries lack commonality, referring to the social enterprise sector by various different names, the US is relatively agreed upon the use of the term 'social enterprise' and it is recognised across business sectors and disciplines.

Approaches to social enterprise

In the US, social enterprises are registered at state level, and the federal government has little influence. There are various legal structures that a social enterprise can operate under and these can vary widely between states.[4] In California, the focus of this research report, there are six main options for social enterprise registration, two of which have been designed specifically for social enterprises: the Benefit Corporation, established in 2012, and the Social Purpose Corporation which came into effect in 2015.

Social enterprise is not a recent phenomenon in the US; and many successful enterprises still in operation today, such as Goodwill Industries, can date their founding back to the early 20th Century. However, until fairly recently there was limited understanding about how social enterprises differed from charitable organisations. The concept has only gained more widespread awareness since the 1990s when it was marketed as a "third-way" approach to solving social problems.[5] In terms of the types of social enterprise found in the US, work-integration social enterprises (WISEs) are particularly commonplace, supporting disadvantaged and marginalised groups of society to enter or re-enter the labour workforce.

In some countries there are reports of cultural concerns regarding the ethics of organisations accruing profit whilst making social impact. However consultations with in-country representatives suggest that this perception is not commonly present in the US because the attainment of financial success tends to be highly regarded; there is a general perception that 'doing well' and 'doing good' need not be mutually exclusive.

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[2] British Council (2014) Country Brief: USA

[3] UNESCO Institute for Statistics (2016). Enrolment by level of education. Available at:
http://data.uis.unesco.org/Index.aspx?DataSetCode=EDULIT_DS

[4] U.S. Department of Education (2005) Education in the United States: A Brief Overview. Available at:
http://www2.ed.gov/about/offices/list/ous/international/edus/index.html

[5] International Comparative Social Enterprise Models (ICSEM) Project (2014) Social Enterprise in the United States: WISEs and Other Worker-Focused Models.

Support for social enterprise

In the US, there are various national and international networks and support organisations in existence, particularly from the private sector, supporting the development of the social enterprise sector. For example, founded in 1980 and originating from the US, Ashoka is the largest network of social entrepreneurs worldwide and probably the most well-known. Ashoka provides start-up financing, professional support services and access to a global network for social enterprises spanning across a breadth of business and social sectors. Similarly, the Social Enterprise Alliance is a national membership organisation, supporting social entrepreneurs, promoting the sector and fostering a social enterprise ecosystem across the US. In addition, America Forward is a national network of social impact organisations advancing a public policy agenda which catalyses cross-sector partnerships in education, early childhood, workforce development, youth development and poverty alleviation.

On a state level, REDF is a California-based, non-profit organisation which invests seed and growth capital exclusively into the development of social enterprises focused on the provision of employment opportunities. These support organisations also work in partnership with state and federal government agencies to influence policy and development programmes. For example, REDF provides social enterprises with access to existing government programmes such as the Community Development Financial Institutions (CDFI) Fund which provides investment capital and financial services to social enterprises and other community development organisations. Alongside profits from trading, a major source of income for social enterprises in the US comes from foundations grants.[6] Notable foundations that offer grant and loan funding to social enterprises include Echoing Green, RSF Social Finance, the Skoll Foundation, the Acumen Fund and the Schwab Foundation. In addition, the federal government runs the Social Innovation Fund (SIF), established in 2009, which awards monetary grants to social enterprises developing solutions to challenges facing local communities.

The role of HEIs

HEIs in the US offer various forms of support for social enterprise, such as courses in social entrepreneurship, social impact investment, management, and consultancy services.[7] Many institutions are even becoming known as 'social enterprise hubs' within their communities; to date, two universities in California, Claremont McKenna College and University of San Diego, have been awarded Ashoka U Changemaker campus status for being leading institutions in social innovation education.

Business schools in the US tend to lead the agenda for HEI's support for social enterprise. For example, the University of California, Berkeley (UC Berkeley) runs the Centre for Social Sector Leadership where promotion of social enterprise is at the core of its offering. They run courses in social entrepreneurship, provide experiential learning for students and offer affordable consultancy services to support social enterprises' operations to help them grow and expand. UC Berkeley also founded the Global Social Venture Competition (GSVC), a social business plan contest dedicated to launching and supporting the next generation of social entrepreneurs. Since its inception in 1999, GSVC has evolved into a worldwide network of universities, investors, judges and mentors, with winning ventures receiving mentoring, exposure, prize money and support to develop, launch and scale their enterprise.

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[6] Green for All (2012) Nonprofit Social Enterprise: Models and Funding. Available at:
http://www.niqca.org/documents/Social%20Enterprise.pdf
[7] Net Impact (2014) Business as Unusual. Available at: https://netimpact.org/sites/default/files/documents/business-as-unusual-2014.pdf

Overview of social enterprise activity

Introduction

This section firstly summarises the scale and characteristics of HEI and SE partnerships in California, USA, followed by a review of priority areas, and discussion on the benefits and approaches to supporting social enterprise. Where appropriate, the analysis draws on findings from the eleven other countries of focus in order to provide a comparator position to California, USA *(see 'Using this report')*.

The scale of social enterprise activity

Social enterprise activity amongst Californian HEIs was found to be fairly common. As illustrated in Chart 1, of the thirteen responding HEIs, eight (62%) were found to have active partnerships at the time of the survey. A further two institutions (15%) had previous engagement, and one (8%) stated an intention to work with social enterprise in the future. The remaining two HEIs (15%) had never engaged with social enterprises.

Chart 1: Proportion of institutions from each country currently working with social enterprises
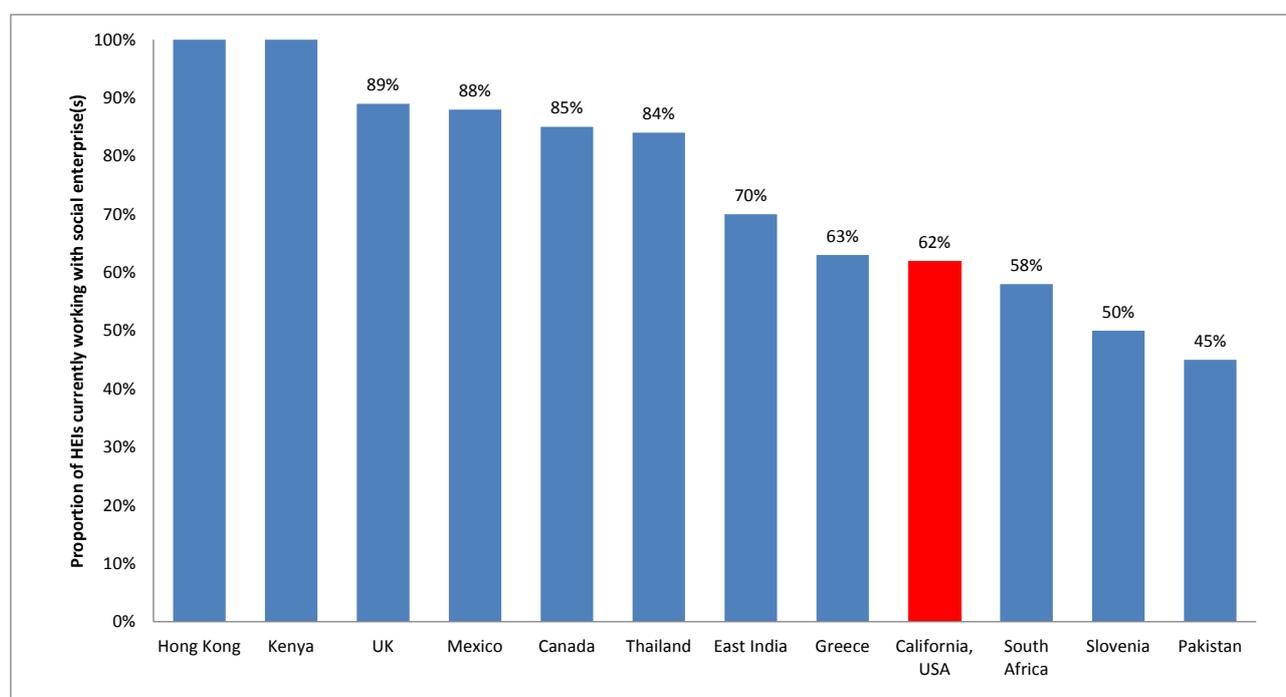
Source: Social Enterprise in a Global Context Survey, 2016
Base: 205

Analysis revealed no obvious trend with regard to the number of active partnerships across responding HEIs. Of the responding HEIs that were working with a social enterprise at the point of the survey, three engaged with between one and five, whilst two had between eleven and sixteen active partnerships, and two engaged with over seventeen.[8]

As with the findings from the global research report, the number of active social enterprise partnerships that HEIs in California reported they have was found to be diverse, and do not represent one homogenous group. However taking into account the size of a social enterprise

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[8] One respondent was unsure how many partnerships the HEI currently had.

could go some way toward accounting for these differences. For example, in the global research report, one university was found to have between one and five active partnerships; but one of these was with an umbrella organisation which is home to several large scale social enterprises. With specific regard to the US, Goodwill Industries can be highlighted as another example of an umbrella organisation housing several social enterprises. Founded in 1902, Goodwill provides job training and work opportunities for disadvantaged or marginalised people. The enterprise has grown considerably since its inception and now operates as a network of more than 160 independent, community-based organisations across the US, South America and Canada.

International activity

In terms of the geographical scope of engagement, of the ten Californian HEIs with either an active or previous partnership(s) at the time of the survey, all but one stated that this included a partnership within their own country. Further, six institutions stated that their partnerships also involved international activity, such as participating in international community development projects and facilitating student-led social enterprises abroad.

> *"Students from our HEI developed a social enterprise in Peru, providing micro loans to women"*
>
> *"Our HEI has been involved in creating an animal farm in Ethiopia to support the local school"*
>
> *"We partnered with a social enterprise in the Philippines, which addressed international job and placement services for the poor"*

Regarding the scale of international activity, four Californian HEIs that had international SE partnerships stated that this amounted to between one and five projects; one reported that this amounted to between six and ten; and one indicated that they were involved in over seventeen international projects. In addition, as a proportion of total work with social enterprise, two HEIs stipulated that international partnerships accounted for between ten and twenty per cent of their social enterprise engagement and activity; one indicated it accounted for approximately 25%; and one reported that it accounted for around 50%. For another HEI, all of their work with social enterprise was international. The remaining institution was unable to attribute a proportion.

For those HEIs that had previously been, or were currently engaged in an international partnership, key motivations included having an institutional commitment to working internationally; addressing specific needs identified by international students; and incorporating international partnerships with social enterprises within the curriculum. However, reflecting the challenges reported in the global research report, three Californian HEIs also underlined how the availability of funding, logistics, social enterprise capacity, and cultural differences posed as barriers to international collaboration.

> *"Our work with international social enterprises forms part of an international MBA program"*
>
> *"Our HEI was inspired to develop international partnerships as a result of requests from international students to help their home countries"*
>
> *"We are a major research institution and see the world globally, not just locally"*

Priority areas

Echoing findings from the global research report, and illustrated in Chart 2, the most commonly cited social purpose that Californian HEIs would be most likely to support[9] was the development of specific communities, reported by four responding institutions. Three institutions also cited how they would advocate initiatives which aimed to protect the environment, or support vulnerable children and young people. Further, two HEIs specified how they would prioritise social enterprises that address financial exclusion, create employment opportunities, or support vulnerable adults. The range of priority areas that HEIs reported that they support reflects the breadth of work being carried out in the Californian SE sector; and the increasing role that institutions are playing in supporting the development of their local communities.

Chart 2: Types of social enterprise Californian HEIs would be most likely to support
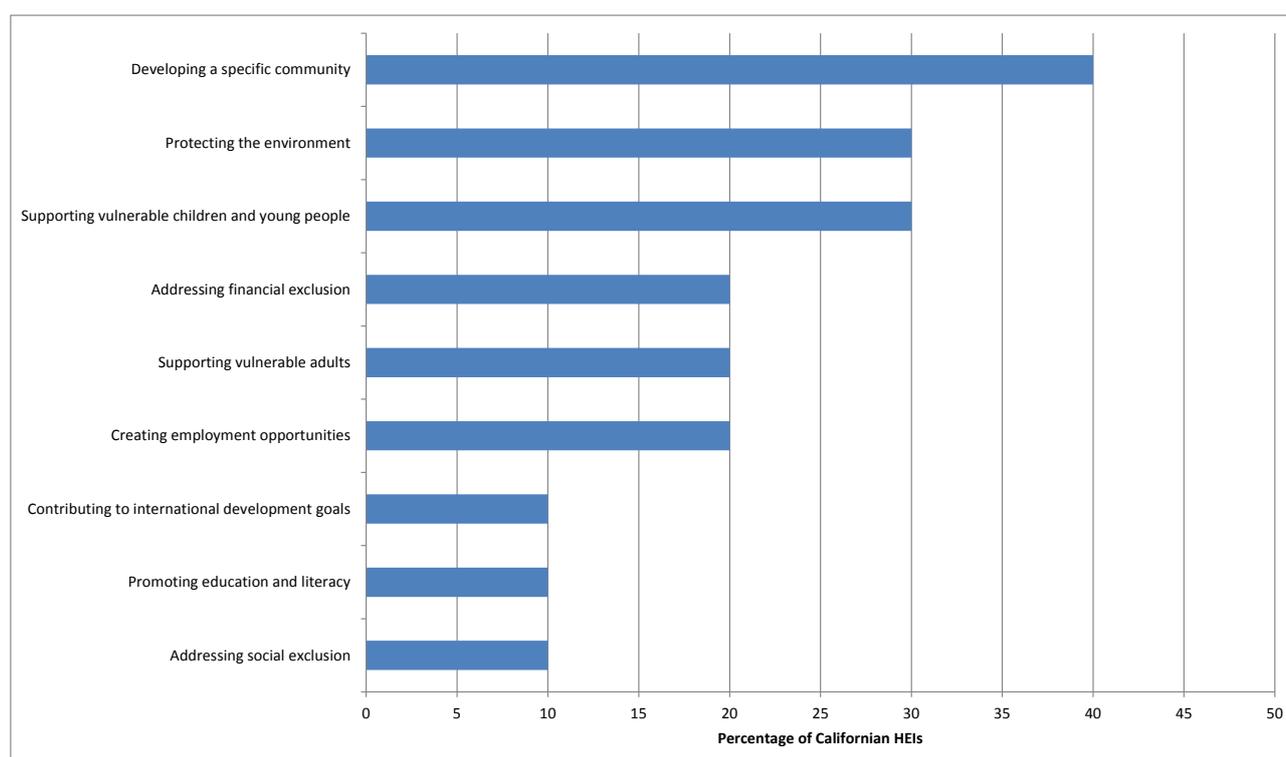
Source: Social Enterprise in a Global Context Survey, 2016
Base: 10

Motivations for engagement

Californian institutions outlined a range of motivating factors that underpinned their engagement with social enterprises. Of those providing a response, five cited that they would be particularly motivated[10] to engage with social enterprise to both improve their student experience and address local and regional needs. This was followed by four HEIs reporting a motivation to develop partnerships if social enterprise was included as part of the institution's academic curriculum. A further two institutions specifying that they would be motivated to engage with SE if it was part of the HEI's mission or strategy.

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[9] HEIs nominating each variable as their first or second choice they would be most likely to support.
[10] HEIs nominating each variable as their first or second most motivating factor.

"Engagement with social enterprise improves students' understanding of business and how it can have positive impacts on social justice and human well-being issues"

"Our social enterprise work encourages communities that there are other approaches that can be used to meet their needs, as well as creating employment opportunities for vulnerable groups"

"As part of some courses, students have to come up with ideas for social enterprises, which broaden students' horizons. They also listen to speakers who are SEs and realise this is a viable career path"

"We are developing a reputation as an institute that supports social entrepreneurs. Many faculty members have attended or presented in forums which has led to closer community ties and greater learning from various community sectors"

Working with and supporting social enterprise

Californian HEIs that were found to be currently working with a social enterprise(s) were asked to indicate the ways in which this took place, and to exemplify the associated type of support they provide.

As shown in Table 1, (and in common with the findings from the global report), by far the most commonly cited approaches were through a project, partnership, or joint activity, and through facilitating student-led social enterprises – each of which were identified by all but one responding Californian institutions (7). This was exemplified by the provision of: expertise and training (7 HEIs); placement students (5); and access to facilities (4). A further three institutions reported that they offered social enterprise specific support services, collaboration and research opportunities, and promotion of SE goods and services.

The second two most commonly cited support approaches were through institutional membership of a social enterprise network, and institutional commitment to working with or supporting social enterprises in their HEI mission or strategy – each of which were reported by five HEIs.
Notably, in comparison to global findings, HEIs in California were less likely to report provision of incubation space, where social enterprises can develop, or support for HEI- or staff-led social enterprises, reported by four and two institutions respectively. Regarding the latter, it may be that Californian institutions were less likely to report engaging in staff-led enterprises because of their primary focus being students; evidenced through a motivation to improve the student experience and facilitating student-led enterprises.

Table 1: Approaches to working with social enterprise[11]

Approach	Percentage	
	California	Global
A project, partnership or other joint activity with one or more social enterprise(s)	88%	96%
Student led social enterprises	88%	78%
Institutional membership of a social enterprise network	75%	70%
Institutional commitment to working with/ supporting social enterprises in mission/ strategy	75%	81%
Incubation space/ facility where new social enterprise(s) can develop	50%	68%
HEI/ Staff-led social enterprises	25%	67%

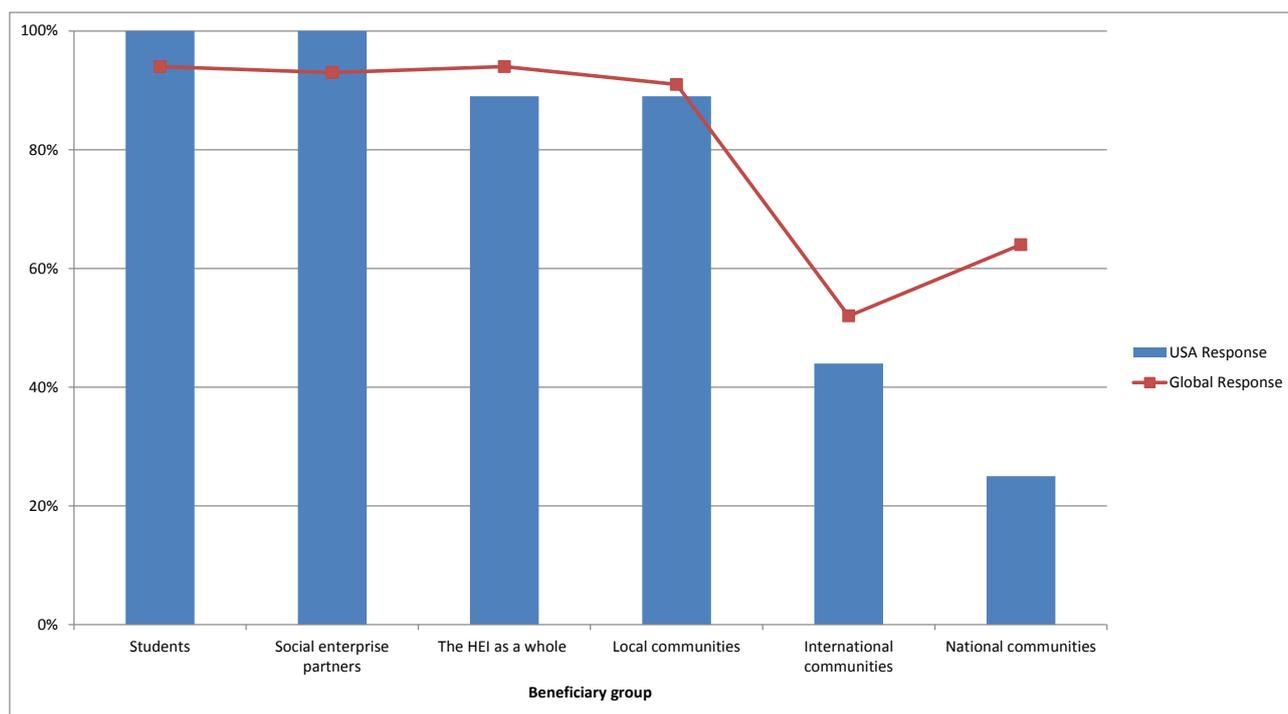Source: Social Enterprise in a Global Context Survey, 2016
Base: 8

Benefits of partnership working

Californian HEIs identified that their work with social enterprise(s) had created benefits for a range of groups. This is presented in Chart 3, and benchmarked against findings from the global report, indicated by the red trend line.

Perceived levels of benefit amongst Californian HEIs generally mirrored the collective view across all twelve countries. As shown, of those providing a valid response, the primary beneficiaries of partnership working were identified by Californian HEIs to be students and social enterprise partners, each cited by ten institutions. This was followed by recognition of the benefit of partnership working for the HEI as a whole, and local communities – each of which were identified by eight institutions. This is broadly in line with the global findings of 94%, 93%, 94% and 91% respectively. In contrast, however, there was less recognition regarding the benefit to national communities - identified by only two Californian HEIs in comparison to 64% globally. This may be due to social enterprises being registered at state level (see '*The landscape for social enterprise*'), and HEIs having a particular focus on developing local communities as noted earlier in this section.

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[11] NB: Percentages may vary due to differing base numbers and have been provided so that a global comparison can be made, however caution should be exercised when interpreting this data because of the small sample from California, USA.

Chart 3: Californian views regarding the key beneficiaries of HEI/SE partnerships

Source: Social Enterprise in a Global Context Survey, 2016
Californian Base: 10 except 'HEI as a whole', 'Local communities' and 'International communities' where B=9; and 'National communities' where B=8
Global Base: 157, except 'Social enterprise partners' where B=156; 'Students' and 'Local communities' where B=155; and 'National communities' and 'International communities' where B=148

Embedding social enterprise in higher education

Reflecting findings from the eleven other participating countries, all eight responding Californian HEIs that had active partnerships at the point of the survey commonly used social enterprise to support the delivery of extracurricular activities, whilst seven indicated that they offered accredited social enterprise courses. A further four HEIs indicated that they involve social enterprises in the delivery of their curriculum, however, unlike the 30% of HEIs globally, no Californian institutions reported that they incorporated SE across all courses.

Good practice in developing partnerships

Introduction

As noted previously, the research sought, in part, to facilitate dialogue and knowledge exchange, and to inform further collaboration opportunities (see *'Using this report'*). In support of these objectives, the survey asked HEIs to share examples of good practice stemming from their experience of developing partnerships with social enterprises.

HEIs in California provided a range of good practice approaches that could be shared more widely, which were broadly categorised as follows: focus on sustainability, communication and knowledge exchange; capacity building approach; developing cooperative networks; and awareness of cultural differences. These are discussed in turn, and exemplified by quotes from responding institutions.

Focus on sustainability

In common with findings from the global research report, Californian HEIs highlighted the importance of social enterprises focusing on long-term sustainability. HEIs offered advice on how to achieve sustainable partnerships, for example stressing the importance of finding the right academic staff within the HEI to commit and lead the partnership; and finding ways to integrate partnership activity within the curriculum to promote ongoing and replicable engagement. Further, one HEI also emphasised the need to focus on developing reciprocal partnerships. This was based on the view that when relationships produce mutual benefits, the likelihood of continued engagement is much greater.

"Find a faculty member who is committed to working with social enterprise and provide them with adequate resources and support"

"Integrate social enterprise activity into courses and the curriculum. Identify deliverables. Set a schedule of training that is repeatable"

"Identify the people on campus who are already working with social enterprises and bring them together to discuss the climate for SE on your campus. Do a university audit of SE activity and interest and bring in a social entrepreneur in-residence who will meet with students and raise excitement. Establish a student SE club and do all the necessary things to institutionalise a campus change of this nature"

"We no longer talk to enterprises about our students helping them but rather ask that they consider helping our students learn in a way that will also hopefully provide benefit to them"

Communication and knowledge exchange

Communication between social enterprise partners, and the exchange of knowledge, were also highlighted as examples of good practice by Californian HEIs. Institutions underlined the importance of approaching collaboration with social enterprises as equal partners, citing the need for HEIs to listen to SEs and their goals, rather than approaching partnerships with a view to implement changes according to their own agenda.

"Use a partnership model versus a consulting model when working with social enterprises to produce good results"

"Always use a partnership model and go in with the view that you and your students have more to learn than the social enterprises and the people they serve; take time and patience to work closely with the partner and develop relationships"

"We don't view ourselves as the experts. Instead, we are partners willing to contribute whatever we can that they find useful. We try to be guided by their needs, rather than just carrying out the university agenda or our own research agenda. We try to develop good relationships with all sectors and find ways to share best practices among local social entrepreneurs and non-profits"

Developing cooperative networks

As highlighted in the global research report, the importance of developing and maintaining networks was considered important by HEIs in California. Indeed, five responding institutions with an active partnership were part of a formal social enterprise network. In particular, institutions promoted the development of networks which incorporated individuals and organisations from a range of sectors outside of the HEI in order to best support the development of the SE sector. They suggest that to facilitate social enterprise growth, business leaders, local community leaders and SE partners need to foster engagement at a local level.

"Identify and engage partners that will go beyond academic preparation. Get business partners who really get the social enterprise sector. Find ways to build awareness in the larger population beyond the HEI"

"We provide educational and mentoring opportunities to social enterprise awardees, as well as assigning MBA partners to help them accomplish small, measurable projects that add value to the start-up process"

Awareness of cultural differences

In common with the findings globally, HEIs in California were among those that identified the need to be aware of cultural differences, and the landscape within which social enterprises operate, when developing international partnerships. In particular, one HEI highlighted the importance of understanding the various customs and traditions to be found within the country of origin, as well as taking into consideration their culturally-specific approaches to social enterprise.

"Get to know your social enterprise partner and culturally immerse your team while learning about economic, social and cultural factors, such as customs and traditions, with regard to the overseas country"

Summary

The social enterprise sector in the US has a long history; in particular, the work-integration social enterprise (WISE) is a common model adopted by social entrepreneurs to encourage disadvantaged or marginalised members of society to be a part of the labour workforce. Although high-profile national support networks have been in existence in the US for some time, HEIs are now playing an increasing role in promoting the sector and developing the next generation of social entrepreneurs. For example, the survey found that 62% of responding Californian HEIs reported having an active partnership with a social enterprise, benchmarked against a 75% level of engagement from across all twelve study countries.

In terms of the geographical scope of engagement, all but one of the responding Californian HEIs with either active or previous partnerships reported that their work with SE occurred within their own country. Further, six institutions reported that their partnerships involved some element of international activity; with one HEI reporting that all of their SE work was international in nature. Underpinning this engagement was a motivation to improve the student experience; address local and regional needs; and work with SE as part of the institution's academic curriculum.

In line with the desire to address local and regional needs, the most commonly cited social purposes that Californian HEIs would be most likely to prioritise were those that develop specific communities, protect the environment, and support vulnerable children and young people. With specific regard to the former, this can be exemplified by San Jose State University's CommUniverCity initiative, as described in *'Case study 2'*. In this partnership, SJSU works in partnership with the City of San Jose to run a community-wide programme of social entrepreneurial initiatives, addressing local problems in the areas of community health, education and mentorship; and neighbourhood regeneration.

The research indicated a breadth of different ways in which Californian HEIs approach their work with social enterprise(s). By far the most commonly cited approaches, identified by all but one responding institution, were through project, partnership, or joint activities, and through facilitating student-led social enterprises. This was followed by institutional membership of a SE network; and institutional commitment to working with or supporting social enterprises in their HEI mission or strategy. This was exemplified by the provision of expertise and training, placement students and access to facilities; and all of these approaches were in line with the global findings.

Looking forward, although the prevalence and variety of Californian HEI/ SE partnerships highlights the role institutions are playing in developing the SE sector, the survey has also illustrated that there is scope for further engagement. For example, whilst all Californian HEIs identified that they involve social enterprises in the delivery of extracurricular activities, none of the responding institutions reported that they incorporate SE across their academic provision. Given that students were highlighted as being both one of the key motivations and key beneficiaries of institutions' social enterprise work, it may be considered that incorporating SE into the wider curriculum would serve to further contribute towards this goal.

Case Studies

Case study 1: La Sierra University

Institution overview:
La Sierra University is a private Seventh-day Adventist co-educational university founded in 1922 and located in Riverside, California. As members of the diverse La Sierra University community, the university is committed to inquiry, learning, and service; and their community is rooted in the Christian gospel and the Seventh-day Adventist values and ideals. There are around 2,500 students currently enrolled.

Approach to social enterprise:
La Sierra University has a long-standing relationship with social enterprise and working with them forms part of their HEI mission and strategy. Their approach is multi-faceted and extensive: they have an incubation space to support start-up enterprises and they support many student-led ventures. They provide social enterprises with funding, expertise, training, access to their facilities and placement students to support their work.

Student engagement:
La Sierra finds that working with social enterprises enhances their reputation and provides opportunities for students to expand their learning and engagement with the community. Enactus (formerly known as Students in Free Enterprise) is a global organisation supporting students to develop and lead their own social enterprise ventures. Committed to the development of their students as future social entrepreneurs, La Sierra has won multiple national and world titles in this competition. Mobile Fresh is a social enterprise developed by the Family Service Association of Riverside and the La Sierra University Student Enactus Team. To combat the issue of food insecurity in the community they provide a grocery store on wheels. Students have improved the Mobile Fresh programme by identifying cost-efficient measures and handling logistic issues such as securing food transportation, as well as marketing and raising funds. No funding is provided by the university, and students are fully responsible for managing budgets and ensuring sustainability.

Another student social venture originating through Enactus is The Cow Bank, a social enterprise operating in India. They provide cow loans to village women and have an agreement with all local milk wholesalers in the area, securing a guaranteed market for women to sell from their cows. A portion of the revenue from the sale of milk is automatically utilised for repayment of the low-interest loan and those funds are then reinvested to impact more women each year. La Sierra assists with the distribution of the animals across wholesalers and monitors the successful execution of the programme. Through enterprises such as these, La Sierra University ensures a solid learning process for its students that will empower them to take on initiatives in other areas in the future.

Benefits and impact:
Social enterprises benefit from university partnerships by developing their business acumen and securing funding; whilst local communities benefit from improved economic and social circumstances. Students are empowered to solve social problems and effect real change. The university strongly believes that social good is a part of their brand and their offer to students.

Initiatives such as The Cow Bank are working and scaling-up. All of the women in the programme have, at minimum, doubled their average daily income and many now own more than one cow. After two full years of operation they haven't had a single woman default on their loan and those who received the first loans have been the greatest advocates for encouraging new recipients to join the programme. Students raise money themselves to finance the programme and La Sierra supports issues such as veterinary care for the cows, and is expanding the programme to new business ventures such as textile production. The key element to the project is that with Cow Bank, women can transition from labourers to business owners.

Contact Information: www.lasierra.edu

Case study 2: San Jose State University

Institution overview:
Established in 1857 as the founding campus of the 23-campus California State University system, San José State University (SJSU) is a public institution located in San José, California, USA. The university aims to enrich the lives of its students, transmitting knowledge along with the necessary skills for applying it in the service of society, and to expand the base of knowledge through research and scholarship. There are more than 30,000 students currently enrolled at SJSU.

Approach to social enterprise:
SJSU are proactively developing the social enterprise sector by engaging with students and local communities on various collaborative endeavours. They encourage the development of social enterprise as a tool to address community needs; and provide their students with practical experience of social entrepreneurship to help them consider it as a career path.

Community and student engagement:
In partnership with the City of San José and local communities, SJSU run 'CommUniverCity'. This unique initiative involves faculty, students, residents and community leaders in community-engaged learning projects working to address local problems in the areas of community health, education and mentorship; and neighbourhood ownership and revitalization. They develop around 50 projects each year. Garden to Table is just one social enterprise that has evolved from the initiative - a sustainable, local food system that makes fresh produce accessible to local families; serves as an educational venue teaching residents to cultivate their own fruits and vegetables; and creates a steady source of revenue to sustain their organisation.

SJSU encourages social innovation among staff and students on campus. Based in the College of Business, the Global Leadership Advancement Centre runs various social innovation initiatives including:
- A social innovation leadership network who host an annual forum that brings together cross-sector leaders to network, learn and collaborate on local social problems.
- The Social Innovation Institute, whose aim is to leverage mutually beneficial relationships between SJSU, social entrepreneurs, the city of San José, foundations and other innovation organisations; encourage and train people to apply technology and innovation for the good of the local community; and
- SHiFT Magazine, a unique student-run social enterprise magazine, educating readers about the local social innovation sector and encouraging them to take action themselves.

The benefits and impact of collaboration:
- Working with social enterprises has enabled SJSU to develop a reputation as being a supportive institution for the sector. Faculty members present at forums and networking events, leading to closer community ties and greater learning from various community sectors.
- Students learn from social entrepreneurs about the potential for social enterprise to be a viable career path. To date, the CommUniverCity initiative has engaged more than 15,000 student learners. In addition, SJSU promotes the concept of innovation across campus and by incorporating social enterprise into the academic curriculum, students have the opportunity to develop their own social enterprise projects and products throughout their educational career.
- Local communities benefit from the social innovation collaborations that SJSU has fostered. For example, the CommerUniverCity initiative has trained women micro entrepreneurs; founded the community Garden to Table enterprise; and created employment, housing and education for disadvantaged members of the community. More than 70,000 residents have had contact with the initiative so far and more than 250,000 hours of service to the community has been conducted, valued at $5.5 million.

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Case study 3: Fresno Pacific University

Institution overview: Founded in 1944, Fresno Pacific University (FPU) is a private Christian University located in Fresno, California, USA. FPU aims to develop students for leadership and service through excellence in Christian higher education, and the university has subject specialisms in Seminary, Education, Business, Humanities, Religion and Science. There are currently between 4,000 and 5,000 students enrolled at FPU.

Approach to social enterprise: FPU encourage and facilitate faith-based social enterprise endeavours across campus and the wider community through its Centre for Community Transformation (CCT). The university supports various social purposes including most notably those that create employment opportunities, address financial exclusion and enhance the economic wellbeing of a concentrated poverty region within which the university sits.

Social enterprise enriching the local community: Fresno City possesses one of the highest concentrated points of poverty in the US; more than 40% of the local population live below the federal poverty threshold. Thus economic development in this region is considered imperative and FPU have established a team of academics, business people and pastoral communities to research what faith institutions can do to provide economic solutions to their region.

This work has led to the creation of the Centre for Community Transformation (CCT), a social enterprise hub based out of FPU. Here a number of community initiatives and civic renewal efforts are run to enhance local people's employment opportunities, socioeconomic status and subsequent quality of life. These include financial literacy training for extreme poverty neighbourhoods, tailored access to community transformation strategies for immigrant leaders, and emerging leader training for civic engagement.

To raise awareness of social enterprise, success stories are compiled into a book and distributed to faith institutions in the local area. In addition, an annual summit is held in one of the poorest areas of the region to facilitate networking, knowledge sharing and the creation of new projects to support local people. Through this work, the wider business and non-profit community have benefitted from witnessing how a social enterprise format can be effective. FPU note how some local congregations and non-profit organisations have been prompted to use a social enterprise business model instead of registering as a charity, and have since been able to accomplish their mission while also generating revenue.

Supporting start-up ventures: Coordinated by the CCT and inspired by the television programme 'Shark Tank', the annual Spark Tank Pitch Fest is a competition awarding start-up money to new social enterprises in the region. Award winners are enrolled on a university-led business development programme and provided with MBA students to support them with various aspects such as branding and marketing, logo design or web development. Scholarships are also available for students to undertake internships in these social enterprises to continue their support past the start-up phase.

'Off the Hook' was one of the 2015 Spark Tank winners. This social enterprise is a preventative and rescue-oriented ministry for young people at risk of gang and drug involvement. Their work is supported by a 'fee-for-service' fitness, boxing and martial arts gym and an adult programme providing life and job skills training. Since its inception three years ago, Spark Tank now has 15 social businesses operating sustainably in the community, two micro lending funds and two training centres in operation.

FPU advise other institutions working with social enterprises for the first time to integrate the support they provide into academic courses and the curriculum. They suggest setting a schedule of training that is replicable and achievable, noting how social enterprise can act as a bridge between universities and communities to overcome attitudes of suspicion and bring about fruitful collaboration.

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