



Inspiration Fiche

Social Entrepreneurship

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Inspiration Fiches

Digi Buddy is a web-based platform (<https://www.digi-buddy.eu/>) for HEIs seeking support and partners for collaboration and peer-learning when strengthening entrepreneurship in their institutions.

Through the Digi Buddy System HEIs can start engaging in peer-learning, exchanging experiences and discussing plans. The platform allows HEIs to contact other HEIs on the platform that also are interested to work on similar projects or tackle similar challenges.

Digi Buddy facilitates collaboration and networking, and possibly mentorship opportunities between HEIs.



Inspiration Fiches

HEI practitioners and managers using the Digi Buddy system are provided with the opportunity to not only contact like-minded institutions/individuals, but also to access information on the basis of thematic clusters, and challenges through an “Inspiration Fiche”.

This fiche is a piece of condensed information about strategies, policies and initiatives undertaken by HEIs to address the entrepreneurship and innovation agenda. The Fiche is based on (practical) HEInnovate & BeyondScale experiences and the academic literature on transformation processes in higher education.

The fiches provide a unique set of recommendations on how HEIs can use the HEInnovate approach to further their entrepreneurial agenda. They also provide narratives describing the outcomes, contribution and impact of the use and experimentation with HEInnovate in achieving the outcomes and objectives in each activity area.

Being a digital tool, the fiche links its users to the evidence underlying the keywords in the fiche.

For example, a user interested in the **intervention “Building Capacity”** will be provided with a pop-up window that includes a presentation or definition of such a centre and provides links to other issues that are related to implementing these centres, such as the resources and inputs, potential barriers and motivators, etc. In addition, the pop up-windows will include links to the most relevant publications underlying the evidence that is summarised in the texts.

Online versions of the Inspiration Fiche: www.digi-buddy.eu

Challenges

Tile 1: Create social entrepreneurship culture

Title	Create social entrepreneurship culture
<p>Introduction/ Background</p>	<p>In the literature, one can find various definitions and understandings of what social entrepreneurship signifies. While there is some variation, all definitions state the following characteristics as central to social entrepreneurship:</p> <ul style="list-style-type: none"> - Innovative use and combination of resources to pursue opportunities for catalysing social change or addressing social needs. - Creating social value and stimulating changes in the social sector; also sustaining social value - The generation and development of resources and innovations to stimulate social change <p>While these criteria mostly point to what entrepreneurial behaviour could involve, a culture of social entrepreneurship in higher education institutions consists foremost of values that support staff, students, and other relevant stakeholders to function as social entrepreneurs. However, these values can have different orientations which can range from the idea of a philanthropic higher education institution to a university in which social entrepreneurship to a university where social entrepreneurship is also primarily seen as a special form of entrepreneurship that focuses on the beneficial realisation of ideas in the social sector. Besides social entrepreneurship other terms, such as civic engagement, community engagement or civic university are used to point to this activity area of higher education institutions.</p> <p>While higher education institutions have become more familiar with the entrepreneurial agenda in recent years, practitioners report that social entrepreneurship is frequently perceived as an alien concept, particularly in the social sciences and arts and humanities. Contributing to social value creation and social change opposes traditional values of these disciplines to some extent. Often, these disciplines understand their role as observing society and social change from a neutral and outside position, rather than being actively involved or contributing these processes. These differences in perception can bring about tension in staff and students as social entrepreneurship values do not match well with traditional disciplinary values.</p>

Title	Create social entrepreneurship culture
	<p>Hazelkorn (2016) distinguishes three indicative institutional models that prevail in higher education institutions and among others also point to the values that are underlying these models (Hazelkorn 2016, p. 69):</p> <ul style="list-style-type: none"> - Social justice model: “emphasizes students, service learning and community empowerment.” In the social justice model, the collaboration with (socially excluded) communities, their empowerment and to have an impact are at the heart of activities. In this model, the focus is more on teaching. - Economic development model: This model is more oriented towards knowledge transfer and creating innovations that support (regional) stakeholders in solving problems or furthering social change. Thus, here the focus is on research. - Public good model: This model would aim to embed social engagement in higher education institutions' activity areas. The model assumes that these institutions are strongly embedded in their closer and wider environment and engage in vivid relationships (with regional) public and social sector organisations. This collaboration would permeate all activities, contributing to the public good and social change would be their central focus. <p>These three models can help higher education institutions to select a structured approach when engaging in social entrepreneurship as selecting a focus can help designing a coherent and efficient strategy.</p>
The goal	<ul style="list-style-type: none"> - Selecting a clear-cut orientation of social entrepreneurship activities can help institutions develop focused strategies and activities and stimulate support from staff, students, and (regional) stakeholders. - When implementing or promoting social entrepreneurship, leadership of higher education institutions need to be aware of potential clashes between social entrepreneurship and academic values, as these can be at odds. - As social entrepreneurship will generate more immaterial values than funds and additional income, the values underlying social entrepreneurship need to be communicated clearly to generate support and legitimacy.
Examples of interventions at institutional level	<p>There are very different interventions that can create social entrepreneurship values in higher education institutions, a set of selected interventions will be explained in detail in the section “interventions” of this inspiration fiche. Providing information on social entrepreneurship, as good practice examples or developing knowledge and capacity in staff and students, including social engagement in the mission strategies of universities can start up the process.</p>

Title	Create social entrepreneurship culture
Other relevant resources	<p>Benneworth, Paul; Culum, B.; Farnell, T.; Kaiser, F.; Seeber, M.; Scukanec, N. et al. (2018): Mapping and Critical Synthesis of Current State-of-the Art on Community Engagement in Higher Education. Zagreb.</p> <p>Reichert, Sybille (2019): The Role of Universities in Regional Innovation Ecosystems. European University Association. Brussels (EUA Study).</p>
Links to selected HEInnovate case studies	- Not covered in HEInnovate
Further reading	<p>Apostolakis, Christos (2011): The role of higher education in enhancing social entrepreneurship. In <i>IJSEI</i> 1 (2), p. 124. DOI: 10.1504/IJSEI.2011.043739.</p> <p>Cinar, Ridvan (2019): Delving into social entrepreneurship in universities: is it legitimate yet? In <i>Regional Studies, Regional Science</i> 6 (1), pp. 217–232. DOI: 10.1080/21681376.2019.1583602.</p> <p>Cunha, Jorge; Benneworth, Paul; Oliveira, Pedro (2015): Social Entrepreneurship and Social Innovation. In Patricia Ordóñez de Pablos, Luís M. Carmo Farinha, João J. M. Ferreira, Helen Lawton Smith, Sharmistha Bagchi-Sen (Eds.): Handbook of Research on Global Competitive Advantage through Innovation and Entrepreneurship: IGI Global (Advances in Business Strategy and Competitive Advantage), pp. 616–639.</p> <p>Hazelkorn, Ellen (2016): Contemporary debates part 2: initiatives, governance, and organisational structures. In J. B. Goddard, Ellen Hazelkorn, Louise Kempton, Paul Vallance (Eds.): The civic university. The policy and leadership challenges. Cheltenham UK: Edward Elgar Publishing, pp. 65–93.</p> <p>Roslan, Muhammad Hamirul Hamizan; Hamid, Suraya; Ijab, Mohamad Taha; Yusop, Farrah Dina; Norman, Azah Anir (2020): Social entrepreneurship in higher education: challenges and opportunities. In <i>Asia Pacific Journal of Education</i>, pp. 1–17. DOI: 10.1080/02188791.2020.1859354.</p>
Links to further Tiles	<ul style="list-style-type: none"> ➔ 5: Incentives for students and staff ➔ 6: Capacity building ➔ 7: Create/adapt infrastructure – Living labs ➔ 8: Identify/nurture collaboration opportunities

Tile 2: Identify opportunities for collaboration

Title	Identify opportunities for collaboration
<p>Introduction/Background</p>	<p>When engaging in social entrepreneurship higher education institutions aim to contribute to social value and social change. Higher education institutions need to become aware of societal needs, which actors either need support or would like to collaborate. Also, higher education institutions need to develop capacity in raising funds and resources to support their social engagement.</p> <p>Identifying opportunities is determined by the social entrepreneurship/community engagement model the higher education institution selects. For example, universities which engage in social justice models should investigate how their educational activities can contribute to regional development and bettering of excluded groups. On the other hand, institutions devoted to economic development should engage in (social) innovations and knowledge transfer that better living conditions in regions (housing, environmental issues etc.).</p>
<p>The goal</p>	<p>The challenge related to identifying opportunities for collaboration for universities lies in finding opportunities that match with the university's engagement mission and capacity. Depending on their institutional profile, HEIs that are more engaged in education will contribute stronger to the regional development when educating graduates with transdisciplinary skills for solving wicked problems. Higher education institutions with a strong research record will be more likely to support social change with technical solutions and social innovations. Selecting opportunities to which higher education institutions can contribute significantly will secure support of external stakeholders in the long run.</p> <p>The successful identification of collaboration opportunities thus depends on a clear institutional awareness of its strengths and weaknesses and demands and needs for regional development and stakeholders from the (regional) social sector.</p>
<p>Examples of interventions at institutional level</p>	<p>Institutional interventions that support the identification of opportunities include:</p> <ul style="list-style-type: none"> - Defining clear mission of social entrepreneurship engagement - Self-assessment of institutional capacities in collaboration with regional stakeholders (e.g., using HEInnovate, the TEFCE

Title	Identify opportunities for collaboration
	toolbox, or the Value Proposition Canvas Workshop Format as suggested by BeyondScale) - Exploring needs of regional stakeholders from the social sector - Scan of the regional social market
Other relevant resources	www.tefce.eu - includes the TEFCE toolbox www.heinnovate.eu www.beyondscale.eu – includes the VPC workshop format
Links to selected HEInnovate case studies	- Not covered by HEInnovate case studies
Further reading	<p>Cheah, Sarah; Ho, Yuen-Ping (2019): Building the Ecosystem for Social Entrepreneurship: University Social Enterprise Cases in Singapore. In <i>Science, Technology and Society</i> 24 (3), pp. 507–526. DOI: 10.1177/0971721819873190.</p> <p>Lepik, Katri-Liis; Urmanavičienė, Audronė (2022): The Role of Higher Education Institutions in Development of Social Entrepreneurship: The Case of Tallinn University Social Entrepreneurship Study Program, Estonia. In Carmen Păunescu, Katri-Liis Lepik, Nicholas Spencer (Eds.): <i>Social Innovation in Higher Education. Landscape, Practices, and Opportunities</i>. 1st ed. 2022. Cham: Springer International Publishing; Imprint Springer (Springer eBook Collection), pp. 129–151.</p> <p>Roslan, Muhammad Hamirul Hamizan; Hamid, Suraya; Ijab, Mohamad Taha; Yusop, Farrah Dina; Norman, Azah Anir (2020): Social entrepreneurship in higher education: challenges and opportunities. In <i>Asia Pacific Journal of Education</i>, pp. 1–17. DOI: 10.1080/02188791.2020.1859354.</p>
Links to further Tiles	<ul style="list-style-type: none"> ➔ 1: Create entrepreneurship culture ➔ 5: Incentives for students and staff ➔ 6: Capacity building ➔ 7: Create/adapt infrastructure – Living labs ➔ 8: Identify/nurture collaboration opportunities

Tile 3: Identify skill needs in the social sector

Title	Identify skill needs for social entrepreneurship
Introduction/Background	<p>Social entrepreneurs need a specific skill set which enables them to contribute to solve social problems and achieving social change. While there is no standardized set of skills, research has shown that disciplinary skills are frequently too limited to solve social problems (Durking and Gunn 2017). For example, the development and implementation of technical innovations to solve environmental problems also must consider how these changes will affect social communities. Also, social innovations that aim to include socially disadvantaged groups should consider the multiple effects such interventions have and accompanying measures to effectively implement the intervention.</p> <p>Identifying skill needs in labour markets and adapting educational activities to best prepare students for future careers is already challenging for higher education institutions in business or industry sectors. Relating to the social sector is even more challenging to them due to transdisciplinary character of social problems but also because of the social sectors organisations' difficulties to specify their skill needs. Some higher education institutions also lack insights into their (regional) social sectors as they did not yet develop an extensive ecosystem including social organisations.</p>
The goal	<p>For higher education institutions that want to address skill needs in the social sectors or social entrepreneurship, it is crucial to develop organisational structure or roles that collect information about these needs. Hazelkorn (2016, p. 84ff) and Benneworth et al (2013, p. 91, 95ff) make several suggestions for these structures and roles.</p> <p>It is important that these bodies can identify generic skill needs that can be applied in solving a wide range of social problems.</p>
Examples of interventions at institutional level	<ul style="list-style-type: none"> - Revisit skills frameworks: Entrecomp, etc. - Establishment of specialised unit such transfer offices or corporate liaisons offices - Corporate partnerships with social sector organisations - Engaging companies that scan regional skill requirements, such as abodoo.com
Other relevant resources	<p>The European Entrepreneurship Competence Framework: Entrecomp www.ec.europa.eu/social/main.jsp?catId=1317&langId=en</p>

Title	Identify skill needs for social entrepreneurship
	OECD (2021): Building Local Ecosystems for Social Innovation. A Methodological Framework. OECD. Paris (OECD Local Employment and Economic Development (LEED) Papers).
Links to selected HEInnovate case studies	- Not covered by HEInnovate
Further reading	<p>Benneworth, Paul; Charles, David; Hodgson, Catherine; Humphrey, Lynne (2013): The Relationship of Community Engagement with Universities' Core Missions. In Paul Benneworth (Ed.): University Engagement with Socially Excluded Communities. Dordrecht: Springer Netherlands, pp. 85–101.</p> <p>Durkin, Chris; Gunn, Robert (2017): Social entrepreneurship. Skills approach. Second edition. Bristol, UK: Policy Press.</p> <p>Hazelkorn, Ellen (2016): Contemporary debates part 2: initiatives, governance and organisational structures. In J. B. Goddard, Ellen Hazelkorn, Louise Kempton, Paul Vallance (Eds.): The civic university. The policy and leadership challenges. Cheltenham UK: Edward Elgar Publishing, pp. 65–93.</p> <p>Montes-Martínez, Ruth; Ramírez-Montoya, María Soledad (2020): Training in Entrepreneurship Competences, Challenges for Educational Institutions: Systematic Literature Review. In Francisco José García-Peñalvo (Ed.): Eighth International Conference on Technological Ecosystems for Enhancing Multiculturality. With assistance of Alicia García-Holgado. TEEM'20: Eighth International Conference on Technological Ecosystems for Enhancing Multiculturality. Salamanca Spain, 21 10 2020 23 10 2020. New York, NY, United States: Association for Computing Machinery (ACM Digital Library), pp. 358–364.</p> <p>Smith, Wendy K.; Besharov, Marya L.; Wessels, Anke K.; Chertok, Michael (2012): A Paradoxical Leadership Model for Social Entrepreneurs: Challenges, Leadership Skills, and Pedagogical Tools for Managing Social and Commercial Demands. In <i>AMLE</i> 11 (3), pp. 463–478. DOI: 10.5465/amle.2011.0021.</p>
Links to further Tiles	<ul style="list-style-type: none"> ➔ 6: Capacity building ➔ 7: Create/adapt infrastructure – Living labs ➔ 8: Identify/nurture collaboration opportunities

Tile 4: Stimulate staff and student engagement

Title	Stimulate staff and student engagement
Introduction/Background	<p>Engagement to contribute to social change or to solving social problems links to certain intentions of individuals, frequently these are referred to as altruistic motives or motivations. These intentions lead individuals to commit themselves to collective goals and voluntary work that only brings indirect or even none benefits. Therefore, intentions for social entrepreneurship differ from intentions for ‘classical’ entrepreneurship, which is stimulated by self-interest.</p> <p>When promoting social entrepreneurship higher education institutions might face the problem that staff, and students might be reluctant to engage in these areas due to a lack of understanding. Frequently, staff and students from less business-oriented programmes and disciplines perceive entrepreneurship negatively as not matching their intentions.</p>
The goal	<p>When promoting social entrepreneurship higher education institutions should create a shared understanding of what social entrepreneurship is, and this understanding should relate to staff and students’ intentions to stimulate their engagement. Further, higher education institutions should also create language regulations that represent the character of social entrepreneurship.</p>
Examples of interventions at institutional level	<ul style="list-style-type: none"> - Information campaigns - Good practice examples - Surveying staff and student’s intentions for engagement
Other relevant resources	n/a
Links to selected HEInnovate case studies	<ul style="list-style-type: none"> - Not covered in HEInnovate
Further reading	<p>Ahuja, Vivek; Akhtar, Asif; Wali, O. P. (2019): Development of a comprehensive model of social entrepreneurial intention formation using a quality tool. In <i>J Glob Entrepr Res</i> 9 (1). DOI: 10.1186/s40497-019-0164-4.</p> <p>Bazan, Carlos; Gaultois, Hannah; Shaikh, Arifusalam; Gillespie, Katie; Frederick, Sean; Amjad, Ali et al. (2020): A systematic literature review of the influence of the university’s environment and support</p>

Title	Stimulate staff and student engagement
	<p>system on the precursors of social entrepreneurial intention of students. In <i>J Innov Entrep</i> 9 (1). DOI: 10.1186/s13731-020-0116-9.</p> <p>Kruse, Philipp (2020): Can there only be one? – an empirical comparison of four models on social entrepreneurial intention formation. In <i>Int Entrep Manag J</i> 16 (2), pp. 641–665. DOI: 10.1007/s11365-019-00608-2.</p>
Links to further Tiles	<ul style="list-style-type: none"> ➔ 5 Incentives for students and staff ➔ 6 Capacity building

Interventions

Tile 5: Incentives for students and staff

Title	Incentives for students and staff
Introduction/ Background	Incentives are often used to stimulate staff and students to perform a wanted behaviour they would not show otherwise. Social entrepreneurship frequently requires students and staff to engage for collective goals not linked to their benefits and not to 'traditional' academic goals such as publishing or graduating. Therefore, engagement for these collective goals might be hampered or limited. Incentives that provide individuals gains when performing social entrepreneurship can stimulate staff and students.
The goal	Incentives for social entrepreneurship engagement aim at integrating it into the portfolio of academic behaviour.
Examples of interventions at institutional level	<p>Incentives for staff:</p> <ul style="list-style-type: none"> - Community engagement as a promotion criterion Academic careers are mostly determined by research achievements, while other areas such education and community engagement are not relevant for promotion. Defining promotion criteria that recognise community engagement can stimulate this behaviour. - Frequently, academic staff does not have sufficient knowledge on how they can engage in their region, find collaboration partners, or employ their research and educational activities to support social organisations. Learning about these types of opportunities and seeing their work being applied in social change can support them to engage in social entrepreneurship. Higher education institution can support them through information, training and offering structures such as liaison or knowledge transfer offices. - Recognizing social entrepreneurship of staff through awards and prizes - Providing additional funds for collaboration with social sector organisations <p>Incentive for students</p> <ul style="list-style-type: none"> - Enhancing employability through service learning or collaborative research projects with the social sectors - Support for start-ups in the social sector
Other relevant resources	n/a
Links to selected	- Not covered in HEInnovate

Title	Incentives for students and staff
HEInnovate case studies	
Further reading	<p>Ahoba-Sam, Rhoda (2019): Why do academics engage locally? Insights from the University of Stavanger. In <i>Regional Studies, Regional Science</i> 6 (1), pp. 250–264. DOI: 10.1080/21681376.2019.1583600.</p> <p>Kopelyan, Sofya (2018): Academic ‘boundary work’ in a regionally engaged university. RUNIN Network (Working Paper of the RUNIN Network, 10). Available online at https://ris.utwente.nl/ws/portalfiles/portal/62099279/Kopelyan2018academic.pdf.</p> <p>Waghid, Zayd (2017): Cultivating social entrepreneurial capacities in students through film: implications for social entrepreneurship education. In <i>Educ. res. soc. change</i> 6 (2), pp. 76–100. DOI: 10.17159/2221-4070/2017/v6i2a6.</p>
Links to further Tiles	➔ 12 Motivation

Tile 6: Capacity building

Title	Capacity building
<p>Introduction/ Background</p>	<p>In general terms capacity building refers to organisational development of higher education institutions to ensure that they are able to deliver on their mission.</p> <p>This includes foremost that higher education institutions consciously select and establish interventions, roles, and structures that help to realise their selected goals.</p> <p>Higher education institutions can select from different engagement models (social justice, economic or public good model – see tile “Create culture of social entrepreneurship) – when planning their organisational development activities their selections should be oriented towards these models.</p>
<p>The goal</p>	<p>Capacity building should consider the selected mission for social entrepreneurship. The goal is to select appropriate measures and interventions and to avoid misguided investments.</p>
<p>Examples of interventions at institutional level</p>	<p>Interventions relevant to the social justice model</p> <ul style="list-style-type: none"> - Differentiating leadership roles such as Vice-president for diversity and social inclusion - Implementation of service learning (including the training of teachers) - Establishment of access and social inclusion units to support students from non-traditional backgrounds - Teaching and learning units to support teachers <p>Interventions relevant to the economic model</p> <ul style="list-style-type: none"> - Differentiating leadership roles such as Vice-president for knowledge transfer and regional engagement - Provide (financial) support for collaborative research projects with (regional) social sector organisations - Establishment/Amendment of knowledge transfer offices to sustain collaboration with the social sector <p>Interventions relevant to the public good model</p> <ul style="list-style-type: none"> - Forster a strong social entrepreneurship culture – community engagement permeates all institutional activities - Establishment of a matrix organisation – all activities have to address ‘traditional’ standards but must also be relevant for regional development or the social community - Creation of a dense ecosystem with public organisations and other social organisations that allows the higher education institution to participate in regional planning and other social initiatives

Title	Capacity building
Other relevant resources	CEE program: Service-learning promotion network for Central and Eastern Europe, https://www.clayss.org.ar/CEE/index_1.html EASLHE – European Association for Service Learning in Higher Education https://www.eoslhe.eu/easlhe/
Links to selected HEInnovate case studies	- Not covered in HEInnovate
Further reading	<p>Benneworth, Paul; Charles, David; Hodgson, Catherine; Humphrey, Lynne (2013): The Relationship of Community Engagement with Universities' Core Missions. In Paul Benneworth (Ed.): University Engagement with Socially Excluded Communities. Dordrecht: Springer Netherlands, pp. 85–101.</p> <p>Hampton Holland, Joseph; George, Phillis L.; Nelson, Karson M. (2019): Building a Service Corps: Using Capacity Building Strategies to Promote Service-Learning and Social Entrepreneurship within a Higher Education Consortium. In <i>Partnership: A Journal of Service-Learning & Civic Engagement</i> 10 (2), pp. 208–228.</p> <p>Hazelkorn, Ellen (2016): Contemporary debates part 2: initiatives, governance and organisational structures. In J. B. Goddard, Ellen Hazelkorn, Louise Kempton, Paul Vallance (Eds.): <i>The civic university. The policy and leadership challenges</i>. Cheltenham UK: Edward Elgar Publishing, pp. 65–93.</p>
Links to further Tiles	➔ 11 Building capacity with knowledge

Tile 7: Create/adapt infrastructure – Living labs

Title	Create/adapt infrastructure – living labs
<p>Introduction/ Background</p>	<p>Embedding social entrepreneurship requires higher education institution to create and adapt infrastructures so that they can also provide a physical space to it. Many higher education institutions have already done this for entrepreneurship, e.g., through the establishment of incubators, office space for spin-offs and start-ups, centres for entrepreneurship or special units for entrepreneurship.</p> <p>While these infrastructures can also be used for social entrepreneurship activities, some higher education institutions have also established special facilities that host meetings of staff and students with representatives of regional social organisations. In some cases, these facilities provide specific equipment that enables participant to work together creatively. In these “Living Labs” researchers, students and representatives of social organisations work together to develop social innovations addressing social problems in the region.</p> <p>In living labs people can collaborate under real-work conditions and co-create solutions and interventions for goals. Currently, several European higher education institutions engage in implementing living labs, while other already work with them for some time.</p> <p>Living labs are often used for developing social innovations in the sustainability area.</p>
<p>The goal</p>	<p>Living labs represent a special infrastructure that aims at facilitating collaboration and co-creation with the social sector. Providing it as a physical space for social entrepreneurship shows its significance to the institutional environment.</p>
<p>Examples of interventions at institutional level</p>	<p>Living labs are often defined as real-life laboratories in which scientist and stakeholders from civil society collaborate. Living labs are strongly user-oriented, with a focus on multidisciplinary, experimentation and peer-learning. Frequently, major processes of living labs have been described as co-creation, exploration, experimentation, and evaluation with regard to finding solutions to social problems.</p>
<p>Other relevant resources</p>	<p>https://enoll.org/ - European Network of Living Labs https://enoll.org/toolkits/ provides toolkits for selected living lab processes</p>

Title	Create/adapt infrastructure – living labs
Links to selected HEInnovate case studies	- Not covered
Further reading	<p>Plummer, Ryan; Witkowski, Samantha; Smits, Amanda; Dale, Gillian (2022): Higher Education Institution–Community Partnerships: Measuring the Performance of Sustainability Science Initiatives. In <i>Innov High Educ</i> 47 (1), pp. 135–153. DOI: 10.1007/s10755-021-09572-8.</p> <p>Thees, Hannes; Pechlaner, Harald; Olbrich, Natalie; Schuhbert, Arne (2020): The Living Lab as a Tool to Promote Residents’ Participation in Destination Governance. In <i>Sustainability</i> 12 (3), p. 1120. DOI: 10.3390/su12031120.</p> <p>van den Heuvel, Renée; Braun, Susy; Bruin, Manon de; Daniels, Ramon (2021): A Closer Look at Living Labs and Higher Education using a Scoping Review. In <i>Technology Innovation Management Review</i> 11 (9/10), pp. 30–46.</p> <p>Nguyen, Huong Thu; Marques, Pilar (2021): The promise of living labs to the Quadruple Helix stakeholders: exploring the sources of (dis)satisfaction. In <i>European Planning Studies</i>, pp. 1–20. DOI: 10.1080/09654313.2021.1968798.</p>
Links to further Tiles	<ul style="list-style-type: none"> ➔ 9: Funding ➔ 11: Building capacity with knowledge ➔ 12: Motivation

Tile 8: Identify/nurture collaboration opportunities

Title	Identify/nurture collaboration opportunities
<p>Introduction/ Background</p>	<p>When engaging in social entrepreneurship need to be aware in which areas they can support and collaborate with the social sector. A self-assessment in collaboration with stakeholders can provide insights in strengths and weaknesses and point to potential engagement areas.</p> <p>However, establishing an ecosystem with the social sector is to some extent comparable to setting up a network for business collaboration. First steps involve a scan of the social sector to explore needs and demands related to regional development. Major differences to university-business ecosystems lie in:</p> <ul style="list-style-type: none"> - Funding – social sector organisations frequently face scarce resources which make it difficult to invest in research and collaboration with higher education institutions (Cheah and Ho 2019). Therefore, higher education institutions have to be aware that they might need to invest in these collaborations, e.g., their own funds or voluntary work of staff and students - The TEFCE project highlighted that community engagement requires higher education institutions to base their collaboration on certain principles that help establishing good working relationships (Benneworth et al 2018, p. 145-146). These principles point out that <ul style="list-style-type: none"> o Authentic commitment to community engagement o Empowerment of individual academics and other actors o Allowing ‘end- ‘users to evaluate the value of the academic engagement o Highlighting the collaborative learning <p>are beneficial to establishing an enduring and well-functioning ecosystem with regional social communities or the social sector.</p>
<p>The goal</p>	<p>Identifying opportunities and nurturing the collaboration with the social sector should contribute to sustainable ecosystems with the social sector. These ecosystems should benefit social sector organisation, the region, the higher education institution and its internal stakeholders, staff, and students. Sustainable ecosystems can contribute to securing and heightening the status of the higher education institution as a relevant socially, embedded actor.</p>
<p>Examples of interventions at institutional level</p>	<ul style="list-style-type: none"> - Establish open innovation models and engage in co-creation In essence open innovation models refer to opening innovation processes to external communities and include them in the development of social innovations. Living labs (see tile on living

Title	Identify/nurture collaboration opportunities
	<p>labs) can provide space for exchanging and collaborating with relevant stakeholder groups.</p> <ul style="list-style-type: none"> - Connective leadership The term connective leadership refers to leaders who are well embedded in regional networks and have agile/vivid relationships with the social sector. Case studies have shown rectors or presidents of higher education institutions who actively engage with the social sector can bring about major contributions to regional (social) innovations and strengthen the institution’s relationship with the sector (Reichert 2019, p. 67ff) - Self-assessment of strength and weaknesses of performance of higher education institution in collaboration with regional stakeholders (see also tile “opportunity identification”)
Other relevant resources	Reichert, Sybille (2019): The Role of Universities in Regional Innovation Ecosystems. European University Association. Brussels (EUA Study).
Links to selected HEInnovate case studies	- Not covered by HEInnovate
Further reading	<p>García-González, Abel; Ramírez-Montoya, María Soledad (2019): Higher education for social entrepreneurship in the quadruple helix framework. In Miguel Ángel Conde González (Ed.): Proceedings of the Seventh International Conference on Technological Ecosystems for Enhancing Multiculturality. With assistance of Francisco Jesús Rodríguez Sedano, Camino Fernández Llamas, Francisco José García-Peñalvo. TEEM'19: Technological Ecosystems for Enhancing Multiculturality. León Spain, 16 10 2019 18 10 2019. New York, NY, United States: Association for Computing Machinery (ACM Digital Library), pp. 925–929.</p> <p>Yun, JinHyo Joseph; Zhao, Xiaofei; Jung, KwangHo; Yigitcanlar, Tan (2020): The Culture for Open Innovation Dynamics. In <i>Sustainability</i> 12 (12), p. 5076. DOI: 10.3390/su12125076.</p>
Links to further Tiles	<ul style="list-style-type: none"> ➔ 2 Identify opportunities for collaboration ➔ 9 Funding ➔ 10 Leadership

Input

Tile 9: Funding

Title	Funding
<p>Introduction/ Background</p>	<p>The generation of funds and other resources that enable social entrepreneurship engagement of higher education institutions is the most crucial input. However, raising funds for social entrepreneurship is difficult for two reasons: the scarcity of resources that are available for the social sector and the difficulty to show the return on investment for social innovations. Compared to technological innovations for which revenues in terms of generated income can more easily be identified, for social innovations their social impact or they capacity to contribute to solving social problem or to social change has to be determined. This social impact however is difficult to define as benefits cannot be easily measured and are demonstrated differently by the involved stakeholder group. Difficulties in demonstrating the social impact of community engagement can create vicious circles when it comes to securing funding. Though the social innovation might have revealed its ends, the funding could discontinue as outcomes and impacts are not well defined (Roslan et al 2020, p. 9; Benneworth and Jongbloed 2013).</p> <p>Developing frameworks that support measuring the social impact of social entrepreneurship activities and disseminating these results could secure long-term funding for higher education institutions (Jongbloed and Benneworth 2013).</p>
<p>Relevance of input</p>	<p>Like ‘mainstream’ entrepreneurship also for social entrepreneurship sufficient and continuous funding is indispensable for embedding it with a long-term perspective.</p> <p>To secure funding higher education institutions need to diversify their income streams and identify new money streams, through fund raising initiatives and liaising with (local) donors. Also, forming networks collaborative (research) projects in which higher education institutions and social sector organisations share infrastructures can increase the return on the investment. In addition, voluntary work of staff and students forms a further important resource which will make social entrepreneurship possible. To stimulate staff and students, higher education institutions need to link to their motivations (see tile on motivations)</p>

Title	Funding
Examples of interventions at institutional level	<ul style="list-style-type: none"> - Fund raising - Collaborative/shared infrastructure - Implementing frameworks for measuring social impact
Other relevant resources	<p>Jonkers, Koen; Tijssen, Robert; Karvounaraki, Athina; Goenaga, Xabier (2018): A Regional Innovation Impact Assessment Framework for Universities.</p> <p>Jongbloed, Ben; Benneworth, Paul (2013): Learning from History. Previous Attempts to Measure Universities' Community Impacts. In Paul Benneworth (Ed.): University Engagement with Socially Excluded Communities. Dordrecht: Springer Netherlands, pp. 263–283.</p>
Links to selected HEInnovate case studies	<ul style="list-style-type: none"> - Not covered in HEInnovate
Further reading	<p>Ahuja, Vivek; Akhtar, Asif; Wali, O. P. (2019): Development of a comprehensive model of social entrepreneurial intention formation using a quality tool. In <i>J Glob Entrepr Res</i> 9 (1). DOI: 10.1186/s40497-019-0164-4.</p> <p>Bazan, Carlos; Gaultois, Hannah; Shaikh, Arifusalam; Gillespie, Katie; Frederick, Sean; Amjad, Ali et al. (2020): A systematic literature review of the influence of the university's environment and support system on the precursors of social entrepreneurial intention of students. In <i>J Innov Entrep</i> 9 (1). DOI: 10.1186/s13731-020-0116-9.</p> <p>Reichert, Sybille (2019): The Role of Universities in Regional Innovation Ecosystems. European University Association. Brussels (EUA Study).</p> <p>Roslan, Muhammad Hamirul Hamizan; Hamid, Suraya; Ijab, Mohamad Taha; Yusop, Farrah Dina; Norman, Azah Anir (2020): Social entrepreneurship in higher education: challenges and opportunities. In <i>Asia Pacific Journal of Education</i>, pp. 1–17. DOI: 10.1080/02188791.2020.1859354.</p>
Links to further tiles	<ul style="list-style-type: none"> ➔ 15 Lack of funding ➔ 12 Motivation

Tile 10: Leadership

Title	Leadership
Introduction/ Background	<p>Research states that management and leadership styles are key to implementing community engagement or social entrepreneurship in higher education institutions. Hazelkorn (2016) suggests that depending on the selected institutional model of social entrepreneurship, institutional governance structures could include leadership positions for the specific tasks or that the tasks portfolio of these positions should be amended by these tasks. In any case leadership support is seen as a major input for fostering social entrepreneurship in higher education institutions as it signifies its relevance and indicates support to students and staff engaging in these areas.</p>
Relevance of input	<p>The engagement of leadership for social entrepreneurship is relevant as</p> <ul style="list-style-type: none"> - it contributes to creating a culture of social entrepreneurship and community engagement in the higher education institutions. - Leaders who engage in these areas provide strong good practice examples that can stimulate staff and students to also engage in these activities. - Leaders supporting engagement strengthen its relevance and increase its legitimacy. - Engaged leaders can mobilise funds and further resources from internal and external stakeholders and donors.
Examples of interventions at institutional level	<p>The literature provides several models of leadership for social entrepreneurship:</p> <ul style="list-style-type: none"> - Embedded leadership (Powell and Dayson 2013) <p>This model zooms in on the internal processes of higher education institutions. Central to the concept is the creation of middle management roles (such as associate deans at faculty level) who are commissioned with specific tasks to promote social entrepreneurship and social engagement. The task include:</p> <ul style="list-style-type: none"> o Sharing, refining, and embedding the general vision of social entrepreneurship/community engagement in the institution o Spreading knowledge and ideas around the topic o Support academic staff implementing entrepreneurship in their research and education and serve as problem solvers <ul style="list-style-type: none"> - Connective leadership (Reichert 2019)

Title	Leadership
	<p>This model points to managers from the top level of the higher education institutions engaging or collaborating actively with regional stakeholders. Their activities are strong good practice exemplars for internal stakeholders as well as regional, external stakeholders who are interested in collaborating/innovating with the higher education institution.</p> <ul style="list-style-type: none"> - Distributed leadership (Cannatelli et al 2017) <p>In distributed leadership models, leadership is defined by performed task and not by position. Thus, any person who engages in social entrepreneurship in an institution can serve as a leader in this area. However, institutions must be able to identify these persons and support them in collaborating with others and exploiting their expertise.</p> <ul style="list-style-type: none"> - Cultural leadership (Muralidharan and Pathak 2019) <p>Cultural leadership finally focusses on how staff evaluates the social entrepreneurship behaviour of leaders against their (cultural) stereotypes of good social entrepreneurship behaviour. Positive evaluations might stimulate a similar behaviour. However, management interventions could relate to these stereotypes to stimulate copying behaviour and wider acceptance of social entrepreneurship activities.</p>
<p>Other relevant resources</p>	<p>N/A</p>
<p>Links to selected HEInnovate case studies</p>	<ul style="list-style-type: none"> - Not covered by HEInnovate
<p>Further reading</p>	<p>Cannatelli, Benedetto; Smith, Brett; Giudici, Alessandro; Jones, Jessica; Conger, Michael (2017): An Expanded Model of Distributed Leadership in Organizational Knowledge Creation. In <i>Long Range Planning</i> 50 (5), pp. 582–602. DOI: 10.1016/j.lrp.2016.10.002.</p> <p>Muralidharan, Etayankara; Pathak, Saurav (2019): Consequences of Cultural Leadership Styles for Social Entrepreneurship: A Theoretical Framework. In <i>Sustainability</i> 11 (4), p. 965. DOI: 10.3390/su11040965.</p> <p>Powell, James; Dayson, Karl (2013): Engagement and the Idea of the Civic University. In Paul Benneworth (Ed.): <i>University Engagement</i></p>

Title	Leadership
	<p>with Socially Excluded Communities. Dordrecht: Springer Netherlands, pp. 143–162.</p> <p>Reichert, Sybille (2019): The Role of Universities in Regional Innovation Ecosystems. European University Association. Brussels (EUA Study).</p>
Links to further tiles	<ul style="list-style-type: none"> ➔ 12 Motivation ➔ 13 Disapproval of entrepreneurship among staff and students

Tile 11: Building capacity with knowledge

Title	Building capacity with knowledge
<p>Introduction/ Background</p>	<p>Embedding social entrepreneurship in higher education institutions requires them to establish adequate structures that match its selected social entrepreneurship culture. Knowledge and data can support the institutions in creating these structures.</p> <p>While social entrepreneurship can be a novel engagement area to higher education institutions there is also the chance that academic staff and students has already developed tacit and explicit knowledge about it. Frequently, these knowledge resources remain at the level of the individuals and are exploited with the institutional context. Exploring and tapping these knowledge resources and experiences can support higher education institutions in selecting and developing matching structures.</p>
<p>Relevance of input</p>	<ul style="list-style-type: none"> - The embedding of social entrepreneurship can mean a significant investment for the higher education institution. Interventions that do not match well with experiences and interests of staff and students can lead to malinvestment and a lack of acceptance. The tacit and explicit knowledge of staff and students represents an important orientation for designing an effective social entrepreneurship strategy. Including these can secure their support.
<p>Examples of interventions at institutional level</p>	<p>To mobilise this knowledge higher education institutions can employ different instruments. However, in the literature knowledge mobilisation is hardly addressed as an intervention that can support capacity building for social entrepreneurship in higher education institution. However, research on other professional organisations such as health care organisations pointed out that mobilising knowledge from staff should consider the following (Kislov, Waterman and Boaden 2014)</p> <ul style="list-style-type: none"> - Rather than building a capacity the process should be understood as developing capacity - Involving staff as active participant who contribute to a collaborative project rather than treating them as passive recipients of established instruments secure high acceptance of new strategies and processes - Besides mechanism to explore the tacit and explicit knowledge of staff, institutions should exploit this knowledge and upscale it/disseminate across the whole organisations (see also Kolster 2021) - Collective learning should complement individual learning.

Title	Building capacity with knowledge
Other relevant resources	n/a
Links to selected HEInnovate case studies	- Not covered in HEInnovate.
Further reading	<p>Kolster, Renze (2021): Structural ambidexterity in higher education: excellence education as a testing ground for educational innovations. In <i>European Journal of Higher Education</i> 11 (1), pp. 64–81. DOI: 10.1080/21568235.2020.1850312.</p> <p>Nichols, Naomi; Phipps, David J.; Provencal, Johanne; Hewitt, Allyson (2013): Knowledge Mobilization, Collaboration and Social Innovation: Leveraging Investments in Higher Education. In <i>Canadian Journal of Nonprofit and Social Economy Research</i> 4 (1), pp. 25–42.</p> <p>Tremblay, Crystal; Hall, Budd L. (2014): Learning form community-university partnerships: A Canadian study on community impact and conditions for success. In <i>International Journal of Action Research</i> 10 (3), pp. 376–404.</p>
Links to further tiles	➔ 12 Motivation

Tile 12: Motivation

Title	Motivation
Introduction/ Background	<p>Institutional interventions that aim at stimulating academic staff and students to engage in social entrepreneurship need to address their motivation. In this respect, intrinsic and extrinsic motivations are distinguished. Intrinsic motivation relates to those internal beliefs that drive individuals' engagement, extrinsic motivation mostly relates to incentives that individuals find attractive or would like to gain. Finding the right incentives and linking cultures and values to the internal beliefs of academic staff and students will make their engagement for social entrepreneurship more likely.</p>
Relevance of input	<ul style="list-style-type: none"> - The motivation of academic staff and students to engage in social entrepreneurship activities is crucial for the success of institutional attempts to embed social entrepreneurship. A mismatch between institutional incentives or cultural values and beliefs and expected benefits related to community engagement on the side of staff and students can lead to their disengagement and a disapproval of institutional interventions.
Examples of interventions at institutional level	<p>Some studies suggest list of entrepreneurial values of staff and students (see for example Bicknell 2010), these can inspire a mapping of their beliefs to inform institutional strategies</p> <p>Incentives include the following:</p> <p>A systematic review summarises the following incentive categories as having a positive effect on the motivation of academic staff (Neves and Brito 2020):</p> <ul style="list-style-type: none"> - Career related <ul style="list-style-type: none"> o Promotion and career progress o Advancing in research o More tangible resources accessible o More research funding - Personal development <ul style="list-style-type: none"> o Increase in learning o Joy and challenge o Curiosity - Pecuniary factors <ul style="list-style-type: none"> o Increase of personal income - Moral <ul style="list-style-type: none"> o Moral obligation or duty <p>In a study on service learning, Mueller et al (2015) found that students' motivations culminate around:</p> <ul style="list-style-type: none"> - Having impact on social change

Title	Motivation
	<ul style="list-style-type: none"> - Match between activity and personal interests and beliefs - Balancing social and economic aspects of entrepreneurial actions
Other relevant resources	N/A
Links to selected HEInnovate case studies	<ul style="list-style-type: none"> - Not covered by HEInnovate
Further reading	<p>Bicknell, Ann; Francis-Smythe, Jan; Arthur, Jane (2010): Knowledge transfer: de-constructing the entrepreneurial academic. In <i>International Journal of Entrepreneurial Behavior & Research</i> 16 (6), pp. 485–501. DOI: 10.1108/13552551011082461.</p> <p>Mueller, Susan; Brahm, Taiga; Neck, Heidi (2015): Service Learning in Social Entrepreneurship Education: Why Students Want to Become Social Entrepreneurs and How to Address Their Motives. In <i>J. Enterprising Culture</i> 23 (03), pp. 357–380. DOI: 10.1142/S0218495815500120.</p> <p>Neves, Sara; Brito, Carlos (2020): Academic entrepreneurship intentions: a systematic literature review. In <i>JMD</i> 39 (5), pp. 645–704. DOI: 10.1108/JMD-11-2019-0451.</p>
Links to further tiles	<p>➔ 14 Disapproval of entrepreneurship</p>

Problems/Barriers/Solutions

Tile 13: Lack of Capacity

Title	Lack of Capacity
Introduction/ Background	Developing organisational structures that match internal as well as needs of external stakeholders is crucial for successfully embedding social entrepreneurship in higher education institutions (see also tile 6 and tile 11)
The problem	<ul style="list-style-type: none"> - A lack of capacity points to <ul style="list-style-type: none"> o The development of non-matching structures o Missing organisational structures
Solutions at institutional level	<p>Several reasons might account for a lack of capacity, including the list below:</p> <ul style="list-style-type: none"> - Too rigid design of organisational structures While having developed structures and processes to facilitate social entrepreneurship some higher education institutions might face a situation in which these formal structures are hardly used, but more informal sorts of collaborations develop alongside these. Mostly this situation is caused by too strict and narrowly defined regulations that are not aligned with the needs of internal and external stakeholders. Assigning more degrees of freedom and loops to adapt structures can contribute to avoid the proliferation of additional structures. - Lack of resources A lack of resources is not limited to a shortage of funding but also include a lack of expertise, knowledge and infrastructure needed to develop and embed social entrepreneurship in higher education institutions. Even well-funded institutional strategies might fail if the appropriate expertise and knowledge to implement them is not available. The planning of strategies should therefore consider these different aspects and aim at monitoring their implementation. - No ownership of social entrepreneurship strategy Higher education institutions that do not define clear ownership at the level of institutional leadership or management often face the problem that activities fizzle out and planning is not followed up. Devoting managerial roles with clear tasks and competencies to embed entrepreneurship are indispensable for embedding social entrepreneurship.

Title	Lack of Capacity
Other relevant resources	N/A
Links to selected HEInnovate case studies	- Not covered by HEInnovate
Further reading	<p>Benneworth, Paul; Charles, David; Hodgson, Catherine; Humphrey, Lynne (2013): The Relationship of Community Engagement with Universities' Core Missions. In Paul Benneworth (Ed.): University Engagement with Socially Excluded Communities. Dordrecht: Springer Netherlands, pp. 85–101.</p> <p>Benneworth, Paul; Cunha, Jorge (2015): Universities' contributions to social innovation: reflections in theory & practice. In <i>European Journal of Innovation Management</i> 18 (4), pp. 508–527. DOI: 10.1108/EJIM-10-2013-0099.</p> <p>Cunha, Jorge; Benneworth, Paul; Oliveira, Pedro (2015): Social Entrepreneurship and Social Innovation. In Patricia Ordóñez de Pablos, Luís M. Carmo Farinha, João J. M. Ferreira, Helen Lawton Smith, Sharmistha Bagchi-Sen (Eds.): Handbook of Research on Global Competitive Advantage through Innovation and Entrepreneurship: IGI Global (Advances in Business Strategy and Competitive Advantage), pp. 616–639.</p> <p>Hazelkorn, Ellen (2016): Contemporary debates part 2: initiatives, governance and organisational structures. In J. B. Goddard, Ellen Hazelkorn, Louise Kempton, Paul Vallance (Eds.): The civic university. The policy and leadership challenges. Cheltenham UK: Edward Elgar Publishing, pp. 65–93.</p>
Links to further Tiles	<ul style="list-style-type: none"> ➔ 6 Capacity building ➔ 11 Building capacity with knowledge

Tile 14: Disapproval of (social) entrepreneurship among staff and students

Title	Disapproval of (social) entrepreneurship among staff and students
<p>Introduction/ Background</p>	<p>The core of social entrepreneurship is to contribute to social change and create social values. While social entrepreneurship is not a new phenomenon and widely accepted in higher education, these central values are still to some extent at odds with traditional values of disciplines in the social sciences and the arts. These still favour more the role of the researcher as standing outside the society and contributing to enlightenment rather than being a societal actor enacting social change.</p>
<p>The problem</p>	<p>These differences in perception on the role of science and scientific knowledge in societies challenge academic staff to reflect on their attitudes and values about valorising their work. In some cases, this can cause resistance against social entrepreneurship, when the concept is misunderstood with regard to value creation and contributing to social change. Also, the propagation of social entrepreneurship as an additional task to the academic portfolio can create disapproval among academic staff when individual benefits of engagement are not communicated well.</p> <p>While most students have a positive attitude towards social entrepreneurship, some are reluctant to engage in it as they see it as an additional burden that or task that will not add to their skills profile or delay their graduation.</p>
<p>Solutions at institutional level</p>	<ul style="list-style-type: none"> - Awareness building among academic staff Awareness building is a major remedy to clarify on misunderstandings of the concept of social entrepreneurship. Dissemination of good practice examples and including staff in the development of social entrepreneurship strategy as active participants. Awareness building should consider the various concepts of social entrepreneurship that are currently available (Paunescu et al 2013). - Awareness building among students Awareness building among students can point to the special skill set they can gain from participating in service learning or collaborative research projects with the social sector. - Incentives for academic staff To stimulate social entrepreneurship among academic staff various incentives beyond financial compensations can be used. Effective incentives are able to demonstrate a individual benefit for academic staff. These can be: Including social entrepreneurship as a promotion criterion in career schemes is one opportunity. In

Title	Disapproval of (social) entrepreneurship among staff and students
	<p>addition, social entrepreneurship can also be stimulated by benefits that represent aspects of academic work, including joy in finding solutions and doing research, creativity. Also, tapping the morale of academics and representing their special contribution to social communities stimulate these behaviours.</p> <ul style="list-style-type: none"> - Incentives for students Adding ECTS to achievements or engagement in the social sector represent an important incentive. Supporting students in finding opportunities to work in the social sector are also helpful.
Other relevant resources	N/A
Links to selected HEInnovate case studies	- Not covered in HEInnovate
Further reading	<p>Lepik, Katri-Liis; Urmanavičienė, Audronė (2022): The Role of Higher Education Institutions in Development of Social Entrepreneurship: The Case of Tallinn University Social Entrepreneurship Study Program, Estonia. In Carmen Păunescu, Katri-Liis Lepik, Nicholas Spencer (Eds.): Social Innovation in Higher Education. Landscape, Practices, and Opportunities. 1st ed. 2022. Cham: Springer International Publishing; Imprint Springer (Springer eBook Collection), pp. 129–151.</p> <p>Neves, Sara; Brito, Carlos (2020): Academic entrepreneurship intentions: a systematic literature review. In <i>JMD</i> 39 (5), pp. 645–704. DOI: 10.1108/JMD-11-2019-0451.</p> <p>Paunescu, Carmen; Dragan, Denisa; Cantaragiu, Ramona; Filculescu, Adina (2013): Towards a Conceptualization of Social Entrepreneurship in Higher Education. In <i>The International Journal of Management Science and Information Technology</i> (10), pp. 51–69. Available online at https://www.econstor.eu/bitstream/10419/97880/1/786337125.pdf.</p> <p>Harding, Rebecca (2007): Understanding Social Entrepreneurship. In <i>Industry & Higher Education</i>, pp. 73–84.</p> <p>Roslan, Muhammad Hamirul Hamizan; Hamid, Suraya; Ijab, Mohamad Taha; Yusop, Farrah Dina; Norman, Azah Anir (2020): Social entrepreneurship in higher education: challenges and opportunities. In <i>Asia Pacific Journal of Education</i>, pp. 1–17. DOI: 10.1080/02188791.2020.1859354.</p>
Links to further Tiles	<ul style="list-style-type: none"> ➔ 1 Create social entrepreneurship culture ➔ 5 Incentives for staff and students ➔ 12 Motivation

Tile 15: Lack of funding

Title	Lack of funding
Introduction/ Background	<p>When comparing to cooperation with the industry and business sector, collaborations with social sector organisations are mostly less well funded. Also acquiring funds from public bodies or research funders is difficult due to a high competition and low funding rates. In some countries there is also no culture of donorship in higher education. Lack of funding or insufficient funding of collaboration can form a major hurdle to establishing collaboration with the social sector.</p>
The problem	<p>Three major problems are associated with the lack of funding:</p> <ul style="list-style-type: none"> - Limited funding for the social sector - Difficulties in demonstrating the impact and value of social entrepreneurship - Misconceptions of social sector organisations about the cost of academic research
Solutions at institutional level	<p>Several solutions to remedy the lack of funding are available. Not all of these solutions aim at increasing income but try to generate other resources or advertise the outcomes social entrepreneurship.</p> <ul style="list-style-type: none"> - Diversifying income resources for the social sector Higher education institutions can engage in uncovering further income resources. Connective leadership, i.e., the engagement of institutional leaders with (private) donors and foundations is an option. - Investing non-financial resources Besides money, volunteering of staff and students represents a resource that is relevant in establishing collaboration with the social sector. However, incentives to motivate staff and students to provide their voluntary engagement to the higher education institution have to be in place. - Adapting/establishing an indicator system to monitor/report social impact Information on the social impact of the institution's community engagement can be helpful to demonstrate its value and engage further donors, charities and public bodies to provide resources for this work. - Dissemination of social engagement achievements A targeted dissemination of achievements and ongoing social sector collaboration creates greater public interest. Higher

Title	Lack of funding
	<p>education institutions are more likely to become recognized as relevant actors who contribute to regional development.</p> <ul style="list-style-type: none"> - Awareness building among social sector organisations Some social sector organisations are reluctant to collaborate with higher education institutions as they believe that they cannot afford their services. Awareness building campaigns should point out the actual costs and benefits of collaboration. Further, higher education institution should consider adapting their tariffs to the possibilities of the social sector.
<p>Other relevant resources</p>	<p>Benneworth, Paul; Culum, B.; Farnell, T.; Kaiser, F.; Seeber, M.; Scukanec, N. et al. (2018): Mapping and Critical Synthesis of Current State-of-the Art on Community Engagement in Higher Education. Zagreb.</p> <p>Reichert, Sybille (2019): The Role of Universities in Regional Innovation Ecosystems. European University Association. Brussels (EUA Study).</p>
<p>Links to selected HEInnovate case studies</p>	<ul style="list-style-type: none"> - Not covered by HEInnovate
<p>Further reading</p>	<p>Jongbloed, Ben; Benneworth, Paul (2013): Learning from History. Previous Attempts to Measure Universities' Community Impacts. In Paul Benneworth (Ed.): University Engagement With Socially Excluded Communities. Dordrecht: Springer Netherlands, pp. 263–283.</p>
<p>Links to further Tiles</p>	<ul style="list-style-type: none"> ➔ 8 Identify/nurture collaboration opportunities ➔ 9 Funding ➔ 10 Leadership

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