ASHOKA U

Becoming a Changemaker Institution

A guidebook for how your campus can increase its relevance and resilience and lead in a rapidly changing world

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Ashoka U catalyzes social innovation in higher education through a global network of entrepreneurial students, faculty, staff, and community leaders.

Ashoka U is an initiative of Ashoka, the world's largest network of social entrepreneurs. Building on Ashoka's vision for a world where Everyone is a Changemaker, Ashoka U takes an institutional change approach to impact the education of millions of students. We collaborate with colleges and universities to break down barriers to institutional change and foster a campus-wide culture of social innovation and changemaking.

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FOREWORD

Universities make the world a better place in so many gloriously diverse ways.

They do it through their research—inventions and discoveries that improve lives, push the boundaries of human understanding, and tackle the world's grand challenges, such as the COVID-19 pandemic, food insecurity, and the climate crisis.

They do it through their social and community engagement—innovations and interventions that power the knowledge economy and advice and evidence that supports good policy making and governance, holding our leaders to account.

But perhaps most importantly, they do it through their teaching—the education of many tens of millions of people globally, imparting skills, knowledge, creativity, and resilience to a massive community of engaged citizens, future leaders, and—we hope—changemakers.

But despite universities' extraordinary positive impact on the world, these great institutions are under increasing scrutiny, whether for their cost, value, or relevance. The power of universities as positive forces in the world is both underestimated and often undermined.

At *Times Higher Education* (*THE*), we are supporting positive change through our content, data, and analytics. Our pioneering new *THE* Impact Rankings celebrates universities' excellence, not based on traditional metrics such as research prestige and wealth, but on the basis of their positive impact on the world, framed through all 17 of the United Nation's Sustainable Development Goals.

At *THE* we have seen firsthand the potential and impact of higher education as a critical enabler for a better society. The myriad challenges we are facing as individuals and as a sector makes this is a crucial time for universities to step-up and re-double their efforts to make a positive contribution to the world, while also ensuring that they are seen by their communities, and by wider society, as they do it.

The most powerful way to do this is through the legions of graduates they produce—vast numbers of changemakers and ambassadors for social innovation. Yet, to equip students as changemakers requires colleges and universities and their educators to be changemakers themselves.

We have been inspired by—and pleased to share insights and ideas with—Ashoka U, and we applaud its mission to foster institutional change and to make the world a better place. *Becoming a Changemaker Institution* is a key resource to do just that.

Phil Baty
Chief Knowledge Officer
Times Higher Education

PREFACE

Ashoka believes that "the world is defined by change and requires a new mindset" for humanity to thrive. At its core, Ashoka envisions "a world in which everyone is a changemaker: a world where all citizens are powerful and contribute to change in positive ways" (Ashoka, n.d.).

As the higher education initiative within Ashoka, Ashoka U is not short on vision. We believe in the power of higher education as an engine for changemaking and for colleges and universities to be a force for good. We envision a world in which changemaking is a new norm in higher education.

Imagine if students at every higher education institution were equipped with purpose, agency, and skills to innovate for a better world, regardless of their chosen discipline, role, or sector. Imagine if every higher education institution worked fluidly and collaboratively with its community to co-create knowledge and solve problems.

This audacious vision is the driving force behind this book.

To accomplish this requires change itself—change in the student, educator, and administrator mindsets, as well as a change in institutional strategies, educational models, and practices. While it may sound lofty, this change is already underway. And this book is an invitation to be part of it.

AN URGENT CALL TO ACTION

The speed and pace of change and the complexity of societal challenges only seem to be accelerating each year. Higher education institutions are not immune to the pressures facing all sectors to address critical societal challenges. These pressures include addressing the UN Sustainable Development Goals, combatting climate change, responding to the global pandemic, and actively embodying anti-racist policies and cultures in their institutions.

Each one of these crises has revealed failures in systems and leadership. They have also underscored the vital role that higher education institutions play in not only producing research and teaching for "impact" but also in redesigning education and systems that work for the good of all.

While their relevance has been questioned for over a decade, higher education institutions are needed now, more than ever before, to help solve societal challenges while also equipping student leaders for an uncertain future. A key enabler to achieving this call to action is to become a *Changemaker Institution*.

A COMMUNITY AND LEARNING LAB FOR CHANGEMAKER EDUCATION

Founded as a start-up within Ashoka in 2008, Ashoka U has worked with over 600 higher education institutions and 4,000 higher education stakeholders worldwide. While our ultimate goal is to have a lasting impact on the higher education sector as a whole, we know that scaling ideas and creating systems change starts with identifying early adopters, building a community, and co-creating and codifying key practices. This Guidebook represents a synthesis of learnings from that journey.

Together, we have built a diverse community of individuals and institutions that identify as changemakers and practice innovation in their classrooms and across their institutions. This community includes public (state-funded and private (independent as well as secular and faith-based institutions. It includes some historically black, indigenous, and minority-serving institutions, albeit not extensively enough for the breadth of diversity and inclusion we aspire to foster. It covers all continents except Antarctica. It comprises individuals and institutions with deep roots in social entrepreneurship as well as social justice, community engagement, and civic engagement. Not only has this brought a rich and diverse tapestry of experience and insights as we learn and innovate together, but it has also demonstrated that changemaking education is taking root.

We have also worked in close collaboration with over 50 institutions across 10 countries designated as Ashoka U Changemaker Campuses. Designed to exemplify institutions that are leaders in social innovation and changemaker education, Changemaker Campuses seek to:

- demonstrate that changemaking is possible in their institutional type and context;
- influence their peers to advance changemaking; and
- collaborate to spread the adoption of changemaking across higher education.

In many ways, the Changemaker Campus network has been a learning and innovation lab for higher education practitioners to share lessons and insights and create and replicate new models.

Over the past 12 years, the Changemaker Campus network and the broader Ashoka U community have taught us what it means to be a Changemaker Institution. Together, we have been co-creating the strategies and practices for rewiring institutions to support changemaking. Yet, these practices and stories have not been broadly accessible, nor are they mainstream. That is why we created this book.

AN INTRODUCTION TO THE GUIDEBOOK

The purpose of the Guidebook is to codify what we have learned thus far about how to become a Changemaker Institution that graduates millions of changemakers. It represents a distillation of insights and examples from over a decade of working with higher education innovators sparking institution-wide strategy, curriculum, and culture change worldwide and draws upon and incorporates some elements from the Ashoka U Changemaker Campus Criteria. It is designed to be both deeply reflective as well as practical to guide, energize, and elevate the work of changemaker education on any campus.

The Guidebook is not meant to be prescriptive. Instead, it offers frameworks and principles gleaned from multiple institutional contexts as a foundation for your own tailoring. It is also not intended to be comprehensive or complete. We have intentionally and explicitly focused on Leadership and Education as two integral drivers for becoming a Changemaker Institution and have integrated some elements of culture change throughout both sections.

There are many advantages of documenting these practices into a guidebook, including:
- curating practices and streamlining stories that were previously disparate and unconsolidated;
- making ideas more accessible and not reliant upon attending events or knowing people; and
- providing a foundation for any campus to draw on and adapt.

Guidebooks also have limitations. Things can be lost in translation, and ideas may seem straight-forward on paper but difficult to implement in reality. Meanwhile, innovation does not stop the minute we hit print.

That is why this Guidebook is as much a platform for reflection and action across your institution as it is an opportunity to join a global community urgently advancing changemaking for the good of all.

At Ashoka U, we value and learn from practitioners of change. And just as we encourage students to learn by doing, the best way to be a Changemaker Educator or institutional innovator is to learn by doing. The principles shared in this Guidebook were derived from a rich community of practice. We encourage you to check out the Introduction to learn more about how we recommend engaging with the content in this book and invite you to join a growing global community of Changemaker Educators.

Together, we have a unique and urgent window to graduate millions of changemakers equipped to make a positive contribution to society. As these changemakers graduate, they will bring empathy, collaboration, and innovation to their future workplaces and be a generation of leaders equipped to form—and transform—workplaces, organizations, disciplines, and sectors to foster social impact for the good of all.

ACKNOWLEDGEMENTS

Ashoka U would like to thank the Martini Education & Opportunity Trust for sponsoring the Guidebook. Both Brent Martini and Carey Weiss have been incredible advisors and thought partners supporting our pursuit of advancing changemaker education and enabling more senior leaders to innovate their campus strategies.

We would also like to extend our appreciation to our strategic partners: The Moxie Foundation and Einhorn Family Charitable Trust (now the Einhorn Collaborative). They have supported us through the years in creating communities and experiences that have fostered learning and innovation in changemaker education and institutions.

We are deeply grateful to our global community of innovative educators, leaders, and higher education institutions, including Ashoka U Changemaker Campuses and ecosystem partners. Together over the last decade, we have defined what changemaker education is and what it means to become a *Changemaker Institution*. The Guidebook distill insights from our methodology of working with campuses in pursuit of becoming *Changemaker Institutions* and draws upon and incorporates some elements from the Ashoka U Changemaker Campus Criteria.

Our thanks to all who provided input into or feedback on the Guidebook. We specifically want to acknowledge below both reviewers and institutional contributors.

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I. INTRODUCTION

"An important 'leadership development' challenge for higher education is to empower students, by helping them develop those special talents and attitudes that will enable them to become effective social change agents." (Astin & Astin, 2000, p. 2)

ENVISIONING A NEW TYPE OF STUDENT EXPERIENCE

Clément Moliner-Roy had the quintessential changemaker education at one of Ashoka U's Changemaker Campuses. He graduated in 2018 with not just an interdisciplinary bachelor's degree from the College of the Atlantic (COA) in Bar Harbor, Maine, U.S.—but also a deep sense of his purpose. Clément's professors acted as his mentors and guides, encouraging him to develop deeply personal questions that would guide his learning journey: "How do you spark one's will to contribute to the world?" and "How do you empower changemakers with the tools, the skills, and the mindset needed to develop social impact projects?"[1]

For his capstone senior project—which is a final unit or project designed to integrate learning experiences across one's studies—Clément went around the world and conducted over 100 interviews with Changemaker Educators, system Change Leaders, and students in search of educational innovation. During this period, the COA Diana Davis Spencer Hatchery acted as a diving board to help him launch Changemaker Residency, the pilot project of a new experiential approach to higher education. Due to the success of his program, his hometown university, Université de Sherbrooke in southern Quebec, Canada, hired him to bring what he learned to hundreds of students across campus.

As the higher education initiative of Ashoka, Ashoka U believes that all students deserve an education like Clément's. Furthermore, if we hope to address complex global problems and prepare students to thrive in our rapidly changing world, we need millions of students to have this type of education.

THE CASE FOR CHANGEMAKER EDUCATION

Unfortunately, Clément's experience is not yet the norm. Too many students still spend their time in a lecture hall (or more recently, in online platforms) with hundreds of peers listening to hours of PowerPoint presentations. Many students have no more than a few conversations with their professors. Rather than being asked to develop a question to guide their learning experience, they are expected to memorize information. And while interdisciplinary learning is growing, many students do not have sufficient opportunities to collaborate with other students across disciplinary silos. These students are

1 Refer to www.changemaker-educator.com.

practicing a very different skillset—one that in a rapidly changing world is quickly becoming irrelevant and further perpetuating the global problems we face.

Educational institutions must face the task of preparing young people for a workforce and world that we cannot yet predict. We believe that changemakers are better prepared to adapt and contribute to a dynamically changing world, workforce, and societal challenges.

Just as the game for thriving in society has shifted from hierarchy, standardization, and repetition to fluid team of teams, innovation, and iteration (Ashoka, 2015), so too has the game changed for higher education. Over the last decade, together with over 600 colleges and universities worldwide, Ashoka U has been learning the dynamics and strategies for this new game, one in which the campus is a training ground for changemaking.

A new game means we need a new Guidebook—or set of strategies—for Changemaking Leadership and Education on campus.

A GUIDEBOOK FOR CHANGEMAKER EDUCATION

If you are reading this, we assume that you are familiar with what it means to be a changemaker and share our belief that higher education institutions need to foster changemaking. We anticipate that you seek to create educational programs and institutions that foster the student experience shared above. This Guidebook is designed to equip you with the strategies and practices for doing just that.

In 2018, Ashoka U published *Changemaker Institutions* (Kim et al.) to make a case for social innovation and changemaking not only as an educational pathway, but also as an integral approach to rewiring the institution to be adaptive, innovative, and impact-oriented. Table 1 contrasts the characteristics of traditional higher education institutions with those of Changemaker Institutions across four key levers for change.

TABLE 1. LEVERS FOR MOVING FROM TRADITIONAL TO CHANGEMAKER INSTITUTIONS

LEVER	TRADITIONAL INSTITUTION	CHANGEMAKER INSTITUTION
VALUES	• Institution primarily values excellence in teaching and research. • Social and environmental values are sprinkled across the institution but not pervasive.	• Excellence in teaching and research includes a focus on creating positive social impact. • Social and environmental values are also embedded in the strategy, operations, and metrics of success.
CULTURE	• Change is slow. • New ideas are often rejected. • Titles and seniority define status. • Tenure and expertise equate to greater insight.	• Change is iterative and ongoing. • Experimentation is encouraged. • Everyone contributes to change.
HIERARCHIES AND DISCIPLINES	• Hierarchies among administrators and faculty create tensions in decision making. • Tenure, promotion, and budgeting practices reinforce disciplinary silos.	• Hierarchies exist but are fluid. • Participatory approaches inform decision-making. • Collaboration between faculty and staff is frequent and organic. • Disciplines advance domain knowledge, while multidisciplinary structures support collaborative research, teaching, and service.
CURRICULUM AND CO-CURRICULUM	• Disciplines control curriculum. • Change is incremental. • Resistance to innovation is high.	• The curriculum supports the development of disciplinary knowledge and the ability to adapt to change and innovate for positive social impact. • Educators and program leaders regularly evaluate program effectiveness and evolve curriculum. • Faculty and staff are open to more experiential, engaged approaches.

This need for transformation raises the questions: How can institutions of higher education, arguably among the most enduring institutions across society:

- Align vision and values (not only of the institution, but also of the students, educators, and administrators) to support the good of all?
- Become nimbler and more adaptive, empowering all as changemakers (not just those in a position of power)?
- Leverage the power of "vertical" disciplines alongside "horizontal" educational experiences by fostering collaborative opportunities to solve problems, recognizing both the expertise of other schools of thought as well as those with lived experience?
- Experiment and iterate educational opportunities and create integrated pathways that prepare students for lives of purpose and impact?

This goes beyond simple statements in a mission statement or committing a small percentage of funds towards collaborative or social innovation projects. It is about fundamentally wiring the institution for changemaking, which in most cases, requires a significant transformation of long-embedded programming and structures.

Indeed, colleges and universities are some of the most complex—and arguably rigid—social systems. Yet, as institutions of knowledge creation and learning, they are also some of the best equipped to co-create social impact in and with their communities and support students in becoming changemakers.

This Guidebook serves to unlock the knowledge and expertise Ashoka U has gained from over 12 years of partnering with colleges and universities to learn how to "work within the system to change the system."

DEFINITIONS AND INFORMATION
RELATED TO CHANGEMAKING EDUCATION

KEY DEFINITIONS

CHANGEMAKER

A changemaker is "anyone who takes action to address a problem, activates others, and works towards solutions for the good of all" (Duplechain & Lax, 2019, p. 9).

CHANGEMAKER EDUCATION

Changemaker education is an education that helps students build their identities and capacities as collaborative agents for change. This education aims to help students:

- Develop personal awareness, community understanding, and ability to collaborate (Duplechain & Lax, 2019).
- Develop their abilities for catalyzing social change including methodologies such as civic engagement, social innovation, social justice, and philanthropy (Kim & Krampetz, 2016).
- Practice changemaking as they take action and activate others around a societal challenge (Duplechain & Lax, 2019).

KEY RESOURCES

THE REALITY OF TERMINOLOGY: BEYOND DEFINITIONS, an Ashoka U blog that provides an overview of changemaking in relation to social innovation and social entrepreneurship (Fairbanks, 2016).

RETHINKING THE IMPACT SPECTRUM, an Ashoka U blog that differentiates between four levels of impact: direct service, scaled direct service, systems change, and framework change (Kim, 2015).

THE RISE OF THE SOPHISTICATED CHANGEMAKER, an article in *Democracy and Diversity* by Ashoka U co-founders that discusses key aspects of social innovation, together with its vulnerabilities (Kim & Krampetz, 2016), and also introduces multiple approaches to foster social change and recommended approaches for changemaker educators.

LEADERSHIP, RESILIENCE, AND HIGHER EDUCATION'S PROMISE, an article that synthesizes the trends Ashoka U has observed across the sector and four key principles for leading institutions to produce changemaking outcomes, which are expounded upon throughout this Guidebook (Kim & Fuessel, 2020).

II. GETTING ORIENTED: KEY CONCEPTS

A couple of key concepts set the foundation for changemaker education and frame the highly complex context in which your change strategies will play out. In the following section, we briefly zoom in to introduce the changemaker qualities, which are foundational for students, educators, and leaders alike. We then zoom out to consider the field within which your efforts to transform your college or university into a Changemaker Institution will occur.

ZOOMING IN: CHANGEMAKER QUALITIES

Before designing educational programming to foster changemakers, it is essential to define changemaker qualities. These qualities inform the learning outcomes for students and professional development for educators, institutional innovators, and leaders.

Table 2 introduces the mindsets, knowledge, and skills that we believe are core for any changemaker. Ashoka U originally published this Changemaker Qualities Framework in 2018 in *Preparing Students for a Rapidly Changing World: Learning Outcomes for Social Innovation, Social Entrepreneurship, and Changemaker Education.* It draws from both a decade of Ashoka U experience in changemaker education and research insights from more than 200 partners, including Ashoka Fellows and our network of Changemaker Educators and innovators. Thirty people, including social entrepreneurs, Changemaker Educators, students, and Ashoka team members, reviewed the framework and contributed feedback.

TABLE 2.   CHANGEMAKER QUALITIES FRAMEWORK

MINDSETS	KNOWLEDGE	SKILLS

IDENTIFY AS A CHANGEMAKER
Changemakers believe deeply that positive change is possible and that every individual is a critical contributor toward that change. They model changemaking themselves and seek to create space for others to take action and lead change.

SELF-AWARENESS
Changemakers recognize that self-awareness is critical to creating intentional, effective, and sustainable change efforts. Changemakers cultivate a deep understanding of their own experiences and intentions, strengths and limitations, insights, and biases. They act on this personal awareness, investing in continued growth and wellness practices critical to their sustainability.

EMPATHY
Changemakers seek to cultivate a deep understanding of others' feelings and experiences. They draw on this understanding to build relationships of trust, collaborate, engage others in action, and create change.

INCLUSIVITY
Changemakers actively seek to involve all stakeholders in changemaking, value diverse perspectives, and pursue equitable impact.

PERSEVERANCE
Changemakers recognize that they will face challenges and, at times, feel uncertain of their next step. Driven by the commitment to achieve their mission, changemakers work to become comfortable with ambiguity and persevere through challenges.

ETHICS OF SOCIAL CHANGE
Changemakers understand the potential negative consequences that changemaking can have. They work hard to consider and understand the potential implications of any action. They take seriously the responsibility to do no harm. Understanding of responsible community engagement and environmental responsibility shape their decision making.

MULTIPLE APPROACHES FOR SOCIAL CHANGE
Changemakers understand a variety of approaches for affecting social change. Different methodologies include, but are not limited to: advocacy, civic engagement, design thinking, social entrepreneurship, social innovation, social justice, and philanthropy. Changemakers understand the strengths and weaknesses of each approach and can determine which to pursue according to issue and context.

WORKING KNOWLEDGE OF SYSTEM, CONTEXT, AND CHALLENGE
Changemakers gain understanding through real-world experience. They value and pursue knowledge through immersion in the system(s) they focus on. Kinds of knowledge include but are not limited to a deep understanding of the issue(s), cultural context, and community experience and insights.

BUILDING RELATIONSHIPS OF TRUST
Changemakers practice deep listening and engage people with the intention of moving beyond transactional relationships to create deep connections. They approach each person and partnership with respect and interest. They aim to cultivate shared understanding.

SYSTEMS THINKING
Changemakers apply systems thinking to understand challenges and work toward long-term, systemic solutions. They map the elements at play in a system to consider potential actions. Changemakers understand that any action they take affects other parts of the system and seek to apply this insight to intentionally pursue positive change.

CREATIVE PROBLEM SOLVING
Changemakers are not constrained by the status quo. They use critical thinking to identify challenges, understand the root cause of a problem, and draw on different perspectives to generate and test novel solutions.

ADAPTIVE COMMUNICATION
Changemakers communicate effectively with a variety of stakeholders by articulating why an issue matters. They articulate their idea for social change, the need and urgency to act, and use communication to connect with and mobilize people around their vision.

EMPOWERING LEADERSHIP
Changemakers recognize that true leadership is about unlocking the leadership potential of others. In the design and implementation of initiatives, they intentionally invite people to contribute toward solutions and to step into new positions of influence.

This Changemaker Qualities Framework (Table 2) will be a key reference as you navigate the Guidebook. Strategies 3 and 4 build on these foundational qualities with additional ones tailored for Senior Leaders and Change Leaders, while Strategy 9 includes additional qualities for educators.

ZOOMING OUT: THE FIELD OF HIGHER EDUCATION

Next, we zoom out to understand the context in which efforts to transform the college and university are situated. Considering the complex higher education landscape and its implications is important as we build teams, choose strategies, and implement them in tailored ways. Below we briefly identify three insights based on the nature of higher education systems, organizations, and change.

NATURE OF SYSTEMS

Colleges and universities, perhaps even more than organizations in other sectors, are both complex and situated in complex contexts—they are nested in and interdependent with other systems. For example, they are:

- members of a larger system of education;
- an integral part of systems for lifelong learning;
- influenced (if not governed by) governmental systems, regulations, and/or funding;
- comprised of various disciplinary systems, each with their own "schools of thought", members, and methods which influence teaching and research; and
- situated within place-based systems of communities, regions, states/provinces, and nations.

These factors all imply that the boundaries of a higher education are porous, and thus may be especially susceptible to external forces.

KEY INSIGHTS: Higher education institutions need to be adaptive and resilient, and systems change approaches will be required.

NATURE OF ORGANIZATIONS

Higher education institutions can, on the one hand, be very independent organizations with largely autonomous administrators, faculty, and staff (Burke, 2011). On the other hand, some schools or units work in highly interdependent and coordinated ways. Further, each higher education institution has its own organizational culture and power dynamics—with some having more centralized and coordination mechanisms, while most being more diffuse.

KEY INSIGHTS: There is not a one-size-fits-all approach to change leadership or management, even within a single institution. Further, the situation and context matters (Kerber & Buono, 2005).

NATURE OF CHANGE

Parts of higher education can be dynamic and ever-changing. Yet on the other hand, as social and organizational structures are created (e.g., values, language, resources, policies, and practices), they become self-reinforcing and can be difficult to change (Giddens, 1984).

KEY INSIGHTS: The nature of change in higher education institutions can be both continuous and episodic even within the same institution (Weick & Quinn, 1999; Burke, 2011).

These key concepts may be useful references as you engage with the Guidebook and consider your own strategies for institutional change. Strategy 1 in the Leadership Section introduces key principles for leading change and Strategies 3 through 7 introduce key roles and teams for leading change. While these strategies are intended to support institutions seeking to design intentional change initiatives, some key principles and practices may be adapted for more organic change efforts.

AN INVITATION

Despite the complexities of higher education and the seemingly idealistic nature of changemaker qualities, colleges and universities around the globe are:

- Reinventing themselves, many even ironically anchoring innovations in their founding stories, historic roots, and pervasive cultures of serving the common good or advancing social justice.
- Leading both planned processes of change to align institutional strategies operations with social and environmental values and responding opportunistically to emergent circumstances.
- Learning to lead in ways that both manage the typical administrative and operational functions while also fostering cultures and practices that equip all to contribute to change, foster collaboration, and enable innovation.
- Pursuing evaluation and impact measurement for evidence-based strategies, while encouraging experimentation and iteration.

As Changemaker Institutions are embedding changemaking into their strategies, education, and culture, they are also continuously learning and innovating. As you engage with this book, we invite you to join a growing global community of innovators in higher education.

III. HOW TO NAVIGATE THIS RESOURCE

PURPOSE OF THE GUIDEBOOK

The purpose of this Guidebook is to address *how* higher education institutions become Changemaker Institutions.

HOW TO NAVIGATE THE GUIDEBOOK

The Guidebook is structured into two primary sections: the first on Visionary Leadership and the second on Changemaker Education. Each section presents a set of Strategies (each structured as a standalone chapter) for equipping colleges and universities for changemaking.

Each Strategy (or chapter) is organized into six sections and includes a range of considerations or practices we have observed across different types of institutions and in different contexts. The following chart will help you recognize and navigate the content presented within each Strategy.

DESCRIPTION
Short summary about what this strategy is.

STRATEGIC BENEFITS
Brief bullets summarizing the strategic importance of this strategy and what benefits it will bring your institution.

KEY CONCEPTS AND CONSIDERATIONS
Discussion of any concepts and considerations that inform how you might go about doing this in your context.

ACTION STEPS
List of action steps you might take to get started.

TIPS
Things to keep in mind to make this easier.

CAMPUS EXAMPLES
Short stories or case studies with real-world examples.

AUDIENCE

For ease of navigating the book, we have identified four categories of readers as introduced in Table 3.

TABLE 3.   TYPICAL GUIDEBOOK READERS

READER	TYPICAL ROLES	ACTIONS IN SERVICE OF CHANGEMAKING EDUCATION
SENIOR LEADERS	Presidents, provosts, vice presidents, and deans in official positions of leadership.	• Model a new type of leadership. • Embed social innovation and changemaking into institutional strategy, academic plan, and operations. • Equip innovative teams to advance changemaking across the institution.
CHANGE LEADERS	Mid-level faculty, staff, administrators, and/or students who seek to innovate and spread changemaking across the institution (e.g., a director of a center for social innovation and changemaking, director of strategic initiatives, senior faculty of social innovation, or student leader).	• Partner with senior leaders to secure institutional support and resources for changemaking. • Partner with and equip stakeholders across the institution and in the community to embed change into programing and operations and innovate new models and practices.
STUDENT LEADERS	Students (undergraduate to graduate) who self-identify as changemakers and lead efforts to advance changemaking across their institution (e.g., student trustee, president of student union, manager of changemaker hub, teaching assistant in social innovation course, resident assistant).	• Collaborate with faculty, staff, and senior leaders to re-envision education experiences and institutional structures. • Mentor peers and lead student changemaker activities.
INNOVATIVE EDUCATORS	Faculty and staff of any discipline or level of experience who self-identify as changemakers.	• Actively grow their changemaker education knowledge and practices. • Include changemaking in their course design and pedagogies, programs, and co-curricular experiences.

ROADMAPS

To help navigate this resource, Ashoka U has created Roadmaps to serve as an executive summary of all the strategies. You can use the Roadmaps in Figures 1 and 2 to identify and navigate the strategies.

FIGURE 1. ROADMAP OF VISIONARY LEADERSHIP STRATEGIES

LEADERSHIP	1 DEVELOP CHANGE MANAGEMENT APPROACH	2 EMBED IN VISION, MISSION, AND STRATEGIC PLAN	3 MODEL SENIOR LEADERSHIP AND PROVIDE SUPPORT	4 IDENTIFY CHANGE LEADERS
DESCRIPTION *What is this strategy about?*	Developing a case for change, assessing institutional context, and co-creating a vision for becoming a Changemaker Institution.	Aligning the vision, mission, and strategic plan with social innovation and changemaking values and priorities.	Modeling changemaking behaviors and focusing strategic priorities, committing resources, and creating supporting structures.	Identifying Change Leaders with the mandate, influence, and grit to advance changemaking across the institution.
STRATEGIC BENEFITS *Why is it important?*	• Creates clarity for why and how the institution will focus on changemaking. • Aligns change plans with the institution's context. • Builds the foundation for leading institution-wide change.	• Signals institutional commitment to impact. • Guides priorities, budget, and decision-making. • Demonstrates institution's relevance. • Serves as a market differentiator.	• Provides an example of changemaking in action. • Makes changemaking credible. • Sets the standard for institutional innovation. • Creates conditions for changemaking to flourish.	• Assigns responsibility for advancing changemaking. • Ensures student, faculty, and staff engagement and innovation. • Supports continuity in wake of senior leadership transitions.
READERS *Who might use it and how?*	**SENIOR LEADERS** • Identify drivers and assets for change. • Assess institutional context. • Harness early interest in changemaking. **CHANGE LEADERS** Same as Senior Leaders, plus: • Coach senior leaders and Change Team in change management. **STUDENT LEADERS** • Inform how you call for change and influence senior leaders. • Co-create vision and change strategies with leaders. **CHANGEMAKER EDUCATORS** • Consider the institutional context for changemaking and its impact on your programming.	**SENIOR LEADERS** • Identify ways to embed changemaking into vision and strategy. • Use to engage board. • Identify ways to engage stakeholders. **CHANGE LEADERS** • Identify how/when to support leaders. • Share with senior leaders and strategic planning team to demonstrate what is possible. **STUDENT LEADERS** • Reflect on what your institution has/not done. • Share your changemaking story with leaders and make the case for making changemaking a priority. • Advocate to the board. **CHANGEMAKER EDUCATORS** • Reflect on and link your changemaker education programming to existing vision, values, and strategies.	**SENIOR LEADERS** • Reflect on qualities and peer examples. • Build a development plan. • Use to coach senior team. **CHANGE LEADERS** • Coach senior leaders using frameworks and examples. • Give leaders feedback. • Use to request support from senior leaders. **STUDENT LEADERS** • Validate senior leaders when you see these values in action. **CHANGEMAKER EDUCATORS** • Similar to those for Student Leaders.	**SENIOR LEADERS** • Recruit Change Leaders. • Build responsibilities into job descriptions and evaluations. • Support, coach, and celebrate Change Leaders. **CHANGE LEADERS** • Build a development plan. • Advocate for resources and senior support. • Ask others to hold you accountable. • Use to recruit, coach, and mentor other Change Leaders. **STUDENT LEADERS** Similar to Change Leaders, and: • Consider if this is a role you would like to step into. • Identify how you might support Change Leaders. **CHANGEMAKER EDUCATORS** • Similar to those for Student Leaders.

FIGURE 1. **ROADMAP OF VISIONARY LEADERSHIP STRATEGIES**

5	6	7	8	LEADERSHIP
BUILD CHANGE LEADERSHIP GROUP	**BUILD AND SUSTAIN THE CHANGE TEAM**	**COORDINATE AND INSTITUTIONALIZE CHANGEMAKING**	**MANAGE TRANSITIONS**	
Building a group of two to three Change Leaders with complementary skills and influence to lead a Change Team and institution-wide changemaking strategies.	Building a committed and interdisciplinary Change Team, protocols, and incentives to grow and strengthen the campus-wide ecosystem for social innovation and changemaking.	Coordinating changemaking across the institution and embedding in its systems and practices.	Managing transitions through succession planning and institutional levers such as recruitment, resourcing, and knowledge management.	**DESCRIPTION** *What is this strategy about?*
• Distributes the workload. • Leverages diverse positions, network ties, and institutional assets. • Brings unique backgrounds and perspectives for more holistic solutions.	• Expands the capacity and assets for changemaking. • Enables changemaking to cross disciplines and silos. • Ensures a strong base of support for advancing changemaking.	• Aligns changemaking efforts. • Identifies gaps, duplications, and synergies. • Fosters accountability. • Ensures sustainability.	• Minimizes setbacks. • Attracts and grows changemaking leadership. • Infuses new perspectives, assets, and resources. • Creates structures that reinforce changemaking leadership.	**STRATEGIC BENEFITS** *Why is it important?*
SENIOR LEADERS • Identify additional leadership that may be needed. • Hold the group accountable. **CHANGE LEADERS** • Identify number and type of Change Leaders needed. • Codesign these positions as part of strategy and governance. **STUDENT LEADERS** Not applicable. **CHANGEMAKER EDUCATORS** • Provide input to Change Leaders as they map key resources and influence and seek to build allies and influence.	**SENIOR LEADERS** • Identify ways you can support Change Team. • Hold the team accountable. **CHANGE LEADERS** • Define roles, recruit, and orient team. • Build Change Team charter. • Determine team norms and processes. **STUDENT LEADERS** • Advise on Change Team operations to ensure optimal student engagement. • Identify unrepresented student voices or concerns in the Change Team and advocate for their inclusion. **CHANGEMAKER EDUCATORS** • Consider if this is a role you would like to step into. • Support Change Team in recruiting other faculty or students.	**SENIOR LEADERS** • Evolve structures to further embed changemaking. **CHANGE LEADERS** • Influence leaders to increase coordination and coherence. • Co-design a structure that plays to your institution's strengths. **STUDENT LEADERS** • Report to Change Team where there is/not coordination or coherence in changemaking. **CHANGEMAKER EDUCATORS** • Similar to those for Student Leader.	**SENIOR LEADERS** • Build "bench strength". • Use as foundation to engage HR, marketing, and development offices. • Advocate for including changemaking in selection processes. **CHANGE LEADERS** • Identify and employ levers for sustainability. • Advocate for senior leader support and institutional commitment. • Work with team to cultivate successors. **STUDENT LEADERS** • Actively cultivate peers as successors. **CHANGEMAKER EDUCATORS** • Share your changemaker story as a testimonial to support faculty recruitment.	**READERS** *Who might use it and how?*

FIGURE 2. ROADMAP OF CHANGEMAKER EDUCATION STRATEGIES

EDUCATION	9 CULTIVATE CHANGEMAKER EDUCATOR MINDSETS, KNOWLEDGE, AND SKILLS	10 DEVELOP CHANGEMAKER LEARNING OUTCOMES	11 UTILIZE PEDAGOGIES FOR CHANGEMAKING
DESCRIPTION *What is this strategy about?*	Cultivating the mindsets, knowledge, and skills to model changemaking as an educator and develop innovative and inclusive changemaker education.	Developing learning outcomes to build educational experiences that cultivate students as changemakers.	Utilizing pedagogies that help students grow in in their changemaker mindsets, knowledge, and skills.
STRATEGIC BENEFITS *Why is it important?*	• Solidifies purpose and builds confidence. • Encourages educators in their development. • Provides an example for colleagues and for students. • Fosters educational innovation.	• Creates clarity on educational priorities. • Focuses changemaker education design. • Creates a standard for measuring student progress. • Enables students to plan and reflect on their growth.	• Makes learning relevant and relatable. • Puts students at center and in charge of their learning experiences. • Works to overcome structural inequalities. • Employs new, innovative teaching methods.
READERS *Who might use it and how?*	**CHANGEMAKER EDUCATORS** • Build a development plan. • Identify and advocate for institutional resources. • Ask others to hold you accountable. • Invite others to be Changemaker Educators. **STUDENT LEADERS** • Validate educators when you see these values in action. • Use to develop your own educator skills (as relevant). **CHANGE LEADERS** • Identify, coach, and celebrate Changemaker Educators. • Support Changemaker Educators to build a community of practice. **SENIOR LEADERS** • Recognize and reward Changemaker Educators. • Allocate institutional resources to support growth and development. • Incorporate in HR processes.	**CHANGEMAKER EDUCATORS** • Compare changemaking learning outcomes with those of your institution; adapt for your purposes. • Share with students and allies to inform co-design of courses, programs, and experience. • Share with colleagues to inform evaluation for changemaking impact. **STUDENT LEADERS** • Reflect on your course's learning outcomes and consider extent to which changemaking is fostered. • Co-design new educational experiences with faculty and staff. • Mentor peers in cultivating changemaker qualities. **CHANGE LEADERS** • Encourage program directors or educators to use. • Connect allies and inspire co-creative educational design processes. **SENIOR LEADERS** • Guide the development of institution-wide learning outcomes or graduate attributes. • Ensure academic model and plan support changemaker learning outcomes.	**CHANGEMAKER EDUCATORS** • Identify types of pedagogies and activities best suited to foster changemaking. • Share with colleagues; exchange practices with each other. • Share with students and invite feedback on what is/not working in current classes. • Use to iterate educational design. **STUDENT LEADERS** • Review current practices; identify what resonates and what is missing. • Brainstorm with faculty and staff to improve educational experiences. • Use as a foundation when designing peer mentoring and co-teaching experiences. **CHANGE LEADERS** • Share with educators interested in getting more involved in changemaking. **SENIOR LEADERS** • Engage Center for Teaching and Learning to review pedagogies across campus, spotlight best practices for changemaking, and identify new resources and support needed.

FIGURE 2. ROADMAP OF CHANGEMAKER EDUCATION STRATEGIES

12	13	14	15	EDUCATION
BUILD SOCIAL INNOVATION COURSES	**BUILD SOCIAL INNOVATION COURSE SEQUENCES**	**CREATE CO-CURRICULAR CHANGEMAKING PROGRAMS**	**FOSTER STUDENT LEARNING JOURNEYS**	
Building social innovation courses to cultivate systems thinking, creativity, and collaboration skills as critical enablers for multiple changemaking paths.	Building social innovation course sequences to offer academic pathways for student involvement and development over time.	Creating co-curricular changemaking programs to provide activities and experiences that help students develop changemaker qualities outside the classroom.	Fostering student learning journeys by mapping and communicating educational opportunities and supporting students in charting and navigating their own development as changemakers.	**DESCRIPTION** *What is this strategy about?*
• Equips students with key processes and skills that cross disciplines. • Prepares students for a variety of sectors, roles, or challenges. • Provides unique opportunities for collaboration. • Complements other changemaking pathways.	• Provides pathways and recognition that complement other disciplinary studies. • Signals the importance of developing deeper social innovation skills. • Prepares students more rigorously for social impact careers. • Demonstrates institutional commitment to the discipline of social innovation.	• Engages diverse campus and community stakeholders. • Offers shorter, less intimidating developmental opportunities. • Enables low-risk experimentation. • Complements and enriches academic courses. • Provides opportunities to tailor one's changemaking journey.	• Provides coherence to changemaking offerings. • Communicates the value of changemaking experiences. • Increases awareness and participation. • Inspires students to advance in their changemaking. • Equips students to connect and apply changemaking to other academic and personal pursuits.	**STRATEGIC BENEFITS** *Why is it important?*
CHANGEMAKER EDUCATORS • Identify content and types of social innovation courses. • Take stock of the offerings, gaps, and opportunities at your institution. • Envision how social innovation courses can be used to foster interdisciplinary learning and formalized changemaker educational experiences. **STUDENT LEADERS** • Use as a foundation for identifying social innovation development opportunities for self and peers. • Reflect on existing social innovation courses and recommend opportunities for further innovation. **CHANGE LEADERS** • Share with Change Team members to foster strong team understanding of social innovation. • Engage Change Team in a social innovation orientation, certificate, or course as part of their own development. **SENIOR LEADERS** • Commit resources to social innovation as a discipline.	**CHANGEMAKER EDUCATORS** • Identify course sequence types and design considerations. • Consider the student learning milestones and how they relate to course sequence design. • Test and iterate course sequences. **STUDENT LEADERS** • Identify how social innovation sequences fit into your institution's changemaker offerings and support changemaking pathways. **CHANGE LEADERS** • Consider how course sequence(s) relate to the institution's changemaking ecosystem and strategy. • Identify new opportunities based on student, community, and/or employer needs. **SENIOR LEADERS** • Commit resources to social innovation as a discipline.	**CHANGEMAKER EDUCATORS** • Identify various types of co-curricular experiences and design considerations. • Take stock of the offerings, gaps, and opportunities at your institution. • Create or innovate new offerings or connections across existing ones. **STUDENT LEADERS** • Initiate design of and/or lead various changemaking offerings with Changemaker Educators and Change Team. **CHANGE LEADERS** • Encourage Change Team to conduct an audit of offerings across the institution and use result to inform future strategy and activities. **SENIOR LEADERS** • Commit resources to co-curricular changemaking experiences.	**CHANGEMAKER EDUCATORS** • Identify the different types of changemaker experiences students may have. **STUDENT LEADERS** • Engage peers in providing feedback on their changemaker journeys and experiences, what is working/missing. **CHANGE LEADERS** • Advocate with senior leadership to secure resources and/or other offices' collaboration in diversifying and connecting educational pathways. **SENIOR LEADERS** • Provide mandates for and remove obstacles to cross-departmental alignment and coordination. • Dedicate resources to support mapping and marketing changemaker experiences.	**READERS** *Who might use it and how?*

READING THIS GUIDEBOOK.

There are two ways to read the Guidebook:

COVER-TO-COVER

You may choose to read it cover to cover to get a more comprehensive overview of the key strategies and practices for embedding changemaking at your institution.

SPECIFIC FOCUS

Alternatively, you may go to a specific strategy when it is most timely and relevant.

> **NOTE FOR READER** Given the relationship between strategies, we sometimes reintroduce key ideas or provide references to other related strategies and appendices. This provides useful context for the readers who go directly to specific strategies while also reinforcing key ideas for readers that peruse the Guidebook from beginning to end.

While the strategies are presented in a relatively logical sequence, institutional transformation does not happen linearly. Trust that each step of building your changemaking ecosystem matters, and do not be afraid to start in the best place for you and your campus. Your transformation journey will be unique.

ENGAGING WITH THE CONTENT

This book is not a checklist, nor a guarantee for how to "get change right." Rather, it is a guide you can adapt to your own institutional context. Not all the considerations, potential action steps, or campus examples will feel relevant for your institution. You must create your own path tailored to your institutional and community context. Below, we've outlined how you can adapt and utilize the strategies in the Guidebook based on the stage of your institution's journey in changemaking:

JUST GETTING STARTED

Use the Guidebook as an introductory primer. Review the entire book, share the campus examples with others to catalyze interest, review the frameworks, and consider which action steps might be an appropriate starting point for your context.

MAKING INITIAL PROGRESS

Use this to advance in specific areas. Turn to the strategies that are most timely and relevant. Dig into the principles, frameworks, and action steps to consider where you have already made advances and what additional steps you might take.

EXPERIENCING SETBACKS

Use this to help you identify potential interventions. Check out the Roadmaps to determine where you might focus your energies. Turn to the specific strategies and consider how you might rebuild. Review Leadership Strategy 1: Develop Change Management Approach and the Institutional Assessment Framework Call-Out Box, as relevant.

ADVANCING AS A THOUGHT LEADER

Use this as a reference when presenting about changemaker education, coaching peer institutions, and/or influencing sector-level ecosystem builders.

We also encourage you to get support, build a team, and use the frameworks and examples as a starting point for team reflection and action. In so doing, you will inspire change and create your own approaches and models. This Guidebook can be leveraged in the following ways to engage stakeholders across your institution:

- Share a campus example with peers or leadership as inspiration for what is possible.
- Use the frameworks as a starting point for considering your specific institutional context.
- Share a chapter with peers, team, or leadership and use it as a foundation in retreats or design sessions to provoke brainstorming, design, and development.

IV. VISIONARY LEADERSHIP

"If the next generation of citizen leaders is to be engaged and committed to leading for the common good, then the institutions which nurture them must be engaged in the work of the society and the community, modeling effective leadership and problem solving skills, demonstrating how to accomplish change for the common good." (Astin & Astin, 2000, p. 2)

INTRODUCTION

Changemaker Institutions create more than educational offerings and pathways. They promote and sustain change leadership by example—walking the talk through innovating their own ecosystems. Strong visionary and collaborative leadership across the institution is required to create the institutional strategies, structures, educational programs, cultures, and teams that foster adaptability, innovation, and changemaking.

Given the complexity of higher education institutions and the context in which they operate, this requires a strong understanding of systems. And, it involves galvanizing and empowering collective leadership of many across the institution.

The strategies outlined in this section address the types of visionary leadership and key building blocks necessary for becoming a Changemaker Institution.

STRATEGIC BENEFITS

Leadership is critical because it ensures that social innovation and changemaking are an institutional priority. As senior leaders embed changemaking into strategies, plans, budgets, and universities events, they focus institutional attention and resources to create the conditions for innovation and changemaking to flourish. As innovative faculty, staff, and students collaborate, they create programs and partnerships that equip all to develop changemaking skills and co-create positive social impact. It also builds the institution's brand reputation amongst: students seeking changemaker education; employers seeking graduates able to address complex challenges; funders that are passionate about and expect institutional outcomes for the good of all; and accreditors and ranking bodies who are increasingly looking for evidence of social innovation and impact. Conversely, without visionary leadership—and the focus, permission, and resources it lends—it is challenging, if not impossible, to rally the organization around changemaking in the face of competing priorities.

MARKET VALIDATION OF CHANGEMAKING

As accreditors and ranking bodies are increasingly emphasizing the importance of social innovation and impact, there is also a corresponding increase in the "return on investment" (ROI of institutional commitments to changemaking.

For example, AACSB, the international accreditor of business schools emphasizes engagement, innovation, and impact as key themes in its criteria. Meanwhile after the *Times Higher Education (THE)* launched its Impact Rankings in 2019 to recognize higher education institutions' commitment to the UN Sustainable Development Goals, participation rose from 476 institutions in 2019 to 860 in 2020 (Ross, 2020.

"We have long known that in society we tend to value and prioritize the things we measure," commented Vice Chancellor of Glasgow Caledonian University, Pamela Gillies. "In the face of the accelerating pace of global challenges such as climate change and the COVID-19 pandemic, it is now more important than ever for universities around the world to make a significant contribution to achieving the Sustainable Development Goals (SDGs. I applaud accrediting bodies and the *THE* for implementing robust new tools for measuring social innovation and impact in higher education. These new ways of assessing the impact of universities and colleges will forever transform the way we think of excellence in our sector and provide a compelling stimulus to SDG-related action."

For more information, review the AACSB standards and the *Times Higher Education* Impact Rankings.

SECTION STRUCTURE

As Table 4 indicates, this section starts with a discussion of key concepts and considerations for visionary leadership. The rest of the section is structured into four leadership categories collectively comprising eight strategies for cultivating visionary leadership as part of becoming a Changemaker Institution. It is important to note that leadership is not a one-time event, rather, it is ongoing and iterative. Those institutions just getting started can use these strategies to assess and build leadership mindsets, teams, and structures. Meanwhile, those with more advanced ecosystems can use these strategies to onboard and cultivate new teams and leaders and evolve their leadership and team structures over time.

TABLE 4.   OVERVIEW OF LEADERSHIP STRATEGIES

FOUNDATIONS OF VISIONARY LEADERSHIP	This section briefly discusses some foundational concepts of leadership for necessary for Changemaker Institutions.	Key Concepts and Considerations
INSTITUTIONAL CHANGE MANAGEMENT	Visionary leadership requires an understanding of the organizational context and how to lead change across the institution. This section introduces key concepts and action steps for getting started on the path to visionary leadership for organizational change.	Strategy 1. Develop Change Management Approach
SENIOR EXECUTIVE/ ADMINISTRATIVE LEADERSHIP	To embed social innovation as a core institutional value and strategy, senior executive and administrative leaders need to signal that social innovation and changemaking are an institutional priority by creating strategies, structures, and cultures that promote institutional innovation and resilience. They mut also personally model innovation and changemaking by fostering collaboration, mobilizing support, and empowering others.	Strategy 2. Embed in Vision, Mission, and Strategic Plan Strategy 3. Model Senior Leadership and Provide Support
CHANGE LEADERSHIP	A core group of Change Leaders at the mid-level, such as faculty, staff, and administrators are critical in driving the social innovation strategy, cultivating allies across the institution, and promoting institutional innovation.	Strategy 4. Identify Change Leaders Strategy 5. Build Change Leadership Group
CHANGE TEAM AND COORDINATING STRUCTURES	Change Teams, comprised of active allies across the institution and community, use their positions to implement the values of social innovation into their respective work and collaborate on projects and initiatives to further embed social innovation and changemaking across the university itself. As interest in changemaking grows it will be critical to align and institutionalize efforts and effectively manage transitions in order to ensure the long-term adoption of changemaking across the institution.	Strategy 6. Build and Sustain the Change Team Strategy 7. Coordinate and Institutionalize Changemaking Strategy 8. Manage Transitions

FOUNDATIONS OF VISIONARY LEADERSHIP

KEY CONCEPTS AND CONSIDERATIONS

Before detailing each of the strategies, it is important to address some foundational concepts of leadership required for Changemaker Institutions.

LEADERSHIP IMPLICATIONS FOR CHANGEMAKER INSTITUTIONS

As mentioned in Table 1, there are four design principles for becoming a Changemaker Institution. Table 5 summarizes these and includes implications on institutional leadership.

TABLE 5. LEADERSHIP IMPLICATIONS FOR CHANGEMAKER INSTITUTIONS

	TRADITIONAL INSTITUTION	CHANGEMAKER INSTITUTION	LEADERSHIP NEEDS TO
VALUES	Institution predominantly values excellence in teaching and research.	Institutional values of social and environmental impact are embedded across teaching and research *and* strategy and operations.	• Believe the role of the institution is to support the good of all. • Reflect these values in strategies, operations, research, and academics. • Model these values.
CULTURE	Change is slow and expertise is defined by title or tenure.	Change is iterative, and everyone contributes.	• Believe in everyone's ability to contribute. • Create change processes and decision-making structures that engage stakeholders and promote experimentation.
HIERARCHIES AND DISCIPLINES	Hierarchies and disciplinary silos limit collaboration.	Decision-making is participatory and collaboration flourishes across hierarchies and silos.	• Believe in, model, and reward collaboration. • Create incentives and structures that foster trans-disciplinary and cross-functional collaboration.
CURRICULUM AND CO-CURRICULUM	Curricular change is incremental.	Curriculum development is adaptive, experimental, and innovative.	• Co-create academic models and learning outcomes that foster innovative changemaker education. • Ensure faculty development structures foster and support innovation in changemaker education.

Note: Levers to accelerate the shift from traditional to Changemaking Institutions. Adapted from *Changemaker Institutions: How higher education can use social innovation to better prepare students, transform campus culture, and lead society toward a better future* (pp. 31-33), by M. Kim, E. Krampetz, & B. Ansari, 2018, Ashoka U. Copyright 2018 by Ashoka U. Licensed under CC BY-NC-SA 4.0, https://creativecommons.org/licenses/by-nc-sa/4.0/. Summarized and applied to leadership.

Many higher educational cultures do not foster the type of leadership needed for Changemaker Institutions. In "traditional" institutions, faculty are typically incentivized and rewarded for individual "scholarly" publications and positioned as the "expert." Meanwhile teaching is often seen as "imparting knowledge" versus co-creating learning experiences with students. Senior executive leaders usually rise to administrative positions from senior faculty roles, often without sufficient organizational management or leadership development support. Budgeting and accounting systems can limit co-teaching and cross departmental collaboration, thereby reinforcing disciplinary stovepipes and stifling innovation. And while scholars are encouraged to challenge academic paradigms, it is rare for anyone to challenge the purpose, impact, or structures of the institution itself.

That said, there has been movement across many institutions to increase collaboration, dedicate resources to address social issues in the community, and create structures that foster cross-disciplinary research and teaching. And while these are incredible steps forward, full embodiment of the leadership qualities necessary for a Changemaker Institution will require:

LEADERSHIP OF SELF AND SYSTEMS

Higher education institutions are situated within dynamic ecosystems of actors, changing workforce needs, and societal challenges. Thus, leadership in a higher educational institution requires more than the traditional management functions of strategic planning, budgeting, operations, reporting, etc. It also requires an ability to lead and change complex systems while recognizing how one contributes to systemic problems and solutions (Stroh, 2015).[2]

LEADERSHIP BY MANY

Leadership does not reside exclusively in a single position like the president and provost; rather, it emerges as multiple people interact and work to solve complex problems (Uhl-Bien et al., 2007). Responsibilities are often shared or distributed and require engaging the right resources fluidly at the right time in collaborative teams. This means that people need to be empowered, engaged, and recognized as changemakers and leaders (Kim & Fuessel, 2020).

LEADERSHIP THROUGH INNOVATION

Solving complex problems—whether institutional or societal—requires collaboration, experimentation, and iteration. Leadership efforts must foster a culture that encourages vulnerability, courage, and taking risks.[3]

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2 Refer to Uhl-Bien et al. (2007) for more on leadership in complex adaptive systems and Stroh (2015) for more on systems thinking.
3 Refer to Presencing Institute and Theory U for one framework on individual and system-wide innovation.

LEADERSHIP FOR ALL

Any leadership efforts—whether engaging stakeholders, developing strategies or structures, or leading change—must work to support the good of all.

LEADERSHIP FOR ONGOING AND PLANNED CHANGE

While leadership is needed to continually fuel changemaking and innovation as an organizational way of being, it is also needed to manage the change process of becoming a Changemaker Institution.

There is no doubt that higher education needs a new kind of leadership—one characterized by systems change leadership, innovation, and the transformation of self and the system for the good of all—if our vision for an everyone a changemaker world is going to be realized (Kim & Fuessel, 2020).

LEADERSHIP ROLES

While leadership itself can be exhibited by anyone at any time, there are specific roles that require intentional cultivation as part of leading a higher education institution to become a Changemaker Institution.

Table 6 summarizes four levels of change leadership. While institutional change can be initiated at any one of these levels (as will be discussed in more detail later in Strategy 1), we have found that institutional transformation is multi-directional (Kim & Fuessel, 2020). Within the context of higher education, it is:

a) top-down, as senior executives endorse and actively lead;

b) bottom-up, as Change Team members including intrapreneurial students, faculty, administrators, and staff members initiate change; and

c) cross-cutting, with Change Leaders ensuring institution-wide engagement and alignment from the middle.

TABLE 6.   ROLES FOR LEADING CHANGE

CHANGE LEADERSHIP ROLES	LEVEL	INSTITUTIONAL ROLES	CHANGE RESPONSIBILITIES
SENIOR SPONSORS	Senior executive leaders	President/vice chancellor, provost, vice president/deputy vice chancellor, etc.	• Embed social innovation and changemaking into strategy, academic plan, and operations. • Make resources available. • Advocate in/out of the university.
CHANGE CHAMPIONS	Senior administrative leaders	Deans and associate vice presidents/associate vice chancellors	• Partner with and engage senior executives in the changemaking agenda. • Translate and enact social innovation and changemaking across schools and departments. • Mobilize and/or support Change Leaders in developing strategies and programs.
CHANGE LEADERS	Mid-level	Faculty, staff, administrators, and student leaders	• Have mandate to drive social innovation and changemaking strategies and initiatives across the university. • Partner with Change Team to develop programs and embed across university's culture, programming, and operations.
CHANGE TEAM	Cross-Level	Committed, interdisciplinary faculty, staff, administrators, students, and community members	• Embody changemaking in their work. • Promote changemaking and social innovation across the university. • Develop programs and pathways to grow and strengthen the university's social innovation and changemaking ecosystem.

DEVELOP CHANGE MANAGEMENT APPROACH

The initial process of becoming a Changemaker Institution—embedding changemaking in the institutional strategy, culture, and educational experiences—requires an intentional change approach that includes: developing a case for change, assessing the institutional context, and co-creating a vision for becoming a Changemaker Institution.

STRATEGIC BENEFITS
Why is it important?

- Creates clarity for why and how the institution will focus on changemaking.
- Aligns change plans with the institution's context.
- Builds the foundation for leading institution-wide change.

TIMING
When might it be useful?

- At the beginning of change or when change stalls.
- If the changemaking vision is no longer clear.

READERS
Who might use it and how?

SENIOR LEADERS

- Identify drivers and assets for change.
- Assess institutional context.
- Harness early interest in changemaking.

CHANGE LEADERS

Same as Senior Leaders, plus:
- Coach senior leaders and Change Team in change management.

STUDENT LEADERS

- Inform how you call for change and influence senior leaders.
- Co-create vision and change strategies with leaders.

CHANGEMAKER EDUCATORS

- Consider the institutional context for changemaking and its impact on your programming.

KEY CONCEPTS AND CONSIDERATIONS

Just as no institution's history, goals, or culture are alike, neither are their journeys to becoming a Changemaker Institution. Before beginning your change approach you should be clear on why changemaking is important to your institution and how the institution's history and current structures and programs can be used to fuel the change.

This section provides an overview of common drivers for changemaking, key questions to consider for taking stock of the institution's current state, and general principles for managing change.

DRIVERS FOR CHANGE

There are several common drivers for higher education institutions to pursue changemaking strategies. If you are seeking to convince others in your institution to prioritize changemaking, the following table can be useful to help you create and communicate a case for change. If your institution is already interested in prioritizing changemaking, being clear on what is driving that will help you as you increase awareness and engagement for institution-wide change. Table 7 identifies some of the drivers that we have observed across Ashoka U's network. As you review, it is important to note that there are usually multiple drivers relevant in any given context.

TABLE 7. DRIVERS FOR BECOMING A CHANGEMAKER INSTITUTION

DRIVERS	DESCRIPTION	OPPORTUNITIES
STUDENT DEMAND	Students increasingly demand that their educational institutions are socially conscious and seek an education that equips them to adapt to change, engage in meaningful work, and make a difference.	• Attract and develop student changemakers through interdisciplinary, entrepreneurial, and solutions-oriented programming. • Increase student engagement and graduation outcomes.
EMPLOYER DEMAND	Workforce increasingly requires 21st century skills including competencies such as problem solving, creativity, communication, and collaboration, and character qualities such as adaptability and grit, which are core to changemaking (World Economic Forum, 2015, p. 3).	• Support employability and placement through partnerships with employers.

DRIVERS	DESCRIPTION	OPPORTUNITIES
SOCIETAL DEMAND	Expectations for environmental, social, and governance (ESG) factors are rising across all sectors, and social innovation and changemaking are a unique value proposition.	• Differentiate the institution by positioning it as an agent of social change at a time when the purpose and impact of higher education is being challenged.
MARKET COMPETITION	Accreditation and rankings are increasingly focusing on innovation and impact (e.g., AACSB and *Times Higher Education*'s Impact Rankings) and the next generation of faculty is looking to be associated with institutions that foster impact.	• Leverage and promote changemaking work to recruit innovative faculty and to streamline ranking and accreditation processes, which differentiate the institution from others.
FINANCIAL SUSTAINABILITY	Strategies that attract students, alumni investments, and corporate partnerships for changemaking can augment funding losses.	• Attract funding for impact and problem-based research and learning, and create stronger ties with community and employers. • Attract potential students through institutional commitment to and admissions processes and educational experiences for changemaking. • Attract donors interested in investing in and growing the field of social innovation and changemaking in higher education.
SENIOR EXECUTIVE LEADERSHIP TRANSITION	A transition in board chairman, president, or provost can prompt a new strategic focus on changemaking.	• Select a senior executive leader whose vision is aligned with social innovation and changemaking.
STRATEGIC/ ACADEMIC PLANNING CYCLE	A new phase of strategic or academic planning creates an opportunity to embed changemaking into strategies.	• Signal social innovation and changemaking as a key institutional priority through new educational model or academic plan. • Create a coherent framing and intentional institutional approach to further build and sustain capacity and showcase impact.
INTERNAL PRESSURE	Faculty and staff within the institution can be a driving force challenging the status quo, advocating for a different type of education, and supporting organizational structures and processes.	• Identify key influencers of this movement and provide opportunities to listen and showcase their concerns and ideas. • Leverage relevant employee engagement, survey, and recommendation data as compelling evidence.

INSTITUTIONAL ASSESSMENT

It is also important to take stock of how the institution's history and current state relate to changemaking. Assessing the institutional context will enable you to better align your change approach and identify what assets may be leveraged. The Institutional Assessment Framework Call Out Box provides a sample.

INSTITUTIONAL ASSESSMENT FRAMEWORK

Use this framework to create a "snapshot" of your institution and inform opportunities for creating and aligning innovation and change strategies. Base your responses on facts and data rather than relying on quick assumptions or inferences.

1. HISTORY AND VISION
- What is your institution's current mission? vision? values?
- On what principles was your institution founded?
- What is the university's story, and how has it developed over time?
  - → *How do these align with social innovation and changemaking across the institution?*
  - → *How does/might the past inform the present or future for changemaking?*

2. STRATEGY AND STAKEHOLDERS
- What are the current strategic priorities?
- What gets funded and why?
- Who are the major stakeholder groups? What is the demographic composition of each?
- How well are the strategies serving these stakeholders? How well are they fostering changemaking and positive social impact?
- What is the vision for your institution's typical graduate?
- How is student success measured at your institution?
  - → *How aligned are the strategies and budget decisions with student and stakeholder needs?*
  - → *To what extent do these already foster changemaking?*
  - → *Where is there room for growth and innovation?*

3. STRUCTURE AND LEADERSHIP

- What is the governance, organizational, and leadership structure of the university?
- How centralized or decentralized is it? How much independence or interdependence is there?
- To what extent is social innovation and changemaking endorsed and/or advocated by the board? senior leadership?
- To what extent is everyone empowered to innovate and foster change?
- To what extent is there collaboration across schools, departments, centers, institutes, and offices?
  - → *How are leadership and organizational structures fostering changemaking, collaboration, and fluid teams-of-teams?*
  - → *In what ways does leadership and structure inhibit them?*

4. INITIATIVES AND PROGRAMMING

- What are the current/planned changemaking curricular offerings? co-curricular offerings?
- Who are the individuals/teams leading these programs?
- How do these individuals/teams relate to and/or collaborate with each other?
- Approximately how many students, staff, and faculty are engaged in some form of changemaking or social innovation? What percentage of the total does this represent?
  - → *How can these existing initiatives be bolstered or modified to serve your social innovation and changemaking goals?*
  - → *Who is underserved or under engaged?*
  - → *How might you broaden and deepen changemaking on campus?*
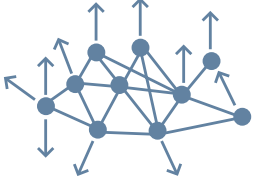
5. INSTITUTIONAL CULTURE
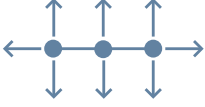
- How are student milestones (e.g., orientation, convocation, commencement) conducted?
- What other traditions does the institution have?
- What are some legends or stories that are told?
- What are key themes of the institution's communications? How are things communicated?
- How do "things get done" at the institution?
  - → *To what extent do these reflect social innovation and changemaking values?*
  - → *How might social innovation and changemaking values be further embedded into the culture of the institution?*
  - → *What new or modified traditions, communications, or student milestones and ceremonies would foster more changemaking?*
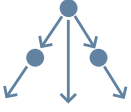
STARTING THE CHANGEMAKING JOURNEY

Interest in and visionary leadership for becoming a Changemaker Institution may be initiated at a grassroots, mid-level, or senior executive level before further permeating other leadership levels (Kim & Fuessel, 2020). This will be unique to each institution, and there is no right or wrong starting point or developmental journey. Table 8 outlines some things to keep in mind to build buy in and harness ideas across the institution as you seek to embed changemaking into the institution's strategy, culture, programming, and operations.

TABLE 8. STARTING POINTS AND CHANGE MANAGEMENT CONSIDERATIONS FOR BECOMING A CHANGEMAKER INSTITUTION

LEVEL AT WHICH CHANGE IS INITIATED	DESCRIPTION	CONSIDERATIONS
GRASSROOTS-LED	Change is initiated by a variety of stakeholders such as students, staff, and faculty members who see the potential of social innovation and changemaking at their institution. *May be more likely in institutions with cultures of community building, social justice, or innovation; those with less centralized strategies and structures; and/or those with shared governance and decision-making structures.*	• Find diverse allies and be opportunistic. • Combine resources and leverage existing opportunities to build awareness for and engagement in changemaking. • Promote successes and grow the coalition of allies and influencers. • Engage senior leadership (or relevant governance structure) as momentum gains to secure support and funds to legitimize and accelerate efforts. • Identify Change Leaders to align efforts and communications as the effort grows to avoid duplication or confusion. • Identify ways for innovators and early adopters to engage with each other and with unlikely allies to cross-pollinate ideas.

CAMPUS EXAMPLE

At Mount Royal University in Calgary, Canada, a grassroots effort spanned 18 members of a Changemaker Steering Committee including faculty, staff, administrators, senior leaders, and students, who engaged in a strategy process over the course of an academic year to map changemaking efforts and ambitions across the institution. Over time, the effort led to the increased engagement and commitment of stakeholders across the institution and senior and executive leadership. Central to the current iteration of the Changemaker Roadmap is fostering a "campus-wide culture of changemaking" that "inspires and empowers us to create meaningful change in partnership with communities" (Mount Royal University, n.d.). The institution embedded the Changemaker Roadmap into its Strategic Plan, Academic Plan, Health Community and Education Strategic Plan, and the Indigenous Strategic Plan.

LEVEL AT WHICH CHANGE IS INITIATED	DESCRIPTION	CONSIDERATIONS
MID-LEVEL-LED	Change is initiated by faculty or staff members who self-identify as institutional innovators and have a strong commitment to social innovation and changemaking. *May be more likely in institutions with low to moderately centralized strategies and structures and yet cultures of empowerment or devolved decision-making.*	• Identify allies who self-identify as Change Leaders. • Leverage influence and resources to run high-potential pilots. • Celebrate successes and give credit to others. • Engage a broad base of stakeholders to expand changemaking in an inclusive way and elevate the ideas of many. • Engage faculty and staff to show how their work is already aligned to social innovation changemaking and showcase it to students, staff, faculty, and administration. • Raise funds to support the growing work and raise its profile. • Secure a senior sponsor or champion(s) who will further endorse and institutionalize.

CAMPUS EXAMPLE

The University of Evansville, located in Indiana, U.S., began its journey to become a Changemaker Institution when key mid-level administration officials first attended the Ashoka U Exchange. Inspired by the potential, it progressed by connecting delegations of key faculty, deans, and administrators to resources that would help them grow their knowledge and capacity for advancing changemaking. With growing interest, and the Director of the Center for Innovation and Change serving as point, a volunteer team was formed to focus on surfacing and showcasing changemaking projects across campus. This team included all stakeholders on campus, including the President's office, faculty and students, and led to a presidentially-appointed Change Council that continues to work on implementation of project ideas.

LEVEL AT WHICH CHANGE IS INITIATED	DESCRIPTION	CONSIDERATIONS
SENIOR-LED	Change is initiated by senior and/or senior executive leadership who view social innovation and changemaking as a key strategic priority for the institution. *May be more likely in institutions with strong centralized power, strategies, and structures (often found in newer and/or private institutions).*	• Set vision and broad strategy for changemaking, inclusively engaging others to further define, own, and champion. • Model innovation and changemaking behaviors so others will trust and follow. • Identify potential Change Leaders and other institutional innovators who will question the status quo and help inspire and lead change. • Secure support of other senior leaders. • Empower Change Leaders to build a strong Change Team with representation from across the institution and allow for experimentation, learning, and failure as part of innovation from the ground up. • Provide financial and human resources.

CAMPUS EXAMPLE

At the University of St Thomas, the president was a firm believer in the role of today's universities being Changemaker Institutions. Having previously championed another university to become a Changemaker Campus in her role as Provost, the president catalyzed the University of St. Thomas' commitment to innovation and changemaking by embedding it into the vision and strategic planning process. And as a result, they created a team to lead the effort.

PRINCIPLES OF CHANGE MANAGEMENT

Below are a few principles for managing the change process for becoming a Changemaker Institution. These are generally applicable to efforts that are planned across the institution but will also become increasingly relevant as organic change begins to take place within a school, department, or unit.

SPONSORSHIP

A senior leader or team of leaders must "sponsor" the change by advocating, committing resources, removing barriers, and creating cultures that allow for experimentation and innovation. In addition to sponsors, "champions" are useful to support communications and encourage those within their sphere of influence to adopt specific changemaking behaviors or institutional changes.

STAKEHOLDER ENGAGEMENT

Recognizing the power and agency of others and bringing all voices, especially those often marginalized or underrepresented, is core to changemaking. Engaging stakeholders is critical to: foster equity, diversity, and inclusion; learn from diverse perspectives; foster collaboration; catalyze innovative solutions; and identify concerns that improve design and mitigate challenges. Within the higher education context, this means that student and community voices are critical and staff insights need to be valued as much as those of faculty. (Refer to the Fostering Representative Engagement Call-Out Box to learn more.) This does not mean that everyone needs to weigh into every decision. Careful change analysis (what is the change, who will it impact, and how) and stakeholder analysis (who may be impacted, interested, or able to influence) will inform who needs to be engaged, how, and when.

FOSTERING REPRESENTATIVE ENGAGEMENT

How can you ensure that voices from across your diverse community are represented and captured so that change plans and institutional strategies, policies, and programs meet the needs of those they serve? While having representatives of various constituencies on committees is crucial, we challenge leaders to question which voices are "not in the room" and to consider how to best support them in feeling safe, engaged, heard, and valued. Consider the following questions as you seek to engage a plurality of lived experiences and perspectives:

- Which constituent groups are not currently involved in your change process?
- How do you collect and consider feedback from constituents? Who is not providing input? Who cannot access those feedback mechanisms and why?
- Other than surveys and in-person meetings, how else might you engage a plurality of voices?
- How might you involve local community members and alumni to leverage the breadth of wisdom across your community?
- Rather than relying exclusively on one or two students on your Change Team, how can you engage the broader student community, most of which may not have the time to serve as a representative?

CO-CREATION AND ITERATION

Changemaker Institutions are adaptive and innovative, and they empower stakeholders to read feedback signals, experiment, and innovate—all principles that are equally applicable in the process to become a Changemaker Institution. Envisioning, designing, and managing change requires iterative co-creation, which can be messy but leads to innovation and adoption of institutional change. Design thinking principles can be especially useful for visionary leadership and management of change. Refer to Call-Out Box, Design Thinking Principles Applied to Leading Equitable Changemaking, to learn more.

DESIGN THINKING PRINCIPLES APPLIED TO LEADING EQUITABLE CHANGEMAKING

As with many systems in our society, and despite radical and revolutionary changes within higher education, structures that were designed to exclude and oppress marginalized voices still exist on our campuses. When leading institutional innovation and change, it is imperative to design with an equity-focused mindset. Programs should aim to be accessible and fit the needs of all students which should be inclusive of students of color, students with learning differences, low-income students, and other student populations that are historically underrepresented in your programs.

Design Thinking is an iterative process in which one seeks to understand the user of a process, product, or service; commits to challenging assumptions; and attempts to surface less obvious solutions to the problem at hand. While originally used for product design, the approach has gained greater traction as an interdisciplinary tool to create human-centered solutions. Some of the key mindsets required for design thinking can also be relevant for visionary leaders for systems-level innovation and changemaking. To achieve equitable design, we must aim to:

HUMAN-CENTERED: Understand that the program or solution must be user-centered.
- Develop a deep understanding of and empathy for the needs of campus stakeholders—students, alumni, faculty, staff, community members, or others.
- Create space for these voices to ensure alignment with the community's needs.
- Take time to listen to those closest to the problem and/or impacted by it, to understand their experiences and needs, perceptions of any root causes, and recommendations before jumping to solutions.
- Actively include the voices of all stakeholders in the planning, development, and implementation of strategies.

EMBRACE THE MESSINESS: Understand that the process will be filled with ambiguity and evolve over time.

- Embrace ambiguity and enjoy the "messiness" of innovation and change management, which can fuel rapid learning cycles and iterations.
- Hold a user experience workshop to test ideas.
- Conduct a pilot, test solutions, and capture learnings to iterate toward better interventions.

CHALLENGE HABITS: Aim to challenge the status quo.

- Question institutional traditions, rituals, and habits of mind.
- Consider if these habits are serving the needs of the current community and/or how they may need to be redesigned.
- Engage in continuous personal self-reflection and group discovery to surface and understand historical and present inequitable structures and exclusionary practices and work to address them.

For a resource exploring why design thinking works, check out: https://hbr.org/2018/09/why-design-thinking-works.

To learn how design thinking has been utilized in the higher education space to redesign existing structures to serve current contexts and problems, refer to: https://ssir.org/articles/entry/design_thinking_for_higher_education.

TRANSPARENT COMMUNICATIONS

Communicating often and consistently is critical to help stakeholders understand the rationale for changemaking, the institution's vision and values related to it, and how it affects them. It is also important to set and manage expectations related to what changes to anticipate and why, when to expect them, and how decisions will be made. This includes signaling that change processes are messy, which helps manage expectations and invites stakeholders to test and experiment as they implement plans and programs.

INCENTIVES AND REWARDS

As a vision for a change strategy and projects are cultivated, it will be key to consider what actions and behaviors are needed from whom. The vision, together with the change and stakeholder analyses, can inform what types of incentives may be useful to motivate, recognize, and reward participation in institution-wide initiatives and/or adoption of desired changemaker values and behaviors. In practice, embedding incentives and rewards deeply in systems will require long-term planning, especially in unionized environments. Senior leaders will have to plan for this and prepare to integrate this into negotiation of collective agreements with staff/faculty.

SYSTEMS AND STRUCTURES

A key approach to changing behaviors is changing the systems and structures that influence them—which can in turn provide more consistent and universal mechanisms for focusing attention, encouraging specific behaviors and outcomes, and ensuring measurement and accountability. For example, while training and communications can initially prompt a short-term spike of participation, they may not result in universal or sustained adoption of changemaking behaviors. However, also embedding changemaking as a responsibility in job descriptions and as a competency in performance and promotion processes can encourage more systematic adaption. As with other steps in leading change, it is critical to engage diverse perspectives in the (re)design of systems and structures to ensure they foster equity, diversity, and inclusion and do not exclude or marginalize anyone, nor perpetuate unequitable outcomes. (To learn more, refer to the Call-Out Boxes on Fostering Representative Engagement and Design Thinking Principles Applied to Leading Equitable Changemaking.)

QUICK WINS AND CELEBRATION

Transforming institutions is a long process and will include many phases and activities. Early on, it is especially critical to identify, communicate, and celebrate quick wins. This can be powerful to reward and motivate those involved in early efforts while also building institution-wide inspiration and momentum for change. Similarly, celebrating successes throughout the process can help recognize and renew those involved between phases and activities.

ACTION STEPS

The following are some ways that senior leaders, Change Leaders, educators, and/or student leaders can assess their context and determine their change approach.

IDENTIFY THE CHANGE DRIVERS AND OPPORTUNITIES

Reflect on where the energy for becoming a Changemaker Institution is coming from. Identify what factors are driving the institution to pursue a changemaking strategy. Consider the strategic opportunities and benefits as well as risks if the institution does not commit to changemaking.

CONDUCT INSTITUTIONAL ASSESSMENT

Take the Institutional Assessment in the Call-Out Box and/or map your institution's social innovation and changemaking ecosystem. Take stock of informal (e.g., networks, social

capital, influencers, personal motivation) and formal assets (e.g., financial resources, strategic planning and budgeting, polces, and processes), while also considering existing programs to leverage and potential barriers to change.

→ **CREATE A CASE FOR CHANGE**
Codify the strategic rationale for change, including both logical and business reasons (e.g., anticipated increases to funding, admissions, research, or rankings) as well as more transformative reasons (e.g., stakeholder engagement, social impact, etc.). Craft a key message platform with tailored messages by audience. Employ these and compelling stories in core communications, products, presentations, and videos to build awareness and buy-in. Leverage quantitative evidence as a foundation for measuring and tracking progress and impact over time.

→ **DEFINE A CHANGE VISION AND PROJECTS FOR BECOMING A CHANGEMAKER INSTITUTION**
Identify early ideas that stakeholders have shared around what it means for your college or university to become a Changemaker Institution. Engage other stakeholders to build a shared vision, confirm shared intent, and identify change plan and projects. Encourage further feedback, innovation, iteration, and testing.

→ **IDENTIFY LEADERSHIP AND TEAM ROLES AND RESOURCES**
Identify one or more senior executive leaders to sponsor the change, a set of complementary champions, Change Leaders, and Change Team. (Refer to subsequent strategies to learn more about these roles and how to develop their visionary leadership capacity.)

TIPS

━■ **LEARN FROM OTHERS, TAILOR TO YOUR CONTEXT**
Change management is not a one-size-fits all approach. Play to your institution's strengths.

━■ **DEVELOP YOUR OWN PLANS BUT BE WILLING TO LEARN AND ADAPT**
Planned change does not mean prescriptive. While leading change institution-wide may require a degree of coordination and alignment, it should also allow for the kind of stakeholder engagement, co-creation, and emergence which characterizes a Changemaker Institution.

SIMON FRASER UNIVERSITY

SFU: WHERE ENGAGEMENT HAS ALWAYS BEEN KEY TO CHANGEMAKING

Simon Fraser University (SFU) is Canada's leading engaged research university and a place where "innovative education, cutting-edge research and community outreach intersect" (SFU, n.d.). With campuses in Vancouver, Surrey, and Burnaby, it serves over 35,000 students.

SFU was established in 1965, and changemaking has been part of its ethos from the beginning. In more recent years, senior executive leadership used the strategic planning process to more intentionally articulate and celebrate this work. With a focus on being Canada's leading engaged university, the strategy highlights SFU's distinctive character—the dynamic interaction of engagement between students, research, and the community to unlock student potential, unleash research creativity, and contribute to the community (Simon Fraser University, 2012). In parallel, other university leaders began engaging with social innovation and changemaking education networks such as Ashoka and the McConnell Foundation, incorporating social innovation as a pillar into the institution's innovation strategy, SFU Innovates, and finding other ways to more explicitly expand social innovation and changemaking curricular and co-curricular offerings. Its pursuit of the Ashoka U Changemaker Campus designation was thus not about aspiring to become something new, but rather to be recognized for something it already was, while also fostering even more institution-wide connectivity of its ongoing changemaking efforts.

TULANE UNIVERSITY

GENERATING COMMITMENT AND FUNDING FOR SOCIAL INNOVATION

Based in New Orleans, Louisiana in the United States, Tulane is a private research university. In the wake of Hurricane Katrina and subsequent flooding from levee breeches in 2005, the university faced a defining moment as it intentionally deepened its commitment to social and environmental responsibility and impact in and with the city of New Orleans. While community engagement had been core to the university since its founding in 1834, this was a significant pivot point marked by increased focus on social innovation and changemaking, and it was fueled in large part by senior leadership commitment and initial funding to support a new student requirement to complete two semesters of service learning (Schwartz, 2020).[4]

As Tulane embarked on this journey of continuous institution-wide innovation, alumni and board interest and institutional commitment to fundraising have been critical enablers. In December 2017, the university announced, "the most ambitious fundraising endeavor in Tulane's 184 years with a goal of raising $1.3 billion" (Strecker, 2017, para. 1). The silent phase of the campaign included a $15m USD gift to create the Phyllis M. Taylor Center for Social Innovation and Design Thinking (Strecker, 2017). At the time, the gift from the Patrick F. Taylor Foundation was considered "one of the largest single donations in the school's 180-year history" (Taylor Center, 2014, para. 1).

The Taylor Center was launched in 2014. Its namesake, Phyllis Taylor, is an alumna of the Tulane Law School and a member of the Board, who has remained actively engaged in the strategic direction and growth of the Center. Through others' generous contributions, there is also a Michael Sacks Endowed Distinguished Chair in Civic Engagement and Social Entrepreneurship and 10 individually endowed professorships in Social Entrepreneurship. The Taylor Center has its own development officer and works in close partnership with the university Advancement Office.

Tulane University's experience illustrates how a combination of factors can both drive and fuel institutional commitment to social innovation and changemaking, including institutional history, disaster and crisis, leadership commitment, and board and alumni support.

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4 To learn more about this pivot point and its innovations, enablers, and incentives, refer to Kenneth Schwartz's (2020) article, "Crisis and Adaptation for the Public Good", in the *Stanford Social Innovation Review*.

EMBED IN VISION, MISSION, AND STRATEGIC PLAN

A key lever for institutional change is connecting social innovation and changemaking to the institution's vision and mission and embedding it into the strategic plan (Kim and Fuessel, 2020) to ensure long-term prioritization and commitment of resources and energy.

STRATEGIC BENEFITS
Why is it important?

- Signals institutional commitment to impact.
- Guides priorities, budget, and decision-making.
- Demonstrates institution's relevance.
- Serves as a market differentiator.

TIMING
When might it be useful?

- At start of strategic planning.
- Upon senior leader transition.
- To focus in times of crisis.

READERS
Who might use it and how?

SENIOR LEADERS

- Identify ways to embed changemaking into vision and strategy.
- Use to engage board.
- Identify ways to engage stakeholders.

CHANGE LEADERS

- Identify how/when to support leaders.
- Share with senior leaders and strategic planning team to demonstrate what is possible.

STUDENT LEADERS

- Reflect on what your institution has/not done.
- Share your changemaking story with leaders and make the case for making changemaking a priority.
- Advocate to the board.

CHANGEMAKER EDUCATORS

- Reflect on and link your changemaker education programming to existing vision, values, and strategies.

KEY CONCEPTS AND CONSIDERATIONS

Embedding social innovation and changemaking into the strategic plan serves as a key guide for institutional prioritization and decision making and can help diffuse changemaking across various disciplines and offices of the institution. Revisiting vision and mission statements to reflect on the institution's past, present, and future provides an opportunity to either amplify the institution's changemaking roots or help the institution reposition itself for changemaking.

Table 9 identifies several ways that Changemaker Institutions can "embed" social innovation and changemaking values (e.g., collaboration; community engagement; solutions-focused; social impact; equity, diversity, and inclusion) into their visions and strategic plans, signaling it as a priority to the institution.

TABLE 9. WAYS TO EMBED CHANGEMAKING INTO VISION AND STRATEGY

TYPE	DESCRIPTION	EXAMPLE
IN VISION OR MISSION STATEMENT	Social innovation, changemaking, or related concept is directly reflected in the institution's vision or mission.	• The mission of the University of Northampton, based in Northampton in the United Kingdom, is "Transforming Lives + Inspiring Change". • As articulated in the 2017 update of the 2015-2020 Strategic Plan, Transforming Lives + Inspiring Change, the University of Northampton has an ambition to "to empower our students, staff and graduates to create positive Social Impact locally and globally" (p. 2).
INSTITUTIONAL IMPERATIVES	Institution's imperatives or aims are reflected on its website and/or in its strategic plan and include concepts related to social innovation and changemaking.	• U.S.-based Arizona State University's (ASU) university-wide "Design Aspirations" directly relate to social innovation and changemaking. This is perhaps best summarized in its "transform society" aspiration, which is described as "ASU catalyzes social change by being connected to social needs" (Arizona State University, n.d.b). • Other complementary aspirations include leveraging its location and working in "mutually beneficial partnerships" with communities, promoting entrepreneurship and creating impactful research (Arizona State University, n.d.b).

TYPE	DESCRIPTION	EXAMPLE
STRATEGIC GOAL OR PRIORITY	The strategic plan includes a specific goal statement or priority area that focuses on social innovation/impact or changemaking.	• A faith-based university in the United States, the University of San Diego (n.d.c), articulates its 2024 Vision as setting "the standard for an engaged, contemporary Catholic university where innovative changemakers confront humanity's urgent challenges" (para. 2). • One of the six strategic "pathways" to achieve its vision is "Practicing Changemaking", articulated as "Infuse the entire university with a spirit and practice of changemaking, where innovation and entrepreneurship lead to positive change" (University of San Diego, n.d.b, para. 1).
FOCUSED CHALLENGE OR SOCIAL IMPACT INITIATIVE	University-wide initiative that includes a focus on a specific social issue or area of community social impact.	• As articulated in the 2017 update of the 2015-2020 Strategic Plan, Transforming Lives + Inspiring Change, the University of Northampton has identified four "Changemaker Challenges" that leverage the university's "core competences in teaching and learning, research and social enterprise for the betterment" of the town of Northampton, the county of Northamptonshire, and the world (p. 3). • The challenges are "multi-disciplinary, long-term, real world projects with targets that take us to 2020 and beyond" (University of Northampton, 2017, p. 3). Furthermore, they commit the institution to "determined and effective internal and external partnership working and delivering high-impact positive change" (p. 3).
LENS FOR STRATEGIC PRIORITIES	The strategic plan identifies relevant core values (e.g., community engagement; service; diversity, equity, and inclusion) and/or they serve as a "lens" for all strategic priority areas.	• In its 2016-2020 Strategic Plan, Portland State University, a public research university in the United States, applied an equity lens to each strategic goal to guide implementation. • As Zapata et al. (2018) report, it included a commitment "to equity as a foundation of PSU's excellence" (p. 38) and "each of the five goals of the plan include an 'Equity Lens' section which identifies some key equity issues potentially associated with implementation of the goal" (p. 38). • In addition to the overall plan, a comprehensive Diversity, Equity, and Inclusion Plan provides additional detail and guidance on these items.

TYPE	DESCRIPTION	EXAMPLE
METRICS OR OUTCOMES	The metrics for strategic initiatives include social innovation and changemaking.	• CQUniversity has campuses across Australia. Its Strategic Plan 2019-2023, includes social innovation and changemaking themes throughout the plan. • One of the key pillars is "Students", which explicitly identifies social innovation as a goal and measurement in support of "Our students and graduates will be known for their understanding of the issues impacting their communities and industry, their personal and professional growth and their commitment to making a valuable contribution to the world around them" (CQUniversity, n.d., p. 6). • Goal: "Create career ready, lifelong learners who have a social innovation mindset and a genuine commitment to cultural awareness" (CQUniversity, n.d., p. 7). • Measurement: "Embedding social innovation into the curriculum" (CQUniversity, n.d., p. 7).

As important as proactively embedding changemaking into the mission, vision, and strategy is ensuring alignment across budgeting priorities and measurement and evaluation. Strategic goals will be empty and ineffective if resources are not allocated to support them or the wrong activities are measured as indicators of success. Similarly, there must be congruence across institution policy and communications, which should reflect a priority on socially and environmentally conscious operations (e.g., social finance, social procurement, anti-discrimination and anti-racism, sustainability, etc.).

ACTION STEPS

The following are some ways that senior leaders, strategic planning teams, and Change Leaders can advance social innovation and changemaking across their institution by embedding it into the vision, mission, and strategic plan.

LEVERAGE STRATEGIC OPPORTUNITIES

Take advantage of key milestones such as board and leadership transitions, new strategic planning cycles, and institutional crises, which are often strategic moments to further advance social innovation and changemaking. Such institutional events provide an opportunity to make social innovation and changemaking a more explicit focus to guide hiring, decision-making, and resource allocation, which create the necessary structures to promote and sustain changemaking as an institutional priority.

→ **SECURE BOARD ALLIES**

Meet individually with board members to generate interest in changemaking. Secure initial perspectives on topics such as the role of the university/college in the face of societal challenges; how changemaking and social innovation support key strategic priorities (e.g., student and faculty recruitment and retention, research, fundraising, social impact rankings, and institutional reputation); and how changemaking relates to the history and mission of the institution.[5]

→ **ENGAGE AND ACTIVATE BOARD**

Focus board attention on exploring strategic implications and opportunities for the university. Mobilize the board (and key donors) around fundraising and developing a financial sustainability plan for social innovation and changemaking. Invite a board member to serve as an institutional "champion of changemaking" to advance strategic planning, represent the institution in key community partnerships, and advocate for changemaking at key institutional events—all of which provide a powerful signal to other leaders, faculty, staff, and most importantly students.

→ **ENGAGE AND EMPOWER STAKEHOLDERS**

Engage a broad range of institutional stakeholders in the strategic planning process, including administrators, faculty, staff, and students. Articulate a strategic vision or trajectory that provides necessary inspiration and direction, while inviting others into the process of co-creating the strategies and plans. Leverage existing task forces or steering committees, strategic planning challenges or hackathons, standing feedback sessions at town halls or meetings, and/or grassroots design workshops in targeted departments. (To learn more about structures for engaging stakeholders, refer to Methods for Stakeholder Engagement Call-Out Box.)

→ **EMBED IN STRATEGIC PLAN**

Coach the existing strategic planning committee to align plans with changemaking or create a task force around social innovation and changemaking. Consider embedding social innovation and changemaking: as a strategic goal/priority, as a lens through which all priorities are implemented, as key metrics across goals, and/or as a focal area for community engagement and social impact. (Refer to Table 9 and the campus examples at the end of this chapter for more information.) Engage stakeholders in the strategic planning process not only to ensure representation of key constituencies and build awareness and buy-in, but also to model social innovation and create spaces for others to co-create the future.

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5 For more information on the strategic benefits of changemaking, refer to the introductory chapter, Table 7. Drivers for Becoming a Changemaker Institution in Strategy 1, or Ashoka U's *Changemaker Institutions: How Higher Education can Use Social Innovation to Better Prepare Students, Transform Campus Culture, and Lead Society toward a Better Future.*

METHODS FOR STAKEHOLDER ENGAGEMENT

The following is list of methodologies that you can use to gather, engage, and empower community stakeholders in providing feedback and/or co-creating plans. While not all were created to serve higher education institutions, all can be adapted for a higher education context.

METHOD	DESCRIPTION
APPRECIATIVE INQUIRY	Appreciative Inquiry is a four-step process—including discovery, dream, design, and destiny—used for organizational development that engages stakeholders in storytelling and meaning-making in pursuit of identifying and harnessing strengths for positive change (David Cooperrider & Associates, n.d.).
DATA WISE	"The Data Wise Project supports educators in using collaborative data inquiry to drive continuous improvement of teaching and learning for all students" (Harvard Graduate School of Education, n.d., para. 1). The process can be adapted for organizational development at higher education institutions.
DYNAMIC FACILITATION	"Dynamic facilitation, created by consultant Jim Rough, is a facilitation style that follows the energy of a group without constraining that energy to agendas or exercises. Using this style, someone can facilitate a highly co-creative process Jim calls 'choice-creating'" (Co-Intelligence Institute, n.d., para 1).
LIBERATING STRUCTURES	Liberating Structures include 33 facilitation approaches that are designed to engage everyone in contributing to the future (Liberating Structures, 2015).
OPEN SPACE TECHNOLOGY	"In Open Space meetings, events and organizations, participants create and manage their own agenda of parallel working sessions around a central theme of strategic importance, such as: What is the strategy, group, organization or community that all stakeholders can support and work together to create?" (Herman, n.d., para. 2).
WORLD CAFÉ	"Drawing on seven integrated design principles, the World Café methodology is a simple, effective, and flexible format for hosting large group dialogue" (The World Café, n.d., para. 1).

COMMUNICATE EARLY AND OFTEN

Develop a communications strategy at the outset to ensure broad stakeholder engagement, buy-in, and ownership of the priorities and process. Communicate frequently and widely about the intentions, purpose, and process of embedding social innovation and changemaking across the institution's culture, programming, and operations.

ENSURE STRONG SENIOR LEADERSHIP AND COLLECTIVE OWNERSHIP

Clear signals and strategic guidance from senior leaders are critical as is creating spaces for others to co-create strategies and plans to embody changemaking and foster innovation.

SET CLEAR EXPECTATIONS ABOUT HOW STRATEGIC DECISIONS WILL BE MADE AND FEEDBACK CONSIDERED

Be explicit about what decisions have been taken at a board or regulatory level versus that which is an open space for co-creation. More harm than good is created when stakeholders are invited to give feedback, yet they perceive it was not heard or accounted for or the decision previously decided.

TIE SOCIAL INNOVATION AND CHANGEMAKING TO OTHER INSTITUTIONAL DRIVERS

Linking to the mission, history, regulatory or market changes, and student or employer needs can highlight the strategic imperative and timeliness of changemaking while fostering coherent messaging.

ANIMATE CHANGEMAKING THROUGH LEADERSHIP BEHAVIORS AND CULTURAL STRUCTURES

Do not let them be "empty concepts" on posters or in plans, or even worse, values that are never modeled and feel incongruent with what is observed on campus. Invest heavily in co-creating solutions and conducting training to support capacity for and adoption of changemaking practices.

MAKING IT STICK

Below, Ashoka U has identified additional tips for ensuring changemaking is embedded in the campus culture.

- Identify and showcase how changemaking is part of the organization's identity and spotlight the work underway.
- Find ways to further embed changemaking in the culture and structures of the institution. For example, designate physical spaces for social innovation and changemaking.
- Create visible artifacts such as banners, wearable gear, and stickers. Use ceremonial opening remarks, rituals, traditions, and other events such as convocation or graduation as opportunities to signal the importance of social innovation and changemaking to the institution's identity and future.
- Ensure changemaking skills are part of position descriptions and performance management processes.
- Ensure the institution is living the values of social innovation by investing in socially and environmentally conscious operations.

PORTLAND STATE UNIVERSITY

DEVELOPING AND APPLYING AN EQUITY LENS TO UNIVERSITY STRATEGIC PLANNING

Portland State University (PSU) is the most diverse public university in Oregon and an anchor institution for the City of Portland. Nearly half of PSU's 28,000 students are drawn from a range of historically marginalized and underrepresented racial and ethnic backgrounds, in addition to significant numbers of LGBTQ+ students, students with disabilities, working parents, first-generation students, and veterans.

PSU's 2016-2020 Strategic Plan was developed with an equity lens that was applied to each strategic goal to guide implementation. In addition to the overall strategic plan, a comprehensive Diversity, Equity, and Inclusion Plan was drafted to provide additional detail and guidance on these items. As part of that process, PSU created a stand-alone guide, with specific examples for other institutions seeking to develop an equity plan.

A number of related initiatives support implementation of the plan. PSU's Office of Global Diversity and Inclusion provides faculty/staff trainings in topics such as inclusive curriculum and pedagogy design and manages a set of cultural resource centers for students. Diversity recruitment and retention specialists deliver additional advising for students from underrepresented backgrounds. The Division of Student Affairs manages resource centers for women, veterans, and LGBTQ+ students and provides tailored support for students who have lived experience of foster care or who have been negatively impacted by the justice system.

MODEL SENIOR LEADERSHIP AND PROVIDE SUPPORT

Senior leaders are both stewards and enablers of social innovation and changemaking who should model changemaking behaviors and focus strategic priorities, commit resources, and create supporting structures for social innovation and changemaker education.

STRATEGIC BENEFITS
Why is it important?

- Provides an example of changemaking in action.
- Makes changemaking credible.
- Sets the standard for institutional innovation.
- Creates conditions for changemaking to flourish.

TIMING
When might it be useful?

- When recruiting or onboarding new leaders.
- When facing leadership challenges.
- In senior leader retreats.

READERS
Who might use it and how?

SENIOR LEADERS

- Reflect on qualities and peer examples.
- Build a development plan.
- Use to coach senior team.

CHANGE LEADERS

- Coach senior leaders using frameworks and examples.
- Give leaders feedback.
- Use to request support from senior leaders.

STUDENT LEADERS

- Validate senior leaders when you see these values in action.

CHANGEMAKER EDUCATORS

- Similar to those for Student Leaders.

KEY CONCEPTS AND CONSIDERATIONS

Senior leader support can signal the importance of social innovation and changemaking to all institutional stakeholders by going beyond just embedding it into the vision and strategic plan. Senior leaders should also model changemaking behaviors and actively support broad institutional adoption by committing resources, equipping Change Teams, and creating supportive structures and culture. This section introduces changemaking responsibilities and qualities for senior leaders as well as how they can work together to advance changemaking.

SENIOR LEADER CHANGEMAKING RESPONSIBILITIES

What changemaking will look like in practice at the senior leader level depends in part on the leader's role. No single leader alone can embed changemaking across academics and in the institutional structures and cultures. It takes both collaborative and distributed leadership, all aligned around the common goal of the institution being a force for social good. Table 10 identifies a variety of changemaking responsibilities at the senior leader level, whether president, provost, vice president, or dean.

TABLE 10. CHANGEMAKING ROLES AND RESPONSIBILITIES FOR SENIOR LEADERS

POSITION	CHANGEMAKING RESPONSIBILITIES
PRESIDENT	• Secure board as allies for changemaking. • Engage development team in fundraising for social innovation/changemaking. • Engage the Chief Communications Officer in developing communications strategies and supporting provost and deans. • Communicate clearly and frequently about changemaking. • Translate "changemaking" in a way that can be understood by different stakeholders. • Use changemaking to provide coherence to the institution's social impact work.
PROVOST	• Embed changemaking into institutional learning outcomes, educational model, and academic plan. • Work with Curriculum Committee and Faculty Senate to incorporate changemaking into core curriculum or general education requirements. • Engage the Teaching and Learning Office to provide resources and training on changemaking learning outcomes and pedagogies conducive to changemaking (refer to Strategies 10 and 11).
VICE PRESIDENT (OF FUNCTIONAL OFFICES)	• Embed changemaking in respective functions, policies, and practices (e.g., student recruitment/admissions; student affairs; fundraising; equity, diversity, and inclusion; people development; asset management; social procurement strategies; etc.). • Iterate policies and procedures to further promote access, inclusion, collaboration, innovation, and social impact.
DEAN	• Help faculty and staff see how their work relates to social innovation and changemaking. • Create partnerships with community organizations and local employers to leverage and align the school's resources, teaching, and research efforts to co-create positive social impact. • Celebrate and reward social impact work of faculty, staff, students, and community partners. • Showcase impact with donors and secure funding for financial sustainability. • Collaborate with other deans and university functions to create incentives and structures that support trans-disciplinary collaborative research, teaching, and service.

SENIOR LEADER CHANGEMAKER ATTRIBUTES

There are some common qualities of changemaker senior leaders regardless of specific position. First and foremost, senior leaders advancing changemaking across the institution must embody the attributes of changemakers themselves. (Refer to Table 2 in the Getting Oriented: Key Concepts chapter, which includes mindsets such as empathy and inclusivity, knowledge of systems and approaches to change, and skills such as systems thinking and adaptive communication.) As a complement to this, their roles as senior leaders also require the specific mindsets, knowledge, and skills in Table 11. Ashoka U developed these based on our experience with senior leaders over the last decade and validated them with representative stakeholders.

TABLE 11. CHANGEMAKER ATTRIBUTES FOR SENIOR LEADERS

QUALITIES
COMMITMENT Changemaking senior leaders embody changemaking values, model changemaking leadership, and commit the organization to changemaking through strategic plans, public statements, and financial resources. Their commitment does not wane at the first sight of challenge. They effectively toggle between taking action in the present while building towards long-term, systems-level change. They view changemaking as their legacy.
COURAGE Changemaking senior leaders join conversations, bring unique perspectives, and challenge others to think differently. They make bold, difficult decisions and navigate tensions to set the institution up for long-term success. They admit missteps—theirs and those of the institution. They support risk-taking and learning, while not tolerating behavior that is incongruent with the values of changemaking.
COLLABORATION They recognize their own limitations and the power of others. They not only model collaboration in their leadership with municipalities, businesses, and community partners, but also foster it on campus. They establish cross-functional teams and engage in consultative decision-making processes. They give credit where it is due.
COHERENCE Core across such collaborative commitment and decision making is ensuring coherence across the institution and its stakeholders. This includes ensuring there are structures and processes to foster coordination and alignment. Changemaking senior leaders serve as sense-givers, integrating new and changing information and filtering it through the institution's strategy and plans to help others make sense.

MINDSETS	**KNOWLEDGE**	**SKILLS**

IDENTIFY AS A CHANGEMAKING SENIOR LEADER

Changemaking senior leaders recognize higher education's potential as a force for positive change. They believe they have a responsibility to create an educational ecosystem in which all are empowered to be changemakers for the good of the institution, community, and society. They have strong agency and confidently and unapologetically initiate leadership for changemaking.

INNOVATION MINDSET

Changemaking senior leaders see adaptability and innovation as critical for institutional changemaking (not just survival). They see opportunities where others see challenges or scarcity. They learn from "mistakes", seeing this as exciting fodder for improvement and innovation, not as "failure". They are committed to embedding this ethos into the institution's culture and design so that innovation for social impact is ongoing and sustainable.

HISTORY AND FUTURE OF HIGHER EDUCATION

Changemaking senior leaders understand the historical roots of the higher education system, how this context has influenced the development of their institution, what the current and future trends may imply, and how together they shape social innovation and changemaking efforts today.

INSTITUTIONAL/SYSTEMS UNDERSTANDING

With a strong understanding of social systems and systems thinking, changemaking senior leaders cultivate deep insight into their own institution, working to understand formal and informal systems and power structures. This knowledge allows them to identify opportunities to garner buy-in for changemaking, spot levers for change, and use or relinquish their influence strategically to foster system-wide changemaking.

LEADING SYSTEMS CHANGE

Through fluid and iterative approaches, changemaking senior leaders co-create changemaking visions and strategies through inclusive approaches, build enthusiasm across the institution, and empower others to lead this work. They do so by bringing visibility (internally and externally) to the importance of changemaking, modeling changemaking for others, and creating permission for others to experiment, take calculated risks, and innovate as changemakers.

CREATING AND ALIGNING CHANGEMAKING STRUCTURES

Changemaking senior leaders foster creation and alignment of changemaking structures. They champion the practices, policies, structures, and systems that enable, incentivize, reward, fund, and sustain changemaking and innovation. This may involve identifying opportunities themselves or supporting other creative leaders. It may also include working around durable, restrictive structures by creating parallel or alternative processes, incentives, and rewards.

MODELLING CHANGEMAKING QUALITIES

The phrases "walk the talk" and "practice what you preach" are often used to refer to the importance of leaders modeling the behaviors for which they advocate. This is perhaps most critical at the senior level because all university stakeholders look to these positions as representative of the institutional values and what others should follow. There can be no doubt that senior leaders personally embody and will support changemaking at their institution, when they:

- Demonstrate comfort with ambiguity.
- See opportunities instead of constraints.
- Collaborate with others to identify innovative solutions.
- Experiment and give themselves and others permission to learn and iterate.
- Invest in people and efforts that foster positive social impact.
- Act when they see an opportunity to improve the world around them.

Conversely, when university stakeholders do not see these values and behaviors modeled, no number of fancy slogans, mottos, or strategic plans will convince them to be institutional innovators and changemakers themselves. Refer to Appendix B for examples of how senior leaders can both develop and put these qualities into action.

LEANING INTO AND COMPLEMENTING STRENGTHS

It is unrealistic for any one individual to manifest these qualities equally. Social innovation draws upon asset-based (versus deficit-based) principles and approaches; and changemaking recognizes that there are many ways to foster change and that individuals have unique abilities to contribute. Accordingly, senior leaders seeking to advance changemaking across their institutions and wire them for innovation and social impact need to both:

a) Exercise "unapologetic agency" by leaning into their strengths with confidence. They should not wait for an invitation to contribute or voice concerns over systemic injustices or opportunities for improvement.[6]

b) Exercise "unapologetic humility" by drawing upon others' strengths through collective leadership, recognizing one's own lack of knowledge or expertise (without shame) and valuing the expertise and lived experience of others, together with diverse perspectives.

As we have worked with senior leaders in higher education, we have observed at least three archetypes for leading changemaking. These are summarized in Table 12. The key is to consider what unique qualities one brings to an institution and how to complement others.

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6 We would like to acknowledge Micki Meyer, Lord Family Assistant Vice President for Student Affairs and Community at Rollins College in Florida, for inspiring us with the idea of "unapologetic agency" as critical for leading changemaking. In an interview she spoke of the importance of being an "unapologetic agent of change" and recognizing one's "unapologetic agency" and brought it to life in the university context with examples which resonated with our own observations. Our thanks go out to Vice President Meyer for always inspiring us.

TABLE 12. SENIOR LEADERSHIP ARCHETYPES FOR CHANGEMAKING

ARCHETYPE	DESCRIPTION	LIKELY CONTEXTS OR CIRCUMSTANCES	POTENTIAL CHALLENGES	IMPORTANT COMPLEMENTS
DISRUPTIVE INNOVATOR	• Strongly embodies the "innovation mindset". • Strong intuition and sensing of the future. • Constantly looking for and seeing new opportunities. • Boldly leads new initiatives, often through disruptive or big bang approaches. • May either redesign institutional processes altogether or completely work around them.	• Small institutions. • New or young institutions founded to disrupt or redefine higher education. • Institutions with governance that allows for flexibility and empowered administrators.	• May move faster than the system and its stakeholders are ready. • May not anticipate or mitigate for unintended consequences.	• Partner with a Transformer to invite diverse perspectives to apply changemaking values and foster greater likelihood of acceptance and adoption of change. • Partner with Structurer to translate the "big ideas" into policies, processes, and other structures that will be self-reinforcing.
SAVVY STRUCTURER	• Have a strong "institutional understanding" of the history and systems of the college/university. • Have deep administrative experience with institutional structures and processes of strategy, budgeting, and scheduling as well as unspoken intuitive sense for "how to get things done around here".	• More traditional or rigid institutions. • Has had more extensive time in the institution and/or held multiple administrative positions throughout career.	• May move slower than the innovator, taking the "long game" approach. • May not sense pressing needs/opportunities. • May result in more incremental change.	• Partner with an Innovator to consider creative approaches for more rapid and comprehensive changes. • Partner with a Transformer to champion the ideas and secure stakeholder buy-in.
COLLABORATIVE TRANSFORMER	• Have strength in "leading systems change". • Engages others inclusively in co-creating futures. • Paints bold vision for change and puts pressure on the intuition, while ensuring the change does not outpace the system.	• Found in many institutional contexts. • More likely when administrator has had to partner across disciplines, schools, and functions throughout career.	• May result in different type of change than originally envisioned given the degree of stakeholder engagement and co-creation.	• Partner with an Innovator to better "sense the future" and set bold and ambitious visions within which stakeholders can co-create. • Partner with a Structurer to understand what systems need modification and how.

NAVIGATING TENSIONS IN CHANGEMAKING LEADERSHIP

Being a leader that embodies changemaking at senior levels of the institution is not without its challenges. As with any type of decision-making and leadership, there will always be tensions to manage. Appendix C identifies some of the dilemmas leaders may encounter as they seek to apply a changemaking principle, yet come up against a seemingly competing value or structure.

ACTION STEPS

The following are some action steps that senior leaders can take to embody and model social innovation and changemaking and empower others across their institution.

REFLECT ON YOUR PURPOSE

Spend some time connecting with your own purpose and vision for the legacy you want to leave in higher education. Connect to why you are passionate about social innovation and changemaking and believe it is critical for equipping students. Use this as a wellspring of inspiration and encouragement to power through the challenges that come with innovating and rewiring institutions of higher education.

CREATE A DEVELOPMENT PLAN AND PRACTICE

Consider how your leadership position can advance changemaking (Table 10) and reflect on the Changemaking Attributes for Senior Leaders (Table 11). Review Appendix B to consider ways that you are already leading changemaking and identify opportunities for further development and practice. Identify a few tangible next steps. Coordinate with your administrative team to block off the time needed for these next steps.

IDENTIFY AND BUILD ALLIES

Find other like-minded leaders in your institution. Build collaborative strategies and plans together, modeling changemaking at the leadership level and supporting one another's growth. Take the time to build relationships and connect with unlikely allies. Learn what aspirations they have and help connect them to changemaking. Find mentors from other sectors and organizations to provide a "safe space" to test your ideas and fresh perspectives to inspire and infuse your leadership.

→ **PROMOTE**

Actively advocate for social innovation and changemaking. Incorporate key messages in communications, whether in small leadership meetings and informal communications with students and staff, or formal engagements such as media interviews, townhalls, graduation addresses, or keynotes.

→ **SET BEHAVIORAL AND PERFORMANCE EXPECTATIONS**

Set and share key values and behavioral expectations for leadership team using the qualities and actions outlined in this strategy. Encourage Deans and the Teaching and Learning Office to engage with faculty and educators around what it means to be a Changemaker Educator (refer to Strategy 9). Incorporate key values and behaviors into performance expectations. Hold leadership team accountable.

→ **EQUIP CHAMPIONS**

Cultivate champions among other senior and mid-level leaders. Equip them with communications, training, and tools on how to mobilize departments around broader social innovation priorities at the institutional level. Ensure that core team similarly model changemaking and social innovation and equip others to do so.

→ **LEVERAGE TEACHABLE MOMENTS**

Leverage small, daily opportunities—whether in simple exchanges or leadership meetings—to help leaders and teams think systemically and break down silos. Recognize and celebrate others for putting changemaking into action. Consider, for example, creating a Presidential Innovators Award, valorizing institutional innovators through monthly communications, and/or holding annual changemaking celebration events.

→ **PROVIDE RESOURCES AND SUPPORT**

To the extent possible, mobilize resources to enable interdisciplinary collaboration and social innovation and changemaking programming. Remove barriers to experimentation, innovation, and collaboration. Refer to Strategy 4 to learn more about the role of Change Leaders and the support they need from Senior Leaders.

TIPS

OWN IT BEFORE YOU SELL IT

Embody changemaking as part of your identity before expecting others to do the same.

FOCUS ON THE POSITIVE AND STAY THE COURSE

Rewiring institutions often feels like it requires more resources, skill, and time than we have. Social innovation encourages us to leverage our assets individually and collectively and step out in faith, through trial and error, iterating together as solutions emerge.

LET GO

Let go of your specific notions for how things will get done as you invite others to co-create. Meanwhile, hold firmly to changemaking values and principles.

PASCALE CHARLOT, JD
PRESIDENT
MIAMI DADE COLLEGE, KENDALL CAMPUS

INSTITUTIONAL CONTEXT

Miami Dade College Kendall Campus is a part of the Miami Dade College (MDC) system which is one of the largest institutions of higher education in the United States. Miami Dade College is a public college that serves over 90,000 students. The Kendall Campus is one of eight campuses in the system that serves first time in college students primarily while also offering programs for non-traditional students leading to college credit certificates, associates, and baccalaureate degrees. Like several other MDC campuses, Kendall is also home to the Honors College, School for Advanced Studies, and various athletic teams.

SUMMARY BIOGRAPHY

Dr. Charlot chartered a non-traditional educational pathway earning her BA in sociology and economics with a certificate in women's studies as a transfer student at Duke University. She also holds a JD from the University of Michigan School of Law. Prior to serving as President of Miami Dade College Kendall Campus, Charlot served as a higher education administrator at both New York University School of Law and Rutgers Law School-Newark.

VISIONARY LEADERSHIP

Charlot holds a deep commitment to charting equity-minded pathways for first-generation college students and students from historically underrepresented backgrounds. Her strong belief in the cross-functional collaboration of student affairs and academic affairs is a key element of all her efforts to improve student success. She has led improvement and innovation efforts at the program level as well as across the broader institution. As a testament to her impact, she was selected by the Aspen Institute's College Excellence Program to join the 2019-2020 class of the Aspen Presidential Fellowship for Community College Excellence, a leadership program aimed at preparing the next generation of transformative community college presidents.

MODELING CHANGE LEADERSHIP

In 2013, Charlot led a collegewide team focused on designing a community college student changemaker pathway. This two-year pathway was the first of its kind and a key contributor to MDC's changemaking ecosystem and being designated an Ashoka U Changemaker Campus. By leveraging her existing relationships and starting to identify places of convergence, Charlot built a team of teams model that defined the infrastructure in a multi-campus system to support this pathway. As a Change Leader, she actively remained focused on the mission of Miami Dade College to empower other stakeholders at the institution to contribute to this work. Ultimately, a sustainable collegewide, student-centered changemaking approach emerged to meet the needs of a diverse student population. Everyone—faculty, staff, administrators, and students—could find their sense of personal agency in this changemaker pathway. Her experiences as a Change Leader, along with her personal narrative have allowed for integration between her values and the work that she is leading at MDC.

KENNETH G. FURTON
PROVOST, EXECUTIVE VICE PRESIDENT, AND COO
FLORIDA INTERNATIONAL UNIVERSITY

INSTITUTIONAL CONTEXT

Florida International University (FIU) is a Hispanic-serving, majority minority public research university based in Miami, Florida with more than a dozen academic sites across the United States and the globe. The institution serves over 58,000 students and is one of the largest universities in the United States. FIU is uniquely positioned in an urban metropolis on the cusp of becoming a Global City, with the social and infrastructural challenges that come with it. Its student population reflects the next generation of Americans—nearly 50% low income and 80% minority.

SUMMARY BIOGRAPHY

Dr. Furton led teams that are driving across-the-board improvements in student success and research and community impact in an urban multicultural setting. Under his leadership, FIU achieved Carnegie R1 designation and increased numerous national rankings including #18 in *Washington Monthly*, #10 Top Performer in Social Mobility, #30 Most Innovative University in *U.S. News and World Report*, #15 in patent production, and top 3 in the U.S. in four *Times Higher Education* Impact Rankings in 2020. He holds a Ph.D. in Analytical Chemistry and is a leading scholar and inventor in forensic chemistry specializing in scent detection. Prior to serving as the Provost and COO at FIU, Furton began his career as a Professor of Chemistry and continues to be active mentoring research students and publishing—with more than 200 peer reviewed publications, two books, and more than 20 patents.

VISIONARY LEADERSHIP

Dr. Furton has led changemaking efforts within the FIU campus community and provided support for social innovation which led to the incorporation of social innovation into FIU's strategic priorities. He has given a university-wide directive to actively promote social innovation into

student learning, university research, and community-based initiatives. Since 2015, the spirit of social innovation has spread across campus through initiatives such as the establishment of a comprehensive changemaker strategy that empowers students to build initiatives, campaigns, organizations, and entrepreneurial ventures that address social issues. This strategy helped solidify FIU as one of Miami's anchor institutions focused on creating solutions that have local and global impact.

MODELING CHANGE LEADERSHIP

To fully realize the potential for social innovation across the institution, Dr. Furton appointed Change Leaders, formed coordinating structures, and led the creation of the FIU Social Innovation and Entrepreneurship strategic framework. This was an approach to change management that afforded greater innovation and flexibility needed for the emerging ecosystem of changemaking. Dr. Furton not only placed the United Nation's 17 Sustainable Development Goals (SDGs) at the center of the university's changemaking strategy to help create a shared language around changemaking for leadership, faculty, staff, and students, but has also launched an initiative to track *Times Higher Education*'s SDGs metrics into FIU's strategic rankings goals. Dr. Furton continues to lead efforts by convening stakeholders across the university annually and providing a leadership vision that has allowed the institution to achieve greater integration of social innovation, social entrepreneurship, and changemaking. Dr. Furton has led the development of two university strategic plans that include social innovation and entrepreneurship as critical components, and he has played active roles in the implementation committees of these plans to reinforce the importance of these initiatives to all stakeholders across the university. Dr. Furton leads by example in envisioning a world in which everyone at the university must be a changemaker from the freshman student to the chief operating officer.

PAMELA GILLIES
PRESIDENT AND VICE-CHANCELLOR
GLASGOW CALEDONIAN UNIVERSITY

INSTITUTIONAL CONTEXT

Glasgow Caledonian University (GCU) is a public university in Glasgow, Scotland. The university hosts more than 20,000 students and 1,600 staff and is committed to promoting the Common Good. GCU was ranked in the top 50 universities in the *Times Higher Education* Impact Rankings in 2019 and 2020.

SUMMARY BIOGRAPHY

Professor Gillies has been President and Vice Chancellor of Glasgow Caledonian University since 2006. She is a founding member of the Global Advisory Council for the African Leadership University and of the Grameen Caledonian College of Nursing, Bangladesh. She was a founding board member of RFK Human Rights UK and a trustee of the British Council. She is a professor of public health and former Pro Vice-Chancellor at the University of Nottingham and has written widely on HIV/AIDS, health, and inequalities focusing on the potential of social action for health. In 2019, she was named Social Mobility Champion of the Year at the UK Social Mobility Awards.

VISIONARY LEADERSHIP

The core purpose of the University for the Common Good to widen access to higher education, promote social mobility, and create social benefit and change through a strategic program of education and research aligns closely with Gillies' life experience and passion. She was first in her family to attend university and prior to her administrative roles had a career in public health epidemiology in countries as diverse as South Africa, Zambia, Brazil, and the Dominican Republic.

Driven by her belief in the role of universities as civic institutions delivering positive impact in their communities and drawing upon GCU's long-standing motto of being "For the Common Good",

Gillies has translated and channeled that vision into growing the identity, strategy, and operations of the university (Roy et al., 2020).

Through her leadership, Gillies seeks to support both student changemaking outcomes and institutional impact in the community, in one of the European cities with the worst track record in health inequalities. The values-led approach, strong sense of purpose, and energy has attracted many global academics, business leaders, and activists to work with GCU thereby growing the esteem and confidence of staff and students alike.

MODELING CHANGE LEADERSHIP

As Gillies has driven social innovation across the University, establishing the Common Good as the core mission was essential. Through a values-led approach, she and her team have worked to embed common good in the strategy and curriculum and bring it to life through programs, research, and partnerships.

GCU's Common Good Curriculum serves as the foundation for supporting students in developing key attributes of: active and global citizenship, confidence, entrepreneurial mind-set, and responsible leadership. Common Good Awards recognize outstanding student volunteering and activism and have created a culture of engagement amongst students and staff as they live out the GCU values. She and her team have also worked to improve institutional structures such as promotion policies working to eradicate the gender pay gap, resulting in 40% of professors now being female.

Under her leadership, GCU invested in building social innovation research capacity through the establishment in 2010 of the now highly esteemed Yunus Research Centre on Social Business and Health. In 2017, GCU aligned its research strategy around delivering to the United Nations Sustainable Development Goals (Roy et al., 2020).

Gillies has also modeled and encouraged innovation and risk-taking in educational partnerships that put social innovation into action around the world. For example, GCU partnered with Muhammad Yunus to establish the Grameen Caledonian College of Nursing in Dhaka and with the African Leadership University to create the next generation of ethical leaders for Africa.

MICKI MEYER
LORD FAMILY ASSISTANT VICE PRESIDENT
FOR STUDENT AFFAIRS AND COMMUNITY
ROLLINS COLLEGE

INSTITUTIONAL CONTEXT

Rollins College is a private liberal arts college with approximately 3,000 students in Winter Park, Florida in the United States, which became a Changemaker Campus in 2012.

SUMMARY BIOGRAPHY

Meyer joined Rollins in 2005 as the Lord Family Director of Community Engagement, which has dramatically expanded experiential learning opportunities in the community surrounding Rollins and around the globe. Since joining senior leadership, Meyer oversees many changemaking efforts at Rollins, including Rollins Gateway, the Social Impact Hub, Center for Leadership and Community Engagement, and Center for Inclusion and Campus Involvement.

VISIONARY LEADERSHIP

Meyer has been instrumental in championing social innovation and changemaking at Rollins, from leading strategic planning processes that align institutional systems and policies with changemaking to creating spaces for enhanced organizational realignment and creating much of the co-curricular programming that makes Rollins a Changemaker Campus.

MODELING CHANGE LEADERSHIP

Meyer came to Rollins passionate about its mission to develop students for global citizenship and responsible leadership. She championed the work of community engagement and social innovation by building one-on-one relationships with virtually every faculty and staff member on campus, allowing her to advocate for changemaking efforts on campus while connecting these efforts to people's existing strengths and interests.

Meyer has led efforts to provide every student the opportunity to experientially learn in the community and develop their own changemaking skills. For example, she pioneered the creation of SPARC Day, which engages every first-year student in a day of service and reflection with an organization in the Rollins community. She also worked alongside faculty over a decade ago to spearhead the creation of a Community Engagement designation for courses across campus that include an immersive service-learning component. Over 50 courses each year now earn this designation.

As a senior administrator, Meyer has worked with multiple deans, provosts, and presidents to ensure that changemaking remains at the center of Rollins' mission. She has cultivated relationships with key board members and donors to provide external financial support for a wide range of programming.

More recently, Meyer has led a strategic planning process that ensures that Rollins' systems and policies align with its changemaking mission. For example, she guided an organizational realignment process that more closely connected offices such as social innovation, international programs, community engagement, and career services. She oversaw the renovation of a building, the Kathleen W. Rollins Hall, in the center of campus that co-locates these offices to facilitate an integrated changemaking experience for students. Also, Meyer is leading a campus-wide effort to better coordinate Rollins' work in the community and measure its impact.

4

IDENTIFY CHANGE LEADERS

To create deep and pervasive institutional change, it is essential to have two or three Change Leaders[7] with complementary perspectives and skillsets to build a network of allies and advance changemaking across the institutional strategy, culture, and education. This strategy focuses on identifying Change Leaders with the perspectives, influence, and mandate to advance changemaking across the institution.

STRATEGIC BENEFITS
Why is it important?

- Assigns responsibility for advancing changemaking.
- Ensures student, faculty, and staff engagement and innovation.
- Supports continuity in wake of senior leadership transitions.

TIMING
When might it be useful?

- When securing leadership support and resources.
- When selecting and onboarding Change Leaders.
- At Change Leader transition.

READERS
Who might use it and how?

SENIOR LEADERS

- Recruit Change Leaders.
- Build responsibilities into job descriptions and evaluations.
- Support, coach, and celebrate Change Leaders.

CHANGE LEADERS

- Build a development plan.
- Advocate for resources and senior support.
- Ask others to hold you accountable.
- Use to recruit, coach, and mentor other Change Leaders.

STUDENT LEADERS

Similar to Change Leaders, and:
- Consider if this is a role you would like to step into.
- Identify how you might support Change Leaders.

CHANGEMAKER EDUCATORS

- Similar to those for Student Leaders.

While we use the term "Change Leader" to connote a designated role with set responsibilities, we also like to think of them as "institutional innovators" or "intrapreneurs" because ultimately they innovate within the organization to make it more adaptive and resilient while advancing changemaking across the institution.

ARE YOU AN INSTITUTIONAL INNOVATOR?

- Do you believe deeply in changemaking and the impact potential of your institution?
- Do you have a vision for how your institution could reach its full changemaking potential?
- Do you find that you are excited to move beyond the domain of your job description to increase your impact across the institution?
- Are you excited by advancing the interests of your entire institution beyond your primary area of focus?
- Do you feel that you have leadership and interpersonal skills that you could step into more fully?
- Have you developed/are you developing understanding of and skills in systems thinking, social innovation, and social entrepreneurship?
- Have you developed/are you developing strong, trust-based relationships across the institution?
- Do you re-frame problems, see opportunities, and creatively leverage assets?

RESPONSIBILITIES

Change Leaders lead from the middle—reaching up, down, and across the institution. They actively work to engage stakeholders across disciplines, schools, and programs to apply and embed social innovation and changemaking into the programming, culture, and operations of the institution. Table 13 provides a summary of key responsibilities and skills and Appendix D includes more detailed description.

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7 While an institution may have a department or special projects office that manages ongoing leadership development or change management, the terms *Change Leader* and *Change Team* in this Guidebook are used to denote resources specially dedicated to advance social innovation and changemaking. In some cases, the institutional department or special projects office overseeing leadership development and change management may be key allies to engage, even while their mandates are broader than social innovation and changemaking.

TABLE 13. KEY RESPONSIBILITIES OF CHANGE LEADERS

FOCAL AREAS	KEY RESPONSIBILITIES
INSTITUTIONAL FOCUS	Advance social innovation and changemaking across the institution, e.g.: • Coordinate social innovation and changemaking strategy. • Ensure cohesive messaging and serve as spokesperson. • Create, lead, and coach a Change Team, an interdisciplinary group that incorporates changemaking into their work, develops changemaking programs and pathways, and collaborates to grow changemaking across the institution. • Assess social innovation and changemaker programming, identify gaps, ensure alignment, and promote pathways. • Ensure financial sustainability.
FIELD BUILDING FOCUS	Directly influence the conversation around social innovation and changemaking in higher education, e.g.: • Pilot original programs and offerings to continually innovate. • Conduct research to legitimize and build the field of changemaker education. • Host convenings and/or present at conferences. • Collaborate with and/or mentor other institutions.

Note: Adapted from Change Leader, Team, and Champion Role Descriptions with permissions from Ashoka U.

ATTRIBUTES FOR CHANGE LEADERS

As institutional innovators, Change Leaders must exhibit persistence and believe in the power and possibility of social innovation and changemaking despite the multiple obstacles and challenges they will face along the way. Embedding social innovation and changemaking into their institution is aligned with their sense of purpose, values, and vision. One of the biggest challenges is navigating the complexity of the institution itself. To do so, Change Leaders need key institutional innovation attributes such as those described in Table 14. Importantly, these are in addition to the foundational Changemaker Qualities Framework (Table 2) in the Getting Oriented: Key Concepts chapter (e.g., with mindsets such as empathy and inclusivity, knowledge of systems and approaches to change, and skills such as systems thinking and adaptive communication). Ashoka U developed these based on our experience with Change Leaders over the last decade and validated them with representative stakeholders. Appendix E includes tangible examples of how Change Leaders can put these qualities into action and develop them further.

TABLE 14. CHANGE LEADER ATTRIBUTES

QUALITIES

PASSION
Change Leaders are connected with their "why", or their purpose in life and in higher education. Being a Change Leader requires strong personal convictions and motivations—this drives them in pursuit of the gritty work of institutional innovation and fuels them in continuous learning and growth.

PERCEPTION
Change Leaders need to be able to identify systems and possibilities. They draw from both analytical and intuitive ways of knowing and have a sense of opportunities to help paint pictures for stakeholders of "what might be". They grow their understanding of how things work at their institution, and how to use the processes and rules to their advantage (or how to influence changes in them).

PERSUASION
Change Leaders invest in building bridges across the institution by getting to know people in authentic ways and making "unlikely allies". They learn about others' work and help them see how they can contribute to changemaking efforts. While they are persuasive, it is achieved through a spirit of humility which encourages, uplifts, and celebrates others.

PERSEVERANCE
Change Leaders are selective and strategic about when it is worth advancing ideas and proposals. They are mindful about when and how they use social capital, so as not to abuse or wear out relationships or favor. They recognize that change in complex systems is often more evolutionary than planned; and that ideas will emerge, diverge, and converge. They set personal boundaries and prioritize their own wellbeing, knowing that personal resilience will be key to the long game.

MINDSETS	KNOWLEDGE	SKILLS
IDENTIFY AS AN INSTITUTIONAL INNOVATOR Change Leaders recognize higher education's potential as a force for positive change. They believe they have a responsibility to create an educational ecosystem in which all are empowered to be changemakers for the good of the institution, community, and society.	**SOCIAL ENTREPRENEURSHIP, SOCIAL INNOVATION AND CHANGEMAKING** Change Leaders understand the theory and practice of social entrepreneurship, social innovation, and changemaking, as well as how they can be applied in the field of higher education.	**LEADING SYSTEM CHANGE** Change Leaders co-create changemaking visions and strategies, build enthusiasm across the institution, and catalyze and hold others accountable to lead this work. They do so by bringing people together, helping others recognize their own changemaking work, collaboratively developing a strategy, and creating space for others to lead in implementation.
SOLUTIONS MINDSET Change Leaders seek to understand the root cause of challenges in higher education in order to work toward solutions. They are persistent, willing to learn and adapt in the face of obstacles in order to achieve novel solutions.	**INSTITUTIONAL/SYSTEMS UNDERSTANDING** With a strong understanding of social systems and systems thinking, Change Leaders cultivate deep insight into their own institution, working to understand formal and informal systems and power structures. This knowledge allows them to identify opportunities to garner buy-in for changemaking, spot levers for change, and use or relinquish their influence strategically to foster system-wide changemaking.	

SUPPORTING CHANGE LEADERS IN NAVIGATING CHALLENGES

Leading change is difficult, and challenges are to be expected. Table 15 highlights ways senior leaders can support Change Leaders as well as ways Change Leaders can empower themselves.

TABLE 15. CHANGE LEADER CHALLENGES AND SUPPORT SYSTEMS

CHANGE LEADER CHALLENGES	HOW SENIOR LEADERS CAN SUPPORT	HOW CHANGE LEADERS CAN EMPOWER THEMSELVES
Lack of "positional" power and/or authority to commit extensive resources or require others to participate.	• "Institutionalize" changemaking into the Office of the President, a Changemaker Hub, or other official structure. • Publicly endorse Change Leader(s) and give them opportunities through platforms (e.g., Dean's Council Meeting, Board Meeting, blog, etc.) to share about the institution's changemaking work. • Give clear direction to key stakeholders that Change Leaders are acting on behalf of institution at your direction. • Create an open-door policy with Change Leaders and be ready to remove the obstacles they face. • Dedicate financial and other resources for changemaking and enable Change Leaders to tap or manage them.	• Identify and build allies across the institution who are influential and can open doors. • Invite senior leaders to changemaking events as a signal of their commitment. • Leverage quotes and testimonials from senior leaders and other influencers to demonstrate the credibility of changemaking work. • Use the social entrepreneurial tool of "bricolage" to creatively combine resources from across the university.
Multiple responsibilities, competing agendas, and limited time to dedicate to advancing changemaking across the institution.	• Create a full-time Change Leader role. • Work with Change Leaders' supervisor to embed change leadership responsibilities into job description and performance expectations so that time can be committed and work recognized.	• Build a Change Leadership Group (refer to Strategy 5). • Delegate to Change Team members, trust them, and allow for your ideas to evolve and manifest in new ways (refer to Strategy 6).
Lack of working knowledge of other institutional departments, offices, or structures (especially if new faculty/staff).	• Introduce Change Leader to several "gatekeepers" and/or institutional influencers as part of onboarding and to facilitate their future collaborations.	• Volunteer to serve on committees to gain insights into other organizational efforts.
Lack of knowledge regarding institutional processes such as contracting, events management, etc.	• Provide administrative liaison or support role to take on key tasks such as booking travel, event management, etc.	• Identify a peer who has successfully managed similar processes; conduct a learning interview. • Develop a relationship with key point of contact in relevant offices.
Continuously over tapped based on reputation of excellence.	• Commit additional resources to grow Change Leadership Group. • Foster a culture of fluid "teams of teams", leveraging other leaders and contributors.	• Develop a leadership pipeline across the Change Team and Change Leadership Group; showcase their work, position them for new tasks, and delegate.

ACTION STEPS

Regardless of how they come to be Change Leaders—whether emerging informally through their own initiative, or through formal appointment—the following are some ways that Change Leaders can advance social innovation and changemaking across their institutions.

→ **CREATE AN ASSET MAP**

Map key institutional assets such as existing initiatives, programs, student organizations, networks, funding, or other infrastructure and operations that align with social innovation and changemaking. Identify and seek to close gaps.

→ **IDENTIFY POTENTIAL COLLABORATORS AND BUILD A CHANGE TEAM**

Look for co-Change Leaders (refer to Strategy 5), other partners, and opportunities to collaborate to advance social innovation and changemaking. In time, seek to build a Change Team of cross-disciplinary faculty, staff, administrators, students, and community partners (refer to Strategy 6). Welcome a broad variety of perspectives and expertise to contribute to and benefit from social innovation and changemaking. Work with them and their supervisors to authorize use of their time.

→ **CREATE AND USE INCENTIVES**

Identify intrinsic and extrinsic incentives that are particularly motivating to the Change Team and other partners. Formalize roles and titles to acknowledge the importance of others' work and enhance their resumes. Recognize individuals who have participated in and supported the initiative by designing awards, certificates, and other recognition programs. Write letters of appreciation and recognize others' contributions amongst their teams or superiors. Provide access to resources and professional development opportunities.

→ **MANAGE UP**

Be proactive about engaging senior Change Champions so they can help make the case to senior executive leadership and external partners. Partner with the Champion to develop a role description for them and identify a list of key actions you need them to take to support the effort. Give them a calendar of events and indicate which you would like them to speak at or attend. Provide them a list of target audiences and key messages and ask them to convey key themes both intentionally and opportunistically. Schedule regular check-in meetings and/or provide reports on progress.

CONTINUALLY MAKE THE CASE FOR CHANGEMAKING

Create a case that ties changemaking to the broader language, vision, and mission of the institution. Demonstrate how social innovation and changemaking can serve the goals of the institution using both data and stories. Use these messages in formal and structured communication opportunities. Refer to Strategy 1 for more on creating a case for change.

SHARE IMPACT STORIES

Identify specific value propositions that social innovation and changemaking bring to the institution and articulate the qualitative and quantitative impact of the work to senior executive leadership.

LEVERAGE INFLECTION POINTS

Leverage inflection points—e.g., a decrease in student enrollment numbers, a new president or provost's desire to make a mark on the institution, a new piece of legislation affecting institutional operations, or an emerging trend or crisis that calls for institutional response—to make or strengthen the case for social innovation and changemaking across the institution.

LANGUAGE

Test and select language around social innovation and changemaking that resonates with a broad range of stakeholders across the institution. Consider the institution's history, identity, and current lexicon together with its vision for changemaking. For example, social entrepreneurship may resonate with a business college, while social innovation may resonate across universities with multiple schools. In some institutional or cultural contexts, broader terms such as social impact, changemaking, and common good are more resonant.

TIPS

DO NOT TRY TAKE ON THE WHOLE SYSTEM

Not only is it exhausting, but it is also impossible and discouraging. While keeping a system's thinking mindset and appreciation of the big picture, focus on what you can influence that will produce the biggest outcomes with reasonable effort.

PICK YOUR BATTLES AND YOUR TIMING

Sometimes it can do more harm than good to advance an idea or program if the system is not ready yet. Learn to read the system, its energy, and stakeholders. Remember that waiting is not always compromising or losing.

RELEASE IDEAS AND CONTROL

It takes many champions, leaders, team members, and others to embed changemaking across an institution. Provide guidelines and guardrails for innovation, but ultimately release control so changemaking can flourish. This will also help you maximize your own time.

PLANT THE SEEDS AND WAIT FOR THEM TO GROW

In systems change, a small idea can ultimately have a huge impact. Sometimes it happens rapidly; other times not. In people's own development, sometimes a simple coaching conversation or word of encouragement can ultimately bear tremendous fruit in time.

BE PASSIONATE, BUT DO NOT TAKE IT PERSONALLY

There are many factors that influence when and how change happens and when and how people respond. Seek to understand why there might be ambivalence or resistance and what might be in your power to support or change. Yet ultimately, do not take things personally.

TIPS FOR RESILIENCE AND WELLBEING

- Prioritize your own wellness needs first as you seek to serve the institution and others.
- Invest in your personal sustainability through self-care practices.
- Focus on what you can control and adapt as circumstances change.
- Build a supportive team. Be a steward of social innovation rather than the owner of the idea.
- Actively ask for help.
- Build in time to reflect and evaluate progress.
- Connect with other Change Leaders and mentors for support, connection, and inspiration.
- Engage in communities and gatherings with like-minded changemakers.

JILL ANDRES
FOUNDER, CREATING VALUE
PREVIOUSLY DIRECTOR OF THE TRICO
CHANGEMAKERS STUDIO,
MOUNT ROYAL UNIVERSITY

WHAT IS MOST ESSENTIAL ABOUT BEING A CHANGE LEADER?
Coffee... lots of coffee.

A significant part of a Change Leader's role is engagement with people from across campus. This does not happen from behind a desk. It's only through dialogue that we can understand how people currently engage in changemaking (whether they call it this or not), concerns they may have (that, unaddressed, could turn into obstacles), and their interest in furthering this changemaking movement (as potential champions and allies).

I remember hiring two summer students to work on the changemaking initiative at Mount Royal University. The first thing we did when they started was provide them with a coffee budget so that they could spend the summer meeting with students and faculty members on the topic of changemaking.

While the importance of this type of dialogue may be particularly evident at the outset, it continues to play an important role even after the movement is gaining traction. Support for changemaking can wane with evolving priorities, diminishing budgets, changes in leadership, or simply with the passage of time. Reinvigorating enthusiasm for changemaking can be as simple as, well... coffee.

WHAT ARE TYPICAL OBSTACLES CHANGE LEADERS FACE AND DO YOU HAVE TIPS TO HELP OVERCOME THEM?
Changemaking is discipline-agnostic, yet a post-secondary's impetus for becoming involved with changemaking often originates with an individual or small group of individuals who are associated

with a particular faculty or department. Being closely aligned—or even being perceived to be closely aligned—with one part of campus can act as a barrier to a truly campus-wide changemaking movement. Mapping out the different parts of the campus ecosystem and identifying and engaging potential allies in each area is essential right from the outset.

CAN YOU SHARE ANY TIPS ON HOW TO BECOME/GROW AS A CHANGE LEADER?
Build a team. Systems transformation relies on many people from all the different parts of the campus ecosystem working at multiple levels to bring about change.

MANUELA HILL-MUNOZ
DIRECTOR OF INNOVATION AND CHANGEMAKING
UNIVERSITY OF ST. THOMAS

WHAT IS MOST ESSENTIAL ABOUT BEING A CHANGE LEADER?

Building relationships is most essential to being a Change Leader. The role is highly collaborative, strategic, and connective. A Change Leader helps institutions build pathways that amplify changemaking efforts across the university changemaking ecosystem. To make this possible, and to help build a collective understanding of changemaking and educate students about how to advance the common good, an effective Change Leader needs to build relationships with her fellow Change Leaders within her own institution and with peers at other institutions.

WHAT ARE TYPICAL OBSTACLES CHANGE LEADERS FACE AND DO YOU HAVE TIPS TO HELP OVERCOME THEM?

Buy-in of changemaking language and initiatives:

Build a cross-institution Change Team that serves to enhance and promote changemaking efforts across the university's different units and programs. Be transparent so it is clear no one unit or discipline "owns" the changemaking language and programming efforts within the institution; in fact, encourage conversations among different stakeholders within the institution with the goal of demonstrating changemaking through different lenses.

Program ownership:

While important that no one unit is viewed as the "owner" of changemaking efforts within the institution, it is important that there is a starting point for which changemaking becomes part of the institution's vernacular. This starting point should be on neutral grounds so that no one academic discipline is viewed as the only field that is involved in changemaking.

Strategy and prioritization of changemaking initiatives:
Build a cross-institution Change Team that works in domains (e.g., curricular, co-curricular, career, administration) to make the work manageable, tie it to areas of strength/interest, and enable establishment of goals and measures to track progress.

CAN YOU SHARE ANY TIPS ON HOW TO BECOME/GROW AS A CHANGE LEADER?
Becoming a Change Leader requires calling people into partnership, dialogue, and action. One of my biggest learnings is that people like being in community with others. It is important to build buy-in by forming and cultivating relationships with others.

WRAY IRWIN
DIRECTOR OF ENTERPRISE AND EMPLOYABILITY
UNIVERSITY OF NORTHAMPTON

WHAT IS MOST ESSENTIAL ABOUT BEING A CHANGE LEADER?

There are three key skills I believe a Change Leader needs to develop. First, is persistence. Change in higher education challenges the status quo and is not always received as enthusiastically as you would like. Second, is the ability to work across the organization in an unbounded way. Change Leaders need support from across the institution and especially from departments where they have little or no authority. So, being able to join up dots across the institution is essential. Finally, is to know when to seek forgiveness rather than permission. The structures and decision making in higher education turn slowly and at times bending the rules and acknowledging that has been done can be justifiable. Always act legally, ethically, and morally and never put your job on the line; but at times a small transgression is needed to change the world.

WHAT ARE TYPICAL OBSTACLES CHANGE LEADERS FACE AND DO YOU HAVE TIPS TO HELP OVERCOME THEM?

Loneliness is the greatest obstacle. This might sound grand, but when you are trying to lead such significant transformation you may be the only one who understands what you are saying and trying to achieve. Spreading the word and getting buy-in for changemaking can be received as another language by some colleagues; and you can find yourself saying the same things over and over to help people understand. It can be all consuming as you push ahead and demoralizing when you look behind and no one is there. Trust in yourself, your passion, and ability. Reach out to like-minded colleagues, coaches, and mentors to build a supportive community. You will find that others leading change feel the same; we are all experiencing doubt, frustration, and having to deal with people and structures that make it challenging. A problem shared is a problem halved; working with other Change Leaders can be a powerful support.

CAN YOU SHARE ANY TIPS ON HOW TO BECOME/GROW AS A CHANGE LEADER?

If you want to become a Change Leader, you are a special sort of person. It's not a job or a role; it is a way of being that isn't for everyone. So, you need to be sure it's for you. The highs are amazing, and the frustrations can be crushing. But overall, it is an amazing experience. For me, it's about being open to learn; learn what you're not good at, learn how to articulate your passion, and learn the practice of leading change. Growing as a leader—and cultivating informal power—means practicing empathy, humility, and being brilliant at collaborating and lifting up others. Acknowledge that change happens on the horizon and usually as a result of those moments of happenstance that bring you into contact with others rather than a committee paper that was debated into the ground. Treat every encounter as a spark for change. But most of all remember its Ashoka U not Ashoka Me, and Change Leaders are there to enable "everyone a changemaker", not just to move up the career ladder.

RADOVAN PÉREZ RESTOVIC
DIRECTOR AT THE CENTER FOR SOCIAL INNOVATION AND SOCIAL IMPACT
UNIVERSIDAD POPULAR AUTÓNOMA DEL ESTADO DE PUEBLA (UPAEP)

WHAT IS MOST ESSENTIAL ABOUT BEING A CHANGE LEADER?

One very important thing is that as a Change Leader I must believe in and feel changemaking in what I do. For me, it is not so much about the position I have in the institution as it is how I drive intentions and make them happen. I also believe that I, as a Change Leader, have to set an example, not at as a figurehead, but more as a person who practices empathy, collaboration, innovation, creativity, critical thinking, and engagement with students and other stakeholders. Finally, as a Change Leader, I believe that I need to be authentic, honest, transparent, and vulnerable. I must be willing to show myself as I am and be willing to share that with other Change Leaders.

WHAT ARE TYPICAL OBSTACLES CHANGE LEADERS FACE AND DO YOU HAVE TIPS TO HELP OVERCOME THEM?

One obstacle that I have faced as a Change Leader is that the day to day work in the institution is very demanding, and I sometimes lose perspective of the important things versus the urgent. To overcome this, I set a couple of clear goals that I want to achieve as a Change Leader and build them in my semester work plan, so I have a consistent reminder. If those goals are shared with Change Leaders from other universities, all the better.

CAN YOU SHARE ANY TIPS ON HOW TO BECOME/GROW AS A CHANGE LEADER?

Even though being a Change Leader at the beginning was overwhelming, as I got to understand more about it and know other Change Leaders from other universities, I began to be myself, listen and learn, and share who I was. Once I assumed this role, I learned the importance of relating and communicating with many people in different areas of the university. It has been a great opportunity to strengthen my engagement with students; faculty and staff from other areas of the institution; and senior leadership. Also, it has been very important to share my work and results within the university, and this has helped me to have better results and impact on the students. It has been a wonderful journey of growth as a person and professionally.

HYUN SHIN
PROFESSOR
HANYANG UNIVERSITY

WHAT IS MOST ESSENTIAL ABOUT BEING A CHANGE LEADER?

I think the willingness to learn and grow might be the most essential for being a Change Leader. I don't think I am an ideal Change Leader at this time, but I want to learn and grow as one who has the following qualities: creativity, empathy, collaboration, and communication skills. First, a creative Change Leader would be able to identify opportunities/challenges for her institution and generate new ideas for solving problems. Second, an empathetic Change Leader would be able to understand the needs and wants of her team members as well as stakeholders, which would help her inspire and motivate people around her. Third, a Change Leader with collaboration skills would be able to identify the capabilities and motivations of her team members and design an incentive mechanism for developing a sustainable relationship. Fourth, a Change Leader with communication skills would be able to build trust among the individual and institutional team members and generate collective impact.

WHAT ARE TYPICAL OBSTACLES CHANGE LEADERS FACE AND DO YOU HAVE TIPS TO HELP OVERCOME THEM?

Resource mobilization. Nowadays universities are generally suffering from the lack of funding, limiting the resources for social innovation-related programs and events. My tip is: In order to persuade internal decision makers, Change Leaders should have a good value proposition, coupled with empirical evidence which shows that such programs and events are truly beneficial for the students and the university in certain aspects. Thus, it is imperative to develop valid and reliable measures and track those which can show how much students were able to learn and grow by participating in such programs and events.

CAN YOU SHARE ANY TIPS ON HOW TO BECOME/GROW AS A CHANGE LEADER?

Meeting frequently with practitioners from diverse fields such as for-profit companies, foundations, NGOs, and government agencies would help. The university is regarded as a kind of neutral place where diverse actors can meet, discuss, and collaborate. If a Change Leader has a good network with practitioners, it would be very valuable to form a partnership in which students and faculty can actively participate and collaborate to make substantial impacts in the local community around the university.

5

BUILD CHANGE LEADERSHIP GROUP

Driving institutional change is a group effort. It helps to build a group of two to three Change Leaders with complementary skills and influence to lead a Change Team and contribute to institution-wide changemaking strategies.

STRATEGIC BENEFITS
Why is it important?

- Distributes the workload.
- Leverages diverse positions, network ties, and institutional assets.
- Brings unique backgrounds and perspectives for more holistic solutions.

TIMING
When might it be useful?

- When securing leadership support and resources.
- When selecting and onboarding Change Leaders.
- At Change Leader transition.
- When encountering challenges of influence and buy-in.

READERS
Who might use it and how?

SENIOR LEADERS

- Identify additional leadership that may be needed.
- Hold the group accountable.

CHANGE LEADERS

- Identify number and type of Change Leaders needed.
- Codesign these positions as part of strategy and governance.

STUDENT LEADERS

- Not applicable.

CHANGEMAKER EDUCATORS

- Provide input to Change Leaders as they map key resources and influence and seek to build allies and influence.

☀ KEY CONCEPTS AND CONSIDERATIONS

While not all Change Leaders need to have all the competencies outlined in Strategy 4, the Change Leader group should collectively embody them. Ashoka U typically recommends having two to three faculty, staff, and/or administrators, who are complementary in skillset and aligned in values, serve as Change Leaders. We generally recommend that together they dedicate at least the equivalent of one full-time position to leading change.

Change Champions, such as deans, assistant vice presidents, and other senior leaders are critical to enable Change Leaders' work. They view social innovation and changemaking as a key priority for the institution and provide active assistance by dedicating financial resources, engaging internal stakeholders, and securing support across the institution. Like the Change Leaders, they seek to model new ways of being and leading to empower others to realize their potential as changemakers. In some cases, depending on their capacity and interests, Change Champions may take on a more involved role as part of the Change Leader Group.

INSTITUTIONAL VARIABLES TO CONSIDER

When forming a Change Leader Group, it may be useful to consider the university's size and how power and communications are distributed (refer to the Institutional Assessment in Strategy 1.) Table 16 provides a few institutional characteristics to consider.

TABLE 16. CONSIDERATIONS FOR SELECTING A CHANGE LEADERSHIP GROUP

INSTITUTIONAL CHARACTERISTICS		IMPLICATIONS
SIZE[8]	**VERY SMALL TO SMALL** (up to 2,999 students)	May need 1-2 Change Leaders; Change Champion may not be necessary.
	MEDIUM TO LARGE (3,000-10,000+ students)	May need 2-3 Change Leaders and 1 Change Champion.
	VERY LARGE (Very significantly over 10k students)	May need 3-4 Change Leaders and multiple Change Champions.

In addition to these, the strategic priorities of the institution can have a significant bearing on which individuals will be in the best position to serve as Change Leaders. For example, if an institution has identified Indigenization or access as key priorities, having at least one Change Leader from the Indigenous Office or working on access can help ensure that changemaking efforts advance these priorities.

8 Size classifications based on the Carnegie Classifications of Institutes of Higher Education as accessed June 6, 2020.

TYPES OF CHANGE LEADERSHIP GROUPS

Based on Ashoka U's experience with campuses around the globe, we have observed several different types of Change Leader Group combinations. These are described in Table 17.

TABLE 17. TYPES OF LEADERSHIP GROUPS

TYPE	DESCRIPTION	CAMPUS EXAMPLES[9]
SINGLE CHANGE LEADER	**Single Change Leader:** Role and expertise may vary, but having a well-connected faculty member can be powerful to engage the faculty while also influencing leadership and bridging to functional offices.	• The College of the Atlantic, located in the northeast of the United States, has only 350 students and 35 faculty. • Not only is it very small, but it also has a collaborative governance model in which students, faculty, and staff work together to govern the school. (Read more about it in Strategy 9, Campus Examples.)
LEADERSHIP PAIR *WITHIN* A CENTER OF CHANGEMAKING OR SOCIAL INNOVATION	**Center led by 1 Faculty Member and 1 Staff Member:** Brings both faculty (research) and staff (practice) expertise to the center.	• University of San Diego, a Roman Catholic institution based in the United States, has a Changemaker Hub. • The Hub is managed by two Change Leaders: an Associate Director with deep practice base who leads daily programming and a permanent Faculty Director with research experience.
	Center led by Staff Director and supported by a rotating Faculty Member: Allows for both faculty and staff perspectives; rotating the faculty position recognizes faculty commitments while building a stronger base of faculty champions over time.	• Based in Florida, Rollins College has a Social Impact Hub with co-directors that serve as Change Leaders. • The Staff Director leads programs and facilitates collaboration with campus, community members, and organizations in the field of social impact. • The Faculty Director, who is appointed for a two-year term, engages other faculty in programs and generates new opportunities for mutually beneficial endeavors.
	Center co-directed by Faculty Member and AVP of Student Affairs: Enables further embedding of social innovation and changemaking in both academic programming and student life.	• At North Central College in the Midwest of the United States, the Center for Social Impact is co-directed by a senior Faculty Member and an Assistant Vice President with student affairs oversight including orientation, student activities, career development, and spiritual life. • Both serve as Change Leaders, and their positions enable access to cross-university initiatives and decision making.

TYPE	DESCRIPTION	CAMPUS EXAMPLES[9]
CO-LEADERSHIP *ACROSS* **VARIOUS DEPARTMENTS AND OFFICES**	**Multiple Change Leaders across the campus:** Provides opportunity for expanding influence and increases likelihood of embedding changemaking across schools, departments, or functions.	• Universidad Popular Autónoma del Estado de Puebla (UPAEP) in Puebla, Mexico has three Change Leaders: Academic Director for the Entrepreneurial Program and Business Incubator; Director for Social Innovation and Impact Center; and Strategic Projects Coordinator in the Academic Vice President's Office. • This way, they are able to embed changemaking into entrepreneurial academic programming, a center for social innovation and impact, and across the educational model and faculty development.
		• Mount Royal University in Calgary, Canada has three Change Leaders. • A faculty member designated as Academic Director of Changemaking advances changemaking across the curriculum, teaching, and learning. There is also a faculty Change Leader in the Business School and the Director of the Iniskim Centre, dedicated to increasing Indigenous student engagement and success as well as awareness of Indigenous peoples and their history, cultures, and protocols.

9 These examples represent the models in these institutions at the time of publishing. Change Leadership Groups and Teams naturally grown and evolve over time. (Refer to Strategies 6-8.)

ACTION STEPS

The following are some ways to form a Change Leadership Group.

→ **SELECT STRATEGICALLY**

Select Change Leaders based on the university's size and structure and the level of maturity in social innovation and changemaking. Consider the expertise and skills, perspectives, positional power, and social capital of potential Change Leaders. Ensure Change Leaders have strong values-alignment and complementary perspectives, expertise, and influence across the institution. Having someone with faculty influence will be critical, while having a staff member can provide more dedicated time.

"It would be hard to catalyze change required on campus without someone from faculty. Faculty, like it or not, tend to highly regard other faculty members and sometimes discredit others… It's also important to bridge the divide between business and the arts/humanities and make changemaking relevant across different schools of thought, whether through social entrepreneurship or a social justice lens."

— **JILL GRIFFIN, UNIVERSITY OF EVANSVILLE**

→ **BUILD STRONG WORKING RELATIONSHIPS**

Invest in building a strong, trust-based relationship among Change Leaders and distribute areas of responsibility based on the strengths and areas of interest. Model changemaking through collective and collaborative leadership. Provide a "safe space" for processing progress, setbacks, and potential next steps of institutional innovation.

→ **ESTABLISH COMMUNICATION AND ACCOUNTABILITY MECHANISMS**

Ensure clear and regular communication and check-in mechanisms. Determine the best frequency and methods based upon the group's communication style and work schedules. Give each other permission and hold each other accountable to practice self-care and other steps that protect and promote personal wellbeing, amidst the often challenging, albeit rewarding, nature of changemaking work.

MAP THE SYSTEM

Work together to better sense and understand the institution as a system using systems-thinking mindsets, principles, and tools. Identify key players, processes, forces, interactions, hard power (e.g., positions and resources), soft power (e.g., relationships, influence), and leverage points. Consider what you can influence and where senior leadership support is required.

> **FOR MORE INFORMATION ON SYSTEMS THINKING, REFER TO:**
> - Ashoka's Systems Change Crash Course
> - Water Center for Systems Thinking
> - Ecochallenge.org's overview of the Iceberg Model

LEAD CHANGEMAKING STRATEGIES

Lead the implementation of the institution's changemaking strategy if one is already in place. Or build an adaptive strategy with senior leaders and the Change Team to identify and prioritize changemaking opportunities. Identify key strategic priorities and fields of action, while allowing for emergence and adaptation and iteration as needed.

FEEDBACK

Ensure open feedback loops among the Change Leader Group, the Change Team, and senior leadership. Reflect on Change Leader Group working relationship, key learnings, and challenges. Celebrate the progress made along the way.

TIPS

THINK IN TERMS OF NETWORKS AND NODES

Together, the Change Leader Group will need to be able to influence senior leaders, faculty, staff, and students and span schools, disciplines, and university functions. Take time to consider who has significant ties, social capital, and influence across key parts of the institution and how together, new ties can be made.

BE COMPLEMENTARY AND COMPLIMENTARY

In addition to having a range of perspectives and skills as a group, it is critical to encourage each other.

BE REALISTIC REGARDING COMMITMENTS

Most Change Leaders have other roles and responsibilities. Make sure that the combined time for institutional change is significant enough, while supporting each other in maintaining personal wellness and resilience.

"A key foundation for the Change Leader group is having respect for the perspectives that each person brings to the table. And frankly, having complementary personalities and just enjoying one another is important. Advancing changemaking across the campus requires a lot of time and effort, so the group needs to be able to work well together as a team and support each other. Perhaps combining all those ingredients is difficult, but when it happens, it is magic."

— JILL GRIFFIN, UNIVERSITY OF EVANSVILLE

6

BUILD AND SUSTAIN THE CHANGE TEAM

The Change Team[10] may be part of, or the stepping-stone to, an institution-wide coordinating structure for social innovation and changemaking. In building a committed and interdisciplinary Change Team to grow and strengthen the campus-wide ecosystem for social innovation and changemaking, it will be critical to develop protocols and incentives.

STRATEGIC BENEFITS
Why is it important?

- Expands the capacity and assets for changemaking.
- Enables changemaking to cross disciplines and silos.
- Ensures a strong base of support for advancing changemaking.

TIMING
When might it be useful?

- In recruiting a Change Team and building Change Team protocols.
- When team norms and processes start to break down.

READERS
Who might use it and how?

SENIOR LEADERS

- Identify ways you can support Change Team.
- Hold the team accountable.

CHANGE LEADERS

- Define roles, recruit, and orient team.
- Build Change Team charter.
- Determine team norms and processes.

STUDENT LEADERS

- Advise on Change Team operations to ensure optimal student engagement.
- Identify unrepresented student voices or concerns in the Change Team and advocate for their inclusion.

CHANGEMAKER EDUCATORS

- Consider if this is a role you would like to step into.
- Support Change Team in recruiting other faculty or students.

KEY CONCEPTS AND CONSIDERATIONS

The following sections introduce key principles for Change Team responsibilities and composition as well as ways to build one.

RESPONSIBILITIES

The most fundamental responsibility of the Change Team is to champion changemaking and embed it into the members' respective areas of expertise and influence. The Change Team may also help map the existing social innovation and changemaking ecosystem and develop an action plan to embed and grow social innovation and changemaking across the institution. A summary of Change Team responsibilities is included in Table 18, while Appendix D includes a full description.

TABLE 18. KEY RESPONSIBILITIES OF CHANGE TEAMS

FOCAL AREAS	KEY RESPONSIBILITIES
PROGRAMMATIC OR FUNCTIONAL FOCUS	• Translate changemaking ideas into their domains of expertise such as teaching, research, program leadership, student engagement, and community partnerships. • Contribute their functional or disciplinary expertise as co-creators, mentors, or coaches of changemaking efforts such as challenges, incubators, and fellowships.
FIELD-BUILDING FOCUS	• Influence others in their domains of expertise to mainstream ideas of social innovation through conferences, publications, and other mechanisms.

Adapted from Change Leader, Team, and Champion Role Descriptions with permissions from Ashoka U. See Appendix D for full details.

There are two key distinctions between the areas of focus for Change Team members and Change Leaders. These are summarized in Table 19.

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10 While an institution may have a department or special projects office that manages ongoing leadership development or change management, the terms *Change Leader* and *Change Team* in this Guidebook are used to denote resources specially dedicated to advance social innovation and changemaking. In some cases, the institutional department or special projects office overseeing leadership development and change management may be key allies to engage, even while their mandates are broader than social innovation and changemaking.

TABLE 19. DISTINCTIONS BETWEEN CHANGE LEADER AND CHANGE TEAM ROLES

SPECIFIC FOCUS RATHER THAN INSTITUTION-WIDE	While Change Leaders focus on advancing social innovation and changemaking across the entire institution, Change Team members often focus their efforts on a particular department, school, function, or program. For example, this may include: • Running a social innovation or social entrepreneurship degree program. • Teaching courses in social innovation and social entrepreneurship. • Managing a social innovation incubator program. • Embedding related learning outcomes into one's classes (e.g., a writing, education, engineering, or arts course). • Embedding social innovation and changemaking in admissions. • Promoting social innovation and changemaking activities through student affairs. • Incorporating changemaking into branding, marketing, and communications. • Fundraising for social innovation and changemaking. • Engaging alumni and employers around changemaking efforts. • Supporting faculty and staff to develop changemaker values and changemaking education learning outcomes. • Recruiting, onboarding, and assessing faculty and staff on changemaking values, competencies, and impact.
FOCUS ON EXECUTION	Change Team members tend to be primarily focused on execution around social innovation and changemaking. In contrast, Change Leaders must balance strategy with execution, being involved in advancing the agenda around social innovation and the day-to-day execution of this work.

Adapted from Change Leader, Team, and Champion Role Descriptions with permissions from Ashoka U. See Appendix D for full details.

COMPOSITION

The Change Team composition and size may vary depending on the institution's structure, size, needs, and maturity of the social innovation and changemaking ecosystem. As described further in Appendix D, at a minimum, members should include:

- Faculty from diverse schools, disciplines, or programs;
- Administrators/staff (such as service learning, civic engagement, admissions, alumni engagement, development);
- Student affairs/student services representatives;
- Social entrepreneur or community partner; and
- At least two students, with different graduation dates.

While team members' engagement with changemaking will vary based on their role and may be difficult to quantify, it should be at least 10%.

It is also important to emphasize the role of students on Change Teams. They should be treated as equal and empowered members of the team and given significant freedom to design and lead. There are several ways that students contribute:

- Provide insight and guidance related to student desires, needs, concerns and how changemaking is going across campus.
- Provide specific input into proposed designs for changemaker education programs, events, and institutional communications and change plans.
- Coach Change Team Members and Change Leaders on how to best engage and empower students.
- Increase awareness of and growth in changemaking amongst students, faculty, and staff through their own leadership (e.g., as student leaders of Changemaker Hubs, ambassadors for changemaking, student union presidents, or representatives to the board of trustees or council).

Ultimately, involving and empowering students in creating programs increases the likelihood that they will reflect the interests and needs of the student population. Activating them to lead the movement across the student body provides critical peer-level examples and mentoring to foster student changemaking. Similar to how senior leaders set the bar for staff and faculty, student leaders set an example and serve as an inspiration for other students. And as Dougherty and Clarke (2018) argue, "young people's brains are 'wired for innovation'" and "organizations able to effectively engage young people will be more innovative" (p. 358). Involving them in university decision-making processes related to social innovation, changemaking strategy, and policy provides an important sounding board, reality-check, and feedback loop—and ultimately makes the institution more innovative itself.

WAYS TO BUILD A CHANGE TEAM

There are a variety of ways to build a Change Team as discussed in Table 20.

TABLE 20. APPROACHES FOR FORMING A CHANGE TEAM

APPROACH	DESCRIPTION	ADVANTAGES/ DISADVANTAGES	CAMPUS EXAMPLES
GRASSROOTS	Passionate, self-motivated individuals emerge to collaborate organically; over time they coalesce to become a Change Team.	• **Advantages:** Can harness a variety of passionate volunteers, less fear of failure, and more opportunities for creativity and risk-taking. • **Disadvantages:** Likely to miss voices or perspectives and limited ability to formally align efforts.	• The University of Evansville, in the Midwest of the United States, began with a group of volunteers meeting on an ad hoc basis across the campus before more formally recognizing it as a Change Team and meeting more regularly. This group focused on positivity and publicizing changemaking stories. • This was later complemented with a presidentially-appointed Change Council to more formally ensure representation across functions and colleges and intentionally embed changemaking.
RECRUITMENT	An established group of Change Leaders and/or Office of Social Innovation recruit passionate, intrapreneurial partners as Change Team members.	• **Advantages:** Ensures more strategic inclusion of perspectives and institutional departments and functions. • **Disadvantages:** Likely to have missing voices if recruitment is not coupled with incentives or support that make participation accessible.	• Change Leaders at the U.S.-based University of San Diego formed a CORE committee, comprising senior administrators, faculty, and staff, to help provide advice and guidance on social innovation efforts at the university. • The group meets about eight times a year.
NOMINATION OR APPLICATION	An established coordinating office or senior leader opens nominations and/or applications for Change Team Members.	• **Advantages:** Increased level of prestige associated with the role and a potentially higher likelihood of meeting criteria for values and competencies. • **Disadvantages:** Application could be seen as a barrier to entry and the process takes more time to vet and start up.	• The University of St. Thomas, based in the Midwest of the United States, created a nominating committee to identify faculty, staff, and students with relevant expertise and interest. • Now coordinated by the university's Center for the Common Good, the Change Team meets at least once a semester as a full team and more often within "domain teams" (e.g., administration, career, co-curricular, and curricular) to advance changemaking.

APPROACH	DESCRIPTION	ADVANTAGES/ DISADVANTAGES	CAMPUS EXAMPLES
APPOINTED	President, vice president of strategic planning, or other senior leader appoints Change Team.	• **Advantages:** Prestige, institutional support, and strong accountability for the work. • **Disadvantages:** Likely to engage individuals already connected to university leadership and missing opportunities to position new perspectives.	• Through the Office of the Vice President for Operations, Hanyang University in South Korea, appointed 15 professors, staff, students, and practitioners to form its Change Team. • This was later complemented with a Social Innovation Committee, reporting directly to the President, as a more formal coordinating structure.

ACTION STEPS

While there is no formula for Change Team governance and reporting structures. The following provides a list of actions to take as you design what works best for your context.

IDENTIFY CHANGE TEAM MEMBERS

Select Change Team members who represent a broad range of perspectives and expertise across the institution and include faculty, staff, administrators, students, and community members. Adapt team composition based on changing personal priorities, institutional needs, and institutional dynamics. Consider if/how team structures need to evolve over time (refer to Strategy 7).

ESTABLISH ROLES AND EXPECTATIONS

Set clear roles and expectations together for advancing social innovation and changemaking across members' respective areas of work and expertise. Create a team charter to outline goals, membership terms, roles and responsibilities, values, meeting frequency and format, and expectations for reporting and communications. Invest in team member professional development by offering coaching or mentoring as well as trainings and presentation opportunities.

CREATE COMMUNICATION PROTOCOLS AND MECHANISMS

Establish and evolve team protocols for team meetings, communications, and reporting. Set up systems and mechanisms for coordination and collaboration. Create and communicate clear expectations for team member engagement and project design, implementation, and reporting. Assess their effectiveness and utility as the team and social innovation ecosystem itself evolves and matures.

MAINTAIN OPEN FEEDBACK LOOPS

Ensure open feedback loops to voice and address concerns, reevaluate team structure and working mechanisms, and iterate together. Methods could include: creating a 15-minute open discussion time at the beginning or end of all meetings; regularly holding project "debriefs and lessons learned" sessions; having ongoing team innovation challenges that continually spur feedback and improvement; and creating an anonymous feedback channel for team input or concerns.

FOSTER A SUPPORTIVE TEAM CULTURE

Be intentional in cultivating a team culture that lives its values, models changemaking, and prioritizes wellbeing. Empower Change Team members to be ambassadors for social innovation and changemaking across the institution. Provide training and core communications resources and tools. Promote personal sustainability and wellbeing by honoring each other's time and commitments, keeping expectations realistic, and embedding practices of mindfulness, reflection, and celebration into team practices and milestones. Offer team members the opportunity to transition off the team if they have new or pressing obligations that make engagement unsustainable for them.

MAP RELATIONSHIPS AND ASSETS

Identify and map relationships and assets across the team. Consider how to leverage these most effectively to unlock new opportunities and the most strategic timing to do so. Identify gaps and cultivate additional allies to expand influence and bring new energy to the team.

DOCUMENT PROGRESS AND CAPTURE STORIES

Codify team roles, processes, and progress. Ensure that new members are oriented to their roles and can provide short-term coverage during a team member's leave or transition. Capture compelling anecdotes, stories, and testimonials. Use these to reinforce a positive culture, recruit new Team Members, and help shape and share the institutional changemaking narrative.

PROVIDE RESOURCES AND INCENTIVES

Identify what resources already exist across the group and how they might be leveraged creatively. Compensate students and community members for their time. Provide incentives to members including: granting titles; providing training; sending to conferences; and offering fellowships or stipends. Provide additional recognition such as an annual thank you letter from the President or Board; showcase their work on a website, at a workshop, or event; provide small gifts of appreciation. Take time to celebrate progress and key milestones as a team.

PROMOTE MEMBERS' THOUGHT LEADERSHIP

Position Change Team members as thought leaders and encourage them to share their expertise across the institution and beyond. Identify key outlets for outreach, training, and co-creation across the institution. Foster cross-university partnerships to innovate new programs, conduct joint research, or co-author critical field-building efforts.

CHECK IN WITH SENIOR LEADERSHIP

Establish key strategic touchpoints with senior leadership throughout the year to share progress, secure input on the strategic direction, and encourage financial and human resources support.

TIPS

BE CLEAR, BUT NIMBLE

While establishing clear expectations and protocols is important for a high-performing team, it is equally be important to give freedom for adaptation and innovation, take stock of how things are going, and evolve approaches over time as priorities and needs change.

CREATE SAFE SPACES AND HAVE FUN

Leading change can be demanding physically and emotionally. It is important to create safe spaces to both share how things are going and to have fun.

LEVERAGE PEER RELATIONSHIPS

In addition to ensuring representative insights, a diverse Change Team is important is to enable peer-to-peer communications, influence, and coaching.

TECNOLÓGICO DE MONTERREY, CAMPUS GUADALAJARA

BUILDING THE CHANGE TEAM

Tecnológico de Monterrey (Tec) is a private university founded in 1943 with 26 campuses across Mexico. Change Leaders in its Guadalajara campus took a strategic approach to building its Change Team.

As an Ashoka U designated Changemaker Campus going through a process of reflection and renewal in 2016, the Change Leaders at Tec de Monterrey, Campus Guadalajara, identified challenges and opportunities and outlined a changemaking strategic plan for its next phase. The team analyzed the various stakeholder groups and entities across the campus, including the high school and college, the business school, other faculties, human resources, recruitment, housing, and student life. They sought to identify people playing an important role within the social entrepreneurship ecosystem on campus that could be potential Change Team members.

Afterwards, the Change Leadership Group engaged the prospective team members to confirm them or nominate someone else best equipped to support the changemaking strategic plan. The Change Leaders also extended invitations for prospective team members to attend an informational meeting to learn about the campuses' changemaking work and how they could get involved as Change Team members. The Change Team has an annual planning meeting as well as at least three working sessions each year.

BRIGHAM YOUNG UNIVERSITY

ENGAGING STUDENTS LEADERS AND CHANGE TEAM MEMBERS

If institutions want to truly embody the values of an "everyone a changemaker world", student engagement in leading institutional change must be more than token representation on a Change Team. Instead, students should be empowered and activated co-learners and leaders.

To the extent possible, it is encouraged that institutions offer paid positions for student leaders to advance social innovation and changemaking. This supports equity and inclusion by removing a barrier to participation for students who do not have the opportunity to volunteer given the need for paid work.

For example, the Ballard Center for Social Impact at Brigham Young University in the United States—a private research university located in Utah with an undergraduate student population of 30,000—employs 90 students to lead initiatives and be ambassadors of social innovation. Responsibilities range from marketing and communications, events management, peer mentoring and coaching, and advancing projects across the university in collaboration with faculty and staff. The model of student engagement, employment, and leadership in social innovation is a powerful mechanism to spread changemaking on campus while also investing in the long-term development of student leaders. And through systematic orientation, team meetings, and accountability structures, they also gain significant coaching and professional work experience. It is an incredible opportunity for students who are passionate about social innovation yet face many competing demands for their time to be able to focus on changemaking as a key part of their job.

COORDINATE AND INSTITUTIONALIZE CHANGEMAKING

Over the past decade of working with colleges and universities across the world, we have observed a common pattern of growth in changemaking regardless of institutional size or context. An initial surge of commitment to changemaking often sparks mobilization of interest, time, and resources to prioritize changemaking. As efforts and opportunities proliferate across the ecosystem, there is increased need for coordination and communication to ensure long term institutionalization.

STRATEGIC BENEFITS
Why is it important?

- Aligns changemaking efforts.
- Identifies gaps, duplications, and synergies.
- Fosters accountability.
- Ensures sustainability.

TIMING
When might it be useful?

- When changemaking has grown and needs intentional coordination.
- When existing Change Team structures wane or outgrow their original design.

READERS
Who might use it and how?

SENIOR LEADERS

- Evolve structures to further embed changemaking.

CHANGE LEADERS

- Influence leaders to increase coordination and coherence.
- Co-design a structure that plays to your institution's strengths.

STUDENT LEADERS

- Report to Change Team where there is/not coordination or coherence in changemaking.

CHANGEMAKER EDUCATORS

- Similar to those for Student Leader.

KEY CONCEPTS AND CONSIDERATIONS

Coordinating changemaking efforts and embedding them into the institution's systems and practices ensures that changemaking remains a long-term priority for the institution. In doing so, it is important to consider how the institution's ecosystem is evolving and to evolve coordinating structure accordingly. Similarly, it is important to consider in what ways the institution's structures and culture are centralized or decentralized and to leverage these key assets for institutionalizing changemaking.

COORDINATING STRUCTURES

An effective, institution-wide coordinating structure can: provide coherence of changemaking strategy and messaging; maintain an inventory of changemaker offerings across campus; support alignment of those offerings and elimination of gaps or duplication; and coordinate timing and sequencing of events, campaigns, and programming.

Just as there is no single right way to create or grow a Change Team over time, there is also not an easy answer for determining if/what a coordinating structure will need to look like in one's institution. In some cases, the Change Team itself may have diverse enough representation and strong enough accountability to serve as a coordinating structure. However, in cases where it is less representative, empowered, supported, and/or accountable, it may be necessary to create a more formal and ongoing coordinating structure.

Table 21 provides a few types of coordinating structures, which may occur independently of each other or in combination.

TABLE 21. TYPES OF COORDINATING STRUCTURES

TYPE OF COORDINATING STRUCTURE	DESCRIPTION
CHANGE TEAM	Change Team is empowered, supported, and accountable to a senior level role or body for ongoing coordination.
STANDING LEADERSHIP GROUP	Council of Deans, President's Cabinet, or other Executive Leadership team is responsible for monitoring coherence and coordination of changemaking and holds their respective departments and staff accountable for ongoing collaboration to execute.
INSTITUTIONAL OR STRATEGIC PROJECTS OFFICE	University-wide office such as the Office of the President, Office of Academic Innovation, or Strategic Planning Office not only sets the vision for the changemaking strategy, but also coordinates its alignment.
APPOINTED STEERING COMMITTEE OR COUNCIL	President-appointed or other formal council or committee is established with institution-wide representation and held accountable for ongoing coordination.
SCHOOL-SPONSORED	School or college (e.g., Business School) serves as central coordinating unit to promote and coordinate social innovation and changemaking.
STAND-ALONE, PHYSICAL CENTER	Stand-alone, physical office or center is established to define changemaking vision, coordinate efforts across the institution, and run programs.
VIRTUAL CENTER	Stand-alone, "virtual" center serves as an online "place and process" for coordinating social innovation activities and may include a repository of best practices, events around campus, resources, etc.

INSTITUTIONALIZING CHANGEMAKING

In addition to establishing a coordinating structure, there are other steps to fully institutionalize changemaking, including:

- Aligning institutional vision, values, and strategic plan with changemaking (refer to Strategy 2).
- Securing endowed or long-term funding for social innovation and changemaking, ensuring that resources will be available to make it a consistent focus.
- Embedding into the educational model, academic plan, graduate attributes/outcomes, and general education requirements.

- Incorporating changemaking ethos into institutional policies and practices, e.g.:
    — Personnel: recruiting, hiring, performance management and promotion, learning and professional development.
    — Student Recruitment: admissions and marketing.
    — Student Affairs: campus life (residential affairs, student clubs, sports, and recreation), academic advising, career counseling, physical and mental wellbeing.
    — Operations: budgeting, procurement, asset management, information and systems management.
    — Institutional Development: alumni engagement and fundraising.

CENTRALIZATION VERSUS DECENTRALIZATION

As you are determining coordinating structures and mechanisms for institutionalizing changemaking, it is useful to consider the overall organizational structure and culture. A classic organizational tension in any sector, let alone higher education, is the degree to which efforts can or should be centralized versus decentralized. This requires a deep understanding of one's organizational structure and culture (refer to Strategy 1) as well as the advantages and disadvantages of centralization versus decentralization.

Table 22 identifies potential assets and strategies as you consider how to coordinate and institutionalize changemaking in centralized and decentralized contexts.

TABLE 22. POTENTIAL ASSETS AND STRATEGIES FOR CENTRALIZED AND DECENTRALIZED CONTEXTS

FOR CENTRALIZED CONTEXTS	
LEVERAGE POINT	**STRATEGIC OPPORTUNITIES**
• Centralized authority, such as president or vice chancellor (VC).	• Create a President's/VC's Challenge or Award to solicit, incentivize, and support innovative ideas for further embedding social innovation and changemaking into educational pathways and organizational culture.
• Strong strategic planning function.	• Ensure broad representation in the planning process and allow adequate time for stakeholder engagement. • Leverage town halls, World Cafés, and hackathons to foster innovative ideas from across the institution
• Strong Change Team or Coordinating structure.	• Create clear sensemaking and feedback loops (e.g., set and monitor metrics, create channels for suggestions, offer incentives to engage stakeholders in improvement efforts). • Create an optional "changemaking ambassadors" position to engage interested individuals across the institution and equip them to advocate about changemaking, mentor others, and/or initiate and lead a project. • Create quarterly innovation labs open to any stakeholder to provide input into changemaking strategy or to generate innovative ideas or programs.
FOR DECENTRALIZED CONTEXTS	
LEVERAGE POINT	**STRATEGIC OPPORTUNITIES**
• Regular meeting of leaders (e.g., Deans Council, President's Cabinet).	• Have senior executive leaders take ownership to further embed in their schools or departments.
• Multiple, dispersed centers or institutes that are promoting social impact from different disciplinary perspectives (e.g., School of Social Work, Center on Social Justice, Business School, Community Engagement Office, etc.).	• Encourage centers to host open nights once a quarter on a rotating basis to showcase their work. • Create "staff learning and exchange" opportunities for center staff to shadow a colleague in a sister center for a day. • Build on the growing trust to pilot collaborative efforts.
• Faculty teaching and research efforts that promote social impact (whether they use that language or promote it explicitly or not).	• Showcase their work through various communications mechanisms, e.g.: articles, poster sessions, "lunch and learn", etc. • Create a platform or other accessible channels and templates to enable individuals to submit profiles, cases, stories, or resources that could inspire others. • Build a network map to demonstrate how various teaching and research streams or faculty and staff relate to each other.

⊕ ACTION STEPS

While coordinating and institutionalizing changemaking is ongoing work, below are a few potential steps that can help, whether your institution's changemaking portfolio is just beginning to grow or is evolving and needing to deepen. (Admittedly, institutionalizing—or embedding changemaking into the very DNA of the institution—is a hefty task and worthy of a book of its own. While space is limited here, we highlight key steps towards it, including the need to partner with stakeholders across the institution to adapt institutional structures and practices.)

→ **ASSESS THE FIT OF YOUR CHANGE TEAM FOR COORDINATING STRUCTURE**

Evaluate the function and fit of the Change Team to serve as a coordinating structure as efforts grow. Consider, for example if it is sufficiently representative, empowered, accountable, and resourced to coordinate the growing portfolio of activities. If not, consider what it would take to evolve the team or create a new structure.

→ **ESTABLISH STRATEGIC PLANNING AND ASSESSMENT RHYTHMS**

Determine how and when the changemaking strategies and approaches will be evaluated, updated, and improved over time. Establish regular rhythms for monitoring feedback, evaluating impact, and reflecting on progress and aspirations.

→ **CREATE PLANNING AND INTEGRATION MECHANISMS**

Identify key milestones and events that require coordination and collaboration for the semester/term and academic year. Create visual diagrams, dashboards, and heat maps to keep the team focused on the most important events, progress, and/or metrics. Consider creating an integrated project plan, shared calendars, and/or physical "game room" with posters highlighting student changemaker pathways and program linkages.

→ **MAINTAIN AND COMMUNICATE INVENTORY OF CHANGEMAKING OFFERINGS**

Conduct an analysis of the assets and offerings (e.g., academic offerings such as classes and degrees as well as co-curricular offerings such as a lecture series, changemaker festivals, internships, boot camps, etc.). Analyze what level of development they support (e.g., basic, intermediate, advanced) and how they relate to each other. Look to eliminate duplication, fill gaps, and leverage synergies. Communicate these across the institution to support students in learning how to: get engaged, reflect on their experiences, identify what a "best next step"

might be, and how to navigate and chart their own changemaker learning journey (refer to Strategy 15 for more details on creating inventories and learning journeys).

PARTNER TO EMBED CHANGEMAKING INTO INSTITUTIONAL STRUCTURES

Build relationships with key functional partners (e.g., personnel, student affairs, operations) and senior leaders to embed in institutional structures, policies, processes, programs, and events. Look for windows of opportunity such as the development of new departmental strategies. Join committees to influence and shape cross-institutional policies and plans.

TIPS

DON'T OVERTHINK IT

Deciding where and how a function or focal area will be embedded into the institution is a key strategic question; but, do not allow that to hold you back from getting started. Find the most accessible and natural way to foster alignment and coordination and continue to evolve the structure as needed over time.

ITERATE AS NEEDED

Build an institutional muscle of assessment and reflection. If a coordinating structure is not working optimally, consider how else the objectives could be achieved and iterate.

FLORIDA INTERNATIONAL UNIVERSITY

EVOLVING CHANGEMAKING COORDINATING STRUCTURES

Florida International University (FIU) is a public research university located in the Greater Miami area serving more than 58,000 students, including 48,000 undergraduates. In 2013, the university began formalizing its work around social innovation and changemaking. Since then, the Change Team has continued to evolve to adapt to changing needs and contexts.

The initiative began in 2015 with two groups—a Steering Committee and a Change Team. The Steering Committee comprised six individuals including community partners, staff, and a student to focus on its pursuit of the Ashoka U Changemaker Campus designation. The Change Team comprised 60 individuals focused on building a vision for social innovation at FIU. Among others, the team included social innovation faculty, sustainability and impact researchers, community members, and students. This group created relationships and documented the work that was already happening around campus as a foundation to further amplify and innovate on the existing work across the university.

In 2017, after assessing both the Changemaker Initiative and the university's strategic goals, the Change Team and its leadership decided to move to a smaller, more decentralized network to encourage changemaking in all FIU offices, departments, and schools. This way, FIU was better able to connect existing innovators across the university, while creating a greater sense of ownership and accountability across multiple stakeholders.

In 2019, FIU further institutionalized its changemaking structures. As a champion for changemaking, the Provost engaged leaders to promote awareness, increased fundraising and philanthropic support, and secured greater involvement from both academic and student affairs units. He also restructured the changemaking efforts to include strategic committees and project teams. Currently, there are five strategic committees that collectively include 30 vice presidents, deans, directors, and associate vice presidents. Each committee meets approximately three times a year and focuses on a specific set of goals. A project team with representatives from each committee meets

monthly to share updates on the initiatives that are being implemented to increase awareness and coordination across the committees. In parallel, the university strategic plan includes various social innovation and changemaking goals, which these teams support in part. These structures were deliberately designed to leverage broad senior leadership engagement, while allowing flexibility and self-direction and enhancing coordination. Additionally, the Provost also directed strategic funding to recruit a Director of Social Innovation and Changemaking, creating a permanent position to coordinate and support these campus-wide efforts.

CQUNIVERSITY

COORDINATING SOCIAL INNOVATION AT CQUNIVERSITY

CQUniversity (CQU) is the only Australian university with campuses in every mainland state, resulting in the largest geographical reach of any university in the country. The university has over 20 campuses and study centers and serves around 35,000 students. As an institution with such a broad geographic presence, changemaking needs to be supported through interconnected structures.

A formal channel for changemaking is through the Social Innovation Engagement Committee (SEIC) which brings together internal administrators and faculty alongside external members including municipal, community, and business leaders with expertise and insight into social innovation and changemaking. The SIEC, which includes the Vice Chancellor and President and the Provost, provides advisory support to the Office of Social Innovation and the Deputy Vice-President Global Development, in whose portfolio this work resides. This structure helps to support the alignment of social innovation and changemaking with university goals and stakeholder needs.

The Office of Social Innovation leads social innovation strategy and implementation across the university. Its Change Team is comprised of both faculty and student groups. The Social Innovation Community of Practice meets every two to three months. Comprised of faculty and academic staff from across all schools, the group shares information about curriculum and educational practices and resources. In addition, the office hires students as Change Champions to engage students in changemaking and social innovation and coordinate related student-focused activities in their respective locations.

Through these institutionalized structures, CQU ensures accountability and alignment of social innovation with university strategic and academic goals while fostering buy-in and ownership by students and faculty across disciplines and geographies.

MIAMI DADE COLLEGE

CREATING A MULTI-CAMPUS CHANGE TEAM APPROACH

Miami Dade College (MDC) is a public college that encompasses eight campuses. Serving over 90,000 degree-seeking students a year, MDC is the largest college in the Florida College System and has the highest undergraduate population of any post-secondary institution in the United States. As such a large institution, university leadership needed to be both strategic and systems-minded to effectively institutionalize social innovation and changemaking. Its commitment to intentionally facilitating and resourcing Change Team structures, let alone in such a large institution, is unparalleled.

Changemaking is led by the Director of Changemaking Education and Social Innovation, a designated role focused on coordinating social impact education and activating stakeholders. Reporting to the Vice Provost of Academic Affairs, this role has been positioned to allow for deep and meaningful engagement across academic units. In addition to this specified role, MDC has made changemaker education a crucial component of the institutional strategy, taking a key place in its five-year strategic plan.

There are Change Teams on each of the eight campuses and a "district", or collegewide team to coordinate the efforts. Each campus team is called an IMPACT committee (Innovation Meets Purpose and Change through Teams), and includes students, staff, faculty, directors, and administrators. One staff and one faculty member co-chair each committee which aims to champion changemaking across its campus community. An annual budget for district level work covers administrative, event, marketing, and other related costs of changemaking, and campuses support additional local changemaking efforts.

By institutionalizing these components and ensuring broad representation across campus stakeholders, the Change Team structure can take localized approaches to changemaking while maintaining a systems-level view of social innovation and changemaking across the institution.

8

MANAGE TRANSITIONS

Across all levels of institutional innovation—Senior Leadership, Change Leadership, and the Change Team—it is critical to plan for and manage onboarding and transitions. Onboarding ensures that team members are aware of and able to effectively contribute to the social innovation and changemaking agenda; conversely, active succession planning and cultivating the next crop of team members ensures there is no loss of "institutional memory" and changemaking momentum.

STRATEGIC BENEFITS
Why is it important?

- Minimizes setbacks.
- Attracts and grows changemaking leadership.
- Infuses new perspectives, assets, and resources.
- Creates structures that reinforce changemaking leadership.

TIMING
When might it be useful?

- When conducting succession planning.
- As part of recruitment, hiring, and onboarding.

READERS
Who might use it and how?

SENIOR LEADERS

- Build "bench strength".
- Use as foundation to engage HR, marketing, and development offices.
- Advocate for including changemaking in selection processes.

CHANGE LEADERS

- Identify and employ levers for sustainability.
- Advocate for senior leader support and institutional commitment.
- Work with team to cultivate successors.

STUDENT LEADERS

- Actively cultivate peers as successors.

CHANGEMAKER EDUCATORS

- Share your changemaker story as a testimonial to support faculty recruitment.

KEY CONCEPTS AND CONSIDERATIONS

For the long-term sustainability of social innovation and changemaking, it is important to ensure continued leadership and support. Senior/executive leadership transitions are times of both opportunity and potential vulnerability. They can serve as a mechanism to bring new energy to the institution and influence the incoming senior leaders' perceptions around social innovation and changemaking and its importance to the institution. Yet, if there are not strong organizational structures and other champions for changemaking, the loss of a strong executive leader can jeopardize the staying power of changemaking.

Similarly, Change Leader transitions can pose a strong vulnerability given they often serve as the drivers of and glue for social innovation and changemaking efforts. Conversely, incoming Change Leaders and Team members can also bring new enthusiasm and expertise at different stages of institutional development.

Table 23 describes several key factors that can support effective leadership and team transitions and help mitigate potential risks.

TABLE 23. FACTORS FOR SUCCESSFUL LEADERSHIP AND TEAM TRANSITIONS

FACTORS	TACTICS
FINANCIAL COMMITMENTS	• Develop long-term funding and sustainability plans. • Invest in long-term strategies, commit resources to support coordination, and incentivize and reward engagement. • Provide financial resources for leadership, staff, and consultant time to support continuity of operations and mitigate the risks of relying on "volunteer" time. • Have a budget for event catering, team retreat facilitation, and professional development which can pay huge dividends in supporting Change Leaders and Teams.
HUMAN RESOURCE STRUCTURES AND PROCESSES	• Embed changemaking values and competencies into job descriptions, onboarding, and performance management processes to create a reinforcing structure and ensure changemaking is not subject to the whim of a single champion.
BRANDING AND MARKETING	• Promote the institution as a Changemaker Institution, so that it will naturally attract new changemaking leaders, faculty, and staff who embody the values, with or without a formal changemaking title.
KNOWLEDGE	• Capture the institutional narrative, key milestones, learnings, strengths, and opportunities for growth. • Use this as foundation for marketing, onboarding, and training at all levels.

ACTION STEPS

The following are some steps that Senior Leaders and Change Leaders/Team members can take, respectively, to plan for and support transitions.

ACTION STEP	SENIOR LEADERS	CHANGE LEADERS/CHANGE TEAM
SHARE LEADERSHIP ACROSS A VARIETY OF ROLES.	Cultivate collaborative and shared leadership. Ensure that changemaking is embraced and enacted broadly by the board and senior leaders and measured in key performance indicators so that it outlives a single leader's legacy.	Cultivate collaborative and shared leadership amongst the Change Leader group and Change Team. Consider, for example, having: a lead and a support role for each initiative; staff and faculty partners on core programs; more than one person engaged from each department or school; etc.
DEVELOP ROBUST SUCCESSION PLANS.	Plan for board and presidential succession and transition. Hold mid to senior-level leaders accountable for cultivating their teams and grooming them as adaptive, systems leaders and champions of changemaking. Ensure they create leadership succession plans.	For Change Leader or Team positions that rotate, consider the length and schedule of terms to ensure both experienced and new members at any one time. Create a culture of ongoing professional development.
EMBED CHANGEMAKING INTO JOB DESCRIPTIONS.	Work with human resources to embed changemaking skills and mindsets into job descriptions to both signal and recruit changemakers and innovative systems thinkers.	Build into role descriptions the need for building "bench strength", succession plans, and coaching of others to step into leadership positions.
DEVELOP SEARCH AND SELECTION COMMITTEES THAT UNDERSTAND AND SUPPORT CHANGEMAKING.	Engage key champions of changemaking and social innovation on search committees, who both model and attract the values, competencies, and behaviors required. Ensure that selection committees for senior executive positions include key advocates of changemaking who will consider changemaking ability as part of selection.	Identify the next phase of strategic outcomes. Determine what relationships, support and coordination will be required and as well as which parts of the institution need to be more actively engaged. Specifically target key stakeholders or functional areas of the institution to join the Change Team.
SET NEW HIRES UP FOR SUCCESS THROUGH ROBUST ONBOARDING PROCESSES.	Create intentional onboarding plans that not only orient new leaders to the mission, strategy, and requirements of the position but also help them envision their role in creating a culture of changemaking. For example, consider embedding this as a key element in their "first 100-days action" plan as a new senior leader.	Create intentional onboarding plans for new Change Leaders and Change Team members to help them understand the changemaking vision and strategy, their roles and responsibilities, and ways the team functions. Provide overviews of key programs, project plans, and coordinating mechanisms. Invite their reflection and ideas for innovation as they bring valued experience from other cross-functional teams.

TIPS

DRAW CHANGEMAKERS IN

Promote your institution as a Changemaker Institution, so that it will naturally attract new changemaking leaders, faculty, and staff who embody the values with or without a formal changemaking title.

EMBED CHANGEMAKING INTO CULTURE AND OPERATIONS

Ensure social innovation and changemaking are embedded into institutional culture and operations so that it is not subject to the whim of a senior leader or champion and efforts do not destabilize with leadership transitions. Doing so will create a self-reinforcing mechanism for changemaking.

FUND IT

Develop long-term funding and sustainability plans, invest in long-term strategies, commit resources to support coordination, and incentivize and reward engagement. Having financial resources for leadership, staff, and consulting time will support continuity of operations and mitigate the risks of assuming "volunteer" time.

BRIGHAM YOUNG UNIVERSITY

STUDENT-CENTERED DESIGN TEAM

Brigham Young University (BYU) is a private research university located in Utah in the United States. It has an undergraduate student population of around 30,000 and seeks to help students not only cultivate intellect, but also faith, character, and service. As part of the process of building capacity for social innovation, BYU has created team structures that engage a diverse group of administrators, faculty, and staff while also engaging and employing student leaders.

The BYU Change Team is composed of two different groups—a Director's Team and a Student Staff Team. The Director's Team meets weekly and is composed of faculty from the Marriott School of Business and full-time and part-time non-student administrators and staff from the Ballard Center for Social Impact. The 90-person Student Staff Team (the 'Brain Trust') meets twice a month with the Director's Team and is student-directed and student-led. The students in this group are part-time staff and lead all the programs for the Ballard Center, playing a critical role in catalyzing social innovation on BYU's campus. Through the Staff Team, BYU has created a model of student engagement that compensates student leadership, incentivizes long-term involvement, and empowers students to have ownership over the social innovation advancement across the campus.

Given natural student turnover, BYU has placed important emphasis on implementing tools to help secure institutional knowledge. To support event planning and programming, students have access to templates to help them build project management and accountability competencies. In addition, the Staff Team has a systematic onboarding process to ensure that all student staff members are aware of the standards and brand principles for the organization. The Staff Team has proven to be a critical driver for student leadership development, peer activation, and professional preparation.

V. CHANGEMAKER EDUCATION

"If we want our students to acquire the qualities of effective leaders, then we have to model these same qualities, not only in our individual professional conduct, but also in our curriculum, our pedagogy, our institutional policies, and our preferred modes of governance." (Astin & Astin, 2000, p. 4)

INTRODUCTION

Right now, on campuses around the world, future leaders are sitting in classrooms. They are leading co-curricular programming, attending seminars on campus, and working in their communities. What they are experiencing will profoundly shape how they perceive, move through, and interact with the world for the duration of their lives. And more than that, what students are learning now will shape the future for all of us.

Educators play an important role in designing and facilitating educational experiences that equip students to be changemakers and prepare them to lead in an increasingly complex and uncertain world.

A changemaker is "anyone who takes action to address a problem, activates others, and works towards solutions for the good of all" (Duplechain & Lax, 2019, p. 9). A changemaker education is an education that helps students build their identities and capacities as collaborative agents for change. A changemaker education helps students:

- Develop personal awareness, community understanding, and ability to collaborate (Duplechain & Lax, 2019).
- Develop their abilities for catalyzing social change including methodologies such as civic engagement, social innovation, social justice, and philanthropy (Kim & Krampetz, 2016).
- Practice changemaking as they take action and activate others around a societal challenge (Duplechain & Lax, 2019).

A full overview of the changemaker mindsets, knowledge, and skills is available in the Changemaker Qualities Framework (Table 2) in the Getting Oriented: Key Concepts chapter.

At its core, changemaker education sparks a sense of agency in students. It gives students real-life opportunities to understand problems and practice co-creating positive social and environmental change. It develops the mindsets, knowledge, and skills students need to:

- Understand themselves;
- Understand social and environmental problems; and
- Creatively identify solutions and collaboratively facilitate thoughtful and effective change for the good of all.

While changemaker education can be a module within a single course, structured academic pathways will provide meaningful scaffolds to further develop and hone skills. Ideally, a changemaker education will empower students to create and navigate personalized learning journeys (including curricular, co-curricular, and life experiences). It is also best supported by institutional culture and operations that model changemaking.

This section addresses the key building blocks of changemaker education, including: cultivating Changemaker Educator mindsets, learning outcomes, and pedagogies as well as the development of curricular and co-curricular experiences, academic course sequences, and student learning journeys.

STRATEGIC BENEFITS

Changemaker education can help students, institutions of higher education, and their communities in many ways. It prepares students to be adaptive and resilient in the face of unprecedented challenges and opportunities and equips them to be key contributors in a changing society. Changemaking education increases students' workforce readiness given the alignment of changemaker qualities with the 21st century skills employers demand. It also equips students as lifelong learners who are reflective, growth-oriented, and innovative and can pivot professionally throughout their lives in the face of changing sectors, careers, and jobs. Designed to be experiential, integrative, solutions-focused, and community-engaged, changemaker education fosters mutually beneficial partnerships with the community. Through collaborative engagements, students, faculty researchers, and community members investigate relevant problems and co-create knowledge and solutions that create meaningful insights and impact.

Institutions that develop and market changemaker education can attract students and faculty in a competitive educational market. It also helps position the college or university as an "anchor institution", dedicated to co-creating positive impact in and with community. This provides strong evidence for accreditation and ranking criteria that is increasingly focused on innovation and impact and can raise the institution's profile and reputation, which further fuels student applications, faculty recruitment, and funding.

CHAPTER STRUCTURE

As Table 24 indicates, this chapter starts with a discussion of key concepts and considerations for changemaker education. The rest of the chapter is structured into three sections and seven specific strategies for changemaker education.

Changemaker education, by definition, should be co-created, adaptive, and iterative. Thus, the following strategies can be employed at different points in time by a variety of stakeholders. Educators may turn to these strategies as part of their own personal development, when (re)designing a single course, designing a pathway, or coaching students in their learning journeys. Student leaders serve as important co-designers and peer mentors of changemaker education. They may use these strategies to cultivate their own Changemaker Educator mindsets, knowledge, and skills and as a guide as they collaborate with faculty and leaders in designing educational experiences and pathways. Administrative leaders may use them to better understand how to equip faculty, staff, and student leaders as Changemaker Educators and support the development of changemaker pathways.

TABLE 24. OVERVIEW OF CHANGEMAKER EDUCATION STRATEGIES

FOUNDATIONS OF CHANGEMAKER EDUCATION	This section addresses the foundational concepts of changemaker education, briefly introducing approaches for fostering social change and creating responsible changemaker education, qualities for changemakers, and roles for changemaking educators.	Key Concepts and Considerations
EDUCATIONAL DESIGN FOUNDATIONS	To launch impactful changemaker programs or courses for students, educators must first understand their own experience as changemakers, what has been critical for their own success, and how they will model changemaking for their students. Equally critical is the development of learning outcomes to build educational experiences that cultivate students as changemakers.	Strategy 9: Cultivate Changemaker Educator Mindsets, Knowledge, and Skills Strategy 10: Develop Changemaker Learning Outcomes
EDUCATIONAL EXPERIENCES	Educational experiences, including what is taught (content), how learning experiences are designed and implemented (the pedagogy), and their context (academic, co-curricular, or beyond the institution) will shape how students grow as changemakers.	Strategy 11. Utilize Pedagogies for Changemaking Strategy 12: Build Social Innovation Courses Strategy 13. Build Social Innovation Course Sequences Strategy 14: Create Co-Curricular Changemaking Programs
EDUCATIONAL NAVIGATION	As educators develop and the institution offers changemaking courses, course sequences, and co-curricular experiences, it becomes increasingly important to support students in navigating the variety of offerings across the college or university. By fostering compelling student learning journeys, institutions can better support students in charting and navigating their own development as changemakers.	Strategy 15: Foster Student Learning Journeys

FOUNDATIONS OF CHANGEMAKER EDUCATION

KEY CONCEPTS AND CONSIDERATIONS

Before detailing each of the strategies, it is important to address some foundational concepts of changemaker education. This section briefly introduces approaches for developing social change and creating responsible changemaker education, qualities for changemakers, and roles for changemaking educators.

CHANGEMAKER APPROACHES

Changemaker education includes a broad range of social change methodologies, educational approaches, and learning experiences to support student growth toward changemaker qualities. As discussed in "The Rise of the Sophisticated Changemaker" (Kim & Krampetz, 2016), there are many ways changemakers can foster change including civic engagement, community engagement, service learning, social innovation, social entrepreneurship, and philanthropy.

In equipping students as changemakers it is important to expose students to a variety of approaches and help them understand the type of impact each can make and the ways in which they work together. The Iowa and Minnesota Campus Compact's Social Change Wheel 2.0 Toolkit offers a range of social change approaches and campus strategies all centered around "anti-racism, equity, and cocreation" (Iowa & Minnesota Campus Compact, 2020, para. 5).

While we believe it is important that Changemaker Institutions offer students the opportunities to affect change at all levels of impact, Ashoka U believes that social innovation education is especially powerful for equipping changemakers to affect systems-level change. Figure 3 illustrates how a sampling of these change approaches relate to each other and can work in complementary fashion to achieve different types of impact. It is important to note that some social change approaches could manifest in ways that support multiple levels of impact and thus defy a single categorization. This is therefore not intended to be exhaustive or definitive, but rather offered as a conceptual depiction and means of stimulating analysis and discussion about the nature of a given change intervention and how it relates to others and opportunities for impact.

GOAL: POSITIVE SOCIAL CHANGE FOR THE GOOD OF ALL

DIRECT SERVICE   SCALED DIRECT SERVICE   SYSTEMS CHANGE

**Charitable Giving
& Service**
via donations of
time or money

Social Entrepreneurship
via socially reponsible
products, services, or practices

Social Innovation
via opportunity
identification and collaborative
problem-solving

Service Learning
(as Student Participation)
via joint educational and
volunteering experience

Service Learning
(as Institutional Commitments)
via institutional and
community partnerships for
educational and volunteering
experience

Advocacy/Activism
via changes in policies
and power structures/
relationships

*The following are catalyzing elements and may be coupled with other forms of social change
and employed at varioys levels of impact.*

Civic Engagements *(Engagement)*
via multiple methods that contribution to the public good

Engaged Scholarship *(Research)*
via mutually-beneficial partnerships to co-create knowledge, insights, and/or action

Philanthropy *(Resources)*
via funding for various types of efforts to promote positive outcomes

11 For more on levels of impact, refer to Marina Kim's (2015) blog "[Rethinking the Impact Spectrum](#)".

RESPONSIBLE CHANGEMAKER EDUCATION

Regardless of which social change approach is employed, changemaker education needs to be designed responsibly to avoid unintended harm or consequences to the community, students, and the institution. While not a comprehensive review of the literature, Ashoka U's Primer on Responsible Changemaker Education (Lax, 2019), offers an introduction to responsible changemaker education and identifies three approaches as summarized below:

1) **START WITH SELF-AWARENESS**

   As Lax writes, "A deep understanding of one's own experiences and intentions, strengths and limitations, biases and impact are critical to be an effective changemaker" (p. 1). Changemaker Educators draw on this to make conscious and informed decisions on the language, resources, pedagogies, and engagement approaches they employ to avoid perpetuating the very problems they hope to tackle. Educators must specifically consider their own implicit biases and how they could negatively impact their interactions with students or the community. This serves as an important foundation for communicating and designing inclusive experiences, for example by ensuring access, accommodating disabilities, and engaging diverse speakers. (Refer to the Primer for additional resources on self-awareness as a learning outcome, implicit bias, and inclusive pedagogy.)

2) **VALUE LIVED EXPERIENCE**

   Changemaker Educators must appreciate different ways of knowing and design educational experiences that value, engage, and empower those with lived experience. This is a critical step in building mutually beneficial partnerships with community members and fostering collaborative problem-solving approaches led by those with lived experience. This overcomes the pitfalls of students rushing to solve problems they do not understand and biasing changemaking process and solutions. (This section and the Primer draw on Sandhu (2016), "Building Opportunities for Inclusive Leadership". Refer to the Primer for resources on equity-centered community work and design thinking for empowering those with lived experience.)

3) EXPAND THE FOCUS TO SYSTEMS AND COLLABORATION

Other pitfalls to avoid include celebrating individual founders or social change leaders as heroes, rushing to solutions, addressing symptoms instead of causes, and failing to build on existing work (Papi-Thornton, 2016a, Papi-Thornton, 2016b). Responsible changemaking educational experiences promote a systems thinking perspective, encouraging students to explore how a problem relates to various systems, identify root causes, and engage a variety of actors (especially those with lived experience) in collaborative problem solving while building on existing work. Similarly, as educators design changemaking experiences, it is important to acknowledge, connect to, and complement other social change approaches and changemaking opportunities across the institution. Applying systems thinking enables both educators and students alike to identify leverage points and consider potential unintended consequences. (Refer to the Primer for this and other resources on systems thinking and change.)

CHANGEMAKER QUALITIES

Now that we have introduced a variety of ways to foster social change and identified a few approaches to designing responsible changemaker education, we can focus on the key qualities that changemaker education seeks to foster.

Based on our experience and research conducted in 2018, Ashoka U developed the Changemaker Qualities Framework to indicate the mindsets, knowledge, and skills critical for any changemaker. (Refer to Table 2 in the Getting Oriented: Key Concepts Chapter.) As originally published in *Preparing Students for a Rapidly Changing World: Learning Outcomes for Social Innovation, Social Entrepreneurship, and Changemaker Education*, this framework was the result of reflection on Ashoka U's own experience in changemaker education and insights drawn from more than 200 partners, including Ashoka Fellows, Ashoka team members, and our Ashoka U network of Changemaker Educators and innovators. Thirty people, including social entrepreneurs, Changemaker Educators, students, and Ashoka team members, reviewed the framework and contributed feedback.

Our research showed that the language around changemaker qualities varies across institutions. We sourced 29 learning outcomes frameworks at colleges and universities across 10 countries to understand how institutions were interpreting changemaker education to meet the needs of their unique student body. Table 25 indicates the most-commonly cited changemaker qualities and provides examples of language that educators used to describe these outcomes.

TABLE 25. MOST-COMMONLY CITED CHANGEMAKER QUALITIES AND SAMPLE LANGUAGE

QUALITIES	EXAMPLES OF LANGUAGE BEING USED BY EDUCATORS		
RELATIONSHIP-BUILDING SKILLS	Effective social interaction and community/network building	Meaningful dialogue	Collaboration and alliance building
PURPOSE ALIGNED WITH SOCIAL VALUES	Taking responsibility for creating a healthier system	Clarity of purpose	Civic-mindedness
REFLECTION AND SELF-AWARENESS	Reflection and introspection	Learning from past mistakes	Self-care
TEAM-BUILDING SKILLS	Cultivating healthy teams	Collaboration and teamwork	Team-building

Note: Changemaker Qualities. Reprinted from *Preparing Students for a Rapidly Changing World: Learning Outcomes for Social Innovation, Social Entrepreneurship, and Changemaker Education* (p. 42), by H. Duplechain & J. Lax, 2019, Ashoka U. Copyright 2019 by Ashoka U. Licensed under CC BY-NC-SA 4.0, https://creativecommons.org/licenses/by-nc-sa/4.0/.

Thus, it is important to note that Ashoka U's Changemaker Qualities Framework is not meant to be prescriptive. Ashoka U offers this framework to illustrate our perspective on the qualities we see as core as a starting point for educators. Changemaker learning outcomes should be tailored to the institutional context, mission, student body, community, strengths, and opportunities. Strategy 10 discusses the importance of and principles for developing learning outcomes based on changemaker qualities.

CHANGEMAKER EDUCATOR ROLES

Finally, there are several roles for fostering changemaker education. These are introduced in Table 26.

TABLE 26. CHANGEMAKER EDUCATOR ROLES FOR LEADING CHANGE

POSITION	CHANGEMAKER EDUCATOR ROLES
DEAN	• Collaborate with other university administrators to create cross-disciplinary social innovation strategy. • Provide institutional support. • Celebrate and reward work related to social impact.
PROGRAM CHAIR	• Identify interconnections between disciplines and social innovation. • Bridge collaborations between course instructors. • Demonstrate the benefits of embedding social innovation into the curriculum. • Encourage stakeholders to engage in social innovation work streams.
INSTRUCTIONAL DESIGNER	• Create an accessible educational experience. • Provide multiple means of engagement and assessment. • Support student challenges related to course access.
INSTRUCTOR	• Consider learning outcomes for students. • Scaffold learning to promote social innovation competencies. • Encourage positive transfer from previous experiences. • Offer content-expertise to encourage and foster student changemaking journeys. • Conduct formative assessments and share insights with relevant stakeholders to encourage continuous learning and improvement. • Cultivate a culture and ethos of social innovation within the course.

CULTIVATE CHANGEMAKER EDUCATOR MINDSETS, KNOWLEDGE, AND SKILLS

To prepare all students as changemakers with 21st century skills, higher education must be reimagined as changemaker education. This will require educators to cultivate the knowledge, mindsets, and skills of changemakers themselves to develop innovative and inclusive changemaker education.

STRATEGIC BENEFITS
Why is it important?

- Solidifies purpose and builds confidence.
- Encourages educators in their development.
- Provides an example for colleagues and for students.
- Fosters educational innovation.

TIMING
When might it be useful?

- In creating job descriptions and new employee orientations.
- To support Teaching and Learning workshops.
- For coaching and performance evaluation.

READERS
Who might use it and how?

CHANGEMAKER EDUCATORS

- Build a development plan.
- Identify and advocate for institutional resources.
- Ask others to hold you accountable.
- Invite others to be Changemaker Educators.

STUDENT LEADERS

- Validate educators when you see these values in action.
- Use to develop your own educator skills (as relevant).

CHANGE LEADERS

- Identify, coach, and celebrate Changemaker Educators.
- Support Changemaker Educators to build a community of practice.

SENIOR LEADERS

- Recognize and reward Changemaker Educators.
- Allocate institutional resources to support growth and development.
- Incorporate in HR processes.

KEY CONCEPTS AND CONSIDERATIONS

Changemaker Educators must first and foremost embody and model the mindsets, knowledge, and skills of changemakers, pursuing positive change in their own classrooms, institutions, and communities (refer to Table 2 in the Getting Oriented: Key Concepts chapter for more on changemaker mindsets and skills). Table 27 includes the additional qualities specific to Changemaker Educators based on Ashoka U's experiences over the last decade.

"A leader, in other words, can be anyone – regardless of formal position – who serves as an effective social change agent. In this sense, every faculty and staff member, not to mention every student, is a potential leader." (Astin & Astin, 2000, p. 2)

TABLE 27. CHANGEMAKER EDUCATOR QUALITIES

MINDSETS	KNOWLEDGE	SKILLS
IDENTIFY AS A CHANGEMAKER EDUCATOR Changemaker Educators believe deeply that positive change is possible for and through education and that every faculty and staff member, student, and community member is a critical contributor toward that change. They are reflexive, model changemaking themselves, and seek to create space for others to take action and lead change.	**21ST CENTURY CHALLENGES AND THE CHANGEMAKING LANDSCAPE** Changemaker Educators understand the local and global realities their students will face, as well as the knowledge and skills that are relevant to preparing students for these realities. **CHANGEMAKING, SOCIAL INNOVATION, AND SOCIAL ENTREPRENEURSHIP** Changemaker Educators understand the theory of social entrepreneurship, social innovation, and changemaking, and how theory manifests in practice. **DISCIPLINARY KNOWLEDGE** Changemaker Educators have a deep understanding of their discipline and how to draw on disciplinary knowledge to inform changemaker efforts. They know how to analyze complex problems and draw from different disciplines to address them.	**EDUCATIONAL DESIGN** Changemaker Educators are able to reimagine pedagogy, curricula, programming, and pathways to prepare students for changemaking. They design learning experiences that help students recognize their agency, equip them to utilize this agency, and allow space to ethically practice changemaking. **CHANGEMAKING FACILITATION** Changemaker Educators integrate theory with practice and facilitate the learning experience to cultivate student agency, exploration, and leadership, challenging the educational status quo. **PARTNERSHIP CULTIVATION** Changemaker Educators engage across the institution and the community, build relationships, and collaboratively create partnerships that support student learning and institutional and community impact.

Living these qualities in practice will look different for different educators. While these are further described in Appendix F, a few examples include:

- Developing graduate outcomes.
- Co-creating and co-facilitating classes with students.
- Addressing pressing campus or societal issues in courses.
- Creating an equitable and inclusive classroom through multi-cultural practices.
- Redistributing power in partnerships by engaging community representatives and those with lived experiences as professors and guest lecturers.

For aspiring Changemaker Educators, some of these qualities will come naturally. Others may need more time and effort to be cultivated. Whether changemaking is new or has been a central part of one's life for a long time, there will always be ways to grow as a Changemaker Educator. The Getting Started Today Call-Out Box provides a few ideas for how to get started. Other ways to further hone your Changemaker Educator mindsets, knowledge, and skills are included in Appendix F.

GETTING STARTED TODAY

1. Reflect on your own experiences, strengths, limitations, and biases.
2. Identify your personal "why"—why are you passionate about fostering changemaker education?
3. Access any relevant social innovation or changemaking resources offered by your institution.
4. Become familiar with the UN Sustainable Development Goals and other issues of most relevance to your community and institution.
5. Practice telling your Changemaker Educator story.

SUPPORTING STRUCTURES AND INCENTIVES

Institutional structures and incentives that encourage the development and embodiment of Changemaker Educator mindsets, knowledge, and skills could include, e.g.:

- Embedding changemaking values and skills into job descriptions.
- Offering social innovation and/or changemaking orientations to all faculty, staff, and students (refer to the campus example on CQUniversity in Strategy 14, for example).
- Making more advanced social innovation and changemaking courses available to faculty and staff.
- Creating Changemaker Faculty Fellowships.
- Creating storytelling campaigns and awards to honor Changemaker Educators.

CREATING RESEARCH STRUCTURES FOR CHANGEMAKING

In 2019, Royal Roads University in British Columbia, Canada and Ashoka Canada partnered to create the Ashoka Research Chair in Research Effectiveness. "Recognizing that researchers often struggle to meet impact requirements from funders and to translate their research's effectiveness to broader society, the chair will reconceptualise how research can be more socially engaged, deliberate and effective in contributing to social change" (Royal Roads University, 2019).

Changemaker Educators can encourage their institution to support this work, while also actively creating opportunities for themselves and colleagues even without official institutional structures. This could include creating opportunities for faculty and staff to share best practices, co-design and develop curriculum and co-curriculum, and receive peer feedback.

ACTION STEPS

Educators can cultivate their changemaker mindsets and skills in the following ways:

→ **REFLECT ON YOUR CHANGEMAKER IDENTITY AND JOURNEY**
Review the Changemaker Qualities Framework (Table 2) and reflect on your changemaker identity. Consider what you have learned and how you can support students in their journeys. Imagine how you want your changemaker journey to continue to evolve. Practice sharing your changemaker story.

→ **TAKE CHARGE OF YOUR GROWTH AND DEVELOPMENT**
Reflect on the specific mindsets, knowledge, and skills for Changemaking Educators in Table 27. Assess your strengths and opportunities to grow. Create a development plan leveraging Appendix F. Practicing and Developing Changemaker Education Qualities.

→ **PRACTICE**
Identify something you are interested in, curious about, stuck on, and/or seek to change. Use systems thinking to analyze it. Identify things that are in your sphere of influence and start to take action towards them. Look for small opportunities to begin. Ask that question. Schedule that coffee. Send that email.

LEVERAGE INSTITUTIONAL RESOURCES

Research and tap the resources available at your institution to grow your knowledge and skills and fuel your innovation. Consider how you might leverage: trainings or tools from the Teaching and Learning Resource Center, existing social innovation guest lectures or workshops, grants for teaching innovations, fellowships for social innovation or changemaking, faculty service requirements, service learning course designs, etc.

ESTABLISH A COMMUNITY OF SUPPORT

Invite fellow Changemaker Educators into a community of practice to connect, share, and support one another. Consider reaching across institutional siloes to build connections in other disciplines and departments. Create a system for offering support to one another, including: hosting informal networking events, best practice sharing sessions, book clubs, or a social impact guest lecture series.

TIPS

REMEMBER YOUR "WHY"

Changemaker Educators engage in this work because it matters—for students, communities, and the world. Especially when the work gets tough, draw on reflection tools to come back to the reasons for choosing to engage in this work.

PREPARE FOR RESISTANCE

People are wary of change that they do not understand, so conversations about changemaker education are often initially met with push back. Even when it is difficult, stay open to feedback embedded in that resistance to continue conversations with those who are skeptical.

REMEMBER THAT CHANGE DOES NOT HAPPEN OVERNIGHT

Working to grow as a Changemaker Educator takes time, reflection, and dedicated practice. Building a Changemaker Educator culture across an institution is a long-term process of relationship building, cooperative learning, and collective growth. Things will not change overnight, and that is okay. Review Strategies 1-8 from the Visionary Leadership section to learn more about ways to influence institution-wide change.

COLLEGE OF THE ATLANTIC

ENCOURAGING FACULTY CHANGEMAKERS

At College of the Atlantic (COA), an institution in Bar Harbor, Maine in the United States that has 350 students, 35 faculty, and offers just one major, students design their own courses of study in Human Ecology (an exploration of the relationships between humans and their natural, cultural, and built environments). A COA education is about transforming thought into action and working across multiple disciplines to make a difference in the world.

COA faculty are natural changemakers, supported by an academic and operational environment that encourages problem-solving innovation. The College is fully interdisciplinary and non-departmental; the sciences, arts, and humanities are equal partners in the curriculum, which also provides balance between theory and practice, product and process, and reflection and activism. Courses that teach social innovation and changemaking skills span across resource areas and involve over 40% of the faculty. Faculty regularly create new learning opportunities and team-teach courses from multidisciplinary perspectives; on average about 20% of all courses are new and 10% of all courses are team-taught each year. In COA's collaborative governance model, faculty work alongside students and staff on everything from campus design to academic affairs. All courses include an opportunity for feedback at the midterm and a formal course evaluation at term's end. Students and faculty sit on contract renewal and hiring committees, and the entire community provides feedback on new hires to ensure a commitment to COA's core principles. With no tenure, faculty contract renewals are based on community feedback from students, staff, and fellow faculty. Student feedback and teaching are the main criteria of evaluation and as a result, COA is able to release faculty from disciplinary constraints and the "publish or perish" mindset, ensuring that they are free to be levers of change.

TECNOLÓGICO DE MONTERREY

MOTIVATING AND TRAINING TEACHERS AS CHANGEMAKERS

Tecnológico de Monterrey (Tec) is a private university with 26 campuses across Mexico. Founded in 1943, Tec is known for pedagogical approaches that emphasize both innovation and a humanistic outlook, which are equally core to its approach for faculty development.

The Tec21 Model, a challenge-based learning methodology, is a pedagogical approach that actively involves students in defining challenges and implementing solutions to relevant, real-world problems. Faculty play several key roles (including advisor, evaluator, mentor, challenge designer, and professor) in supporting students through the learning process and in developing competencies. As its website states, faculty engage in teaching practices that set them apart as they "create active learning environments and boosters out of challenges for the [development of] transversal and disciplinary competencies required as an student" and guide students "to transfer that knowledge to real contexts" (Tecnológico de Monterrey, n.d., para. 2). Furthermore, faculty are connected, current in their fields, and committed to multidisciplinary practices.

Since the model requires a lot of faculty, Tec has developed innovative professional development systems to motivate and support them. In the short term (semiannually), faculty grow and develop across three dimensions: Teaching, Intellectual Vitality, and Service and Leadership. In the medium term (multi-semesters), teachers participate in a Teacher Development Program which integrates developmental experiences designed to strengthen the Tec21 characteristics of:

1. Inspiring:
   Be a positive influence, admired and respected by students and colleagues, that motivates students to give their best effort and fulfill their commitments.

2. Up to Date:
   Have knowledge in the specialty and educational area, always at the forefront. Include new content, current methods, and pedagogical techniques in teaching practices.

3. Connected:

   Engage with collaborative networks of organizations and companies to expose students to the development of skills and knowledge in real-world challenges.

4. Innovative:

   Generate pedagogical strategies and resources that facilitate learning and are flexible with the profile of their students.

5. Information Technology:

   Incorporate the use of technology as a tool to improve their teaching and learning process in their teaching work.

In the long term (multi-year), Tec has a Teacher Classification System, which guides faculty development across professors' careers. The Classification System features different paths where teachers can specialize and develop based on their background and interests as a teaching professor, research professor, consulting professor, entrepreneur professor, or clinical professor. In so doing, faculty are not forced to fit a single mold, but rather developed and rewarded in accordance with their unique backgrounds and talents.

TULANE UNIVERSITY

PROFESSORS IN SOCIAL ENTREPRENEURSHIP: FOSTERING INTERDISCIPLINARY AND UNIVERSITY-WIDE FACULTY SUPPORT

Tulane is a private research university in New Orleans, Louisiana that was founded in 1834 and currently enrolls approximately 14,000 students. Tulane University was the first major research institution in the United States to require public service as a graduation requirement for all undergraduate students and has continued to invest heavily in cultivating programming and faculty support for social innovation and social entrepreneurship efforts across campus.

The establishment of 10 endowed Social Entrepreneurship Professorships provides a critical mass of faculty support for university-wide, interdisciplinary endeavors in social innovation and social entrepreneurship. Each Professorship is granted to a faculty member whose areas of research, teaching, creative pursuits, or community activities can be linked to social entrepreneurship, social innovation, and/or changemaking. These professors teach, develop a research or practice agenda, and inform programming and initiatives in social innovation and social entrepreneurship. They represent a range of academic disciplines spanning the natural sciences, humanities, and social sciences. Faculty members are selected for three years terms, with the option to extend for an additional two-year term. The Social Entrepreneurship Professors constitute a dynamic, interdisciplinary faculty team motivated to support and develop social innovation across the entire university.

Each endowed Professorship is funded by individual donors. The faculty are selected through a competitive application process, open to all full-time faculty. The Professorships provide supplementary funding to support research and community engagement focusing on positive social change. The combination of faculty from across the entire university creates a cross-disciplinary core of colleagues who not only benefit from the honor and funding, but also constitute an outreach arm of the Phyllis M. Taylor Center for Social Innovation and Design Thinking, connecting across the multiple schools and disciplines at Tulane University.

10

DEVELOP CHANGEMAKER LEARNING OUTCOMES

Changemaker learning outcomes are those that focus specifically on the mindsets, knowledge, and skills critical for preparing and equipping changemakers. This strategy explores how Changemaker Educators can develop learning outcomes to build educational experiences that cultivate students as changemakers.

STRATEGIC BENEFITS
Why is it important?

- Creates clarity on educational priorities.
- Focuses changemaker education design.
- Creates a standard for measuring student progress.
- Enables students to plan and reflect on their growth.

TIMING
When might it be useful?

- When (re)designing or evaluating courses, programs, and/or institutional learning outcomes.

READERS
Who might use it and how?

CHANGEMAKER EDUCATORS

- Compare changemaking learning outcomes with those of your institution; adapt for your purposes.
- Share with students and allies to inform co-design of courses, programs, and experiences.
- Share with colleagues to inform evaluation for changemaking impact.

STUDENT LEADERS

- Reflect on your course's learning outcomes and consider extent to which changemaking is fostered.
- Co-design new educational experiences with faculty and staff.
- Mentor peers in cultivating changemaker qualities.

CHANGE LEADERS

- Encourage program directors or educators to use.
- Connect allies and inspire co-creative educational design processes.

SENIOR LEADERS

- Guide the development of institution-wide learning outcomes or graduate attributes.
- Ensure academic model and plan support changemaker learning outcomes.

Learning outcomes are statements about intents for student learning. They define and align people around educational priorities, serve as guideposts for educational design, and focus educational delivery and facilitation. Learning outcomes are the benchmark against which student progress over the learning experience can be measured. Such evaluation supports deep insight into whether and how students are learning, what is not working, and how to iterate to further strengthen offerings.

TYPES OF LEARNING OUTCOMES

There are different types of learning outcomes, including: graduate attributes and those for general education, academic programs, or specific educational experiences. These are listed together with their unique benefits in Table 28.

TABLE 28. TYPES OF LEARNING OUTCOMES AND UNIQUE BENEFITS

TYPE	UNIQUE BENEFITS
Graduate Attributes or Institution-wide Learning Outcomes	• Articulates institution's educational mission and aligns educators around that mission. • Supports instructional collaboration.
General Education	• Articulates institutional perspectives on foundational education. • Establishes expectations for how all students will learn and grow over higher education experience. • Guides development of cohesive general education programming.
Academic Program (e.g., majors, minors, concentrations, certificates)	• Articulates critical mindsets, knowledge, and skills within a field or discipline. • Guides development of cohesive and scaffolded academic programming. • Supports coordination across different coursework/learning experiences.
Course	• Articulates educational goals for students in course experience. • Guides development of relevant learning experiences that support intended growth. • Helps students understand and reflect on their own learning journeys.
Co-curricular Experience	• Articulates critical mindsets, knowledge, and skills for students to practice in co-curricular experience. • Guides development of relevant learning experiences and cohesive sequences. • Help students to understand and reflect on their own learning journeys.

USING LEARNING OUTCOMES TO CREATE IMPACT

In Ashoka U's 2018 learning outcomes research, three practices emerged for strategically using learning outcomes to create impact. These are summarized in Table 29.

TABLE 29. USING LEARNING OUTCOMES TO CREATE IMPACT

STRATEGIC USES OF LEARNING OUTCOMES	IMPACTS
To Align Stakeholders	• Convenes stakeholders, strengthens their relationships, draws upon their diverse perspectives, and fosters shared understanding and alignment that supports collaboration.
To Guide Educational Design, Implementation, and Evaluation	• Establishes educational priorities, aligns experiences with outcomes, and creates a foundation for assessing progress and iterating offerings.
To Engage Students in their Learning Experience	• Communicates educator's intentions and creates opportunities to engage students in identifying their personal goals, shaping their experiences, and reflecting on their progress.

Note: Summarized from *Preparing Students for a Rapidly Changing World: Learning Outcomes for Social Innovation, Social Entrepreneurship, and Changemaker Education*, by H. Duplechain & J. Lax, 2019, Ashoka U. Copyright 2019 by Ashoka U. Licensed under CC BY-NC-SA 4.0, https://creativecommons.org/licenses/by-nc-sa/4.0/.

CO-CREATING LEARNING OUTCOMES

Learning outcomes play an integral role in an educational feedback loop that allows for improvement. Suskie (2018) describes this feedback loop consisting of: determining learning outcomes; designing and facilitating learning experiences; evaluating student learning and growth; and using the results to inform iteration and improvement (p 9).

Key inputs can include regulatory requirements or guidelines from a department or ministry of education, institutional mandates, research, and consultation. And while theoretically this can be described as a loop, the process could start at any stage and move iteratively across stages. Regardless of starting point or development process, it is important to foster alignment between outcomes, design, delivery, and evaluation.

Regardless of type of learning outcomes or when or how you develop them, the process must be deeply engaged and co-creative to empower students to help shape their own education. Similarly, depending on the type of learning outcomes, it may be integral to involve community members and/or employers.

ADAPTING CHANGEMAKER LEARNING OUTCOMES

Changemaker learning outcomes focus specifically on the mindsets, knowledge, and skills critical for preparing and equipping changemakers, and they can be used in the same way as outcomes for any other purpose or discipline. The difference is that the content of the learning outcomes focuses on changemaking qualities.

Ashoka U developed the Changemaker Qualities Framework to share our perspectives on the key mindsets, knowledge, and skills for any changemaker. Each quality is accompanied by a learning goal. (Refer to Table 2 in the Getting Oriented: Key Concepts chapter.) Rather than being prescriptive, the Changemaker Qualities Framework is meant to be a starting point for institutional consideration and adaptation. Your institutional mission, students' interests and needs, and community realities are critical factors that will shape your learning outcomes. As the world continues to change, the knowledge, mindsets, and skills important to future changemakers will evolve. So, the development of learning outcomes will be an iterative and ongoing process.

Figure 4 illustrates strategic questions to consider as you develop or adapt changemaker learning outcomes relevant for your unique institutional context.

FIGURE 4. STRATEGIC QUESTIONS FOR DEVELOPING LEARNING OUTCOMES
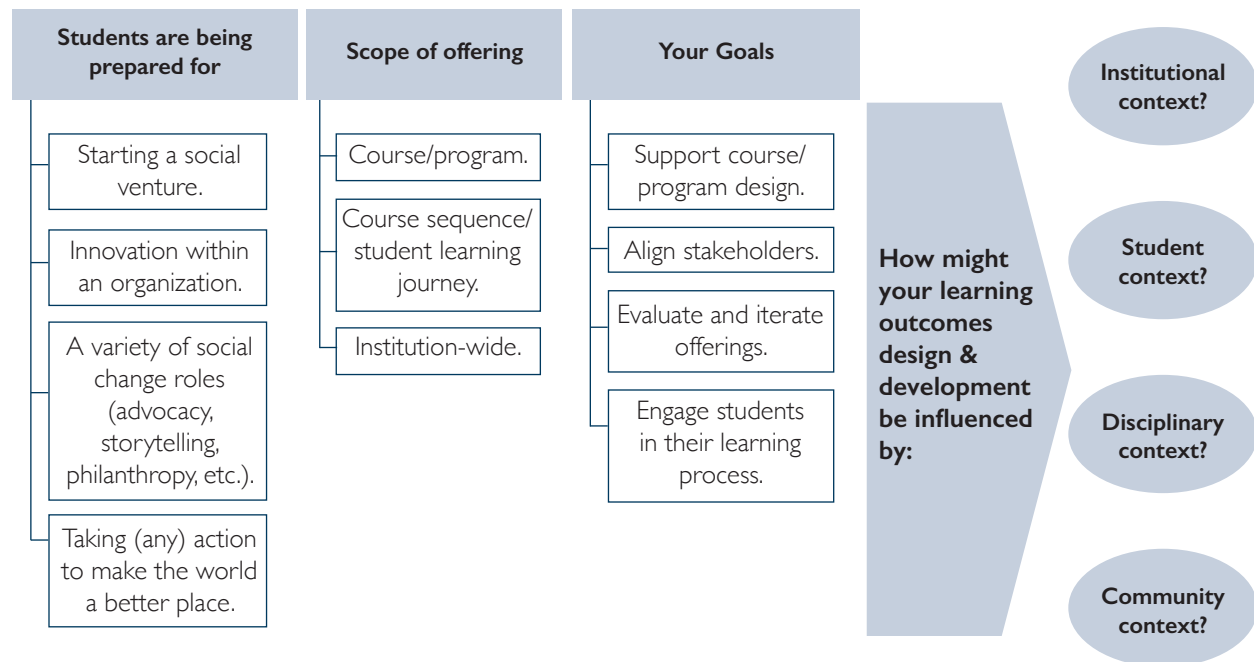
Note: Strategic Questions. Reprinted from *Preparing Students for a Rapidly Changing World: Learning Outcomes for Social Innovation, Social Entrepreneurship, and Changemaker Education* (p. 4), by H. Duplechain & J. Lax, 2019, Ashoka U. Copyright 2019 by Ashoka U. Licensed under CC BY-NC-SA 4.0, https://creativecommons.org/licenses/by-nc-sa/4.0/.

ACTION STEPS

→ **ARTICULATE WHY**

Get clear on the type, purpose, and intended use of learning outcomes. Refer to Table 28 and use the strategic questions in Figure 4 as a starting point. Use the stated purpose and function of the learning outcomes to guide the development process.

→ **CONSIDER INSTITUTIONAL MISSION, CONTEXT, AND CAMPUS-WIDE OUTCOMES**

Consider how new changemaker learning outcomes will relate to existing mission statements and goals. Review existing strategic plan, academic plan, educational model, graduate attributes, and/or other relevant institutional frameworks. Consider if/how they relate to changemaking. Draw connections between language in existing outcomes and your changemaker intentions. Use the learning outcomes development process to help stakeholders see the importance of changemaking to achieving existing outcomes.

→ **ENGAGE STUDENTS AND STAKEHOLDERS**

Bring together social innovation stakeholders, including students, faculty, staff, community members, and social entrepreneurs and intrapreneurs. Ask them to share their changemaking stories and reflect on their own changemaker qualities and learning experiences that have been most important to them. Leverage diverse perspectives to ensure that changemaker learning outcomes prepare students for a broad array of potential experiences.

→ **DRAFT OUTCOMES, COLLECT INPUT, AND ITERATE**

Determine what development approach works best for your context, for example, you might: a) work with a small group to survey the field, create draft outcomes, share for initial feedback, and then convene larger groups to iterate; b) convene stakeholder groups in a series of small group gatherings to facilitate design charrettes (Duplechain & Lax, 2019, p. 60-64); or c) break learning outcomes work into stages to maximize engagement and input, while still managing the feedback integration process.

→ **OFFER INCENTIVES, TRAINING, AND SUPPORT**

Provide faculty and staff with the support they need to reimagine their educational offerings and embed changemaker outcomes as a part of their teaching. If an educator: request time and resources if they are not readily available; consult peers; and refer to the inspiring

campus examples at the end of this strategy and to *Preparing Students for a Rapidly Changing World: Learning Outcomes for Social Innovation, Social Entrepreneurship, and Changemaker Education*. If an administrator: help translate and align institutional frameworks with changemaking learning outcomes; engage your Center for Teaching and Learning to develop timely and relevant training and resources; provide educators ample time to develop and iterate learning outcomes and curriculum; and help bring stakeholders into the conversation.

TIPS

CONSIDER HOW YOUR INSTITUTION'S EQUITY, DIVERSITY, AND INCLUSION GOALS CAN BE SUPPORTED

The processes of aligning stakeholders, building learning outcomes, and engaging students in the design and implementation of learning outcomes and pedagogies should enhance equity, diversity, and inclusion.

STUDENTS CAN BE POWERFUL ALLIES FOR LEARNING OUTCOMES WORK

Their demand for changemaker opportunities is a common catalyst for the creation of learning outcomes and new offerings (Duplechain & Lax, 2019).

DON'T REINVENT THE WHEEL

While it is important that outcomes are adapted to context, it is still possible to draw on what others have accomplished to date. Consider a survey of the field to understand how others have approached changemaker learning outcomes as a starting point for work with your community.

REMEMBER THAT A SINGLE COURSE OR OFFERING CANNOT COVER ALL CHANGEMAKER LEARNING OUTCOMES

Students will develop changemaker learning outcomes over time, through many different educational experiences in their learning journey. Deeply exploring a few outcomes will likely be more impactful than trying to touch on everything (Duplechain & Lax, 2019).

LEVERAGE BACKWARDS ENGINEERING TO YOUR ADVANTAGE

In an ideal world, learning outcomes are designed at the beginning of the design process for any educational offering. In reality, learning outcomes must often be "backwards engineered" based on implicit goals guiding existing offerings. Use this as an opportunity to reflect on what an offering currently accomplishes and what else it might be able to.

NORTHEASTERN UNIVERSITY, WESTERN WASHINGTON UNIVERSITY, AND PORTLAND STATE UNIVERSITY[12]

DEVELOP CHANGEMAKING LEARNING OUTCOMES

Learning outcomes are a critical foundation for developing educational experiences that enable students to develop changemaking competencies. This can be accomplished on several levels, including: establishing specific learning outcomes for a course that allow for student growth, co-creating learning outcomes with students to ensure that the course is personalized and adaptive, or involving multiple stakeholders to create these outcomes.

At Northeastern University, Rebecca Riccio, who serves as the Juffali Family Director of the Social Impact Lab, focuses on three foundational concepts: ways of thinking, ways of being, and ways of doing. This framework informs the design of projects in her lab and the trajectory of her course entitled, "The Nonprofit Sector, Philanthropy, and Social Change." By focusing first on ways of thinking, Riccio engages students in systems thinking to help them become more adept at understanding and navigating complex and dynamic problems. Riccio then introduces ways of being to center values of social and racial justice in students' consciousness and challenge them to grapple with the ethical implications and obligations of engaging in changemaking. It is only after students gain these competencies that Riccio moves towards ways of doing to equip students with the strategies, methods, tools, and resources needed to achieve social change. The focus on embedding an awareness of positionality as well as a systems-thinking lens allows students to engage in social change more ethically and effectively and provides a powerful and collaborative learning experience.

12 Chapters 6, 7, and 8. Summarized from _Preparing Students for a Rapidly Changing World: Learning Outcomes for Social Innovation, Social Entrepreneurship, and Changemaker Education_, by H. Duplechain & J. Lax, 2019, Ashoka U. Copyright 2019 by Ashoka U. Licensed under CC BY-NC-SA 4.0, https://creativecommons.org/licenses/by-nc-sa/4.0/.

At Western Washington University, Professor of Secondary Education Molly Ware aims to utilize learning outcomes to encourage transformative learning and equip students with the knowledge they need to navigate their pathways as changemakers. Ware's outcomes are based on her experiences with changemaking and are fluid and adaptive based on what she learns and hears from students. In doing so, the framework evolves. At the core of Ware's learning outcomes is that they are both accessible to students and aligned with the critical mindsets and abilities needed for changemaking. These learning outcomes, which span from challenging assumptions to perspective taking, are evaluated through formative assessments conducted initially by the students themselves. This allows students to play an active role in their learning process and to design the learning experience to be relevant to their needs.

At Portland State University (PSU), Jacen Greene, who previously served as the Director of the Impact Entrepreneurs program, developed the learning outcomes for PSU's Certificate in Social Innovation and Social Entrepreneurship through a human-centered design process. By gathering faculty, staff, community members, students, and social entrepreneurs, each group aimed to surface critical learning outcomes for social innovation and social entrepreneurship. The emerging framework resulted from an iterative process that honored the stakeholders and ensured that collective wisdom was represented in the final product. These learning outcomes allowed for further innovation to strategically map learning experiences that would allow for the outcomes to be achieved.

CQUNIVERSITY

EMBEDDING SOCIAL INNOVATION ACROSS THE CURRICULUM

CQUniversity (CQU) is the only Australian university with campuses in every mainland state, resulting in the largest geographical reach of any university in the country. The university has over 20 campuses and study centers and serves around 35,000 students. Building on its long-standing tradition of community engagement, CQU has taken two bold moves to systematically embed social innovation and changemaking into the curriculum.

First, CQU identified "social innovation mindset" as one of its Core Graduate Attributes and clearly identified introductory, intermediate, and graduate outcomes (CQUniversity 2020, p. 3). As students progress through these learning outcomes, they move from awareness of social problems and motivations and methods for social change (introductory) to reflection and cultivation of a changemaker identity (intermediate) to indentification of how they will apply changemaker skills and mindsets to their chosen career (graduate).

CQU's "A Guide to Social Innovation in the Curriculum" (Andreasson et al., 2019) supports faculty with an overview of social innovation and outlines how to embed it in their courses. To support introductory level outcomes, CQU's iChange online module is available to all students as a social innovation orientation, and schools are encouraged to include it in a relevant unit within the first year. To cultivate intermediate level social innovation mindsets, schools may either incorporate
an existing social innovation/change unit or tailor one of their units to include social innovation/change content. Experiential and capstone projects suppor t students in fostering the graduate level outcome of reflection and career application.

Second, in its 2019-2023 Strategic Plan, CQU ar ticulated a key performance indicator of "embedding social innovation into the curriculum" in support of its goal to "create career ready, lifelong learners who have a social innovation mindset and a genuine commitment to cultural awareness" (CQUniversity, n.d., p. 7). This means that by 2023, 90 percent of undergraduate degrees will be underpinned by experiences that cultivate a social innovation mindset.

CAMPUS EXAMPLES

UNIVERSITY OF NORTHAMPTON

SUPPORTING FACULTY IN EMBEDDING CHANGEMAKING AND EMPLOYABILITY GRADUATE ATTRIBUTES

The University of Northampton is one of the newest universities in the United Kingdom and one of the few to be ranked Gold in the Teaching Excellence Framework.

Through its ChANGE Project (Changemaker Attributes at Northampton for Graduate Employability), the university produced the ChANGE – Framework of Graduate Attributes. This framework identifies the attributes for changemaking and employability (University of Northampton, n.d.).

In 2013-14, the University of Northampton identified best practices for changemaking in the curriculum and published a series of case studies, "Changemaker in the Curriculum", to highlight how faculty and staff infuse changemaking into their work (Institute of Learning and Teaching in Higher Education, 2014). This led to an institutional commitment to expand the reach of changemaking so that every student could engage through their studies.

In 2017, its Institute of Learning and Teaching in Higher Education (ILT) released the COGS Learning Outcomes Toolkit (Changemaker Outcomes for Graduate Success). The toolkit supports faculty and staff in incorporating relevant changemaking and employability outcomes into their programs. As of the 2019-20 academic year, every undergraduate and graduate program has embedded Changemaker Employability learning outcomes, and therefore all students are taught and assessed against these outcomes.

To learn more about how the University of Northampton took an institution-wide approach to supporting students to become changemakers and engaged a diverse array of stakeholders in designing the attributes, refer to "Changemaking and Graduate Employability" (Maxwell & Irwin, 2020).

UTILIZE PEDAGOGIES FOR CHANGEMAKING

Once outcomes are defined for a changemaking education experience, it is important to identify the best teaching methods to bring them to life. This chapter explores how Changemaker Educators can utilize pedagogies that help students grow in their changemaker mindsets, knowledge, and skills.

STRATEGIC BENEFITS
Why is it important?

- Makes learning relevant and relatable.
- Puts students at center and in charge of their learning experiences.
- Works to overcome structural inequalities.
- Employs new, innovative teaching methods.

TIMING
When might it be useful?

- When (re)designing educational experiences.

READERS
Who might use it and how?

CHANGEMAKER EDUCATORS

- Identify types of pedagogies and activities best suited to foster changemaking.
- Share with colleagues; exchange practices with each other.
- Share with students and invite feedback on what is/not working in current classes.
- Use to iterate educational design.

STUDENT LEADERS

- Review current practices; identify what resonates and what is missing.
- Brainstorm with faculty and staff to improve educational experiences.
- Use as a foundation when designing peer mentoring and co-teaching experiences.

CHANGE LEADERS

- Share with educators interested in getting more involved in changemaking.

SENIOR LEADERS

- Engage Center for Teaching and Learning to review pedagogies across campus, spotlight best practices for changemaking, and identify new resources and support needed.

Pedagogy is the *how* of teaching or, in other words, the approach an educator takes to facilitate a learning experience.

While there are not necessarily pedagogies exclusive to changemaking, there are a number of pedagogical practices that can support students' learning and growth as changemakers. Going beyond the classroom lecture and embracing a wider array of pedagogical practices means that education can be tailored to more diverse learning goals, content, and styles. Ultimately, it means that education can more effectively support students and their unique changemaking needs, strengths, and interests.

PEDAGOGIES THAT SUPPORT CHANGEMAKING

The following are some pedagogical approaches that are most used to develop the changemaker mindsets, knowledge, and skills needed to address problems in our communities and the world.

EQUITABLE

The pedagogical approaches used in the classroom can reinforce or undermine the values and ideas which a learning experience may try to convey. To prevent classroom dynamics from modelling structural inequalities educators should use inclusive pedagogical practices (Ashton, 2017). This may include carefully assessing who the educator presents as the expert, what type of knowledge is valued, whose voice is heard, and what type of behavior is rewarded. These practices can bring inequalities that are often overlooked to light and demonstrate to students a new way of hosting discussions and designing interactions with equity at the center.

REFLECTIVE

Pedagogical approaches that help students develop self-awareness can be a critical foundation for changemaker education and can help students understand their own experiences and intentions, strengths and limitations, biases, and impact. While there are often pressures to cover additional material, space for self-refection, and receiving and giving feedback can be even more powerful. Without this level of reflection and self-awareness, changemakers are at risk of burning out and perpetuating the problems they seek to address through the choices they make.

RELATIONSHIP-BASED

Trust-based relationships are critical for effective changemaker pedagogy. Changemaker education requires students to step outside of their comfort zones, which requires openness and vulnerability. Building trust with peers and with the educator is critical for students to feel secure through this learning process. Such relationships also help educators understand what students are experiencing and where they are struggling. This allows educators to manage the level of stress in the classroom or co-curricular experience and ensure that vulnerability leads to positive growth experiences and that challenges do not become overwhelming.

STUDENT-DRIVEN AND CONFIDENCE BUILDING

Changemaker education positions students as co-leaders of the educational experience and creates space for them to take charge of and shape their learning. When students are given a leadership role in their own education, they can help ensure that learning is relevant and applicable to their changemaking journey. Student-driven educational practices also help students learn how to learn to solve problems that are important to them. Finally, student-driven learning experiences can also build students' confidence as changemakers. Taking charge of their own learning provides students with evidence of their own power to create change. These practices yield significant and lasting benefits in building motivation and agency to fuel students as lifelong learners and changemakers.

EXPERIENTIAL

Changemaker education should foster environments where students can practice applying what they have learned and support them in stepping into their potential to lead and to create change. Concepts and approaches that may have seemed non-essential take on much greater meaning when it can be connected to a challenge a student is facing in a real situation.

For example, service learning allows students to gain experience in real-world, community contexts and learn about an issue. Project-based learning approaches anchor learning in specific contexts and similarly helps students learn about societal challenges while also engaging them in problem-solving and project management.

INTEGRATIVE

Changemaker education helps students integrate both their own knowledge and experiences as well as that of others. When students learn exclusively in disciplinary siloes, such complementarity between bodies of knowledge and experience may not be readily apparent. Similarly, if their educational experiences are facilitated in isolation of others, learning is merely additive versus exponential. Pedagogies must support students in having integrative learning experiences. This includes, for example: reflecting on what they know and can do, drawing broadly on the skills they have gained from across personal and academic experiences, and looking beyond their own experiences to work with people who offer different perspectives and expertise. Methods include pedagogies that encourage reflection, value different ways of knowing, and encourage interdisciplinary collaboration.

IMPACTFUL

Much of the work students complete throughout their academic career serves to fulfill educational requirements and advance their own personal learning. Changemaker education uses pedagogical approaches to enable students to foster relationships, gain insights, and offer contributions that live on outside of the classroom and have an impact on others. This builds their identity as a changemaker as they recognize evidence of the power of their voice and their contribution to the world. This can both fuel their motivation and help them grow their student portfolio.

Table 30 illustrates how these pedagogical approaches can manifest as concrete practices and activities.

TABLE 30. EXAMPLES OF PEDAGOGICAL PRACTICES FOR CHANGEMAKING

EDUCATIONAL TECHNIQUES	PEDAGOGICAL PRACTICES/ACTIVITIES
EQUITABLE	• Designing educational experiences that accommodate all students. • Intentionally giving more space to those whose voices are often marginalized in classroom discussions. • Bringing in guest speakers that come from a variety of backgrounds. • Selecting course readings and inviting speakers that demonstrate the value of lived experiences and different ways of knowing.
REFLECTIVE	• Offering resources to explore implicit bias. • Incorporating journal writing activities. • Leveraging life history assignments. • Incorporating self-assessments.
RELATIONSHIP-BASED	• Implementing regular reflection and feedback practices amongst students and instructors. • Using group activities and collaborative projects to build student relationships. • Engaging social innovation practitioners, social entrepreneurs, and community members as guest speakers to share their stories and insights with students in a way that is mutually beneficial. • Supporting students with social change mentors and coaches.
STUDENT-DRIVEN AND CONFIDENCE BUILDING	• Establishing learning outcomes in collaboration with students. • Fostering student-driven reflection and grading processes. • Providing forums for student-led community relationship building. • Assigning group projects in which students lead design and implementation.
EXPERIENTIAL	• Partnering with community organizations around a challenge and collaboratively designing potential solutions. • Teaching human-centered design processes and having students employ them in addressing social challenges. • Participating in the Map the System Challenge, social impact hack-a-thons, and other challenge-based activities. • Assigning/conducting action research together with students and community. • Designing an intervention to an issue peers are facing on campus.
INTEGRATIVE	• Encouraging students to reflect and draw on their changemaker journeys and previous learning experiences. • Drawing on mapping practices to explore and more deeply understand complex systems. • Facilitating multidisciplinary courses and creating teams of students from diverse disciplines. • Including co-lecturers and guest speakers from different disciplines. • Synthesizing multiple resources.
IMPACTFUL	• Creating a class blog or publication where students write about what they are learning. • Having students collaborate with a campus or community partner to address a challenge. • Designing an assignment to culminate in making a presentation to partners. • Using Open Pedagogy principles and having students contribute to an OER (open education resource) so others can benefit in the future.

ACTION STEPS

The following are some ways that Changemaker Educators and administrators can leverage pedagogies for changemaking education:

→ **CONSIDER THE LEARNING JOURNEY**

Consider how the educational experience you are designing relates to students' previous learning experiences. Select approaches and assignments that will help them make intentional connections to and draw from previous lived or educational experiences. Imagine how a student's personal journey continues beyond the classroom and how the course plays a supporting role. Identify what potential next steps students might take after this as they navigate their changemaker journey.

→ **CONDUCT FORMATIVE ASSESSMENT ACTIVITIES**

Conduct data collection and diagnostic testing before an educational experience to understand where students are in their understanding and abilities (Rossi et al., 2018). Use this to select and iterate pedagogical practices and monitor progress.

→ **SELECT PRACTICES ACCORDING TO GOALS**

Employ backwards planning (Suskie, 2018) by selecting pedagogy based on how teaching practices will help students achieve intended development. Articulate intended learning outcomes in a concrete and observable way. Build an ideal timeline for addressing outcomes over the course of an educational experience. Acknowledge students' starting points, based on diagnostic assessment. Select pedagogical interventions that will help students move from current mindsets, knowledge, and skills to the intended mindsets, knowledge, and skills.

→ **BUILD STUDENT SUPPORT STRUCTURES**

Leverage pedagogical structures to support students on their changemaker learning journey, such as: in-class discussions, reflection journals, regular check-ins with the instructor, and community partner feedback.

→ **SEEK TEACHING SUPPORT**

Draw on existing resources that can help you reimagine pedagogical practices. Reach out to the Center for Teaching and Learning on campus, connect with colleagues who have this kind of instructional experience, or review the pedagogical resources of educational organizations

in your country (e.g., Association of American Colleges & University's *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* by Kuh in 2008).

TIPS

PRIORITIZE PEDAGOGY THAT IS STUDENT-CENTERED AND ACTION-ORIENTED

For students to feel confident taking action, they must practice doing so. As an educator, stepping away from the lecture format can feel foreign and sometimes even risky. But offering students the opportunity to apply learning and practice skills is central to cultivating changemaking mindsets and skillsets.

CONSIDER FLIPPING THE CLASSROOM EXPERIENCE

Often courses focus on helping students build foundational knowledge using traditional pedagogical practices, like lectures, before introducing students to experiential learning practices. By beginning with experiential learning, student experience becomes the foundation upon which to engage in reflection and build deeper understanding.

FOCUS ON REFLECTION

Reflection is critical for helping students understand their own experiences, that of others, and the collaborative changemaker experiences. Pedagogy that facilitates reflection allows students to understand and integrate their changemaking experiences in a supportive environment with the guidance of their educator.

TECNOLÓGICO DE MONTERREY

UTILIZING CHANGEMAKER PEDAGOGIES

Tecnológico de Monterrey (Tec) is a private university founded in 1943 with 26 campuses across Mexico. Both through its Tec21 educational model and a unique initiative called "Semana i" (or i week), the university is bringing innovative approaches to create changemaker pedagogies that foster key changemaker skills.

The first Semana i took place in 2014, as part of a transition initiative into the new Tec21 educational model, which emphasizes collaborative work and employs problem-based, project-oriented learning methods to help students gain knowledge and skills that they can use to help solve real-life problems.

Semana i uses a challenge-based learning methodology in which students engage in a one-week, real-world immersion working on projects with a company or a civil society organization. As a result, students develop a humanistic outlook and cultivate skills in collaboration, communication, and leadership, all critical for holistic development and human flourishing. Projects bring intellectual vitality, disciplinary expertise, and inspiration to students.

Semana i also offers international programs to further develop multiculturalism in students. Professors dedicate significant time in supporting training units for students.

In 2018 during Semana i, approximately 50,000 students, faculty, and staff across the 26 Tec campuses engaged in projects with approximately 1,000 businesses and organizations to advance a better future for Mexico (Villanueva, 2018).

ACTIVITY EXAMPLE:

First and second semester students participate in the Entrepreneurial Challenge, in which they bring a humanistic outlook to entrepreneurship and philanthropy. This challenge consists of creating a business using 2,000 pesos of seed capital that each team receives. Teachers advise and guide the teams, who are sometimes also supported with additional mentors, such as graduates or more advanced students. The teams must both regain the capital and generate a profit, which is later donated across more than 90 social or environmental entrepreneurship initiatives. The intention is for students to develop competencies and skills individually and collaboratively, just as they would in a real work environment.

BUILD SOCIAL INNOVATION COURSES [13]

Social innovation courses make a unique contribution to an institution's portfolio of changemaker education experiences. Building social innovation courses can cultivate systems thinking, creativity, and collaboration skills as a critical enabler for multiple changemaking paths.

STRATEGIC BENEFITS
Why is it important?

- Equips students with key processes and skills that cross disciplines.
- Prepares students for a variety of sectors, roles, or challenges.
- Provides unique opportunities for collaboration.
- Complements other changemaking pathways.

TIMING
When might it be useful?

- When developing or updating a social innovation course.

READERS
Who might use it and how?

CHANGEMAKER EDUCATORS

- Identify content and types of social innovation courses.
- Take stock of the offerings, gaps, and opportunities at your institution.
- Envision how social innovation courses can be used to foster interdisciplinary learning and formalized changemaker educational experiences.

STUDENT LEADERS

- Use as a foundation for identifying social innovation development opportunities for self and peers.
- Reflect on existing social innovation courses and recommend opportunities for further innovation.

CHANGE LEADERS

- Share with Change Team members to foster strong team understanding of social innovation.
- Engage Change Team in a social innovation orientation, certificate, or course as part of their own development.

SENIOR LEADERS

- Commit resources to social innovation as a discipline.

KEY CONCEPTS AND CONSIDERATIONS

As introduced earlier in the section introduction, there are multiple ways to foster changemaking, including civic engagement, advocacy, philanthropy, and social innovation, amongst others (Kim & Krampetz, 2016). Providing students exposure to an array of changemaking methods is important as they explore which approaches can be used for a challenge and which most resonate with their talents, interests, and visions for the future.

Social innovation curriculum serves as a dynamic pathway from and into other changemaking experiences and perspectives. Often a student's interest in changemaking is piqued through a service learning, co-curricular, or other educational or life experience. Having social innovation coursework can provide an important next step to further cultivate changemaking capabilities by equipping students to more deeply analyze social problems, systems, and root causes and work in partnership with others across disciplines to identify human needs, generate ideas, and co-create and test solutions while taking into consideration unintended consequences, sustainability factors, scaling, and impact measurement for social change.

Social innovation coursework alone does not make a Changemaker Institution. However, it is a vital ingredient that uniquely contributes to the broader changemaking experience an institution hopes to offer students.

SOCIAL INNOVATION CONTENT

In our over 10 years of experience working with colleges and universities seeking to embed changemaking into their institutional culture and educational offerings, there are some key concepts we have noticed that often get built into social innovation coursework. These social innovation concepts, the value they offer, and potential educational activities or resources are introduced in Table 31. Each of these could be considered "building blocks" or content areas of a potential social innovation course.

13 We appreciate that terminology varies across regions and educational systems. Please refer to the glossary for how we use the term *course* for this publication.

TABLE 31. TYPICAL SOCIAL INNOVATION CONCEPTS/SKILLS[14]

CONCEPT/SKILL		VALUE OFFERED
SYSTEMS THINKING	Various ways of thinking about and visualizing social issues to understand their complexity, interconnectedness, and unique nature. In addition to creating knowledge of what systems are and skills around mapping them, a professor can encourage the development of systems-led leadership skills.	• Encourages students to visualize and understand the greater context around a given issue or problem. • Enables students to conduct root cause analysis. • May reveal underlying systemic factors of bias, power, and privilege. • Serves as a foundation for considering (un)intended consequences. • Provides the means of better understanding the range of stakeholders in a system. • May illuminate one's own role, influence, and limitations related to the issue.
"APPRENTICING WITH A PROBLEM"[14]	Deep learning experiences that enable significant engagement with and understanding of a challenge, often through sustained engagement with organizations, communities and those with lived experiences (Papi-Thornton, 2016a).	• Honors the expertise of those with lived experience of a social issue. • Fosters greater student understanding of and empathy for the social issue. • Facilitates the development of relationships with key stakeholders and organizations. • Helps minimize the risk of students rushing in to "solve" problems single-handedly.
ROOT CAUSE ANALYSIS	Activities and methods to help students move beyond identifying symptoms to more deeply analyzing the underlying causes of problems to enable development of systems-level solutions.	• Enhances ability to identify potential levers of change. • Provides visibility into potential change processes. • Serves as a foundation for cost-benefit analysis. • Helps in identifying and minimizing potential unintended consequences in support of "doing no harm".
DESIGN THINKING	Focuses on human needs while taking into account technological and economic feasibility in generating innovative products, services, or processes. Core principles include cultivating empathy, exploring many ideas, and testing through prototypes (IDEO U, n.d.).	• Trains students to put human needs first. • Encourages creativity. • Helps students become more comfortable experimenting and iterating.

14 Refer to "The Rise of the Sophisticated Changemaker" (Kim & Krampetz, 2016) for a discussion on key concepts of social innovation and "Tackling Heropreneurship: An 'apprenticing with the problem' approach to move us from the social entrepreneur to social impact" (Papi-Thornton, 2016a) for more information on "apprenticing with a problem" (p. 17) and the need for systems thinking.

CONCEPT/SKILL		VALUE OFFERED
IMPACT MEASUREMENT	Frameworks, templates, and activities that equip students to design for, measure, and evaluate social impact. May include determining theory of change and identifying levels of impact (Kim, 2015), types of impact (e.g., outputs, outcomes, and impacts), and methods for evaluation.	• Fosters alignment of intended outcomes with change activities. • Helps students embrace mindsets of discipline and accountability. • Instills evaluation into change projects from the beginning. • Equips student to be articulate in communicating about the change project in clear and compelling ways.
SUSTAINABILITY FOCUS	Knowledge, approaches, and decision frameworks that encourage students to commit to social, financial, environmental, and personal sustainability through their changemaker journeys and as they co-create solutions.	• Helps students better understand the interrelationship of societal challenges, solutions, and consequences. • Fosters development of personal values and ethics. • Equips students to approach decisions through a values and ethics lens. • Prepares students in managing tensions and trade-offs. • Encourages prioritizing personal reflection, wellness, and resiliency.
SCALING	Exploring various models for scaling and when they are/not most appropriate, whether they be the organization (e.g., organic growth, acquiring or merging with other social ventures, leveraging a franchisee model); the ideas (e.g., via intermediaries or partners, networks, open sourcing); or a systems change (e.g., via changes in values, mindsets, resources, and norms).	• Encourages students to consider the best method(s) to achieve the desired level of impact and not take for granted that bigger is better. • Fosters development of a long-term, strategic mindset, even amidst an emergent and innovative space. • Provides additional know-how to reinforce and achieve sustainability as efforts evolve.

SOCIAL INNOVATION COURSE TYPES

As with most topics, there is not a single or standard course type for social innovation. Rather, Ashoka U has observed many ways that colleges and universities design and deliver social innovation courses. Ideally, the institution would have a variety of offerings to meet different learning objectives, levels, and forms of engagement. Table 32 highlights a few examples of types of social innovation courses we have observed:

TABLE 32. TYPES OF SOCIAL INNOVATION (SI) COURSES

SI COURSE TYPE	POTENTIAL GOALS	KEY ELEMENTS
SI 101 (INTRODUCTORY) COURSE	Establish a basic understanding of social innovation concepts and methodologies.	• Providing historical overview of social innovation space. • Understanding process, practices, and examples of social innovation. • Reflecting on personal connections to social innovation. • Practicing concrete skills associated with social innovation.
SI EXPERIENTIAL COURSE	Hone student understanding and practice of social innovation through experiential methods.	• Focusing on practice of social innovation while embedded in local campus or community context. • Emphasizing collaboration and facilitation skills. • Integrating service-learning or other highly engaged approaches. • Practicing ethical and responsible engagement in a key project/output.
SI CROSS-DISCIPLINARY COURSE	Showcase the relationship and connection of social innovation methodologies with other disciplines.	• Providing historical overview of how these disciplines have/not worked together toward providing social impact. • Demonstrating how the discipline can leverage social innovation processes and skills in the real-world. • Engaging in a project to practice cross-disciplinary collaboration and bring social innovation process to life.
SI CAPSTONE[15] / INTERNSHIP COURSE	Integrate, apply, and advance students' social innovation learning through a final, focused research or practice project at the campus or local community level.	• Synthesizing and applying social innovation theories and/or processes. • Encouraging reflection to deepen students' understanding of their experiences and changemaker identities. • Communicating final project/output and demonstrating increased mastery of social innovation concepts.
SI ONLINE MODULES (SELF-PACED)	Democratize the experience and accessibility of social innovation across the institution and/or community.	• Providing modules virtually enabling access anytime, anywhere. • Facilitating discussion boards and inviting diverse perspectives and life experiences from an often more diverse student population (e.g., cross disciplines or community). • Encouraging deep reflection and personal meaning making.

15 A capstone course is final unit or project designed to integrate learning experiences across one's studies.

DESIGN CONSIDERATIONS

There are a number of considerations when developing a social innovation course including: course format, institutional housing of the course, appropriate learning outcomes, inclusivity of the course, balance of theory and action, involvement of outside expertise, collaboration with community organizations, etc. While this process will look different for everyone, we encourage you to invest the time to reflect; survey existing needs, resources, and opportunities; and align with relevant teams.

Educators who have more latitude in course design and available funding and/or support, might also consider options related to course duration, location, student co-leadership, and experiential or immersive formats.

ACTION STEPS

→ **IDENTIFY STUDENT DEMAND AND COMMUNITY INTERESTS**

Explore and articulate driving factors such as interest and demand. Administer a student survey and consult with students as you consider what is needed and how the course might be framed. Engage community members to identify areas of expertise, interests, and/or needs and how the course might relate. Create mutually beneficial partnerships with community members and organizations. Create relationships with student advisors and student organization leaders who can provide input and help promote the course.

→ **CLARIFY YOUR COURSE FORMAT**

Identify the course format that best suits your institutional context and needs, whether it be general education, specialized in a minor or major, a first-year seminar, embedded in a capstone experience, part of an immersive study abroad, or hosted online. Consider what role this course might play in a student's broader changemaker journey. (Refer to Strategy 13 for more on social innovation course sequences and Strategy 15 on changemaker learning journeys).

→ **BUILD LEARNING OUTCOMES AND EVALUATION PROCESSES EARLY**

Avoid the urge to jump into creative design before setting the strategic intent. Resist the tendency to employ creative and engaging pedagogical activities that create a "wow factor" without first confirming they will support the desired intended learning outcomes. (Refer to Strategy 10 for more information on co-creating changemaker learning outcomes and *Preparing Students for a Rapidly Changing World: Learning Outcomes for Social*

Innovation, Social Entrepreneurship, and Changemaker Education for a survey of social innovation learning outcomes.)

→ **LEVERAGE PUBLICLY AVAILABLE RESOURCES**

Visit free, collaborative resource hubs like www.socialchangeinnovators.com and/or explore databases like the Open Syllabus Explorer.

→ **BOLDLY COMMUNICATE THE COURSE VISION**

Get creative with your course description, promotion, and how to get students involved in promoting it to their peers. Frame the course as an invitation to get involved in a greater vision of changemaking on campus and with the community, if relevant. Consider ways to reach and appeal to students that might not yet be as familiar with social innovation or changemaking.

→ **BRING COURSE CONTENT ALIVE**

Connect the classroom to real world problem-solving by inviting practitioners, local social entrepreneurs, field partners, or changemaking alumni into your course. Utilize case studies to facilitate a deeper study of complexity, failure, or iterative processes. Create experiential activities and create space for experimentation and reflection. (Refer to Strategy 11 for a discussion on pedagogies to facilitate changemaker learning outcomes.)

→ **GIVE PRACTICAL TOOLS AND TIME TO APPLY THEM**

Dedicate time and energy to the exploration and practice of social innovation tools and methods. Employ practical templates, tools, and key processes such as root cause analysis, ecosystem mapping, impact canvas, and stakeholder analysis.

→ **CONTRIBUTE YOUR EXPERIENCE**

Bring in your own identity and lived changemaker experiences into the course content. (Refer to Strategy 9 for more information on cultivating a Changemaker Educator mindset and skills.)

→ **ENGAGE STUDENT SOCIAL INNOVATORS AS CO-LEADERS**

Create student teaching assistant roles to showcase and utilize student co-leadership. Create clear opportunities throughout the coursework for students to take action and lead, whether it's a speaking, presentation, or facilitation role.

COMMIT TO PRACTICES OF MEASUREMENT AND EVALUATION

Assist students in their abilities to assess and understand their progress toward key concepts.

TIPS

BE FOCUSED

Scope the course content and provide opportunities for deeper engagement on fewer topics and social issues or problems (Ashoka U, 2010).

ENVISION STUDENT PATHWAYS

Imagine your course as a pipeline into other opportunities such as student research, course sequences, micro-credentials, or other student leadership opportunities. (Refer to Strategy 15 for more details on mapping student journeys.)

REFLECT ON AND ITERATE THE COURSE

Record examples of successes or "aha" moments during your first iterations of your social innovation course. Apply the principles of social innovation to the course design itself by experimenting and iterating over time. As the course continues to change, grow, and better meet student needs, it will be modeling intrapreneurship (i.e., innovating with an organization or program) and changemaking in education.

BROWN UNIVERSITY

SYSTEMS CHANGE AND ETHICS AS CRITICAL COURSE COMPONENTS

Brown University is a private Ivy League university located in Providence, Rhode Island in the United States. With approximately 10,000 students and 7,000 undergraduates, Brown has a long track record in promoting ethical community engagement and innovation for impact. This vignette shows how a social entrepreneurship course at Brown has been framed more broadly to address critical concepts such as systems change and ethics as part of a more comprehensive understanding of strategies social entrepreneurs use to address complex problems and develop innovative, systems-changing solutions that foster transformation.

The course is open to both undergraduate and graduate students of all levels and majors and students are determined through an application process. The course features modules on: problem definition, systems change, ethics, evaluation, business models, and scaling. These key concepts reinforce that solutions must first be grounded in a clear understanding of the problem, the system(s) in which it is situated, its root causes, and the potential levers for transformative change. The course explicitly addresses ethical dimensions of social entrepreneurship such as the importance of engaging community members in co-developing, evaluating, and iterating solutions. The course also guides students to learn about and consider a variety of organizational structures, funding, and scaling models. Students engage with articles, cases, and guest speakers, bringing theoretical methodologies and frameworks to life.

As a result, students learn that successful and ethical social entrepreneurship is grounded in deep understanding of context and community, emerges through engagement with systems and stakeholders, and flourishes through a variety of organizational forms. Importantly, it avoids the pitfalls of many social entrepreneurship courses that overemphasize the role of an individual entrepreneur without lived experience of a problem developing largely commercial solutions.

COLLEGE OF THE ATLANTIC

CREATING SOLUTIONS FOR CREDIT

At College of the Atlantic (COA), an institution in Bar Harbor, Maine in the United States that has 350 students, 35 faculty, and offers just one major, students design their own courses of study in Human Ecology (an exploration of the relationships between humans and their natural, cultural, and built environments). A COA education is about transforming thought into action and working across multiple disciplines to make a difference in the world.

Students participating in COA's sustainable enterprise incubator, the Diana Davis Spencer Hatchery, devote all their academic credit for one term (the equivalent of three classes) to designing and launching an enterprise. This intense focus allows students to align their studies with their passions, preventing the dilemma encountered by social entrepreneurs where they need to drop out of school to pursue their dreams. The Hatchery frequently functions as a capstone course and as such, it not only prompts students to synthesize their previous coursework, but also acts as a bridge to life after graduation. As an interdisciplinary course, it leads social entrepreneurs from across the curriculum through a common start-up framework. This allows them to combine their subject area expertise with essential entrepreneurial skills needed to build a successful enterprise and maximize impact. Among other topics, course material covers design thinking, problem framing and reframing, innovation and rapid prototyping, partnering with stakeholders, social entrepreneurship business models, and sustainable sourcing and operations. Hatchery students have launched sustainable food businesses, alternative fuel products, humanitarian relief efforts, and youth changemaker projects.

UNIVERSITY OF SAN DIEGO

CHANGEMAKER CAPSTONE

The University of San Diego (USD) is a private, liberal arts university in the United States with approximately 8,000 students. USD offers students a Changemaking Minor where they can learn about the practice of changemaking and social innovation in the classroom. One of the courses in this minor is the Changemaking Capstone which "provide[s] students with the opportunity to create a specific course of action to address a challenging social issue" (University of San Diego, n.d.a). Whether students are pursuing a challenge on campus or in a community, this course provides a space for students to synthesize and apply what they have learned throughout their minor. As the they advance their real-world projects, they gain pragmatic experience in collaboration with students, faculty, and others.

BUILD SOCIAL INNOVATION COURSE SEQUENCES [16]

As changemaker education evolves on campus, it is natural to explore which academic pathways are ripe to serve the student interest and enthusiasm growing out of various curricular or co-curricular experiences. Building social innovation course sequences as part of your changemaker education offerings provides a gateway for increased and more diverse student involvement as well as opportunities to further embed changemaking across the institution.

STRATEGIC BENEFITS
Why is it important?

- Provides pathways and recognition that complement other disciplinary studies.
- Signals the importance of developing deeper social innovation skills.
- Prepares students more rigorously for social impact careers.
- Demonstrates institutional commitment to the discipline of social innovation.

TIMING
When might it be useful?

- When designing social innovation sequences.
- To consider social innovation in context of changemaker pathways.

READERS
Who might use it and how?

CHANGEMAKER EDUCATORS

- Identify course sequence types and design considerations.
- Consider the student learning milestones and how they relate to course sequence design.
- Test and iterate course sequences.

STUDENT LEADERS

- Identify how social innovation sequences fit into your institution's changemaker offerings and support changemaking pathways.
- Recommend opportunities for further innovation.

CHANGE LEADERS

- Consider how course sequence(s) relate to the institution's changemaking ecosystem and strategy.
- Identify new opportunities based on student, community, and/or employer needs.

SENIOR LEADERS

- Commit resources to social innovation as a discipline.

KEY CONCEPTS AND CONSIDERATIONS

The approach to developing social innovation course sequences is closely linked to the institutional context and assets available to make the sequence possible. Regardless of the type of sequence, the progression of courses and experiences should enable students to demonstrate increasing mastery in social innovation concepts and methods over time. Table 33 provides an overview of a variety of social innovation course sequences which may serve as a springboard for your own ideation and planning.

TABLE 33. SOCIAL INNOVATION COURSE SEQUENCE TYPES[17]

TYPE	DEFINITION	VALUE
CONCENTRATION, MINOR, OR MAJOR	Provide comprehensive academic pathways which allow students to achieve an advanced understanding of social innovation.	• Provides depth and rigor with sustained engagement for highly motivated students. • Serves as an engine for continued rigor, experiences, and research in social innovation that benefits other programs across the institution. • Can complement students' other educational experiences and/or graduation outcomes. • Does not depend on students' capacity to participate in co-curricular social innovation offerings.
CERTIFICATE	Provide a bundle of courses that may be more broadly available across the institution and/or community.	• Enables deeper dive than a single class, with less commitment than a full minor or major. • Provides external validation in the form of a "certificate" that positions students for internships and career paths. • Can provide an additional revenue stream to the institution. • May be more appealing than a degree program and thus able to engage more students, staff, faculty, and/or community stakeholders and/or support institution's community engagement priorities.
GRADUATE PROGRAM/ MASTERS	Provides depth and prepares students for a dedicated career in social innovation as practitioners, researchers, educators, and/or policymakers.	• Fosters additional research and co-creation of thought leadership with faculty. • Contributes to the establishment of social innovation as an academic discipline, providing more legitimacy. • Cultivates and prepares students for career pathways in social innovation and changemaking. • May provide opportunity to more holistically (cross-disciplinary) address social change than exclusively traditional pathways of entrepreneurship and international development.

16 We appreciate that terminology varies across regions and educational systems. Please refer to the glossary for how we use the term *course sequence* for this publication.

17 Some institutions designate courses to distinguish them as tracked to "Sustainability", "Changemaking", or "Community-Engaged" as they are developed into formal certificates, minors, majors, programs, etc. This helps create "legitimacy" both for the respective courses as well as for course sequences or tracks. It also helps students identify courses and navigate their own changemaker pathways.

Table 34 offers some considerations for each type of course sequence.

TABLE 34. CONSIDERATIONS FOR SOCIAL INNOVATION COURSE SEQUENCES

TYPE	UNIQUE ATTRIBUTES AND CONSIDERATIONS
CONCENTRATION	• Provides relatively easy way to implement and sustain a pathway. • Can be associated with a variety of majors, disciplines, or departments.
MINOR	• Requires a small number of courses. • Serves as a more accessible opportunity for students seeking to develop competencies in social innovation. • Encourages interdisciplinary participation across various pathways. • Provides an opportunity to test demand before creating a major.
MAJOR	• Offers a variety of experiential elements for advancing social innovation skills. • Must feature disciplinary and sector content and expertise as a complement to social innovation content and practice expertise. • Requires a team of educators, innovators, and community members to co-design and instruct. • Requires significant time, support, and administrative costs.

CERTIFICATE	• Allows customization to address unique:
	  → Context, e.g.: on and off-campus demand, faculty expertise and research, institutional context, and gaps in institutional offerings to students and the community.
	  → Participants, e.g.: exclusive to students, offered campus-wide, available to community members with a venture, or designed specifically for executive cohorts with local employers.
	  → Purpose, e.g.: systems thinking, venture education, cross-sector collaboration, or intrapreneurship.
	  → Partners, e.g.: community organizations, social entrepreneurs, coaches, employers, etc.
	  → Cost, e.g.: free, low-cost, or competitive market rates.

GRADUATE PROGRAM / MASTERS	• Provides an opportunity to address unique institutional, regional, and participant needs (e.g., undergraduate students looking to deepen their expertise and prepare for a doctorate; non-profit professionals looking for continuing education; local employers seeking graduates with specific, relevant expertise). • Leverages pedagogies and the university's cross-disciplinary expertise in social change to prepare students for changemaking careers. • Includes opportunities and support systems for cross-disciplinary teaching and research.

As you reflect on which type of social innovation curricular pathway is achievable and relevant to your campus community, we encourage dedicating time and space to reflect on considerations such as:

- What value might a new pathway offer that is not already present on campus?
- How might you communicate the uniqueness and the purpose of this pathway?
- What are the most effective building blocks to generate momentum for a student to start and complete a pathway in social innovation curriculum?
- What are potential outcomes (e.g., employment) for students who complete this pathway/ credential?

While considering the variety of course sequence options, it is also critical to imagine the ideal user perspective—your students! As introduced in Table 35, a student may experience a variety of learning milestones related to social innovation throughout his or her educational journey. When designing a course sequence, it can be helpful to consider what learning milestones a student may have already experienced or how a course sequence can further fuel their development.

TABLE 35. SAMPLE STUDENT LEARNING MILESTONES

LEARNING MILESTONE	WHEN IT MAY OCCUR	IMPORTANCE
Better understanding of dynamics between major actors in social change and the relevant social change methodologies	• This milestone would likely occur toward the start of a social innovation journey to deepen understanding of the ecosystem, key players, and applicable approaches.	• Students develop an understanding of the field such that they can reference models, practices, and practitioners who inspire and guide their work.
Better understanding of how deeply complex and embedded issues are, especially those for which they do not have lived experience	• Through engaging with and learning about the problem over an extended period (Papi-Thornton, 2016a). • This milestone will require a sustained commitment from students and may span a course, sequence of courses, and/or their educational journey.	• Students practice their commitment to ethical, informed, and responsible application of social innovation.
Awareness of how to uniquely contribute to social impact	• This milestone will occur all throughout the educational journey, in various shapes and sizes. • Awareness will continue to grow as much as it is practiced.	• Students practice their self-awareness and connection to how their life experiences have informed them as an emerging social innovator.

LEARNING MILESTONE	WHEN IT MAY OCCUR	IMPORTANCE
Deepening of core values like empathy, collaboration, social justice, and changemaking	• Deepening of values grows through practice and will serve as a milestone that, while not necessarily measurable with typical assessment techniques in a single course, should be revisited and celebrated at various stages of the pathway, especially at the start and end, and beyond.	• Students prioritize their practice of and connection to core values essential to effective, responsible social innovation. • Their values deepen as they are encouraged to reflect and integrate new levels of commitment to these values.
Engaging in intrapreneurship	• This milestone will likely occur in the second half of their educational journey, as it requires excellence in competencies and skills that advance a student to the point of acting on intrapreneurial insights and ideas.	• As students mature in their development, they will increasingly notice and be confident in pursuing intrapreneurial and entrepreneurial opportunities. • This will deepen as their practice of core changemaker values deepens.
Readiness to advance a specific solution through social venture creation	• This milestone is an advanced point in students' journeys, where they can synthesize and combine a number of methods and practices. • It represents a deepened understanding, competence, and confidence to move to a new level of ideation, prototyping, and solutions-oriented practice, design, and implementation.	• Students can bring new rigor, dedication, and advanced resources into their practice of social innovation. • This stage also supports a student's consideration of workforce pathways and issues they would like to explore with more time and energy.
Embedding social innovation methodologies into a career direction of choice	• This milestone is something that can be considered through a student's journey, and especially toward the pathway's conclusion.	• Reflection around how their student experiences in social innovation connect to their broader life and career goals can support students in making career decisions and integrating social innovation values and practices regardless of chosen sector or role.

ACTION STEPS

→ **ANALYZE EXISTING PROGRAMMING AND DEMAND**

Analyze and determine if and what type of a course sequence in social innovation makes sense for your institution. Consider student demand, faculty expertise and research, institutional context, gaps in academic offerings, and community and employer interests. Consider existing courses across disciplines that may become part of the minor, major, concentration, certificate, or graduate program.

→ **CONSIDER YOUR AUDIENCE**

Identify the primary audience of the social innovation course sequence, e.g.: students of all levels, faculty, staff, community members, social innovation practitioners, and/or other related professionals. Gather data, conduct surveys, and/or focus groups to learn more intimately about their interests and needs. Invite representatives as co-designers of the sequence.

→ **IDENTIFY OPPORTUNITIES FOR ACADEMIC HOUSING**

Consider where academic initiatives in social innovation are primarily housed, as well as which department(s) might house the major, minor, or concentration. Identify how this will influence the structure or content of your social innovation program. Reflect on how the program might align or diverge from current trends in social innovation program offerings.

→ **DETERMINE RELATIONSHIP AND SEQUENCING OF YOUR PATHWAYS**

Analyze existing academic pathways and how they do (or could in the future) interact with or inform the other. Be intentional as you build sequences. Consider launching a single course to gauge student interest before creating a course sequence and testing a concentration or minor before building a major.

→ **IDENTIFY AND SCAFFOLD LEARNING OUTCOMES**

Select clear social innovation or changemaker education learning outcomes for the program. Think about the sequence needed to work towards these outcomes over the course of a student's learning journey. Ensure that students deeply understand the mechanics of fostering social change, understand the root causes of social problems, and gain knowledge and experience of issues in introductory courses before moving to develop solutions in more advanced courses.

→ CONSIDER ACCESSIBILITY AND DELIVERY OF PATHWAY

Determine appropriate formats and delivery mechanisms to achieve the desired scale and accessibility, e.g.: in-person, online, or through a hybrid approach; weekdays, evenings, or weekends; residency or non-residency based; etc.

→ CONSIDER IMPACT MEASUREMENT

Identify your institution's desired outcomes and success criteria for the social innovation program and establish appropriate key performance indicators. Establish formal performance review cycles, create informal feedback mechanisms, and create a team culture of listening, learning, and continuous improvement. Evaluate student learning in each course and across the sequence. Conduct pilots and experiments as you iterate learning outcomes and pedagogies. Conduct longitudinal studies to research and track students' next educational and professional steps, social innovation and changemaking impact, and if/how the sequence has contributed.

TIPS

TAKE STOCK OF INSTITUTIONAL DATA

Revisit any recent surveys your institution has conducted around the student experience and consider where your social innovation academic pathway can be in service of expressed student needs.

DESIGN FOR FLEXIBILITY IN YOUR INITIAL PROTOTYPE

Your sequence will naturally evolve over time as you refine based on student feedback and the outcomes they are striving to master.

INVOLVE STUDENT CO-LEADERS

Identify student co-leaders who can help their peers reflect and process their experience throughout the social innovation sequence. Consider what learning milestones those student co-leaders would have had to reach to serve as effective mentors and reflection partners to other students.

DEPICT THE PROGRAM VISUALLY

Given the many parts of course sequences and their supporting requirements, resources, and options, a graphical depiction can help students best plan for and customize their experience (Refer to Strategy 15).

PORTLAND STATE UNIVERSITY

CERTIFICATE IN SOCIAL INNOVATION AND SOCIAL ENTREPRENEURSHIP

Portland State University (PSU) is the most diverse public university in Oregon and serves 28,000 students, nearly half from historically marginalized and underrepresented racial and ethnic backgrounds. As an anchor institution for the City of Portland in the United States, PSU provides thousands of jobs, invests millions of dollars on capital projects, and adds an estimated $1.44 billion in annual economic impact.

Housed in the School of Business but open to anyone, PSU's Certificate in Social Innovation and Social Entrepreneurship is a majority-online, credit-bearing program that creates a pathway for students to draw on their own identity and lived experience in developing creative approaches to addressing major social or environmental issues. Open to undergraduates, graduate students, and community members, participants work on their own concepts for a new social venture or analyze an existing organization.

The certificate was funded through an internal, crowdsourced grant process designed to seed innovative approaches to online education. The curriculum was designed through a series of sessions that included students, alumni, faculty, staff, entrepreneurs, and intrapreneurs. The program is one way in which PSU lives its values of access, inclusion, and equity, not only through open enrollment, but also in valuing lived experience and supporting students in advancing ideas for a more equitable society. Graduates have designed and launched foundations, social enterprises, academic programs, and nonprofits around the world.

To learn more about the process of developing learning outcomes for the Certificate, refer to the campus example in Strategy 10 or Chapter 8 in _Preparing Students for a Rapidly Changing World: Learning Outcomes for Social Innovation, Social Entrepreneurship, and Changemaker Education._

UNIVERSIDAD DEL DESARROLLO

PUBLIC RESPONSIBILITY TRACK

Universidad del Desarrollo (UDD) is a private university with campuses in Santiago and Concepción, Chile. It has more than 14,000 students enrolled in 25 undergraduate programs and almost 2,000 students in 94 graduate programs, collectively spread across 22 research centers. Founded in 1990, at the core of UDD's DNA are three "signature" focal areas: entrepreneurship, public responsibility and ethics, and innovation. In line with these roots and its aim to equip graduates as changemakers, the university offers four tracks as part of its academic model, UDD Future (including one focused on Public Responsibility). Students are required to take one course in each of the four tracks, and if they choose to take four in public responsibility, they earn a certificate.

This Public Responsibility Track aims to make students aware of social problems experienced by the country and the university's local community and learn more about public service as a career path (Universidad del Dessarollo, n.d.). There are approximately 20 courses offered, and they respond to issues such as public policies and citizenship; sustainability; inclusion; wellbeing and quality of life; emergency management; and urban planning, among others. Overall, the track is designed to support students in acquiring skills that will allow them to evaluate, question, or sustain different world views. Specifically, the Track is intended to help students develop critical positions towards national social realities; get them actively engaged in social initiatives that pursue the common good; and help them analyze different socio-cultural contexts and their relationship with the development of public policy.

NORTH CENTRAL COLLEGE

RE(INVENTING) ACADEMIC PATHWAYS

Founded in 1861, North Central College is a private, comprehensive college located in the Chicago metro area in the United States. Described by its inaugural President as a great moral lighthouse, North Central opened as a vanguard co-educational institution and has long been devoted to social change and social impact. Continuing in this legacy, North Central has recently reinvented new academic pathways for equipping students as changemakers while demonstrating innovation and creativity within the confines of traditional curriculum approval processes.

The College's social innovation offerings include the launch of the Social Impact Center in 2017, a Social Entrepreneurship major, and a Social Innovation minor, all of which are the result of multiple, intentional iterations.

For over 25 years, North Central has had a Leadership, Ethics, and Values (LEV) program, a unique interdisciplinary program designed to touch every student through the general education curriculum as well as additional concentrations and minors. At one point, the LEV Program offered minors in: 1) Conflict Resolution, 2) Leadership, 3) Organizational Leadership, and 4) Social Change and Public Advocacy. In 2009, leadership saw an opportunity to combine the Organizational Leadership and Social Change minors to create a Social Change Leadership minor.

Strategically, the development of the Social Change Leadership minor enabled the college to offer a more focused way of cultivating students as changemakers. Operationally, it was easier to recombine, reinvent, and reapprove existing programming rather than create something entirely brand new. Pragmatically, the new minor resonated more with students who sought changemaking education rather than traditional leadership or advocacy offerings (which can still be accessed through other disciplines and offerings).

When North Central embarked on updating its general education requirements in 2017, leaders chose not to simply align to the new requirements, but rather seized the opportunity to re-envision academic pathways for changemaking. In this new iteration, the team reimagined the Social Change Leadership minor as a Social Innovation minor, leaning into the more unique, and cross-disciplinary skills of design thinking, systems thinking, and innovation. This Social Innovation minor was designed to be a complement to any number of other disciplinary majors (e.g., Sociology, Engineering, or Environmental Studies).

Through the ongoing iteration and evolution of its changemaking offerings, North Central has embodied social innovation institutionally by perceiving, and subsequently responding to, the emerging needs of students while also iterating creatively within academic approval structures and processes to achieve impact.

UNIVERSIDAD DEL DESARROLLO

DLAB

Universidad del Desarrollo (UDD) is a private university with campuses in Santiago and Concepción, Chile. Founded in 1990, at the core of UDD's DNA are three "signature" focal areas: entrepreneurship, ethics and public responsibility, and innovation. Drawing on these roots, its "dLab" is an innovative education program that is creating a disruptive model for higher education curriculum centered around interdisciplinary project-based learning.

dLab brings together students and faculty from five departments (Architecture, Design, Civil Engineering, Business, and Advertising) to engage in a project-based curriculum (16 credit hours per semester) for one academic year. The program is run by the Institute for Interdisciplinary Innovation, a joint venture of the five departments under the Innovation and Development division. Participating students come from each school, are in their final year of study, and must have demonstrated experience in and commitment to advancing their social innovation skills. The program features a different theme each year, and students unite around a relevant social challenge, test and develop real solutions, and start creating deep social impact. The program combines an applied innovation methodology with an interdisciplinary approach, and the final products are practical solutions to real social problems. Students also have the option to engage in a competition for seed capital for their projects.

UDD believes that today's highly competitive, globalized, and technologically advanced society requires all citizens to be adaptable and maintain a change-oriented mindset. dLab helps students cultivate diverse skills so that they can be true changemakers and generate a positive social impact. dlab has been beneficial to faculty by serving as an innovation laboratory to develop new teaching methodologies and test new ways of cross faculty collaboration.

ROLLINS COLLEGE

BUILDING ACADEMIC PATHWAYS

Rollins College is a private liberal arts college with approximately 3,000 students in Winter Park, Florida in the United States. Driven by pillars of excellence, innovation, and community, Rollins provides a personalized, hands-on education that inspires students to tackle the big challenges facing our global community. Based on its strong reputation for experiential learning, community engagement, and global citizenship, Rollins became a Changemaker Campus in 2012, and has been a key leader in creating academic pathways for social entrepreneurship and innovation.

Since that time, Rollins has built several academic pathways for student changemakers. In 2013, Rollins created the first AACSB-accredited undergraduate major in Social Entrepreneurship (SE) in the nation, which prepares students to apply market-based approaches to social change. Housed within the Business division, the SE curriculum includes courses such as SE Marketing, Ethical Sourcing, and Financing SE. In 2018, Rollins added an interdisciplinary major in Social Innovation (SI), designed for students who want to apply their changemaking skills to careers such as community organizing, public communication, nonprofit management, and public policy. Over 50 faculty members from 15 departments offer courses for the SI major, and students choose their own curricular path based on a specific social problem that they are passionate about. Rollins also offers a concentration in Social Entrepreneurship and Sustainable Enterprise for the MBA degree in the Crummer Graduate School. The curriculum is accompanied with a wide range of immersive experiences with and deliverables for a local and international companies and organizations.

CREATE CO-CURRICULAR CHANGEMAKING PROGRAMS

In addition to curricular programming, it is important to offer co-curricular opportunities which enable students to engage in and experiment with changemaking outside of the classroom. Ideally, institutions provide a broad array of co-curricular programs and experiences to support a diverse range of student interests, needs, and availability.

STRATEGIC BENEFITS
Why is it important?

- Engages diverse campus and community stakeholders.
- Offers shorter, less intimidating developmental opportunities.
- Enables low-risk experimentation.
- Complements and enriches academic courses.
- Provides opportunities to tailor one's changemaking journey.

TIMING
When might it be useful?

- Anytime.

READERS
Who might use it and how?

CHANGEMAKER EDUCATORS

- Identify various types of co-curricular experiences and design considerations.
- Take stock of the offerings, gaps, and opportunities at your institution.
- Create or innovate new offerings or connections across existing ones.

STUDENT LEADERS

- Initiate design of and/or lead various changemaking offerings with Changemaker Educators and Change Team.

CHANGE LEADERS

- Encourage Change Team to conduct an audit of offerings across the institution and use result to inform future strategy and activities.

SENIOR LEADERS

- Commit resources to co-curricular changemaking experiences.

KEY CONCEPTS AND CONSIDERATIONS

Co-curricular changemaking programming provides activities and experiences that help students develop changemaker qualities outside the classroom. As further described in Table 36, potential offerings could include internships and fellowships; incubators and accelerators; centers; leadership programming; and events.

Regardless of type of co-curricular experience, engaging and empowering students as co-creators, leaders, and mentors lives out the vision of an everyone a changemaker world and ensures that programing best meets their needs.

TABLE 36. SAMPLE CO-CURRICULAR CHANGEMAKING ACTIVITIES

INTERNSHIPS AND FELLOWSHIPS	**DESCRIPTION** Internships and fellowships are in-depth experiences for students to explore social issue(s) and learn about how an organization is addressing them. **SIGNIFICANCE** • Provides real-world experience. • Enables learning about problems and systems. • Provides guidance and a support structure. • Provides opportunity to identify potential career paths and roles. **UNIQUE CONSIDERATIONS** • Consider whether students secure an internship partner themselves or choose from a list of potential internship partners curated by the university. • Require that students are paid for their internships and/or connect students to funding opportunities. • Set and employ criteria for vetting and confirming students, partners, and engagement expectations. • Seek to build long-term partnerships with employers and community organizations, as feasible, to maximize the potential for impact. • Provide orientations/trainings to prepare students for the context of their internship (e.g., cultural context, travel safety, and respectful and ethical engagement and co-creation with community). • Provide ongoing or periodic mentoring or advisor check-ins. • Integrate a reflection and forward action/sharing component to capture and share learnings (e.g., create report of learnings, conduct a workshop, or mentor other students).

VENTURE-BASED PROGRAMMING, ACCELERATORS, AND INCUBATORS	**DESCRIPTION** Programming that supports early-stage ventures through a variety of resources, training, and mentorship. **SIGNIFICANCE** • Provides guidance and support structures for starting and growing a social venture (e.g., developing business plan, securing seed funding, etc.). **UNIQUE CONSIDERATIONS** • Consider whether the programming will focus on incubation, acceleration, or both. • Leverage relevant institutional resources and thought leadership on intellectual property rights, trademarks, patents, etc. • Determine staffing model best aligned to program goals, participants, and design (e.g., professors of practice, business coaches, local social entrepreneurs, alumni, student mentors). • Look for natural points of integration with other relevant offerings such as Map the System Challenge, social business pitches, and capstone projects. • Exercise caution in advising students to ensure they have apprenticed with the problem, considered unintended consequences, ethically partnered with relevant stakeholders, and assessed existing solutions, before seeking to solve a problem or launch something new (Papi-Thornton, 2016a). • Provide mentorship and advising both on technical aspects of start-ups as well as around team dynamics, student transitions, etc. • Consider whether to provide funding to social ventures.
CENTERS, LABS, AND HUBS	**DESCRIPTION** Space and/or units for fostering connection, collaboration, and support for innovation and/or changemaking among a range of stakeholders. **SIGNIFICANCE** • Provides space for co-working, training, events, and/or collaboration. • Offers training and events to raise awareness and understanding of social innovation and/or changemaking. • Can be a means of facilitating a community of changemakers. • Can provide a one-stop-shop for students, faculty, and staff to learn about changemaking activities and resources across the institution and navigate their learning journeys. **UNIQUE CONSIDERATIONS** • Determine whether the center will serve a single school or the entire institution. • Determine how the center will be funded (e.g., endowment, grants, student affairs/ fees, fees for service). • Evaluate location and spaces for the greatest accessibility and visibility as well ability to support program goals. • Consider the type of programming to be offered and if the space will support primarily co-curricular events or also academic programming. • Design the space to communicate changemaker offerings (signs and digital and interactive displays) and live out social innovation and changemaking values and principles. • Establish partnerships and marketing channels with student clubs and other university offices. • Develop guidelines, processes, and trainings for student-run efforts to support professionalism, consistency, impact measurement, improvement, and staff transitions.

CHANGEMAKER LEADERSHIP PROGRAMMING	**DESCRIPTION** Programs and experiences that cultivate a deeper understanding of social change, self, and others and how to achieve social impact. **SIGNIFICANCE** • Cultivates strong self-awareness and adaptive leadership skills. • Can provide deeper, more transformative development. • Helps students identify strengths, passions, and potential unique contributions. • Fosters a sense of community and a personal and professional network to draw on through one's career. • Provides leadership competence development that is attractive to employers. **UNIQUE CONSIDERATIONS** • Determine changemaking and leadership skills/competencies to be developed and how they will be cultivated and assessed. • Consider engaging alumni and thought leaders as guest speakers, mentors, site/field visit hosts. • Build in intentional student reflection throughout. • Support students in integrating their learning into other aspects of their lives (e.g., courses, leadership roles, volunteerism) and relating it to their futures (e.g., potential career paths and roles).
EVENTS	**DESCRIPTION** Informational, celebratory, or challenge-based events that increase awareness of and/ or engagement in social innovation and changemaking. **SIGNIFICANCE** • Can increase campus community energy for changemaking. • May be more manageable to resource and staff compared to ongoing efforts given they are time-bound. • Can incentivize student engagement and spur action or commitment. **UNIQUE CONSIDERATIONS** • Consider the flow of events across the academic calendar to determine optimal time for engagement and participation. • Incorporate changemaking into orientation or first week of classes to engage broad group of students early in the term and at the start of their time at the institution. • Consider adding to established events (e.g., introduce social innovation into Service Week) to achieve synergies and minimize duplication of effort. • Engage students as ambassadors and volunteers. • Engage faculty and staff to recruit students starting a venture and integrate the event/challenge with existing courses and programs. • Identify appropriate incentives based on event purpose, participant profile, and university resources (e.g., seed money for challenges; recognition for a changemaker award, badge, or certificate). • Provide orientation and training prior to challenge-based events and ongoing support after to connect students to appropriate resources.

STUDENTS AS CO-LEADERS

When assessing existing programming and determining new opportunities, it is important to consider the diverse needs and perspectives of the full student body. As with strategic and academic planning, it is critical to invite and engage diverse and representative student voices to consider a full range of needs and interests and how those will shape design for optimal accessibility, participation, and support.

Student leaders with advanced social innovation and changemaking skills are also important co-creators, facilitators, peer mentors, and ambassadors for co-curricular changemaking experiences. As such, it is important to recognize, celebrate, and reward student leadership. Some institutions offer paid positions to student leaders whether as Change Team members, program coordinators, communicators, peer mentors, or ambassadors (refer to Strategy 6, Brigham Young University campus example). Compensating students for their work not only provides validation and recognition, but also supports equity and inclusion by removing a barrier to participation for students who do not have the opportunity to volunteer given the need for paid work.

ACTION STEPS

→ **ANALYZE EXISTING PROGRAMMING AND DEMAND**

Analyze current co-curricular programming and determine what type might make sense for your institution. Consider institutional context, resources, and assets; current academic programming and faculty expertise; and student and employer demand. Consider synergies across co-curricular or curricular programs and if/how they could be linked. Identify any gaps and target audiences for new offerings. Refer to Strategy 15 for more on student learning journeys.

→ **DETERMINE INSTITUTIONAL POSITION OR AFFILIATION**

Consider where academic and co-curricular changemaking initiatives are sponsored and run across the institution. Determine the optimal institutional home for your new co-curricular experience, whether in a specific school, institute, or center. Consider how factors such as funding, location, scheduling, protocols, etc. will impact and shape the structure, content, delivery, and accessibility of your new co-curricular offering.

→ **DESIGN FOR SCOPE, SCALE, AND ACCESSIBILITY**

Identify the scope, scale, and accessibility goals and requirements. Consider design decisions and how relevant formats will support your goals: flexible/structured, in-person/virtual, one-time/ongoing, on-campus/off-campus, free/paid, self-directed/instructor-led, etc.

→ **DEVELOP LEARNING OUTCOMES AND PEDAGOGICAL APPROACH**

Develop changemaker education learning outcomes to address the gap you are trying to fill and pedagogical approaches to meet the target audience's needs (refer to Strategies 10 and 11 for more details). Consider the sequencing of offerings and scaffolding of student development—i.e., how the new offering will relate to existing programming, where it fits within a typical student learning journey, and what competencies may need to be mastered before this experience.

→ **IDENTIFY CAMPUS AND COMMUNITY PARTNERS AND RESOURCES**

Identify and vet potential program partners such as social enterprises, innovative non-profits, and other community organizations seeking to tackle issues. Establish long-term partnerships and flexible models that allow for emergent projects. Identify any other resources required, including: mentors, coaches, specialized trainings (e.g., responsible community engagement), transportation, catering, etc.

→ **SCHEDULE STRATEGICALLY**

Consider the academic calendar, course schedules, and any changemaking inventories, directories, or student learning journey maps when planning new co-curricular experiences. Optimize use of resources and increase engagement through strategic scheduling (e.g., inviting a guest speaker for both a late afternoon academic class and an early evening lecture series; timing a speaker series in conjunction with a changeamaking festival; etc.).

→ **MARKET AND RECRUIT**

Incorporate the new program into directories and student learning portals and journey maps. Create a targeted marketing effort to advertise the program across the institution and in the community, if applicable. Consider partnering with different departments, centers, community partners, employers, and others to spread the word. Develop working relationship and protocols with alumni, career placement, and community engagement offices. Employ student leaders as powerful program ambassadors.

→ **PREPARE STUDENTS TO ENTER COMMUNITIES RESPONSIBLY**

Provide orientations/trainings to prepare students for the context of engagements such as internships, projects with community, and field or study trips. Provide ongoing mentor or advisor check-ins during the experience. Integrate a reflection and forward action/sharing component for students to capture and share learnings. Consider conducting debriefs with participants and any other special "re-integration" support, especially after community

engagement and/or travel experiences. (Institutional Offices of Community Engagement, Service Learning, Study Abroad, Ethics, and Counseling may be useful resources. Be sure to research what standing protocols, guidance, resources, and support are offered institutionally to ensure alignment and avoid reinventing the wheel.)

→ MEASURE IMPACT

Consider what students will be learning through the experience and develop an evaluation plan. Track student learning outcomes. Evaluate programming effectiveness in terms of impact on students, the campus, and/or any engaged community/partners. Reflect on efficacy and iterate the program design for continuous improvement and innovation. Use testimonies (with permissions) to expand participation.

TIPS

CREATIVELY USE RESOURCES

Before rushing out to create something new, consider existing assets and how they may be leveraged or combined. This may reveal new opportunities you might not have otherwise thought feasible.

THINK INSTITUTIONALLY AND SYSTEMICALLY

Becoming a Changemaker Institution means considering the wide variety of stakeholder populations and developmental needs across the student body, institution, and community and over time.

MARQUETTE UNIVERSITY

PROMOTING INSTITUTIONAL INNOVATION THROUGH THE EXPLORER CHALLENGE

Marquette University, a private, Jesuit institution in Milwaukee, Wisconsin in the United States, has developed a creative way of encouraging cross-campus participation and fostering a culture of innovation and changemaking. The Explorer Challenge invites Marquette students, faculty, and staff to submit proposals for up to $25,000 in seed money for innovative projects that make an impact and advance [Beyond Boundaries,](#) Marquette's Strategic Plan.

Explorer Challenge funds may be used for a wide variety of projects including: developing new interdisciplinary research clusters, building community and industry partnerships, funding ideas that will help the university operate more effectively or efficiently, or advancing other potentially high-impact ideas that require seed funds to test concepts or build momentum. Innovation can include adaptation of existing strategies to support Marquette in new ways as well as the development of brand-new ideas. Projects that are interdisciplinary and have potential for community partnership or impact are encouraged. The Fund is supported through donations.

UNIVERSIDAD DE MONTERREY (UDEM)

UNIQUE CO-CURRICULAR PROGRAMMING FOR HOLISTIC STUDENT DEVELOPMENT

The Universidad de Monterrey (UDEM) is a Catholic institution located in Monterrey, Mexico. Through its Formative Model, UDEM fosters holistic student development through a personalized educational approach, enabling students to both excel in their respective fields and serve others. Central to this model is required co-curricular programming.

Co-curricular coursework is one of four key components of the Formative Model which supports student in systemically and intentionally cultivating 14 values and six competencies (Universidad de Monterrey, n.d.). Development opportunities range from leadership, interculturality, citizen participation, and sustainability to art and culture, health, sports, and spirituality. The META course (in Spanish, "Materia Enfocada A Temas Actuales") is required of all undergraduate students. META seeks to foster responsible, integral, and participatory citizens, who are sensitive to the needs of today's world. Students engage in various community projects to identify social problems and work together to propose solutions. An important part of the course is the incorporation of the UN Sustainable Development Goals (SDGs) as well as the theme of social innovation. Unlike most other co-curricular experiences, students completing META earn grades which contribute to their GPAs and transcripts, ensuring they get "credit".

CQUNIVERSITY

ICHANGE: A UNIVERSITY-WIDE SOCIAL INNOVATION ORIENTATION

CQUniversity (CQU) is the only Australian university with campuses in every mainland state, resulting in the largest geographical reach of any university in the country. The university has over 20 campuses and study centers and serves around 35,000 students. CQU created iChange, an online orientation to social innovation, to support accessibility and scaling of introductory concepts across its geographies and disciplines.

iChange is a two to three-hour module that provides participants with the introduction, inspiration, and tools they need to engage with social innovation during their time as a CQU student. The course provides a brief history and future trajectory of social innovation, together with an overview of key trends and co-design theory. Through intentional units along with formative assessment opportunities, the program culminates in an iChange certificate and digital badge. In the future, students will have a chance to include this designation on their academic record.

iChange is also available to all faculty and staff, and many courses at the university have already embedded iChange as a component of their coursework. While initially developed as optional, it is being built into academic programs, including a core professional practice unit that will be available to all courses across the University.

GEORGE MASON UNIVERSITY

CASE STUDY: SUSTAINABLE BEEKEEPING AS SOCIAL INNOVATION EDUCATION

George Mason University (GMU), an anchor institution for the United States national capital region with three campuses in Northern Virginia, is the largest public research university in the state. Mason's approximately 37,000 students hail from 130 countries and 50 states; of its 25,000 undergraduates, approximately 40% are first-generation college students.

Central to Mason's Strategic Plan is: "What can Mason do—or do better—to produce the types of graduates, scholarship, and service-oriented action that will best serve society?" (George Mason University, n.d.a, p. 2). The Strategic Plan Update (George Mason University, n.d.b) promises that Mason "will deepen our commitment to sustainability" (p. 12) and outlines "three multidisciplinary research initiatives whose portfolios of outcomes promise significant academic, societal, and economic consequences" (p. 22). One of the research areas is Supporting Resilient and Sustainable Societies which focuses on research, teaching, partnerships, and creative work that contributes "to the development of communities and societies here and around the world that are just, safe, economically secure, and environmentally sound."

As part of its leadership role in bring the strategy to life, the Business for a Better World Center at the School of Business oversees the University's Honey Bee Initiative (HBI). The Center partners with many schools and colleges across George Mason University to ensure that HBI is integrated in the educational experiences of thousands of students, faculty, staff, alumni, and community members. The story of HBI illustrates the diverse ways that a university can contribute to sustainability and economic development while cultivating changemaking skills through innovative curricular and co-curricular opportunities, collaborative research, and community engagement (Gring-Pemble & Perilla, 2020).

18 Refer also to Kluser (2010).

The George Mason University Honey Bee Initiative: Historical Context

Why bees? In their Pollinator Research Action Plan, the U.S. Pollinator Health Task Force observed that "pollinators are critical to our Nation's economy, food security, and environmental health" (2015, p. ii).[18] Bees pollinate one third of the food we eat and have been declared, "The most important living beings on Earth" (Concio, 2019). But for many reasons, including colony collapse disorder, invasive mites (varroa destructor), and pesticides, honey bees are dying at unprecedented rates. Without bees, human food security is in jeopardy, agricultural industry is compromised, and the environment suffers. An investment in bees is an investment in people, community prosperity, and the planet.

GMU's engagement with honey bees began in 2012 when an internal seed grant enabled the placement of four hives on the main Fairfax campus to educate the university community about the benefits of sustainable hive management in an urban setting. Soon thereafter, Mason launched a beekeeping class, and the extraordinary 99-person waitlist for the course, combined with the existence of Mason's 300-student pollination lab, prompted thoughts of further program development.

After taking inventory of complementary campus-wide initiatives (e.g., Mason was a founding Changemaker Campus in 2008, signed the UN Global Compact in 2012, joined UN Principles of Responsible Management Education in 2012), natural resources on campus (e.g., organic garden, native plant garden, pond), and existing partnerships (e.g. Smithsonian-Mason School of Conservation), team members consulted potential faculty and staff partners from a variety of areas/disciplines and launched HBI in 2013.

HBI's mission is to empower communities through sustainable beekeeping. It promotes multidisciplinary, experiential, and entrepreneurial approaches to honey bee sustainability. Students from the fields of business, the humanities, education, engineering, health, science, and art collaborate on initiative-related problems and projects. HBI offers opportunities for engaging in scientific research (e.g. pollen quality, pests, queen rearing), art projects, innovative teaching and research (e.g. artificial insemination, pollen research, beekeeping), community outreach, and even study abroad. These opportunities are vital for developing the creative and entrepreneurial intelligence that is critical to addressing the world's "wicked" problems and to lifelong learning and career success. Ultimately HBI introduces students, faculty, staff, and community members to the

18 Refer also to Kluser (2010).

green economy and inspires them to take meaningful action. In fact, HBI has nearly 1,000 visitors to the hives annually.

Today, with over 700 hives (domestically and internationally), an established teaching and research program, thriving international programs, and dynamic public-private partnerships, HBI continues to grow its impact.

HBI as Curricular and Co-curricular Student Experience

On GMU's campus, HBI models best practices in honey bee hive management and works with students of all majors and community members to emphasize the critical interdependence of pollinators and human food sources. Courses such as Sustainable Beekeeping, Amazon in the Modern World, and In Search of the Perfect Queen are offered through the School of Business, College of Science, and College of Humanities and Social Sciences. Courses offered in the College of Education and Human Development (CEHD), such as "Science Methods for Diverse Young Learners," provide guest lectures on conservation/environmental education issues as well as experiential learning experiences for pre-service and in-service student teachers. Graduate students at CEHD use the bees as a means of developing lesson plans on pollinators, anatomy, behavior, and conservation education for use in PreK-third grade classrooms. Faculty affiliated with HBI also mentor students in courses at Mason and Northern Virginia Community College.

In addition, the College of Health and Human Services uses HBI honey during its annual sustainability cook-off, the College of Visual and Performing Arts has partnered on a number of art projects (including a "Living Hive" exhibit that toured the East Coast educating people about the importance of pollinators), and the Volgenau School of Engineering has participated in "smart hive hackathons."

All of these educational experiences provide opportunities for students in different colleges, disciplines, and majors to rub elbows with one another and develop changemaking skills using real-world examples and project-based applications.

HBI for Regional Economic Development

A particular point of pride has been HBI's ability to offer significant contributions to the health of the regional environment and economy through its partnerships with local farms, businesses, and county government. For example, with Beltway Brewing Company, HBI is launching a honey ale entitled Patriots 57 which will be sold at on-campus events, basketball games, and major

events. The beer label highlights the plight of the honey bee and includes a link to the [Honey Bee Initiative website](#) so consumers can learn more. A portion of the royalties is given back to HBI to fund education, research, and programs. As another example, Sodexo chefs, the providers for on-campus dining facilities, have used HBI honey comb and honey in products. These partnerships illustrate how initiatives such as HBI can drive entrepreneurial, revenue-generating models that also contribute to local sustainability efforts and educate communities about sustainability challenges.

HBI for Research

One especially successful HBI regional partnership has been with Covanta, a waste management facility, and the County of Fairfax. This partnership began with the rehabilitation of a local landfill on the I-95 corridor and the establishment of 12 hives on the property. About two years later, the project expanded to 24 hives, the creation of pollinator friendly habitat, and a research study on heavy metals and chemicals in pollen. The study used bees to examine two aspects of environmental quality in and around the I-95 landfill and Covanta site. First, the research project involved sampling honey, wax, and pollen for heavy metals and other contaminants. Bees from relatively clean sites should have low levels of heavy metals, pesticides, and other chemical residues in their hives compared to those in contaminated sites. Second, the research project surveyed plant diversity visited by bees through sampling the pollen they brought to the hive over the course of the growing season.

HBI for Social Enterprise

Another especially fruitful partnership has been with Mount Vernon Lee Enterprise (MVLE), a nonprofit organization dedicated to providing employment opportunities to individuals with disabilities and other barriers. Initially, HBI only produced a small quantity of honey and candles (mostly as a mechanism for thanking donors to the bee program), with production being limited due to space and time constraints. To help address such challenges, students in marketing, management, and communication classes at Mason proposed a sustainable business model that included the sale of honey, candles, and other bee-related products as a revenue stream. HBI acted on these recommendations and established a virtual store where people could buy bee-related products including honey, tealight candles, and rolled candles. Further, HBI outsourced the manufacturing and selling of rolled candles to MVLE. Candle sales generate revenue for both HBI and MVLE. Project outcomes for this partnership include enhanced awareness of MVLE and its communities about the importance of pollinators to the ecosystem.

HBI for Global Study Abroad

HBI also has an international reach with programs around the world, including Colombia. The tri-sector approach HBI is taking in Colombia helps to drive sustainable, entrepreneurial beekeeping programs to foster economic self-sufficiency for indigenous women and their families. This project is made possible by generous support from Banco Bilbao Vizcaya Argentaria (BBVA) in Colombia and partnerships with local mayors, the Universidad Industrial de Santander, Servicio Nacional de Aprendizaje (SENA), and community beekeepers.

HBI's Impact

Ultimately, the Honey Bee Initiative has evolved to be an interdisciplinary program with embedded partnerships across sectors, global study abroad experiences, and a model for robust social innovation education. Every year HBI touches the lives of thousands of students, faculty, and community members, each of whom in turn multiply the effect by interacting with others. Indeed, HBI creates lasting change in the communities with which it collaborates. The research, teaching, and partnerships that epitomize HBI underscore the importance of business as a force for good.

15

FOSTER STUDENT LEARNING JOURNEYS

As educators develop changemaking courses, course sequences, and co-curricular experiences, it becomes increasingly important to support students in navigating the variety of offerings across the college or university. Fostering student learning journeys involves mapping and communicating educational opportunities to better support students in charting and navigating their own development as changemakers.

STRATEGIC BENEFITS
Why is it important?

- Provides coherence to changemaking offerings.
- Communicates the value of changemaking experiences.
- Increases awareness and participation.
- Inspires students to advance in their changemaking.
- Equips students to connect and apply changemaking to other academic and personal pursuits.

TIMING
When might it be useful?

- When demonstrating how educational experiences can support changemaker journeys.
- When changemaking opportunities have grown and navigating them becomes more difficult.

READERS
Who might use it and how?

CHANGEMAKER EDUCATORS

- Identify the different types of changemaker experiences students may have.

STUDENT LEADERS

- Engage peers in providing feedback on their changemaker journeys and experiences, what is working/missing.

CHANGE LEADERS

- Advocate with senior leadership to secure resources and/or other offices' collaboration in diversifying and connecting educational pathways.

SENIOR LEADERS

- Provide mandates for and remove obstacles to cross-departmental alignment and coordination.
- Dedicate resources to support mapping and marketing changemaker experiences.

KEY CONCEPTS AND CONSIDERATIONS

At its core, student changemaking learning journeys are a summation of students' campus, community, and personal experiences during their time enrolled as a student.

Changemaker education offerings, whether curricular and co-curricular, exist in complex ecosystems (your campus and community environments), in complex lives (your students' lived experiences as well as your own), and in complex times. Naturally, students' perspectives, life experiences, and guiding passions will interact and integrate with changemaker education in a variety of unique ways. And while there will be any number of ways students may navigate the institution's offerings, it is important to support them as they identify learning goals and chart their own changemaker steps.

PATHWAYS VS. LEARNING JOURNEYS

For the purposes of this Guidebook, we define pathway and learning journey as below.

PATHWAY

Specific and defined set of academic or co-curricular experiences that sequence and combine to culminate in a recognized form of learning (e.g., a certificate, minor, or badge).

LEARNING JOURNEY

Customized combinations of changemaking experiences that students can pursue to cultivate their changemaker identities and develop changemaker mindsets, knowledge, and skills over the course of their college/university experience to further activate personal passions and direct their energies.

A key starting point for developing a learning journey is taking stock of the institution's various changemaker offerings, pathways, research, and resources. We have observed that as campuses organically grow their social innovation and changemaking offerings, there is a risk either of having too many offerings aimed at a particular audience or developmental level, or not enough for others. Additionally, with programming offered by various schools, centers, and offices, it can be difficult for students to access, make sense of, and draw from these options in a meaningful way. Figure 5 can be used as a brainstorming tool.

FIGURE 5. TAKING STOCK OF FORMAL AND INFORMAL LEARNING
OPPORTUNITIES

PERSONAL	CURRICULAR	CO-CURRICULAR	INSTITUTIONAL
• Emergent life experiences (e.g., travel, volunteering, hobbies, and/or interactions with others, news, social issues). • New job or change in career. • Emergent personal or family events (e.g., new opportunities, illnesses, moves, job losses, etc.). • Expected personal or family member milestones (e.g., marriages, births/adoptions, graduations).	• Student advising. • Required orientation. • General education. • Academic courses and course sequences.	• Special or one-time offerings or events. • Co-curricular workshops or courses on social impact, changemaking, or leadership. • Recurring offerings or events (e.g., monthly guest speaker series, annual competitions, annual fellowships or internships, annual changemaker day or film festival).	• Special or one-time offerings or events. • Recurring offerings or events (e.g., biannual job fair, annual scholarships).

QUESTIONS TO CONSIDER
• What personal life experiences and learning moments are students simultaneously encountering that might be cultivating their interest or development in changemaking?
• What "pathways" already exist? Are they accessible?
• What type of participants do existing opportunities attract? Who is missing?
• Are there any gaps in curricular, co-curricular, and institutional opportunities? Any duplication?
• Which learning opportunities are formal? Informal? Required? Optional?
• What mindsets, knowledge, and skills are currently being developed/taught?
• What is the best sequence of opportunities? How do they relate to other offerings?
• Are there mechanisms to ensure communication and facilitation between existing learning opportunities?
• How would students determine what to do after being exposed to changemaking in a first-year orientation?
• How might students make sense of their learning experiences? How might they identify new learning goals?
• How might students become aware of the offerings? How might they determine the best next step in their own changemaking learning journey?
• What special support might students need to access, participate in, or learn through these?

Taking stock of the changemaking offerings across the institution can serve as the foundation not only for developing and scaffolding programming but also for mapping and communicating offerings in a meaningful way. It is important to ensure students understand what opportunities exist and which might be appropriate next steps after a curricular or co-curricular experience sparks their interests and passions. Similarly, it is critical to illuminate how a specific, organized pathway—like a social innovation minor or major—fits into a student's broader learning journey. Table 37 lists a variety of ways to map student learning journeys.

TABLE 37. SAMPLE LEARNING JOURNEY MAPPING METHODS

MAPPING METHOD	STEPS REQUIRED	IMPORTANCE	EXAMPLES
Create a visual ecosystem of changemaker offerings and pathways.	• Identify and track all your campus offerings of social innovation and changemaking. • Consider organizing pathways by discipline, department, values, etc.	• Serves as a foundation for identifying gaps and duplication. • Offers a way to "connect the dots" (or bridge gaps) between various opportunities on campus, especially those connections that are less obvious.	Mount Royal University's Changemaker Roadmap visually depicts how various institutional efforts conceptually connect to support changemaking culture and action (Mount Royal University, n.d.). [19] Cornell University's intake form and Kumu Map list and map stakeholders who self-identify that their teaching or research supports social innovation and entrepreneurship (Cornell's Ashoka U Change Leader Team, n.d.).
Design narrative or visual guides by category, discipline, cross-disciplinary issues, and/or passion area.	• Create concise and targeted guides that can be easily accessed by students. • Co-create interdisciplinary visuals that can be "read" by all programs. • Keep guides to an essential layer of information and categorize appropriately by level of involvement, student perspective, discipline requirements, and/or student interests.	• Provides accessible starting point for students looking to take next steps on their changemaker journey. • Supports academic advising, mentorship sessions, or student organization meetings to spark conversation and new ideas, without requiring deep preparation and alignment in advance.	Brigham Young University's Changemaker Maps are organized by major, feature a field overview and leadership profile, and are designed to help students understand how their discipline connects with social innovation and changemaking (Ballard Center for Social Impact, n.d.). The maps include a list of courses, internships, experiences, and other university resources.

19 While this map is less specific to concrete changemaker educational offerings, it is a useful institution-wide visual to demonstrate how various institutional efforts connect to support the institution's focus on fostering changemaking culture and action. Such a visual helps students (and other stakeholders) conceptually understand the institution's commitment to changemaking and the broad categories of ways to engage.

MAPPING METHOD	STEPS REQUIRED	IMPORTANCE	EXAMPLE
Develop a living database of changemaking opportunities.	• Scan and survey your campus for all those working on and offering social innovation and changemaking opportunities. • Compile your findings (and ideally, code them by relevant category) in a listing or searchable database.	• Enables students and campus community access and exploration of opportunities on their own time, sparking their imagination to envision and create connections. • Enables easy updating as new offerings emerge, which is harder to do with visual maps that will need dedicated time for updates/revisions.	Wilfrid Laurier University's Experience Guides enable students to identify experiential opportunities, many of which support changemaking, by academic program and year of study (Wilfrid Laurier University, n.d.a).
Utilize a physical center on campus to serve as a central hub for exploring pathways.	• Use an existing space that already gathers changemakers and re-prioritize its use as a home base for exploring and connecting with changemaking opportunities on campus. • Layer in programming, workshops, and other events that are specifically designed to set goals around and reflect on next steps in student's changemaker journeys.	• Provides access to peer-to-peer networks and collaboration and a new level of momentum that does not usually come as easily in virtual spaces. • Provides more hands-on support to students and supports longer-lasting interest and participation in changemaking opportunities.	Arizona State University's Changemaker Central provides physical spaces and virtual resources and programming to promote student engagement in changemaking (Arizona State University, n.d.a).
Encourage self-directed student reflection and processing of milestones and goals.	• Create a guiding framework and process for students to consciously connect their experiences to their changemaking goals. • Facilitate supportive environments for students to complete this process and take action.	• Sets expectations for and provides structural support and resources to equip and empower students to make meaning from and take agency in their learning journey.	Northeastern University's Self-Authored Integrated Learning (SAIL) enables students to search, record, and reflect on learning experiences (Northeastern University, n.d.b; Northeastern University, n.d.c).

Important to note is that fostering student changemaking learning journeys is not just about inventorying or marketing programs. Rather, it is an intentional approach to scaffolding, connecting, communicating, and coaching students as they chart their own journeys. There are many stakeholders across the institution that can actively support students through this process. First and foremost are student themselves. With some basic structure and access to reflection tools and databases of offerings, students become their own guides. Near peer mentorship can serve as an effective strategy to build relationships and support reflection, motivation, and interest. It is also important to empower all student facing individuals—such as Changemakers in Residence, changemaker hub staff and directors, faculty members, academic advisors, and resident assistants—with guidance and tools on how to best coach students as they navigate their changemaking journeys.

ACTION STEPS

DESIGN MAPPING PROCESS FOR INCLUSIVITY

Select journey themes according to a variety of academic and topical interests. Embrace processes that are inclusive to your entire student body population, not just a group of students that would already self-identify as changemakers. Identify any special needs and offer supporting resources to help all students engage and flourish as changemakers (e.g., scholarships, paid positions, online or remote access, mentors with similar identities and life experiences, transportation, etc.).

ENSURE BROAD INVOLVEMENT IN DESIGN

Involve student groups, student leaders, staff, and faculty from across diverse departments and disciplines throughout the mapping process. Reach out to people and places on campus that may not be intuitively linked to changemaking to identify unexpected offerings and potential gaps in pathways.

CONSIDER ALL THE INFORMATION YOUR MAPPING CAN INCLUDE

Imagine a wide variety of offerings included in your mappings, e.g.: curricular and co-curricular, resources and tools, field leaders in your institution's network, recurring events on campus, or support offices on campus such as changemaker centers, student learning centers, academic advising, etc.

→ DESIGN AND DEPICT PATHWAYS AND JOURNEYS TO EMPOWER KNOWLEDGE

Create interactive journey maps where students can build knowledge and skills whether they are engaged in a particular pathway or not. Visually present journeys to provide both clarity and illustrate optionality, flexibility, and customization.

→ ALIGN RESOURCES AND EQUIP COACHES

Train and equip key influencers such as student leaders, changemaker hub staff, faculty, and advisors to provide formal or informal support to students as they navigate their journeys. Seek to listen, learn, and empathize with students' unique experiences and concerns. Work with your key influencers and campus' inclusion practitioners to identify any barriers or constraints that are known to prevent or discourage participation (e.g., limited time; or limited access to supporting resources, technology, or transportation), and proactively seek to mitigate constraints or remove any unnecessary barriers.

→ CREATE IN-PERSON OPPORTUNITIES WHERE THE PATHWAY/JOURNEY MAP CAN BE ACCESSED

Leverage physical centers as a place and community to connect, grow, and support changemaking connections across campus. Visually display changemaker learning journey maps and/or resources. Offer orientation sessions, open nights, and student advising.

TIPS

THINK EARLY

What are some opportune "first touchpoints" that students have in their changemaker journeys on your campus? How can you utilize those touchpoints?

LEVERAGE THE INSTITUTION'S MISSION STATEMENT OR HISTORICAL COMMITMENTS

Explore how your changemaker pathways/maps can best serve your institution's mission and current goals and make the case to align resources.

DO NOT WORRY ABOUT STARTING FROM SCRATCH

Students across your campus are already thinking about their jouneys. Work to identify a key area where students are eager to grow, and design your map, process, or tool accordingly.

MODEL THE PRACTICE

You are also on a changemaking journey yourself. Remain open to sharing elements of your own journey and experiences that helped clarify your path in social innovation and changemaking.

LEARNING JOURNEYS TO ENGAGE ALL DISCIPLINES

When developing changemaker learning journeys it can be useful to consider how your work can intentionally build bridges and engage students from different disciplines. We encourage you to reflect on the following questions and examples:

- How would a student studying social innovation in the business school be aware of an opportunity to mentor high school students through the school of education?

- How would an environmental studies student that has been newly exposed to and interested in a key issue through a service learning class become aware of the Map the System Challenge marketed through the business school?

- As accounting, engineering, or information systems students start self-identifying as changemakers, how would they learn about careers of social impact through their discipline and what opportunities exist at the college/university to prepare them?

BRIGHAM YOUNG UNIVERSITY

CHANGEMAKER MAPS

Changemaker maps are an effective way for Changemaker Institutions to help students navigate various changemaking opportunities across campus.

The Ballard Center for Social Impact at Brigham Young University, located in Utah in the United States, offers changemaker maps by major (Ballard Center for Social Impact, n.d.). Each map features a field overview and leadership profile, helping students understand how their discipline connects with social innovation and changemaking. The maps include a list of courses, internships, experiences, and other university resources. In addition to the maps, students can access one-on-one advisement sessions to identify ways to advance both their disciplinary knowledge and changemaking impact.

NORTH CENTRAL COLLEGE

SOCIAL IMPACT CENTER: A HUB FOR NAVIGATING CHANGEMAKING OPPORTUNITIES

In 2017, North Central College launched its Social Impact Center, an important step in helping students identify changemaking opportunities and chart their journeys, building on the college's tradition of being devoted to social change and impact. Founded in 1861, North Central College is a private, comprehensive college located in metro Chicago in the United States.

Through the Social Impact Center, students have a hub for identifying opportunities and resources to "become the change you wish to see in the world" (North Central College, n.d., para. 1). The center's website presents five different avenues for students to "explore, experience and influence the issues and causes" they care about and to discover "innovative ways to solve complex social challenges and grow as a leader" (North Central College, n.d., para. 1). These are: 1) service and volunteering; 2) academics and research; 3) social entrepreneurship and innovation; 4) civic engagement and leadership; and 5) advocacy and activism. Within each, students can learn about relevant student clubs, academic courses, immersion experiences, funding opportunities, and internships/jobs.

Through the center's creation, the college has not only validated that there are many ways to foster social change, but it has also helped different parts of the institution showcase their offerings. Most importantly, it provides a gateway for the variety of ways students can develop as changemakers.

NORTHEASTERN UNIVERSITY

SAIL: FOSTERING STUDENT DIRECTED LEARNING JOURNEYS

Northeastern University is a private research university located in Boston, Massachusetts in the United States that enrolls around 18,000 undergraduate students and 8,000 graduate students. At Northeastern, experiential engagement is considered central to supporting students in engaging with societal challenges, identifying opportunities, becoming agile, and creating change (Northeastern University, n.d.a).

Having been a trailblazer in co-op education, Northeastern is also leading in equipping students to chart their own learning journeys. Central to this is the university's Self-Authored Integrated Learning (SAIL), with digital platforms for students as well as for staff and faculty educators.

Underpinning SAIL is a framework of five learning dimensions associated with particular skills and attributes and "cross-cutting foundational masteries" related to all the learning dimensions (Northeastern University, n.d.d). Many of these skills and attributes are critical to support changemaking. For example, relevant learning skills include systems thinking, design thinking, entrepreneurship, inclusive action, and civic-mindedness; and relevant mastery skills include humility, comfort with ambiguity, empathy, collaboration, and open-mindedness, among others.

Using the SAIL application students can: search learning opportunities (both academic and informal) across the database; document learning experiences and ideas; and visualize and assess skill development progress (Northeastern University, n.d.b; Northeastern University, n.d.c). They can also connect with students, staff, faculty, and alumni across the Northeastern network (Northeastern University, n.d.c).

Ultimately, SAIL helps students navigate personal learning journeys towards their identities as changemakers. The integration of search, recording, and assessment enables students to scaffold efficacy and competencies in their pursuit of changemaking while also building networks and sharing their experiences.

WILFRID LAURIER UNIVERSITY

LAURIER EXPERIENCE RECORD AND GUIDES

Wilfrid Laurier University is a multi-campus university located in Southwestern Ontario, Canada. The institutional proposition is inspiring lives of leadership and purpose, with a focus on experiential learning. Laurier has been ranked #1 in student satisfaction four years in a row by Maclean's.

Wilfrid Laurier University's Competency Framework includes several competencies related to changemaking including adaptability and resiliency, self-awareness, collaboration, and problem solving (Wilfrid Laurier University, 2017). The Laurier Experience Record (LER) and Laurier Experience Guides support students in their paths to cultivating these and other competencies and becoming changemakers by building an awareness of and providing access to over a thousand hands-on, high impact experiences in the classroom, on campus, and in the local communities.

The LER is an online tool that allows students to maintain a comprehensive, validated record of their curricular and co-curricular activities and the competencies they have gained (Wilfrid Laurier, n.d.b). Students reflect on their learning and challenges in terms of self-awareness, values clarification, skill development, and career exploration.

Laurier's Experience Guides encourage students to take advantage of all the opportunities that Laurier has to offer. Organized by program (e.g., Business, Global Studies, etc.) and year of study, the guides identify experiential opportunities (e.g., volunteering, campus clubs, studying abroad, and work experience) to support students in gaining real-world experience (Wilfrid Laurier, n.d.a). The guides encourage a changemaking mentality for students by highlighting opportunities from the beginning of their studies at Laurier throughout their academic journey.

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VII. APPENDICES

APPENDIX A. GLOSSARY OF TERMS

CAPSTONE COURSE

A final unit or project designed to integrate learning experiences across one's studies.

CHANGE LEADER

Faculty, staff, administrators (usually mid-level), and/or students with complementary perspectives and influence, and the institutional mandate, vision, and grit to advance social innovation and changemaking across the institution—through strategy, culture, and educational pathways—and beyond.[20]

CHANGE TEAM

Committed, interdisciplinary team of faculty, staff, administrators, students, and community members who embody changemaking in their work, develop programs and pathways to grow changemaking, and collaborate on projects and initiatives to further embed social innovation and changemaking across the institution itself.

CHANGEMAKER

A changemaker is "anyone who takes action to address a problem, activates others, and works towards solutions for the good of all" (Duplechain & Lax, 2019, p. 9).

CHANGEMAKER EDUCATION

An education that helps students build their identities and capacities as collaborative agents for change. This education aims to help students:

- Develop personal awareness, community understanding, and ability to collaborate (Duplechain & Lax, 2019)
- Develop their abilities for catalyzing social change including methodologies such as civic engagement, social innovation, social justice, and philanthropy (Kim & Krampetz, 2016)
- Practice changemaking as they step up to take action and activate others around a societal challenge (Duplechain & Lax, 2019)

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20 While an institution may have a department or special projects office that manages ongoing leadership development or change management, the terms *Change Leader* and *Change Team* in this Guidebook are used to denote resources specially dedicated to advance social innovation and changemaking. In some cases, the institutional department or special projects office overseeing leadership development and change management may be key allies to engage, even while their mandates are broader than social innovation and changemaking.

CHANGEMAKER INSTITUTION

An institution of higher education that enables and empowers students, faculty, staff, senior leaders, and the surrounding community to be changemakers. Changemaker Institutions are purpose-driven and "model an open and adaptive approach that sparks innovation and creates space for everyone to contribute" (Kim et al., 2018, p. 13).

CHANGEMAKING

The action or process of fostering positive societal change and reflecting the qualities of a changemaker.

COURSE

For the purposes of the Guidebook, we use the term course as is often used in the higher education systems of the United States and Canada. Here it refers to a teaching unit facilitated over an academic term and comprised of multiple sessions or lessons (Course (education), 2020). According to the same source, this is roughly equivalent with the term module or unit as is more typically used in Australia, India, Singapore, and the United Kingdom.

COURSE SEQUENCE

Series of courses that build upon each other to increase mastery of knowledge and skills such as a concentration, minor, major, or certificate.

HIGHER EDUCATION INSTITUTION (LATER REFERRED TO AS INSTITUTIONS)

Any organization that provides educational offerings at the post-secondary level. While the names and types of institutions will vary by region, these often include colleges and universities.

LEARNING JOURNEY

Customized combinations of changemaking experiences that students can pursue to cultivate their changemaker identities and develop changemaker mindsets, knowledge, and skills over the course of college/university experience to further activate their personal passions and direct their energies.

MAJOR

For the purposes of the Guidebook, we use the term *major* to refer to a set of courses required to obtain a degree (Academic major, 2020). This may be more typically referred to as *course* in other parts of the world. (Course (education), 2020).

PATHWAY

Specific and defined set of academic or co-curricular experiences that sequence and combine to culminate in a recognized form of learning (e.g., a certificate, minor, or badge).

SENIOR LEADER

Presidents, provosts, vice presidents, and deans in official positions of leadership.

SYSTEM

Meadows (2008) defines a system "a set of elements or parts that is coherently organized and interconnected in a pattern or structure that produces a characteristic set of behaviors, often classified as its 'function' or 'purpose'" (p.188). In the context of higher education, the sector itself, an institution, a program, a departmental group, or a course, could all be thought of as systems. Similarly, social problems that higher educational institutions, their faculty, staff, and students seek to address are nested in various social, economic, political, environmental, and community systems.

SYSTEMS THINKING

Systems thinking is a "transformational approach to learning, problem-solving and understanding the world" that "helps people of all ages and walks of life see beyond the heart of a problem to find fair and lasting solutions that deliver benefits" (Waters Center for Systems Thinking, 2020, para.1) Meadows (2008) describes the benefits as enabling one to understand the parts of a system and their connections; to consider alternative system behaviors; and courageously redesign systems to make an impact (pp. 6-7).

SENIOR LEADER QUALITY	WAYS QUALITIES ARE PRACTICED	WAYS TO DEVELOP
Recognize higher education's potential as a force for positive social impact.	• Make physical assets available to community. • Advise on regional development initiatives. • Partner with local organizations across sectors to address local challenges and advance changemaking in the region.	• Maintain a regular practice of connecting with your personal "why"—why you are committed to advancing higher education as a force for social impact. • Identify which changemaker qualities you self-identify with and which you need to grow (refer to Table 2 in the Getting Oriented: Key Concepts chapter). • Invite regular feedback with a few stakeholders with different perspectives (e.g., board member, peer, someone who reports you, a student) to reveal blind spots and growth opportunities. • Become familiar with the UN Sustainable Development Goals, UN Global Compact and/or Principles for Responsible Management Education (PRME). • Serve on the board of a relevant community, municipality, or regional development organization.
Demonstrate belief in the need for educational ecosystems for changemaking.	• Ensure the academic and strategic plans, educational model, and teaching and learning resources support student cultivation of agency, ethics, and changemaker skills. • Incentivize and reward faculty and student service and impact. • Engage students directly in institutional governance and support student-led initiatives. • Listen to and champion student interests, concerns, and ideas. • Create relationships with local schools to cultivate empathy and changemaking mindsets in youth. • Partner with local government and schools to increase access to higher education. • Offer college-readiness programs and changemaker scholarships.	
Demonstrate strong agency and initiation.	• Leverage your position and platforms to speak up for changemaking and more just and equitable systems. • Contribute thought leadership to local and regional partners and high education associations and policy-making bodies.	

SENIOR LEADER QUALITY	WAYS QUALITIES ARE PRACTICED	WAYS TO DEVELOP
Foster adaptability and innovation.	• Lead conversations with the board, administrators, faculty, faculty senate, unions, staff, students, and other stakeholders to (re)design systems to foster innovation and equity. • Identify and appoint innovative administrators and faculty. • Give permission to self and others to learn through missteps and failure. • Seek unlikely partners and new opportunities. • Learn about new ideas and changemaking models. • Create spaces for diverse stakeholders to engage with and co-create together. • Fund and run innovation challenges.	• Become familiar with the principles and processes of design thinking (Refer to Strategy 1, Call-Out Box, Design Thinking Principles Applied to Leading Equitable Changemaking). • Build time into your schedule and project timelines to allow for experimentation. • Draw inspiration from diverse disciplines and reflect on how seemingly unrelated topics may creatively inform your work (e.g., metaphors, constructs, theories of change, processes). • Pay attention to how often your first reaction to something new is "no"; practice finding ways to say yes. • Work with the Development Office to secure funds for innovation challenges and organizational change. • Appoint an Innovation Officer or Organizational Development position to focus on institutional innovation.
See opportunities instead of scarcity.	• Reframe problems to opportunities. • Commit to finding ways to enable others' visions. • Pose challenges to others and encourage combining resources and creative solutions.	
Demonstrate understanding of the history, current context, and trends of higher education.	• Engage the institution's centers and institutes to synthesize critical trends and identify implications. • Discuss trends, the future of higher education, and the role of the university in fostering impact with peers and other thought leaders. • Co-create new models for Changemaker Institutions and education that better equip all to be engaged, adaptive, and resilient contributors to society—leaving no one beyond.	• Read seminal works on history of higher education. • Monitor current events and trends. • Identify and build relationships with thought leaders across higher education. • Schedule regular check-ins with a peer or thought leader to discuss current issues. • Join the leadership cohort of an educational association or institute.

SENIOR LEADER QUALITY	WAYS QUALITIES ARE PRACTICED	WAYS TO DEVELOP
Demonstrate systems thinking and a deep understanding of the institution's power structures.	• Create time and space to reflect on how/why something is/not working and the system dynamics at play. • Map and "view" the system from different users' perspectives. • Ask questions and listen deeply. • Keep asking "why", searching for root causes. • Understand how you relate to and influence systems. • Reflect on your implicit biases and their potential impact on decisions. • Identify your real or perceived power and how to use it positively. • Identify how to relinquish your power when it serves as a roadblock to others' leadership and innovation. • Challenge assumptions through a spirit of curiosity and learning, not one of shaming or blaming. • Look for levers for change—both the quick wins that will create energy as well as points of strategic intervention that could have a ripple or lasting impact.	• Familiarize yourself with key principles and tools of systems thinking (e.g., Ashoka's Systems Change Crash Course, Water Center for Systems Thinking). • Engage a systems thinking advisor/consultant in key strategy and decision-making conversations. • Display systems maps of your institution or of higher education in your region as a visual reminder. • Take a course on power and privilege; reflect on personal and institutional implications.
Demonstrate fluid, co-creative leadership of systems change.	• Keep trends and potential disruptions and opportunities at the forefront of the board and senior leadership's attention. • Offer open and accessible channels for stakeholder feedback. • Create collective time and space to identify system "noise" and "feedback" (e.g., how events, communications, reactions are observed or experienced in a change intervention or process). • Partner with the board, leadership team, and key stakeholders in imaging the future together and co-creating visions and strategies. • Create Change Leader roles, team, or other coordinating structure. • Dedicate budget and administrative support for becoming a Changemaker Institution. • Position Change Leaders and Change Teams as leads for the work to legitimize their work. • Advocate for changemaking values and behaviors. • Create structures that allow for diversity of thought, emergence, and innovation.	In addition to those above: • Support Change Leaders and Change Teams (refer to Strategies 4-7). • Consider senior executive leadership development experiences that focus on systems leadership (e.g., focusing on values, changing self to change the system, learning to see and change the system with others, fostering emergence and being comfortable with ambiguity). • Partner with the Marketing/Communications office to get regular updates and advice on stakeholder feedback and messaging needs.

SENIOR LEADER QUALITY	WAYS QUALITIES ARE PRACTICED	WAYS TO DEVELOP
	• Create socially and environmentally conscious policies (e.g., equity, diversity, and inclusion; social procurement; sustainability).	
Create changemaking structures.	• Create new structures (e.g., university-wide challenges and faculty awards) to work around more durable systems (e.g., budgeting and promotion/tenure systems) that may be blocking changemaking, while still working to redesign those systems. • Identify quick wins and easy opportunities to create energy and build stepping-stones towards long-term change. • Leverage strategic opportunities to foster change in organizational systems and processes (e.g., strategic planning and budgeting cycles, program and curriculum reviews). • Identify and elevate the champions of institutional innovation across the institution.	Combination of those throughout the table.

CHANGEMAKING PRINCIPLES VERSUS POTENTIALLY COMPETING VALUES OR STRUCTURES	LEADERSHIP DILEMMA(S)	PRINCIPLES IN ACTION
Organizing for the future versus Honoring history	Need to lead the institution into the future while still honoring historic roots and current realities, needs, and concerns (e.g., future sometimes robs from the present).	• Communicate the drivers and urgency for change. • Use stories from the institution's past to demonstrate how it has responded to change previously and can do so now. • Identify any "scripts" currently used across the institution and how they may support/inhibit the case for change. • Be confident and persuasive in communications.
Empowering for innovation versus Maneuvering amid traditional systems, hierarchies, and approvals	Need to "empower" people to innovate despite being embedded in traditional systems that are inherently hierarchical, siloed, or bureaucratic and constrain empowerment.	• Amplify student voices, which often serve as one of the strongest pressures for systemic change. • Create parallel or new structures that are not constrained by traditional systems (e.g., find alternative funding models to inspire cross-disciplinary research; employ alternative incentives and rewards that work in parallel to traditional tenure paths). • Actively champion those you seek to empower, who might be otherwise constrained by systems or tradition (e.g., invite diverse voices; work with supervisors to release time; compensate stakeholders for their time).
Embracing emergence and experimentation versus Demonstrating administrative accountability	Need for compelling evidence to catalyze change and administrative planning and accountability to lead it, while recognizing that much of innovation and transformation requires risk-taking and emergence.	• Create strategy processes that allow for adaptive planning. • Create cross-functional teams that foster emergence. • Leverage living cases examples and testimonials of those "one step ahead" (e.g. peers, consultants, industry leaders) in the absence of "proof" or "conclusive evidence".
Fostering collaboration versus Leading at a pace that matches the urgency and scope of change required	Need to move fast but also include broad group in each decision-making stage (e.g., as in the case of a crisis, regulatory deadlines, etc.).	• Engage key constituencies as part of task force. • Draw from existing stakeholder surveys and data that represent constitute needs/interests. • Consult representatives of demographic groups as proxies.

CHANGEMAKING PRINCIPLES VERSUS POTENTIALLY COMPETING VALUES OR STRUCTURES	LEADERSHIP DILEMMA(S)	PRINCIPLES IN ACTION
Demonstrating empathy versus Responding to institutional or strategic imperatives/ crisis with vision and courage	Need to take a hard, risky decision for the benefit of many or the benefit of institution itself in the long-term that is not seen as serving its current constituents (prioritizing institution sustainability over immediate individual impact).	• Listen with empathy and openness; signal that perspectives have been heard. • Empower current stakeholders with decision-making control, within the constraint of achieving the long-term vision. • Communicate a hard decision with empathy; provide support for individual needs and thriving despite hard circumstances. • Be generous (to the extent feasible) in incentives, redundancy packages, and/or support through transitions.
Embedding changemaking learning outcomes versus Navigating traditional academic power structures	Needing to embed changemaking across the academics while having limited levers for curricular change (e.g., the power of curriculum committee and faculty senate).	• Demonstrate evidence of student demand for changemaking experiences and amplify their voice to influence faculty/senate. • Use academic planning processes to create frameworks and opportunities for changemaking learning outcomes and institution-wide curriculum overhauls.

APPENDIX D. ROLES DESCRIPTIONS AND RESPONSIBILITIES

CHANGE LEADER

CHANGE LEADERS

Faculty, staff, and/or administrators with complementary perspectives and influence, and the institutional mandate, vision, and grit to advance social innovation and changemaking across the institution and beyond.

Ashoka U sees Change Leaders as higher education innovators who are role models for how to build thriving ecosystems for social innovation and changemaking across their institutions. Change Leaders often crave the ability to influence beyond just their institution and have an eye towards sector-level impact. While the number of Change Leaders will vary based on institutional context, we generally recommend approximately 2-3 Change Leaders per institution.

CHANGE LEADERS HAVE THE FOLLOWING CHARACTERISTICS

- Intrapreneurial/entrepreneurial track record
- Experience in social innovation and changemaking in higher education
- Belief in the need for everyone to be a changemaker
- High social and emotional intelligence
- Fluid and adaptive leadership
- Collaboration and team of teams orientation
- Ethical fiber/trustworthiness
- Ambition for large-scale impact in higher education and beyond

CHANGE LEADER RESPONSIBILITIES

Change Leaders not only serve as institutional leaders but also as active contributors to the field of social innovation and changemaking in higher education. The following describes core Change Leader Responsibilities, which can be adapted to your institutional context.

INSTITUTIONAL FOCUS

The primary responsibility of Change Leaders is to advance social innovation and changemaking across their institution, as opposed to solely working within any particular department, program, or course.

To do this, the Change Leaders:

- Coordinate the development of a vision and strategy for advancing social innovation and changemaking across the institution.
- Act as the spokesperson for social innovation and changemaking at the institution.
- Create and manage a Change Team: a committed, inter-disciplinary group of faculty, staff, administrators, students, and community members who help grow and strengthen the campus-wide ecosystem for social innovation and changemaking.
- Assess current changemaking curricular and co-curricular programming and ensure they are connected to other changemaking activities at the institution. These programs include but are not limited to:
    o Curricular programming (such as majors, minors, certificates, or masters).
    o Co-curricular programming (such as internships, fellowships, incubators, and accelerators).
    o Student engagement opportunities.
    o Faculty engagement and development opportunities.
    o Campus-wide awareness, marketing, and communications around social innovation and changemaking activities
- Advance social innovation and social entrepreneurship as a part of the institution's offerings, which may include:
    o Teach or help coordinate and design classes, certificates, majors, or minors on social innovation and social entrepreneurship.
    o Lead or help lead changemaking co-curricular programming.
    o Oversee or conduct research on social innovation and social entrepreneurship.
    o Act as a liaison with faculty across the institution, legitimizing social innovation and social entrepreneurship as an area of research and study.
- Establish and manage a coordinating structure for social innovation and changemaking activities to ensure that all related activities are aligned, connected, and embedded across the institution. This may be through a center, department, committee, or other format. Similarly, manage all staff and resources associated with this coordinating structure.
- Ensure the financial sustainability of social innovation and changemaking.

FIELD BUILDING FOCUS

As the institution's changemaking ecosystem grows, Change Leaders may also increasingly influence the conversation around social innovation and changemaking across higher education. This is usually in the form of contributing thought leadership based on their areas of expertise and the institution's changemaking work.

Several examples of field building activities include:

- Pilot original programs, fellowships, incubators, internships, etc. and assist other institutions in learning from or adapting the models.
- Conduct, publish, and/or present original research on social innovation and changemaking education.
- Collaborate with others to produce joint publications, white papers, etc.
- Mentor other institutions in developing changemaker education and/or becoming a Changemaker Institution.
- Host regional convenings to grow changemaking across the educational system or across sectors.

CHANGE TEAM

CHANGE TEAM

A committed, inter-disciplinary group of faculty, staff, administrators, students, and community members who help grow and strengthen the campus-wide ecosystem for social innovation and changemaking.

The Change Team brings together the necessary expertise, diverse perspectives, influence, and time to support the Change Leaders in advancing social innovation and changemaking across the institution. Team composition and size may vary depending on the institution's structure, size, and needs. The Change Team is part of or the stepping-stone to a campus-wide coordinating structure for social innovation and changemaking.

CHANGE TEAM STRUCTURE

- The Change Team includes:
  - o Faculty from diverse schools, disciplines, or programs
  - o Administrators/staff (e.g., service learning/civic engagement, admissions, alumni engagement, development)
  - o Student affairs/student services representatives
  - o Social entrepreneurs or community partners

o   At least two students, with different graduation dates
- The Change Team meets regularly.
- Change Team members have clear roles for advancing social innovation and changemaking and are able to contribute at least 10-30% of their time.

CHANGE TEAM MEMBER RESPONSIBILITIES

- Translate social innovation and changemaking ideas into their domains of expertise such as teaching, research, program leadership, student engagement, and community partnerships.
- Influence others in their domain of expertise to mainstream ideas of social innovation and changemaking through conference, publications, and other mechanisms.

A CHANGE TEAM MEMBER DIFFERS FROM A CHANGE LEADER IN THE FOLLOWING TWO WAYS

- Specific focus rather than institution-wide: While Change Leaders must be focused on advancing social innovation and changemaking across the entire institution (without particular focus on one discipline, program, or department) the Change Team member may have particular focus or expertise in a certain type of social innovation and changemaking activity. They may still spend 100% of their time on this role, but do not see their personal priorities as advancing social innovation and changemaking across the institution beyond a particular program or role. For example, this may include the following roles:
  - o   Embedding a changemaking lens and learning outcomes into their discipline's degree program.
  - o   Teaching courses in social innovation and social entrepreneurship.
  - o   Running a social innovation or social entrepreneurship degree program.
  - o   Specializing in fundraising for social innovation and changemaking.
  - o   Managing a social innovation incubator program.
  - o   Specializing in communications around changemaking.
  - o   Advancing social innovation and changemaking through admissions.
- Focus on execution or strategy: Change Team members tend to be focused primarily on either execution or strategy around social innovation and changemaking. In contrast, Change Leaders must balance strategy with execution, being involved in advancing the agenda around social innovation and the day-to-day execution of this work.

CHAMPIONS

Key senior leaders, at the level of Dean or Vice President, who view social innovation and changemaking as a priority for their institution and actively advance social innovation education through their work. They hold institutional authority beyond that of most faculty or staff members. They advance the vision of social innovation and changemaking at their own institution and beyond by acting as an advocate, engaging key internal allies, and mobilizing support across the institution.

Champions are typically more senior than Change Leaders and might hire or manage a Change Leader. Champions and Change Leaders are completely aligned in terms of vision and goals for social innovation and changemaking and their institution. They differ primarily in terms of seniority, staff time, and tactics for implementation.

CHAMPIONS HAVE THE FOLLOWING RESPONSIBILITIES:

- Make social innovation and changemaking one of their top priorities and dedicate at least 10% of their time to advancing social innovation and changemaking.
- Work closely with Change Leaders, potentially in a management or supervisory capacity.

CHANGE LEADER QUALITY	WAYS QUALITIES ARE PRACTICED	WAYS TO DEVELOP
Recognize higher education's potential as a force for positive social impact.	• Serve on advisory boards of local education or community initiatives or challenges. • Spread awareness of the UN Sustainable Development Goals across the campus and help faculty, staff, and students connect with changemaking. • Foster research and educational opportunities in collaboration with community partners to address social challenge.	• Maintain a regular practice of connecting with your personal "why"—why you are committed to advancing higher education as a force for social impact. • Identify which changemaker qualities you self-identify with and which you need to grow (refer to Table 2 in the Getting Oriented: Key Concepts chapter). • Become familiar with the UN Sustainable Development Goals, UN Global Compact and/or Principles for Responsible Management Education (PRME). • Actively volunteer in local community efforts. • Regularly engage with a leadership mentor/s and continuously learn from other changemaking leaders.
Demonstrate belief in the need for educational ecosystems for changemaking.	• Spearhead the development of changemaking visions and plans. • Recruit other Change Leaders and Change Team Members. • Equip various functions and departments to embed changemaking into institutional processes and structures. • Manage Change Team or other coordinating structure to foster alignment and coordination of changemaking. • Serve on curriculum review committees.	
Demonstrate strong agency and initiation.	• Leverage position and platforms to speak up for changemaking and more just and equitable systems. • Secure roles in key decision-making processes (e.g., strategic planning processes; presentations with senior executive leadership and/or the board).	
Demonstrate understanding of root causes and identify solutions.	• Learn about problems before rushing to solutions. • Engage partners and stakeholders in problem definition and solution identification. • Map institutional and related systems. • Understand how you relate to and influence systems. • Explore existing solutions. • Consider what can be learned from other domains and problem/solution fields. • Test and iterate solutions together with others.	• Have a regular practice of asking "Why" five times when evaluating problems (e.g., 5 Why Analysis). • Regularly employ other frameworks and tools for getting to root causes such Problem Analysis, Fishbone Analysis, and Diagramming Causes.

CHANGE LEADER QUALITY	WAYS QUALITIES ARE PRACTICED	WAYS TO DEVELOP
Demonstrate ongoing learning and persistence.	• Focus on opportunities and assets, while not turning a blind eye to challenges. • Pay attention to disconfirming data or negative feedback and course correct in timely fashion. • Develop strong, trust-based relationships, strong channels of communication, and feedback loops to accelerate learning.	• Create feedback mechanisms and dashboards to focus attention on opportunities for continuous improvement and innovation.
Demonstrate understanding of social entrepreneurship, social innovation, and changemaking.	• Engage Social Entrepreneurs in Residence. • Develop a social innovation bootcamp or changemaker certificate program for students, faculty, and staff. • Partner with Teaching and Learning Resource Centers to offer faculty training on pedagogies for changemaking, systems thinking skills, and/or social innovation. • Coach faculty and staff how to embed changemaking, social innovation, and/or social entrepreneurship content into their courses. • Train students in becoming changemaking mentors to peers. • Collaborate with researchers and ecosystem partners to assess and grow local ecosystems for social entrepreneurship. • Support the institution in developing social procurement practices. • Identify social enterprise opportunities for the institution itself.	• Audit a social innovation/ entrepreneurship course at your institution. • Take your institution's social innovation orientation or certificate program. • Take an online course (e.g., +Acumen). • Identify relevant mentor such as a social innovation professor, a local social entrepreneur, etc.
Demonstrate systems thinking and a deep understanding of the institution's power structures.	• Similar to those of Senior Leaders. Refer to Strategy 3 and Appendix B.	• Refer to Strategy 3 and Appendix B.

Demonstrate co-creative leadership of systems change.	• Similar to those of Senior Leaders. Refer to Strategy 3 and Appendix B. In addition:
	  o Develop strong social ties across the institution.
	  o Find "unlikely allies" and equip them as ambassadors for changemaking.
	  o Help others recognize the changemaking aspects of their work.
	  o Celebrate others' success.
	• Cast a vision with cross-functional teams and then let go of how things will be implemented, allowing for others to lead.
		• Identify a list of key contacts needed across campus; schedule chats and build connections.
		• Develop a personal practice of gratitude, which will help you identify and spot the good in others.
		• Build trust-based relationships and provide guidelines within which innovation should occur.

CHANGEMAKER EDUCATOR QUALITY	WAYS QUALITIES ARE PRACTICED	WAYS TO DEVELOP
Changemaker Educator identity.	• Initiate frequent reviews of and iterate curricular and co-curricular development. • Serve on committees that contribute to development of academic plan and other educational strategies and reviews. • Advocate for institutional support and incentives for changemaker education.	• Identify other Changemaker Educators; learn why and how they self-identify as a Changemaker Educator. • Reflect on why you want to be Changemaker Educator. • Reflect on your personal changemaking journey and identify meaningful experiences or insights. • Practice and tell your Changemaker Educator story. • Stay current on institutional and academic strategy developments and look for opportunities to innovate.
Knowledge of social entrepreneurship, social innovation, and changemaking.	• Leverage key frameworks and processes (e.g., systems thinking, design thinking, piloting, etc.) in the design of changemaker educational experiences or pathways as well as institutional change processes.	• Connect with social innovation, social entrepreneurship, and changemaking experts on your campus (e.g., visit with professors of practice, researchers, and relevant centers or hubs). • Consider conferences and professional development opportunities like the Ashoka U Exchange, the International Social Innovation Research Conference (ISIRC), and others in your specific country/regional context (e.g., in the United States, the United States Association for Small Business and Entrepreneurship [USASBE] and the Social Entrepreneurship Research Conference). • Access online courses such as Ashoka's Systems Change Crash Course and +Acumen and systems thinking references offered by Water Center for Systems Thinking. • Study the work of and connect with social entrepreneurs and social innovators in your community and/or through networks such as Ashoka, Echoing Green, and the Schwab Foundation for Social Entrepreneurship.
Knowledge of 21st century challenges and the changemaking landscape.	• Incorporate relevant campus, social justice, and societal issues into your respective educational offerings (e.g., an engineering challenge to address clean water and sanitation; a creative writing	• Grapple with inequities in your community and reflect on your own experiences, others' experiences, and your potential blind spots. • Become familiar with the UN Sustainable Development Goals. • Stay up-to-date on current events; consider how they relate to your discipline and community.

CHANGEMAKER EDUCATOR QUALITY	WAYS QUALITIES ARE PRACTICED	WAYS TO DEVELOP
	assignment on anti-racism; a challenge in partnership with a local community organization on reducing inequalities).	• Reflect on 21st century skills and consider how to design relevant educational experiences (e.g., refer to "New Vision for Education: Unlocking the Potential of Technology" by World Economic Forum in collaboration with Boston Consulting Group).
Educational design skills.	• Establish learning outcomes that prioritize changemaking. • Co-create educational experiences with students, employers, and community members. • Design curriculum and experiences to help students progress toward learning outcomes. • Ensure curriculum is flexible, making space for exploration, learning, and surprises outside of intended outcomes. • Assess student progress in the way that will most effectively support student learning and inform iteration.	• Take advantage of professional development opportunities to keep up on developments in educational design, pedagogy, and assessment. • Create a community of practice with other Changemaker Educators. • Ask students, peers, and community partners for feedback and areas of improvement.
Changemaking facilitation skills.	• Select pedagogical practices and facilitation approaches that support changemaker learning outcomes. • Create opportunities for self-directed learning. • Engage students as co-leaders of educational delivery. • Coach students as they navigate their changemaker learning journey.	• Consider the Association of American Colleges & Universities (AAC&U) "High-Impact Educational Practices" (or other sources in your region) and other pedagogies that foster changemaking. • Reach out to your institution's center for teaching and learning to access resources or partner in co-creating new models for your classroom or institution. · • Explore opportunities to develop coaching skills.
Building partnerships skills.	• Build deep, trust-based relationships. • Establish long-term, collaborative partnerships. • Form community engaged projects and research projects that are mutually beneficial and engage community partners as leaders with valued lived experience. • Train both students and institutions in navigating effective partnerships.	• Attend community events and connect with community organizations. • Ask questions and learn about organizational needs. • Provide opportunities to community organizations for partnership feedback. • Take advantage of any partnership resources or workshops offered by your institution's Community Engagement Office.

Note: Disciplinary knowledge is omitted here given the behaviors and development opportunities are unique to each discipline.

How can higher education equip the future leaders our world so desperately needs?

In these uncertain times, when so many social and environmental problems are not only persisting, but in many cases, worsening, we need bold and reimagined colleges and universities more than ever.

Becoming a Changemaker Institution is a guidebook with strategies and actions for campus innovators who are ready to answer society's call and step up to transform their institutions. Drawing on more than a decade of insights and work with over 600 higher education institutions around the world, this guidebook provides the needed inspiration and best practices to spark institution-wide change.

Both practical and deeply reflective, *Becoming a Changemaker Institution* offers a robust framework for faculty, staff, and student leaders who are ready to embed changemaking into their work, leadership, and campus communities.

"I have reviewed hundreds of resources for innovators who are looking to reimagine higher education. Ashoka U has done it again and produced one of the best resources I've found to guide those of us who are working to change the system and equip students as the changemakers the world needs."

— Debbi Brock, Associate Professor of Entrepreneurship & Marketing, Wingate University and Co-Creator, Social Change Innovators

"Higher education leaders have a tremendous opportunity to influence the future and to model what kind of institutions the world needs. The strategies outlined in this guidebook provide a much-needed roadmap for leaders who are ready to rewire their institutions and help lead society towards a better future."

— David H. Lord, Trustee, Rollins College

"We need innovative colleges and universities now more than ever. This guidebook is an indispensable collection of strategies to help institutions embed changemaking and innovation in a way that will accelerate time to impact and optimize resources in getting there."

— Melissa Carrier, Director of the Office of Social Innovation, The University of North Carolina at Chapel Hill