

Putting the Commercial in Social Enterprise Education: Employing the For-profit to Nonprofit Business Model in the Classroom

Rasheda L. Weaver

Iona College

ABSTRACT

This article presents the case of an undergraduate social entrepreneurship class where students run social enterprises on campus for four weeks. After completing sales, students donate their profits to local nonprofit organizations. The case illustrates how university classes may equip students to address societal problems through entrepreneurial activity.

Keywords: social enterprise, nonprofit organizations, for-profit business, case study, experiential education, undergraduate teaching, large classes

Around the world, social enterprises are a growing force for positive social change. While there are various definitions for the term social enterprise, they may be defined as organizations that strive to combat social problems (Mitra, Kickul, Gundry, & Orr, 2019; Weaver, 2018). What distinguishes social enterprises from traditional for-profit businesses and nonprofit organizations is their dual mission—a desire to generate revenue and to advance social good (Mitra, Kickul, Gundry, & Orr, 2019; Weaver, 2019; Mair & Marti, 2006). As such, these organizations may be nonprofit organizations, for-profit businesses, or a combination of both referred to as hybrid organizations (Austin, Stevenson, & Wei-Skillern, 2006; Mair & Marti, 2006). An example of a social enterprise is a for-profit business named Sweet Charity in Vergennes, Vermont. Sweet Charity is a commercial furniture resale store that sells previously owned furniture and donates its profits to a nonprofit organization called Women of Wisdom that runs hospice and welfare programs for the elderly (Sweetcharityvt.com, 2020). The goal behind social enterprises like Sweet Charity is to

consistently generate revenue that may be used to address societal problems.

In the last 40 years, research and teaching on social enterprises has grown. This growth, in large part, stems from its potential to address longstanding social needs afflicting communities across the world such as poverty, unemployment, climate change, hunger, and discrimination. However, as the number of social enterprises around the world grows (Lepoutre, Justo, Terjesen, & Bosma, 2013), more and more students are graduating with majors in social entrepreneurship (Mitra, Kickul, Gundry, & Orr, 2019; Murdock, Tekula, & Parra, 2014). As such, there is an increasing need to educate and train future generations of social change agents.

Social enterprise and social entrepreneurship courses are taught in Business Schools, Schools of Social Work, Law School, and departments related to Public Policy, Community Development, and Economics. Each discipline varies in how they approach pedagogy on this topic. For example, business schools often teach social entrepreneurship from a strategy and marketing perspective that focuses on selling the idea of the social

mission and the mechanics of running a business (Mirabella & Eikenberry, 2017). Public affairs and social work programs, on the other hand, view social entrepreneurship as a tool for addressing social problems and thus emphasize the importance of understanding social issues and turning nonprofit organizations into revenue generating entities (Mirabella & Eikenberry, 2017).

Being that social enterprises are organizations that have a dual mission, they should ideally be run by entrepreneurs who are well versed in both social problems and how to create strong, revenue - generating organizations. One of the most common challenges that social enterprises face are tensions between managing their social and economic outcomes (Abramson & Billings 2019; Hynes, 2009). Their unique hybrid structure requires specialized training in understanding both business management and social work (Howorth, Smith, & Parkinson, 2012; Conway, 2008; Tracey & Phillips, 2007). When managers or founders lack this training, issues such as mission drift (deviating from an organization's social mission) (Ebrahim, Battilana, & Mair, 2014) or underpricing products and services may arise (Hynes, 2009).

In addition, social enterprises are practical by design. As such, experiential education plays an important role in educating aspiring social entrepreneurs to manage their hybrid structure (Weaver, 2020). Aspiring social entrepreneurs benefit from task-based training that enables them to learn and apply practical business management skills like bookkeeping, marketing, and managing teams (Weaver, 2016). Service-learning courses that provide students leadership roles also have been found to increase their interpersonal skills, leadership capacity, and social justice perspectives (Manning-Ouellette & Hemer, 2019). Given the need for this kind of knowledge, this case study paper illustrates the kind of experiential education that can prepare students to run successful social enterprises in the future. It features an award-winning service-learning course called *Introduction to*

Community Entrepreneurship at the University of Vermont.

The course teaches students to apply a common social enterprise business model wherein a for-profit business is created as a sustainable funding stream for charitable organizations. This model is used in the real world by organizations such as TOMS Shoes, Newman's Own Foundation, and Sweet Charity (mentioned above). By experientially teaching students to run a social enterprise that has a for-profit to nonprofit business model, the course aims to equip them with the tools to create social enterprises. In addition, the course also aids local community-based organizations with their work through class donations and through spreading awareness about their social causes.

UNDERGRADUATE COURSE CASE

Introduction to Community Entrepreneurship

The Introduction to Community Entrepreneurship course was introduced in 2005 by Dr. Chyi-lyi (Kathleen) Liang, a former professor in the Department of Community Development and Applied Economics at the University of Vermont (Liang, 2011). The aim of the class is to provide students practical experience running a small business that donates profits to charity in an effort to advance community development. When the course began in 2005, 88 students enrolled. However, today the course has an average of 110 students and is one of the most popular courses on campus. As outlined in Liang (2011), students are taught to:

- Brainstorm an idea.
- Finalize team members and identify market opportunity.
- Finalize and assess products and services.
- Identify resources and partnership.
- Formulate work routines.
- Prepare for an initial business plan and a business model.
- Establish rules for team assessment and self-assessment.
- Complete and continue weekly reports and team/individual reflections.

- Conduct a risk assessment and prepare for contingency.
- Prepare financial analysis.
- Prepare final business report, revision of the business plan, and final assessment/learning reflections.
- Arrange for donations to charity.

Students learn these lessons every week throughout the course of one semester. As described in the outline, the course teaches students about the practicalities and discipline needed to run a business. A key component of the original course was called “Dollar Enterprise,” which is an intensive learning experience in the course wherein students operate a business on campus for four weeks. The name “Dollar Enterprise” comes from the fact that the instructor gives \$1 to each student (who end up in teams of 10-14 members) as seed money to start their business.

In 2017, when I took over the course, I aimed to make the course more socially conscious, as social enterprise education programs often lack instruction on the importance of understanding the root causes of social problems (Mirabella & Eikenberry, 2017; Papi-Thornton, 2016). In addition, the importance of understanding the strengths and weaknesses of different social enterprise business models is rarely discussed in literature on social enterprise education. Thus, one change made to the course is the replacement of the Entrepreneur Profile presentation, an assignment that focuses on success stories of wealthy entrepreneurs, with a Social Enterprise Profile presentation, an assignment that focuses on the different business models that social enterprises use and their impact on beneficiaries. This assignment change gives students an understanding that while the course is using the for-profit to nonprofit social enterprise business model, there are also other, more impactful models that have been shown to eradicate poverty, unemployment, and other issues (Weaver, 2019). The for-profit to nonprofit social enterprise business model is often used due to

the ease of its implementation, which contributes to its popularity.

Another major change to the course is that Dollar Enterprise was changed to “Pop-Up Enterprise.” While students still start their businesses with \$1 per team member, the course now emphasizes the importance of pop-up businesses in modern American culture. Recent reports on the United States entrepreneurial sector find an increasing number of people are starting businesses that are temporary in terms of space (e.g. online) and time, such as running or participating in ridesharing programs, selling crafts, performing odd jobs, renting rooms, and other opportunities (Global Entrepreneurship Monitor, 2019). Thus, focusing on the “pop-up” nature of modern entrepreneurial activity helps students recognize that entrepreneurial skills are life skills that may be useful in the present or the future. [Table 1](#) outlines the differences between Dollar Enterprise and Pop-Up Enterprise.

The changes made to the course are a reflection of the deep need to emphasize distinguishing characteristics of social entrepreneurship, as an organizational form, in the curriculum. What separates social enterprises from traditional nonprofit organizations and for-profit businesses is their goal to be socially conscious when making all decisions that affect their organizations. Their commercial, revenue-generating activities aim to foster their sustainability as opposed to depending on external funding such as grants or donations like traditional nonprofit organizations. In the original course, students did not learn about social enterprise and social entrepreneurship even though the nonprofit to for-profit business model is a popular social enterprise strategy. The changes made speak to previous research from both business school scholars (Papi-Thornton, 2016) and nonprofit scholars (Mirabella & Eikenberry, 2017) that argue that courses on social entrepreneurship focus mainly on business planning and often forget or only superficially explore the social aspect of social enterprises.

Table 1. *Difference Between Dollar Enterprise and Pop-Up Enterprise*

Dollar Enterprise (Original Course Format)	Pop-Up Enterprise (Updated Course Format)
Introduces students to the operational aspects of running a business that donates to charity.	Teaches students about why charitable donations are important to nonprofit organizations, while also comparing its strengths and weaknesses to other forms of social entrepreneurship (e.g. hiring people from disadvantaged backgrounds).
Students donate profits to charities, but never develop a relationship with any charities.	Week 4 of the class is designated as “Charity Week,” where students visit charities of interest to them and develop relations with them to better understand their mission and the impact of the profits they donate.
Each team is required to complete an Entrepreneur Profile presentation on the entrepreneurial journey of a successful entrepreneur.	The Entrepreneur Profile Presentation assignment was replaced by a Social Enterprise Profile assignment that requires students to research and outline the strengths and weaknesses of different social enterprise business models.

Research suggests that social enterprise courses should outline the context and history underlying a community’s social issues in order to best teach students how to solve them (Mitra, Kickul, Gundry, & Orr, 2019; Robinson, 2014). Thus, the first few weeks of the revised course focus on learning about what social enterprises are and how they may be used as a *tool* to combat social issues. Then, once students receive their seed money to launch their businesses, they are put into groups and told to design and develop social enterprises using the for-profit to nonprofit business model. Students are only allowed to run product-based or food-based businesses (no service-based businesses for logistical reasons). Students may also work with local organizations to obtain resources (e.g. gift cards, food, supplies, equipment) that may be used to launch their businesses. With just \$10-\$14 per team, most teams reach out to businesses to develop partnerships. This experience teaches them the importance of collaboration in business, especially in the beginning stages. Resources have been donated to

students in the class from local organizations in Vermont such as Trader Joe’s, Cold Hollow Cider Mill, Costco, Healthy Living (often provides \$20-\$25 gift cards to each team), Shelburne Orchard, and more.

Students are given time in class to develop pop-up enterprises that consist of a poster, table, their products, equipment needed for operations, and marketing materials they need. [Figure 1](#) shows one team’s pop-up enterprise and [Figure 2](#) shows a variety of poster boards that students use for their businesses. Two campus locations are reserved for students to operate their businesses. The first is just outside of the main campus library and the second is inside the main student center. In addition, there is a common area in the department that students use for planning team meetings. There is a table schedule posted inside the secretary’s office in the department so that all students can see where their tables/pop-up businesses will be each week, though they also have a copy of this on Blackboard as well. Tables are shown in [Figures 3 and 4](#).

Figure 1. Example of a Pop-up Enterprise



Figure 2. Examples of Student Poster Boards (business signs)



Figure 3. Photo of Selling Tables in the Campus Center



Figure 4. Photo of Selling Table Outside of the Library



Note: Students sell outside of the library regardless of the weather.

During week 4 of the class, after students have already started business planning, they engage in “Charity Week,” which consists of visiting a local nonprofit organization of their choice to assess if they want to donate to or form a connection with the organization. Students report feeling that Charity Week “puts a face” to the social causes they support. Not only do students identify a nonprofit organization that they will donate all of their profits to after closing their businesses, they also learn about the importance of researching and engaging such organizations in order to assess whether or not they have parallel social values.

Since 2005, the course has generated and donated over \$60,000 (University of Vermont, 2015) for nonprofit organizations in Vermont. These include, but are not limited to, organizations such as 1% for the Planet, Old Spokes Home, Intervale Center, Flyin Ryan Hawk Foundation, Committee on Temporary Shelter (COTS), Vermont Haiti Project, and the Vermont Community Garden Network.

While the vast majority of Pop-Up Enterprise profits are given to charity, a small portion is contributed to the Community Entrepreneurship Education Fund that funds operational costs of running the course such as purchasing equipment for business operations that may be used from semester to semester (e.g. toasters, coffee makers, jewelry display stations, etc.).

Behind-the-Scenes Systems that Support the Course

Given the need for equipment and financial processes entailed for running a class of this size and activity, various departmental support systems are needed. For financial processes, either the instructor, the department business manager, or a designated financial assistant gives two class presentations on record keeping and budgeting before students actually start running their businesses. The role of who performs financial processes changes each semester, but only one person is needed to manage the revenue generated in this course. Special money counting areas are provided to students (e.g. usually a room in the department finance office) to give them a safe space to leave their revenue. There is a vault in the department where students store their revenue after every business day. One day per week (for the four weeks of operation), students meet with the person responsible for managing finances to count and record their revenue, discuss donations they receive, and to finalize credit card transactions (all students receive credit card machine training).

In addition, the department provides a large Pop-Up Enterprise storage room for housing equipment used over the years in the class. Being that the course has been taught since 2005, the storage room is well stocked with a variety of equipment like coffee makers, jewelry organizers, button making machines, laser printers, and more. Students running food-based businesses are able to use the kitchen in the Dean's Office to store and prepare foods. Naturally, students are required to clean the kitchen after use. Examples of foods and beverages that students have prepared in the kitchen include lemonade, pancakes, waffles, crepes, trail mix packs, and cakes.

Lastly, teaching assistants play an important role in managing the activities in this course, which is important given that the course usually ranges from 110 students to 140 students in size. One paid graduate student is provided to work for 10 to 20 hours per week to manage class operations, other teaching

assistants, and email communication. Three to five work-study paid undergraduate students act as advisors to teams and help with running class activities. Selling typically occurs for four weeks in the following two shifts: 9 a.m.–12 p.m. and 1 p.m.–4 p.m. each day. Someone (whether the instructor or a teaching assistant) is usually around during these times, especially during the first two weeks of Pop-Up Enterprise, to assist students with the many logistical questions that arise. Due to the considerable lift and time commitment needed to make this course possible, all assistants are paid for their work.

In summary, this one-semester course consists of several moving parts (shown in Figure 5). However, with the provided support services, spaces, systems, and local businesses, the course offers students practical experience developing and launching businesses. In addition, students technically run for-profit businesses on campus and then donate the majority of their profits to local nonprofit organizations. This entrepreneurial exercise reflects the work of well-known businesses such as Newman's Own, TOMS Shoes, and Warby Parker. It also equips them with the practical business training that have been lacking in entrepreneurial courses (Zhang, 2018).

Figure 5. Summary of Resources Needed for the Course



Textbook and Educational Materials

In the original course, Dr. Liang wrote and used the textbook entitled *Dollar Enterprise from Theory to Reality: An Experiential Learning Exercise Applying Community Entrepreneurship to Plan and Operate a Small Venture on Campus*. The book breaks the course down week by week and outlines various worksheets that are used to ensure students actively engage in important steps of the business planning process. However, because of the emphasis on teaching students about social enterprises and the nature of social problems, I added academic literature and business magazine article sources such as *Stanford Social Innovation Review*, *Harvard Business Review*, and *Yes Magazine*. Online resources related to social entrepreneurship from sources such as The Social Enterprise Alliance and B Lab were also used for class assignments. The main goal of any text or resource used is to provide introductory knowledge to students about the basic elements of social entrepreneurship and running a business. Students use these resources for the first 6–8 weeks of class while developing their businesses. However, once Pop-Up Enterprise is in operation, students go from attending class twice a week to once per week so they can spend more time operating their businesses. When in class during sales weeks, students usually engage in a combination of group presentations that focus on profiling a social enterprise and/or business planning.

Course Impact

This hands-on experiential, service-learning course thrusts students into the world of entrepreneurship by giving them the chance to develop and run a business. It equips students with the experience needed to determine whether or not they want to pursue social entrepreneurship as a career or to utilize it in their future work via intrapreneurship (transforming an organization from within as an employee). In regard to its impact, while no studies have been conducted to show the impact of this course on students, the course

received the Best Practices Award at the 2014 Small Business Institute Conference (Northeast Regional Center for Rural Development, 2014). In addition, adding Charity Week to the class resulted in several students developing ongoing volunteer work with their charities outside of class. Furthermore, local entrepreneurs who have been inspired by the anecdotal impact of the course have donated thousands of dollars to the Community Entrepreneurship Education Fund. Finally, as aforementioned, the class has donated more than \$60,000 to hundreds of nonprofit organizations in Vermont (University of Vermont, 2015). The course is well known by organizations and leaders throughout Burlington, Vermont. As such, it truly illustrates the power higher education may have on community engagement. It has managed to train students, support charities through financial and in-kind resources, is a source of community pride, and has received philanthropic support from local entrepreneurs.

Reflections on the Course and Recommendations for Faculty

Teaching and revamping this course has been one of the highlights of my career. While the course has always inspired students to major in one of three majors in the Department of Community Development and Applied Economics, in the first semester of transforming Dollar Enterprise into Pop-Up Enterprise, there was a 30% increase in the number of students that enrolled into the Community Entrepreneurship major. This increase is especially important given that there was a major enrollment decline after Dr. Liang left the department and the course was subsequently taught by part-time faculty. The infusion of socially conscious literature and activities, along with the engagement of local charities, strengthened the course and student interest in the major.

One of the main lessons learned from teaching the course is that having a dedicated and passionate faculty member run and manage such intensive courses leads to their success (Robinson, 2004). Given the large

number of students in this course and the running of 11-14 student businesses at a time, this course presents a significant workload for faculty. Faculty aiming to recreate this course at another institution should implement the course slowly. In addition, resources are an important investment in bringing this course to life. Teaching assistants, for example, are needed for activities such as walking around selling areas during times of operation to encourage the students during sales and to capture their experiences via photographs. Without proper investment in faculty, spaces, and assistants, this course would not be as notable as it is in Burlington, Vermont, today.

A second lesson learned is that when students enter the course, they are doubtful that they can actually run a business for four weeks. However, during the last week of class, students are eager to state how impactful it has been and how they desire to be an entrepreneur. They enter the course shy and intimidated, but leave confident and equipped with various entrepreneurial skills. The very act of running a business improves student discipline. Student businesses open up at 9 a.m. and must run regardless of the weather in the typically cold state of Vermont. Yet they enthusiastically show up to run their businesses. I believe the responsibility of running the business coupled with the accountability they have to their nonprofit partners inspires their discipline.

A third lesson learned relates to the kinds of student businesses that tend to do well immediately and in the long term. These businesses tend to be food-based businesses or businesses where students design unique crafts in front of customers such as jewelry, candle holders made out of beer bottles, or engraved wood plaques. In regard to food-based businesses, colleges and universities are very open to food-based charitable work on campus and thus this finding was not surprising. However, the fact that students were creative in the kinds of foods they sold (e.g. maple glazed donuts, crepes made to order, cakes made in mugs, customized trail mixes) seemed to deepen campus community interest. In

regard to the product-based businesses where students design products in front of customers, it seems learning the story behind product development intrigues buyers, which is reflective of literature on the power of storytelling in business (Margiono, Kariza, & Heriyati, 2019). Prospective customers would line up to watch students create these products and were in awe of their talent and skills, many of which were gained from a desire to create a unique business for the class.

Given the success of this course in terms of monetary contributions and popularity on campus and in the local community, future research should explore the impact it has had on the thousands of students who have taken it since 2005. Doing so may advance understanding of how other colleges and universities may use courses to foster and inspire community engagement, while also advancing social entrepreneurship education.

CONCLUSION

The rapid growth of social enterprises throughout the world in the last 40 years brings with it a growing need to educate students seeking both careers and to create positive social change in their communities. This case study article highlights an award-winning undergraduate class that provides students practical experience developing, launching, and dissolving a business over the course of one semester. Students spend the first half of the semester learning about social enterprise, business planning, and developing a social enterprise business using the for-profit to non-profit donation business model. Then students launch and run their businesses on campus for four weeks. After the four weeks, students donate their profits to their charity of choice and send thank you letters to all the people that enabled their business to come to fruition (e.g. people who donate supplies, give advice).

A growing number of courses are being developed to teach social entrepreneurship due to a rising interest in the topic in recent decades (Mitra, Kickul, Gundry, & Orr, 2019; Murdock, Tekula, & Parra, 2014; Jones,

Warner, & Kiser, 2010). As such, case studies like this one are needed to demonstrate how such courses may be taught in a manner that supports service learning and community engagement. Emphasizing this community and social component is important, as previous research has critiqued social entrepreneurship courses for barely emphasizing the “social” in social entrepreneurship education (Mirabella & Eikenberry, 2017). Mixing social entrepreneurship with service learning is also important, as it immerses students into leadership roles that may increase their interpersonal skills, leadership capacity, and social justice perspectives (Manning-Ouellette & Hemer, 2019).

In addition, more and more faculty, especially newly minted faculty (Lewing & York, 2017), are embracing experiential education. Case studies on courses such as the one described in this paper are important for illustrating ways faculty may design courses to meet both student and community needs. One of the main contributions of this case study is that it shows that, with the right support systems and people, a course can be developed that makes not just a substantial impression on students, but the local community as well. The creator of this course has received many awards for her work. However, she credits the educational environment at the University of Vermont for creating spaces and systems that enable such a dynamic course to take place there (University of Vermont, 2015).

Given the growth in student numbers, community impact, and educational contribution that this course has demonstrated, future studies of its impact on students should be conducted to provide insight as to whether or not it prepares students for their careers. Many students from the course list their Pop-Up Enterprise experience on their resume. It has become a major talking point during their job interviews. Researching the short- and long-term effects this course has on their careers and personal development would be conducive to the advancement of knowledge in the literature on experiential education, community-university partnerships, and entrepreneurial education in general.

REFERENCES

- Abramson, A. J., & Billings, K. C. (2019). Challenges facing social enterprises in the United States. *Nonprofit Policy Forum*, 10(2), 1–11. <https://doi.org/10.1515/npf-2018-0046>
- Austin, J., Stevenson, H., & Wei-Skillern, J. (2006). Social and commercial entrepreneurship: Same, different, or both? *Entrepreneurship Theory and Practice*, 30(1), 1–22.
- Conway, C. (2008). Business planning training for social enterprise. *Social Enterprise Journal*, 4(1), 57-73. <https://doi.org/10.1108/17508610810877731>
- Ebrahim, A., Battilana, J., & Mair, J. (2014). The governance of social enterprises: Mission drift and accountability challenges in hybrid organizations. *Research in Organizational Behavior*, 34, 81–100.
- Global Entrepreneurship Monitor. (2019). *2018/2019 United States Report*. Retrieved September 4, 2020, from <https://www.gemconsortium.org/economy-profiles/united-states>
- Howorth, C., Smith, S. M., & Parkinson, C. (2012). Social learning and social entrepreneurship education. *Academy of Management Learning & Education*, 11(3), 371–389.
- Hynes, B. (2009). Growing the social enterprise-Issues and Challenges. *Social Enterprise Journal*, 5(2), 114-125. <https://doi.org/10.1108/17508610910981707>
- Jones, A. L., Warner, B., & Kiser, P. M. (2010). Service-learning & social entrepreneurship: Finding the common ground. *Partnerships: A Journal of Service-Learning and Civic Engagement*, 1(2), 1–15.
- Lepoutre, J., Justo, R., Terjesen, S., & Bosma, N. (2013). Designing a global standardized methodology for measuring social entrepreneurship activity: The Global Entrepreneurship Monitor social entrepreneurship

- study. *Small Business Economics*, 40(3), 693–714.
- Lewing, J. M., & York, P. E. (2017). Millennial generation faculty: Why they engage in service learning. *Journal of Community Engagement & Higher Education*, 9(3), 35–47.
- Liang, C. L. (2017). *Dollar enterprise from theory to reality: An experiential learning exercise applying community entrepreneurship to plan and operate a small venture on campus* (7th ed.). Kendall Hunt Publishing.
- Liang, C. L. (2011, July 24–26). *Help students to think outside the box with entrepreneurship education in the Colleges of Agriculture*. 2011 Annual Meeting, Pittsburgh, Pennsylvania 103670, Agricultural and Applied Economics Association. <https://ideas.repec.org/p/ags/aaea11/103670.html>
- Mair, J., & Marti, I. (2006). Social entrepreneurship research: A source of explanation, prediction, and delight. *Journal of World Business*, 41(1), 36–44.
- Manning-Ouellette, A., & Hemer, K. M. (2019). Service-learning and civic attitudes: A mixed methods approach to civic engagement in the first year of college. *Journal of Community Engagement & Higher Education*, 11(3), 5–18.
- Margiono, A., Kariza, A., & Heriyati, P. (2019). Venture legitimacy and storytelling in social enterprises. *Small Enterprise Research*, 26(1), 55–77.
- Mirabella, R. M., & Eikenberry, A. M. (2017). The missing “Social” in social enterprise education in the United States. *Journal of Public Affairs Education*, 23(2), 729–748.
- Mitra, P., Kickul, J., Gundry, L., & Orr, J. (2019). The rise of hybrids: A note for social entrepreneurship educators. *International Review of Entrepreneurship*, 17(2), 107–126.
- Murdock, A., Tekula, R., & Parra, C. (2014). Responding to challenge: Comparing nonprofit programmes and pedagogy at universities in the United Kingdom, Spain, and the United States. *The NIS-Pacee Journal of Public Administration and Policy*, 6(2), 69–96. <https://doi.org/10.2478/nispa-2013-0007>
- Northeast Regional Center for Rural Development. (2014). *Dollar enterprise wins best practices award*. Retrieved September 21, 2018, from <https://aese.psu.edu/nercrd/news/2014/dollar-enterprise-wins-best-practices-award>
- Papi-Thornton, D. (2016). Tackling heropreneurship. *Stanford Social Innovation Review*. Retrieved Sept. 4, 2020, from <https://ssir.org/articles/entry/tackling-heropreneurship>
- Robinson, J. A. (2014). Developing business courses that make an impact: Rutgers Business School’s Urban Entrepreneurship and Economic Development. In Michael H. Morris (Ed.), *Annals of entrepreneurship education and pedagogy–2014* (pp. 386–389). Edward Elgar Publishing. <https://doi.org/10.4337/9781783471454.00033>
- Sweetcharityvt.com (2020). Home page. Retrieved September 4, 2020, from <https://www.sweetcharityvt.com/>
- Tracey, P., & Phillips, N. (2007). The distinctive challenge of educating social entrepreneurs: A postscript and rejoinder to the special issue on entrepreneurship education. *Academy of Management Learning & Education*, 6(2), 264–271.
- University of Vermont. (2015). *UVM Professor named national entrepreneur educator of the year*. Retrieved September 21, 2018, from <http://www.uvm.edu/~ecolab/?Page=news&storyID=21507&category=cdae>
- Weaver, R. L. (2016). Social enterprise self-employment programs. *Social Enter-*

- prise Journal, 12(1), 4-20. <https://doi.org/10.1108/SEJ-06-2015-0017>
- Weaver, R. L. (2018). Re-conceptualizing social value: Applying the capability approach in social enterprise research. *Journal of Social Entrepreneurship*, 9(2), 79–93. <https://doi.org/10.1080/19420676.2018.1430607>
- Weaver, R. L. (2019). Social enterprise and the capability approach: Exploring how social enterprises are humanizing business. *Journal of Nonprofit & Public Sector Marketing*, 32(5), 427-452. <https://doi.org/10.1080/10495142.2019.1589630>
- Weaver, R. L. (2020). Using experiential education to teach social enterprise and entrepreneurship: A teaching guide. *Association for Research on Nonprofit Organizations and Voluntary Action*.
- Wiley, K. K., & Berry, F. S. (2015). Teaching social entrepreneurship in public affairs programs: A review of social entrepreneurship courses in the top 30 US public administration and affairs programs. *Journal of Public Affairs Education*, 21(3), 381–400.
- Zhang, Y. (2018). Business and educational entrepreneurship: Purpose and future. In C. H. Matthews & E. W. Liguori (Eds.), *Annals of entrepreneurship education and pedagogy* (pp. 58–78). Edward Elgar Publishing. <https://doi.org/10.4337/9781788114950>

AUTHOR NOTE

Correspondence concerning this article should be addressed to Rasheda L. Weaver, Hynes Institute for Entrepreneurship and Innovation, Iona College, 715 North Avenue, Room 213F, New Rochelle, NY 07052. Email: rweaver@iona.edu