SUSTAINABLE INNOVATION:
Benchmarking Ashoka U Changemaker Campuses and
Forming a Vision for Boston College

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Environmental Seminar
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I. INTRODUCTION

Our project aimed to study how Ashoka U Changemaker Campuses are encouraging innovative, student-led projects related to environmental sustainability on campus and in the larger community. Currently, there are 30 Changemaker Campuses recognized by Ashoka U. We examined what these universities are doing in the realm of sustainable innovation, defined below, by benchmarking their success against one another. Boston College can learn from these other Changemaker universities and develop more extensive programs that promote sustainable innovation on its own campus. It is our hope that in the future Boston College (BC) can:

- Empower a change leader focused on sustainable innovation,
- Thread the concept of sustainable innovation into the mission of BC,
- Create cross-departmental faculty and student collaboration,
- Foster a culture of Changemaking.

A list of our specific recommendations along with a timeline and budget for their implementation can be found in our conclusion. Our recommendations draw on the patterns of success we found while benchmarking innovative approaches to sustainability at Ashoka U Changemaker universities.

A. Background on Ashoka U

Ashoka U is a division of Ashoka Innovators for the Public, an organization founded in 1980 that connects social entrepreneurs throughout the world. Ashoka supports entrepreneurs from around the world who they deem to be “innovators for the public” by providing start-up financing, support, and access to an interdisciplinary network (Ashoka, n.d.). Ashoka U was launched in 2005 with a vision of a “world where Everyone is a Changemaker” based in institutional change “to ultimately impact the education of millions of students” (Ashoka U, 2013).

Ashoka U has designed the Changemaker Campus program to accomplish this goal. After a comprehensive evaluation of an institution by Ashoka U using a list of selection criteria, found in Appendix A, universities can earn the designation of a Changemaker Campus. BC became a Changemaker Campus in 2012. In the future, Changemaker universities will undergo a reevaluation every three to four years to ensure they are continuously trying to promote social innovation.

B. Defining Key Terms

*Change leader: A leader within a certain social group that has a vision and desire to drive innovation.*
Changemaker: A motivated individual with confidence and support looking to address societal problems by affecting change.

Social Innovation: “New strategies, concepts, ideas and organizations that meet social needs of all kinds — from working conditions and education to community development and health — and that extend and strengthen civil society.” (Ashoka U, 2013)

Sustainable Innovation: Working toward addressing environmental issues by brainstorming and implementing new, original ideas that are more efficient, effective, and sustainable than current solutions.

Sustainability: Relating to the environment; the ability to sustain an activity for an indefinite period of time taking into account the environmental realities and proactively addressing potential harmful effects of the activity on the ecosystem.

C. Our Focus

We aimed to find how Ashoka U Changemaker campuses were promoting sustainability in their programs oriented around social innovation. Changemaker campuses are designated as such because they stress the importance of social innovation, defined above. Sustainable innovation differs from social innovation because of its focus on the environment.

This project hones in on sustainable innovation within this broader theme as a way create positive change for the environment. We looked for programs and initiatives that had the potential to address environmental concerns, even if they were not currently being used to do so. It was our goal to find programs that could be adapted at BC that would
- Engage students to learn about environmental issues,
- Encourage them to take the initiative to find solutions for these problems,
- Empower them to test their solution in the real world.

In reviewing the different programs that make these universities Changemaker Campuses, we decided to focus on four areas where social innovation and sustainability overlap:

A. Experiential Learning,
B. Impact Research,
C. Innovation Labs,
D. Environmental Entrepreneurship.

D. Relevance for BC

In the words of the BC Provost, David Quigley, BC needs to pursue “ethical innovation” in line with the Jesuit mission of the university (D. Quigley, personal communication, March 1, 2015). In this light, we will show how sustainable innovation can be realized
under the umbrella of Jesuit values, and why BC should promote sustainable innovation as a goal for the future of the university.

BC’s mission statement says that it aims to serve society in three ways:

“By fostering the rigorous intellectual development and the religious, ethical and personal formation of its undergraduate, graduate and professional students in order to prepare them for citizenship, service and leadership in a global society,

By producing nationally and internationally significant research that advances insight and understanding, thereby both enriching culture and addressing important societal needs; and

By committing itself to advance the dialogue between religious belief and other formative elements of culture through the intellectual inquiry, teaching and learning, and the community life that form the University.” (Boston College, 2011)

What BC strives to do is, first, create intellectual leaders apt to tackle society’s most pressing issues. This is what a change leader is called to do, and what the students at BC, as men and women for others, are called to do. Second, BC aims to address important societal needs. The dangers facing the environment can be considered one of the most pressing issues of our time, making it an essential area where BC should focus its resources.

And third, BC aims to advance the dialogue between religion and other areas. The intersection between science and religion is pivotal in discussing sustainable innovation. As Pope John Paul II pointed out, faith and science complement one another: “Science can purify religion from error and superstition. Religion can purify science from idolatry and false absolutes” (Pope, 2015). Sustainable innovation attempts to tackle some of society’s biggest environmental concerns, but only in a way that makes a lasting impact for the future. In this light, sustainable innovation serves God and humans by preserving our home for future generations. This dialogue between religion, science, economics, and other areas can be had while we search for answers to these questions.

II. METHODS

A. Preliminary Research

In our preliminary research we reviewed each of the 30 Changemaker Campuses to see what programs were offered at their institutes. We began to narrow down the programs we planned to highlight by setting our own criteria for what makes a strong program. This included:

- Ashoka U Changemaker campus designation,
- Located in the US,
- Focus on programs for undergraduate students,
• Student-led initiatives with a demonstrable impact,
• Can potentially address issues regarding environmental sustainability,
• Had developed programs relating to more than one of the following categories:
  o Coursework,
  o Experiential learning,
  o Social entrepreneurship,
  o Student research,
  o Extracurricular activities,
  o Internships,
  o Career advice,
  o Seed-money for start-ups,
  o Student groups,
  o Collaboration with community partners.

Of these 30 universities, 16 had programs in more than one of our initial target categories. Presented in a spreadsheet below are the types of programs we found at these Changemaker universities.

**Table 1: Program Checklist**

<table>
<thead>
<tr>
<th>University</th>
<th>Coursework</th>
<th>Experiential Learning</th>
<th>Social Entrepreneurship</th>
<th>Student Research</th>
<th>Extracurricular Activities</th>
<th>Internships</th>
<th>Career Advice</th>
<th>Seed Money for Start-ups</th>
<th>Graduate Programs</th>
<th>Student Groups</th>
<th>Collaboration</th>
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<tbody>
<tr>
<td>University of Colorado Boulder</td>
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<td>Portland State University</td>
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<td>Tulane University</td>
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<td>Western Washington University</td>
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<tr>
<td>University of San Diego</td>
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<tr>
<td>Brigham Young University</td>
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<td>✔</td>
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<tr>
<td>Brown University</td>
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<tr>
<td>University of Maryland</td>
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</tbody>
</table>
We outlined the programs at these universities in a spreadsheet, found in Appendix B, and eventually chose ten programs from seven universities. The information we gathered in the preliminary research came from the Ashoka U website and the universities' websites. These websites are listed in Appendix B along with the program outlines at each school.

The ten programs we chose to highlight weave together social innovation and sustainability in different ways, and compose a wide range of program types within the four focus areas listed on page 4 in the introduction.

### B. Interview Questions

We looked deeper into each of these programs and designed specific interview questions to ask faculty, staff, and students at the Ashoka U Conference in Washington D.C. from February 26 – February 29. A sampling of questions follows, and the complete list of interview questions for the initially selected programs can be found in Appendix C.

**Questions for Experiential Learning**

- What students are eligible for these programs?
- Who arranges community partnerships?
- How are these partnerships sustained?
• What challenges did you face in implementing this program?

*Questions for Impact Research*
• What is the application process like?
• How did the university assist students?
• How successful have grant and fellowship projects been?
• Do students carry on this work after graduation?

*Questions for Innovation Labs*
• How was the space created?
• What are the labs used for?
• Is the lab used as a curricular or extracurricular space?
• Where did funding come from to build the labs?

*Questions for Environmental Entrepreneurship:*
• What is the application process like?
• Do programs count as coursework or are they extracurricular?
• How are students selected for participation?
• How does the university support their ventures?

Our main intention was to flesh out and define these four categories. We wanted to see how much student and university support they received and how they were set up on an interdisciplinary level within these institutions. It was essential to ask about the challenges other universities faced and see how they were able to overcome adversity and move ahead to create a successful program.

The information gained from the interviews is used to complement the initial research obtained on the university websites. Only specific opinions are cited for expediency. All information sources are either located in the outline below or in Appendix B.
C. Outline of Highlighted Programs and Interviews

*Table 2: Programs and Interviews by Category*

<table>
<thead>
<tr>
<th>Category</th>
<th>School</th>
<th>Program</th>
<th>Source</th>
<th>Interview*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential Learning</td>
<td>Brown University</td>
<td>Teaching, Research, Impact Lab (TRI-Lab)</td>
<td>Allen Hance: Director of the TRI-Lab</td>
<td>Yes; at conference</td>
</tr>
<tr>
<td></td>
<td>Brown University</td>
<td>Swearer Engaged Scholar</td>
<td>Allen Hance: Director of the TRI-Lab</td>
<td>Yes; at conference</td>
</tr>
<tr>
<td></td>
<td>University of Colorado:</td>
<td>Sustainability and Social Innovation</td>
<td>Susan Clarke: Professor and Faculty Director emeritus</td>
<td>Yes; via phone post-</td>
</tr>
<tr>
<td></td>
<td>Boulder</td>
<td>Residential Academic Program</td>
<td></td>
<td>conference</td>
</tr>
<tr>
<td>Student Research</td>
<td>Middlebury College</td>
<td>Center for Social Entrepreneurship: Fellowship</td>
<td>Jon Isha: Director of Center for Social Entrepreneurship</td>
<td>Yes; at conference</td>
</tr>
<tr>
<td></td>
<td>Middlebury College</td>
<td>Environmental Council Grant</td>
<td>Jon Isha: Director of Center for Social Entrepreneurship</td>
<td>Yes; at conference</td>
</tr>
<tr>
<td></td>
<td>Hamilton College</td>
<td>Levitt Center: Social Innovation Fellows</td>
<td>Meghan O’Sullivan: Student Undergraduate Fellow</td>
<td>Yes; at conference</td>
</tr>
<tr>
<td>Innovation Labs</td>
<td>College of the Atlantic</td>
<td>Hatchery Experience</td>
<td>Jay Friedlander: Sharpe-McNally Chair of Green and</td>
<td>Yes; via phone post-</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Socially Responsible Business</td>
<td>conference</td>
</tr>
<tr>
<td></td>
<td>Hamilton College</td>
<td>Social Innovation Lab</td>
<td>Meghan O’Sullivan, Thomas Figueroa, Eren Shultz, and Lisa</td>
<td>Yes; at conference;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yang: Social Innovation team members; Christina Willemsen:</td>
<td>Yes; post-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Associate Director of the Levitt Center</td>
<td>conference via email</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Tulane University</td>
<td>Center for Engaged Learning and Teaching:</td>
<td>Elias Garcia: Undergraduate Student Fellow; Jennie McNulty:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Changemaker Institute</td>
<td>Senior Program Coordinator</td>
<td>Yes; at conference;</td>
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<td></td>
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<td>Yes; post-</td>
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<tr>
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<td></td>
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<td></td>
<td>conference via phone</td>
</tr>
</tbody>
</table>
II. DISCUSSION:

Each of the five categories synthesized below will outline programs we found to be particularly representative as programs that generated a significant impact. A short description of each program will be followed by a story of a Changemaker and how they were empowered to pursue Sustainable Innovation.

A. Experiential Learning

*Experiential learning: Learning through doing by fusing the classroom with the outside world, process by which students develop skills and knowledge through direct experience.*

1. Coursework

**Brown University Teaching, Research, and Impact Lab (TRI-Lab)**

Brown’s TRI-Lab was designed as a pilot program in 2013 to get students to think about how to do social innovation in a different way. The model they used intended to integrate community practitioners, faculty, and students from interdisciplinary backgrounds in a lab setting to solve any number of challenges faced by the community. The Director of the TRI-Lab, Allen Hance, said, the TRI-Lab is “about experimentation” (Hance, Table 2).

The TRI-Lab is an advanced, yearlong course for upperclassmen that has the “flavor of a capstone” (Hance, Table 2). There are three phases of the program:

1. Planning – This stage involves finding problems faced by the community and willing community partner organizations that want to work with the students in a yearlong course to tackle these issues. No one is currently designated to seek out these community partnerships, but instead it is done in an informal process. The criteria for picking a problem include:
   - A base of student interest,
   - An existing curriculum to make this course complimentary to previous studies,
   - Fairly significant topical knowledge,
   - Faculty research capacity,
   - Willing community partners,
• An issue essential to Providence or Rhode Island, but the door is open to national or global problems in the future in an effort to “define community broadly” (Hance, Table 2).

It should be noted that the TRI-Lab does not have a mandatory component regarding sustainability as we defined it above, but does encourage sustainability in the sense of creating a lasting impact and maintaining longevity.

2. Study – This phase is the two-semester, credit-bearing course. The credit load is equivalent to a standard course. The course is rotated from fall – spring or spring – fall year-to-year. A number of community partners are used, as the TRI-Lab hopes to solved a problem that affects numerous parties. This course is open to any undergraduate that submits an essay-based application. Between 15-24 students are accepted into the TRI-Lab each year.

3. Implementation – The staff of faculty look for seed funding that is usually raised internally by the university or volunteered by donors.

Stories of Changemakers: TRI-Lab Impact

Currently Students in the 2015-2016 cohort are working on a project focused on Climate Change and Environmental Justice. Its mission is to explore the impacts of sea-level rise on vulnerable communities in Rhode Island. Ultimately, the group hopes to “reduce the climate change-related public health risks to individuals in several targeted communities” (Brown University Swearer Center, 2015). Next year, policy briefs and presentations produced by the students will be accessible online at Brown’s Swearer Center for Public Service webpage.

2. Programs

*Brown University Swearer Engaged Scholar Program*

The Swearer Engaged Scholar Program (ESP) is a relatively new initiative, which began this academic year after convening a group of students, staff, and faculty for 18-months to talk about engaged scholarship. The goal of this steering committee was to create an interdisciplinary and cross-departmental approach for educational leadership. They wanted to push the idea of an engaged scholar more formally into the curriculum and did so by working to incorporate the ESP into five different departments, which are now piloting the program:

- Anthropology,
- Environmental Studies,
- Engineering,
- Theater Arts and Performance Studies,
- Public Policy.

The ESP is a two-year program that students can apply to their second semester of sophomore year. To attract more students to the young program, the application process is not yet considered highly selective. The ESP is not currently incorporated into the
diploma, but students are awarded a letter upon completion. There are 70 students in the first cohort across the five departments. Each student must complete five requisites if accepted into ESP:

1. Department curriculum – 1-2 courses about engaged scholarship, which may include the TRI-Lab if relevant,
2. Engaged capstone – could be a seminar, project, or thesis where students are given an adviser, and must work with a community partner,
3. Experiential component – a “sustained and intensive” 250-hour partnership with a community organization that can be completed over a summer or semester. A work/study financial aid stipend is accessible to complete this requirement,
4. Participation in the cohort – composed of students from each of the five departments,
5. Reflection – not currently designed, but the staff is working on a template.

It should be noted that the ESP does not have a required sustainability component but has a vision of creating change leaders for the future.

Stories of Changemakers: Engaged Scholar Inspiration

As the Engaged Scholar program just recruited its first cohort this year, no students from the program have yet completed the 250-hour experiential component. We reached out to Allen Hance, the Director of TRI-Lab who was also involved in the working group that created ESP, and ask him for student stories that may have driven its creation. Hance shared two stories with us from students who were also involved in the working group. They asked these students, “What kind of curricular and advising supports would have assisted you in doing your work?” (Hance, Table 2). These student change leaders were able to share their experience and the process they went through to create these programs to hopefully be able to effectively create the next generation of Changemakers at Brown.

Sam Lee and Daniella Flores 2014; Lee and Flores founded Rainwater for Humanity to relieve water insecurity in the Kuttanad region of Kerala, India. They finance the construction of rainwater harvesting systems through a sustainable business model they created. So far they have built 60 rainwater tanks totaling an estimated 750000 liters of clean water. (“Rainwater for Humanity, 2015”)

Isabelle Lubin, Gareth Rose, Kim Dupont-Madinier (Rhode Island School of Design), Claudia Lorenz (Universisty of Applied Sciences, Erfurt, Germany) 2014; a group of students from three universities partnered to create Techstyle Haus. This project was inspired by a collegiate competition, the Solar Design Decathlon, where 20 teams were challenged to design and build efficient solar-powered homes. This team chose to work with high-performance textiles to weave together a new building style with new materials, that would produce more energy than it needs. (Lubin, Rose, Dupont-Madinier, & Lorenz, n.d.)

University of Colorado Boulder: Sustainability and Social Innovation Residential Academic Program
Freshman at the University of Colorado Boulder (UC Boulder) have the option of signing up for a residential academic program (RAP) when they enroll in the university. A RAP is a living and learning community where students choose to live and take one or more courses relating to the theme of the RAP. There are 14 RAPs at UC Boulder, and one in particular is called the Sustainability and Social Innovation RAP (SSI RAP).

The SSI RAP is housing in a LEED-certified building, along with its sister Sustainable by Design RAP. These two RAPs house two floors of students, 200 in total. When applying for a RAP, placement is given on a first-come, first-serve basis, with the exception of the Honors RAP, which is by application. Students that choose to live in a RAP pay an additional $800 to the university for the program-sponsored fieldtrips and events throughout the year. Certain scholarships are available to cover these fees.

By signing up to live in the SSI RAP, students are required to take a core class called Social Entrepreneurship and Sustainability the fall of their freshman year. This class, along with four to five other courses is offered within the residence hall, in the bottom-floor classrooms. Other courses offered are typical core classes like comparative politics or writing, and they vary semester to semester. Professors from the university are asked to host their classes in the resident hall with the same general syllabus they use for the wider university, but “slanted toward sustainability” to make it “schematically coherent” with the objectives of the SSI RAP (Clarke, Table 2). Weekly speakers are brought in to discuss a theme relating to social entrepreneurship or the environment. These partnerships are maintained through informal faculty relations, and by inviting speakers back year to year.

The core class has an experiential component that requires students to do a semester long research project. Students collaborate in teams, selecting a problem relating to sustainability. Often times, students work with community partners that they have a personal connection to or that are found for them through faculty members’ connections. The goal is for students to find a solution to the problem they address and present it at the end of semester Expo. Students pitch their ideas to a group of external judges from the community. They receive feedback on their business model and the best student projects are awarded prizes.

Second semester, students are offered to take an Internship class. This class is a normal credit-load, where students are partnered with local enterprises or entrepreneurs. Some of these community partners are the speakers that come in for the first semester core course. The students meet one to three hours a week to discuss relevant readings and discuss their placements.

*Stories of Changemakers: SSI RAP Projects*

These student Changemakers just completed their projects in the fall of 2014 and are in the process of turning their vision into a reality.

Lily Akers, Erin Krahm, and Yazzmynn Martinez– 2014 cohort; these students recognized that there was a potential for collecting compost on their campus that would mitigate potential energy losses. Their project, called Sustainaville, aimed to collect compost in
bins and truck it to a local company that anaerobically digests waste for energy to power homes in Colorado.

Blake Benfield, Kevin Flynn, Angela Zhao, and Alejandro Falsirolí – 2014 cohort; these students sought to address the disappearance of bee colonies in the breadbasket of the US by introducing beehives to campus and creating awareness of the issue by selling the jars of honey produced for the project titled Bee the Change.

Zia Noll – 2014 cohort; Zia came up with a venture called TOSS that would recycle trashy novels, or books donated by libraries and stores that have not sold, into homemade household décor. By turning books into bookmarks, placemats, and purses, it keeps them out of the landfill and saves tons of paper.

B. Impact Research

**Impact Research**: Extracurricular, independent research or projects designed by students to address a particular environmental or social issue affecting the community at large.

1. Grants

**MiddSTART**

MiddSTART is a crowdsourcing platform, like kickstarter, described as a “network of microphilanthropy that supports Middlebury students” (“MiddSTART,” n.d.). The goal is to connect people with ideas to alumni and friends that can go on and fund a project they see potential in. Projects are organized and implemented by students. To get a project posted on the interface, a student needs to submit an application, which is reviewed by the Programs for Creativity and Innovation and College Advancement.

**Stories of Changemakers: Successfully Funded Programs**

Mzwakithi Shogwe and Andrew Chamorro 2014 success; 170% fundraised; they led a Middlebury Alternative Break Trip (MAlt) trip to Haiti with ten other students during their February break, in order to learn about child development education and sustainable agriculture. They partnered with AMURTEL-Haiti, and Sadhana Forestry to learn about food security in the region and work on the community school gardens. (“MiddSTART,” n.d.)

Austin Ritter and Greg Dier 2013 success; 107% fundraised; they planned to create a business with the goal of controlling an invasive species harming Vermont lakes by using native predators. The Eurasian water-milfoil, an invasive exotic plant, can be safely controlled by a species of weevil that feeds on it. Ritter and Dier plan to grow and distribute these weevils to affected areas, and used funding to acquire equipment and advertise their business model. (“MiddSTART,” n.d.)
Maggie Khuu and Justin Koatz 2013 success; 247% fundraised; Khuu and Koatz led a Middlebury Alternative Break Trip (MAlt) of twelve students to Puerto Rico’s El Yunque National Forest. Their project focused on environmental conservation through education of tourists. MAlt trips are need-blind, so all students are welcome to apply, and as a result fundraising is essential to the projects success. (“MiddSTART,” n.d.)

**Middlebury College Franklin Environmental Center: Environmental Council Grant**

Environmental Council (EC) grants are offered to students from all disciplines and years to support a creative, innovative project that works to advance sustainability at Middlebury. Projects should advance sustainability on campus by addressing:

- Energy efficiency,
- Conservation,
- Transportation alternatives,
- Sustainable agriculture and food systems,
- Policy development,
- Student engagement.

Successful applicants are awarded between $25-$2,500 to complete a project usually by the commencement of the academic year in which the award was given. EC grants do not fund academic research or coursework. A complete list of guidelines for the EC grant can be found in Appendix D.

**Stories of Changemakers: Grant Recipients**

Seton Talty – 2012-13 recipient; Talty developed a campus sustainability map that shows Middlebury’s efforts regarding sustainable buildings and programs, which works in along with the Sustainability Tour program. (“Environmental Council,” n.d.)

Craig Thompson – 2011-12 recipient; Thompson designed the Terracycle Sin Bins by partnering with Terracyle, a non-profit that works on sustainable solutions for non-recyclable materials, to reduce university waste. Solo cups, candy wrappers, and condom wrappers are collected in designated containers, “Sin Bins,” which would be transported to the recycling plant. This project is profitable in the long run because Terracycle actually pays per item and shipping costs. (“Environmental Council,” n.d.)

Christopher H. DiOrio, Stephen M. Heck, Jesse M. Gubb, Alexander L. Abarbanel-Grossman, and Wayne Darling – 2009-10 recipients; they created the Bike Rental Project at the Bike shop so students without bikes could pay a semester fee to use the rental bikes. The bikes are housed and maintained by the bike shop. (“Environmental Council,” n.d.)
2. Fellowships

Middlebury College Center for Social Entrepreneurship: Fellowship

In January of 2012, Middlebury College received a gift from a donor, which has been used to fund student-led projects in the Middlebury Center for Social Entrepreneurship (MCSE). The Director of the MCSE, Jon Isham, said the programs offered at MCSE aim to follow the model of: reflect, connect, analyze, and engage.

The MSCE Fellowship program is a two and a half year program that students can apply to the fall of their sophomore year. The program began in 2012, and is “designed to support a select group of exceptionally promising Middlebury students” (MCSE, 2011). Six students were accepted into the first cohort. Students have to:

- Enroll in a winter-term course on social entrepreneurship and innovation,
- Engage in two summer projects, with funding of up to $8,000 for both summers.

Students do not need a mentor to apply, and are not assigned one to complete their projects. Traditionally, students choose to work for pre-existing organizations such as ThinkImpact of Endeavor, where they are offered mentorship in a structured environment for their first summer project. During their second summer, students may choose to design their own project or work for a pre-existing organization.

Projects do not need to have a sustainability component, but the hope is to “invest in the person as a Changemaker” and have student “learn by doing” (Isham, Table 2). Funding for these projects will hopefully be incorporated into the 2018 discretionary fund (Isham, Table 2).

Stories of Changemakers: Fellowship Awardees

Jeannie Bartlett – 2012 Fellowship cohort; in 2014, Bartlett worked with the Middlebury FoodWorks program as a Farm and Food Educator where she managed the center’s vegetable production and livestock welfare. (MCSE, 2011)

Assi Askala – 2012 Fellowship cohort; in 2014, she interned at Greenpop, an organization in South Africa that works on reforestation projects and local employment. Askala worked on their social media campaign and outreach. (MCSE, 2011)

Krisztina Pjeczka – 2012 Fellowship cohort; in 2013, she interned with Andean Alliance for Sustainable Development in Peru where she researched prototypes for connecting local producers with markets in the Cusco region. (MCSE, 2011)

A world map showcasing the location and descriptions of projects completed by fellows can be found in Appendix E.

Hamilton College Levitt Center: Social Innovation Fellows
The Levitt Center Social Innovation Fellowship program began two years ago with the goal intertwining creativity with “ethical, informed, and engaged citizenship” (Interfolio, 2015). The fellowship program is open to all students that attend a weeklong winter workshop about social entrepreneurship. Students are asked to prepare for the workshop by completing a self-assessment and readings.

Successful applicants are given guidance and mentorship from alumni and community members. Projects should address a social problem and can take any number of forms including:
- Changing institutional processes or programs,
- Developing a for-profit business venture,
- Developing a non-profit,
- Creating a student-run group. (Interfolio, 2015)

Projects are not required to have a sustainability component.

After completing the workshop, all students may apply for funding for either the academic year or summer. Applications are reviewed and sent back with comments and feedback. The students are prompted to respond, and if their answers are sufficient, then the project is forwarded on to a council of eight to ten faculty members, who then evaluate projects and approve funding. There are thirteen fellows, and three to five projects are expected to be funded this year.

C. Innovation Labs

Innovation lab: A space dedicated for students to come together to brainstorm solutions to existing problems or design models for ventures that serve to better the community.

1. Curricular Labs

*College of the Atlantic: Hatchery Experience*

The Hatchery Experience combines coursework with a lab component so students can develop their venture ideas post-graduation. The goal of the Hatchery is to create a “prototype to market venture” (Friedlander, Table 2). Based on an application and subsequent presentation to the selection committee, students from all disciplines are welcome to apply to enter the Hatchery. The application is a two-page business plan, intentionally written “less-businessy” to allow students from all backgrounds the opportunity to apply (Friedlander, Table 2). Each year, the Hatchery accepts about six ventures to the program.

The Hatchery Experience is a one-semester, normal credit-bearing course that begins the spring of junior or senior year. The course is designed to conceptually train students on how to pitch ideas, business operations, marketing, and public relations, etc. During and after the course up until 9-months after graduation, students are free to use the Hatchery space to develop their venture. Students go to the lab once a week for three hours and
meet with the advisor once a week individually. Teams either come in with a mentor or they are assigned one. The reason this is a curricular program is so that foundational skills can be taught as a safety net if a particular venture were to fail. All the projects proposed need to have an environmental and a community component and have the potential of getting up to $5,000 in seed funding.

The space on campus was made from a repurposed garage-like tennis shed. Jay Friendlander, the Sharpe-McNally Chair of Green and Socially Responsible Business, applied for and received a grant of $150,000 for the first three years of operation and the cost of renovation. With that, they outfitted the lab with the “bare bones”— desks and office furniture, and a computer, printer, and projector (Friedlander, Table 2). The annual operating fees of the lab are estimated to be $75,000 including the administrators’ salaries and project grants. They are currently looking to incorporate this budget into the endowment of the school.

*Stories of Changemakers: Hatchery Ventures*

Lisa Bjerke and Alex Pine – 2012 venture; they work as consultants to bring affordable solar energy to non-profits in Mount Desert Island, ME. (College of the Atlantic, 2015)

Nick Harris – 2011 venture; Harris converts food waste into butanol in his venture Gourmet Butanol, which can be used to replace gasoline in cars and home heating oil. (College of the Atlantic, 2015)

Jordan Motzkin – 2010 venture; Motzkin created the venture Big Box Farms, which makes use of under-utilized industrial spaces to grow organic vegetables. (College of the Atlantic, 2015)

2. Extracurricular Labs

*Hamilton College Levitt Center: Social Innovation Lab*

Hamilton’s Social Innovation Lab opened in February of 2015. A few years ago, a group of students with an idea to create an innovation lab got together and created a space designed by AutoCAD software. They envisioned an all glass workspace with hanging chairs in a renovated existing space, with a total cost of $100,000. But they ended up getting funding in a piecemeal fashion to redesign the space for less than $20,000.

The space has four rooms with glass windows between them to create a vision of accountability. Each space has a distinct color theme, designed to best facilitate that room’s objective:

- The orange room is the brainstorming room where they have yoga balls to bounce around and throw out creative ideas,
• The blue room is a place with comfortable couches where they formulate solutions by talking and figuring out an appropriate approach to a certain problem,
• The red room is a revising space with a circle table so people can play devil’s advocate and critique the proposed solutions,
• The green room is an action space designed as a traditional office space where solutions become proper proposals.
The lab is open to all students during certain designated hours. Students can come in and brainstorm a venture they hope to start in the future, or chat about a problem they see on campus and how to solve it.

As this lab just got up and running, they are in the process of creating a database to connect students with ideas to other students and faculty members working on similar issues. As of now, this document is a Google doc, compiled by the social innovation team members, which are students who work in the lab as a work/study position. The Levitt Center has two full-time employees and a few part-time staff members and a number of students working under them to manage the lab. One student team member involved in the conception of the lab said, “I don’t think anything we’re doing has come to fruition yet,” but they lab just opened, so there is hope for the coming years (Figueroa, Table 2).

D. Environmental Entrepreneurship

Environmental Entrepreneurship: ambitious individuals looking to tackle society’s most urgent environmental problems with innovative solutions, often by engaging or calling upon community partners.

1. Student-led

Tulane University Center for Engaged Learning and Teaching: Changemaker Institute

The Changemaker Institute (CI) is housed within the Center for Engaged Learning and Teaching at Tulane University. CI is a seven-week extracurricular seminar that takes place on Saturdays. These weekly three-hour workshops focus on aspects of sustainable business management ranging from branding, to applying for non-profit status, to engaging communities.

To become a part of CI, students must send in an application outlining a social venture. These ventures must have a primary value for society as a whole, and most are non-profit or mission driven. Projects are not required to have a sustainability component, but Senior Program Coordinator, Jennie McNulty, sees potential for this to be incorporated into the program. Right now she says, students “graduate the institute with a blueprint of how to execute” their venture (McNulty, Table 2). Selected applicants are given
conditional acceptance, as students are tasked to consider feedback and further develop their plan. Based on their progress, projects are accepted into the program for the Saturday workshop series. Each year, around eight ventures are selected to enter the institute, encompassing both graduate and undergraduate students.

Each Saturday, there are two speakers from the university or the wider community that come to speak on a specific topic. Following the speakers, there is a breakout session where students are grouped together to discuss and critique each other’s ventures. Students from different ventures are grouped each week so that they can receive feedback from other’s perspectives.

There are a number of competitions venture teams can enter at Tulane, funded by CELT. In the CI, cohort votes for the venture team that most contributed to student learning and has a potential for impact, awarding them a symbolic prize of $200. There are other competitions like the New Day Challenge and the Alvarez Award that teams can apply to, to win funding for their venture as well. The prizes for these awards range from $35,000 to $2,500. Six of nine ventures in 2009 were awarded funding. In total, about $70,000 is awarded toward developing student ventures each year through CELT.

**Stories of Changemakers: Changemaker Entrepreneurs**

Becca Andrasko 2013-2014 alum; Becca created Bee Mindful, an organization aimed at increasing bee populations in the New Orleans area by engaging urban farms, and blighted areas to promote small-scale job creation in food deserts which will ultimately benefit the environment and buyers alike.

Margot Habets, Anne Bevis, and Tracy Godbe 2013-14 alumni; after being awarded a $10,000 grant, they developed Trash to Treasure. This organization takes dorm furniture at end of year that students don’t take home and resell it to new students for affordable prices the following fall to keep these products out of the landfill.

Sam Turner 2012-13 alum; Turner created Student Supported Agriculture, an organization that grows gourmet mushrooms with young adults in low-income neighborhoods and aims to be a sustainable business while empowering the local community stakeholders.

**2. Community-based**

*Brimgham Young Ballard Center for Economic Self-Reliance: TEDxBYU*

Committed to the designation as a Changemaker campus, the Ballard Center developed a Changemaker Creed, Appendix F, to “support organizations that make a meaningful and sustainable impact” (BYU Ballard Center, 2015). One of these organizations BYU has recognized is the renowned TEDx speakers’ series on “ideas worth spreading” (TED,
Director of the Ballard Center, Todd Manwaring, refers to TEDxBYU as a “blitz on campus” (Manwaring, Table 2). He believes that the brand name makes students come out for informative events about social innovation, and is a useful recruitment tool for incoming students. TEDxBYU is used as a platform to create lasting partnerships with social innovation leaders for future student projects and internships pursued through the Ballard Center.

In order to host a TEDx event, a university needs to request a license online and abide by the rules presented, found in Appendix G. The event length can vary but at BYU they plan it to last three-hours and have between nine and twelve speakers talk about a range of issues. Planning begins around October for the event in April so there is enough time to recruit innovators from the community and around the country to come speak at the event. An advisory board comprised of both students and staff meets to suggest interesting speakers. The communication and operations manager works to contact these figures to come speak. They aim to get a third to a half of the speakers to be social entrepreneurs, while the rest are students, faculty, or alumni.

TEDxBYU does not have a focus on sustainability, but this platform can be adapted to talk about any host of issues including the environment.

E. Communication

Each university has a different way to communicate that they are an Ashoka Changemaker Campus. We wanted to see how Changemaker schools laid out their websites and how prominent an Ashoka U Changemaker designation was for them. This is important for:

- Prospective students
- Current students
- Faculty
- Community partners

A few universities (i.e. Middlebury College, Hamilton College, and Brigham Young University) made Changemaking initiatives more navigable by creating Changemaker maps. These maps list resources for students in the form of relevant coursework, internship and job opportunities, and grants and programs related to Changemaking in a particular field or discipline. They also list relevant partners interested in Changemaking to help to connect students with professors, student organizations, and alumni to encourage student-led engagement on and off-campus. Various academic departments and offices of sustainability or entrepreneurship produce these maps and have them easily accessible on their webpages. Overall, these maps make it easier for students of all disciplines to get involved, adhering to the Ashoka philosophy, “everyone a Changemaker.”

Each university has a different center that promotes entrepreneurship and innovation. Although the titles of the center vary from entrepreneurship to economic self-reliance to
engaged teaching and learning, all have common the common thread that encourages students to become Changemakers. Often, within the center’s page, there is a navigation bar that allows students to navigate to the different areas of the center such as resources, about, events, and programs offered such as fellowships, or grants.

The layout for Middlebury’s Center for Social Entrepreneurship is particularly eye-catching. The Center’s homepage introduces the concept of social entrepreneurship and how it relates to liberal arts. There are links to see the events on campus and to apply for different programs sponsored by the MSCE. One unique feature on Middlebury’s webpage is an interactive map that features student projects throughout the world. These students are grant recipients or fellows, from the MCSE Fellowship program discussed above, who are supported by the Middlebury community to go out and be Changemakers. The map allows you to click on the pinpoints to see what projects Middlebury students have done and what projects alumni have continued, found in Appendix D.

IV. CONCLUSIONS:

After analyzing the programs offered at other Changemaker universities, we came to the conclusion that there are a number of other schools that promote social innovation, offering opportunities to address environmental sustainability. Although their focus is not on sustainable innovation, these projects are encouraged. We believe that BC currently is lagging behind comparatively, and can do much more to stimulate sustainable innovation on campus.

In order to help BC affect change, we discuss the challenges and successes that other universities have had, and make recommendations about how BC can begin on a path to sustainable innovation.

A. Challenges

We found certain trends regarding the challenges that universities pursuing sustainable innovation faced. These challenges related to:

- Empowering a change leader;
- Earning the attention and support of university administrators;
- Bureaucracy and slowness of implementing change at a university;
- Locating a source of funding needed for student initiated projects or internships;
- Sustaining community partnerships so students can continue to actively engage in Changemaking in the community;
- Creating cross-departmental working relationships and student collaboration across disciplines;
- Incentivizing faculty to encourage sustainable innovation initiatives;
- Funding new course creation for co-departmental offering;
- Creating a culture of Changemaking at the university;
- Lacking a structure where students can easily engage in sustainable innovation;
• Defining a sustainability component to be accomplished by the student projects.

B. Patterns for Success

The patterns discussed below take an objective view of what has worked across Changemaker campuses. Recommendations for how BC can adapt these programs will follow in the next section.

1. Importance of a Change leader

Unsurprisingly, we noticed the programs that were the most successful were the ones that were championed by faculty, staff, or students within the university that saw themselves as change leaders. Each director, professor, and student interviewed was excited to talk about what their school was doing, and saw Changemaking as a necessary, attainable goal for their university. These empowered change leaders are what will drive sustainable innovation on college campuses across the country.

2. Support from the Administration

A common theme that many faculty and staff members brought to light was the importance of the support of a university administrator. Without their confidence and backing, programs are slow to get off the ground. One faculty member said, “Nobody [in the administration] really wants you to be a success,” alluding to the difficulty she had as a faculty member to create new branch of a pre-existing program at her university (Clarke, Table 2). Therefore, it is essential to a program’s continued success to gain the support of an administrator that identifies with and sees a future for sustainable innovation at the university.

3. Project Funding

There are three main sources of funding for these projects:

• University endowment or annual departmental budget allocation,
• Grant awards,
• Donor support.

Many of the programs we examined were in their first year or early stages of development. The change leaders that worked to create these programs expended a great deal of effort developing and bringing their ideas to fruition. Some programs received significant support from a donor looking to create Changemakers. Others applied for grants to put together their program in a piecemeal fashion. Students at Hamilton applied for numerous grants until they reached about $20,000 to furnish their innovation lab. But, as this initial sum dwindles, programs are looking for alternative sources of funding.
We have seen that it is possible to create successful labs or fellowship programs from grant awards and donor support, but the long-term solution most universities are looking for is to be incorporated into the university endowment or annual budget.

4. University Mission

We found that the programs that were the most sustainable long-term were those that were championed by university leaders and part of the university’s endowment or annual budget. Universities that embrace the Ashoka U Changemaker Campus designation are more likely to adopt programs regarding sustainable innovation into their budget because they believe becoming a Changemaker is integral to the university mission.

For example, Brigham Young University (BYU) developed a Changemaker Creed that aligns the university’s mission with the Ashoka U Changemaker mission. BYU pledged to “seek to contribute to causes that align with my PASSIONS through donating, volunteering, working for, or even creating my own organization.” The Ballard Center Director, Todd Manwaring, said that as a faith-based institution, they have to make sure every class and program goes back to the mission statement of the university to create “careful thinkers” so students become more “thoughtful and grounded” (Manwaring, Table 2).

BYU’s mission statement reads:

All instruction, programs, and services at BYU, including a wide variety of extracurricular experiences, should make their own contribution toward the balanced development of the total person. Such a broadly prepared individual will not only be capable of meeting personal challenge and change but will also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind. (Brigham Young University, 1981)

This mission is deeply intertwined with the formation of Changemakers and change leaders, in the “balanced development of the total person,” that not only overcomes personal challenges but also seeks to bring strength to others through active engagement (Brigham Young University, 1981).

5. Sustaining Community Partnerships

The large majority of university programs featured in this report maintain community partnerships informally through historical relationships and mutual acquaintances. We believe that in keeping with a theme of sustainability, that this may be inadequate in the future. As faculty and staff retire, there contacts may retire with them if there is no database or hub where this information is collected.

We believe the most effective way would be to use a staff person, like BYU does at the Ballard Center, or student fellows, as Hamilton College does at the Levitt Center. Once the relationships are established, this approach would maintain community partnerships in a more clerical way, to ensure their longevity and the increasing accumulation of a
diverse group of partners. These partnerships can also be displayed for students on a Changemaker map once identified to help students start their own initiatives as they are for Hamilton College, found in Appendix H.

6. Collaboration Across Disciplines

These universities have effectively engaged students from a broad range of backgrounds, while simultaneously exposing them to faculty from different departments. Sustainable innovation may seem based in the sciences, but a truly interdisciplinary approach to problem solving and innovation is necessary to build strong solutions. Backgrounds in business are equally important as backgrounds in environmental studies to foster both intellectual growth and drive innovation.

Classes that bring together student from different backgrounds, like the TRI-Lab at Brown and the Sustainability and Social Entrepreneurship Residential Academic Program (SSI RAP) at the University of Colorado Boulder, are unique. We believe that creating these interdisciplinary courses within residential programs is essential to supporting Changemaking on campus.

7. Engagement in a Culture of Changemaking

Student engagement is central to creating a culture of Changemaking. At UC Boulder, it is obvious that the Sustainability and Social Entrepreneurship RAP, having won an award at the Ashoka U Exchange this winter, exemplifies a culture of student involvement in Changemaking focused on sustainability. As Susan Clarke, Director for the SSI RAP at UC Boulder said, the programs has been “hugely popular” and student have been asking to come back to take courses at the RAP after their freshman year.

Another way to engage students is to make Changemaking more accessible to them. Some universities have done this by creating Changemaker maps where students can go to find out how to “reflect, connect, analyze, and engage” (Isham, Table 2). These maps list relevant coursework, potential internships, and faculty to connect with so students know where to start to drive innovation on their campus and in their communities. An example of an effective Changemaker map can be found in Appendix H.

8. Defining Sustainable Innovation

As we were looking for Ashoka U Changemaker universities to demonstrate innovate and sustainable initiatives on campus, we realized that environmental sustainability was not often a concrete goal. Most programs looked from sustainability in the sense of maintaining the longevity of a program. However, environmental sustainability was often overlooked, as something students could “grapple with later on” (McNutly, Table 2).
The Environmental Council Grant at Middlebury College was the only program we discussed that had a strict focus on sustainable innovation. These projects were limited to what would affect the immediate Middlebury area. Other schools like Brown University, opened up their TRI-Lab to the greater community, which could in the future include global issues, but projects did not necessarily address environmental concerns.

C. Recommendations for Boston College

Consistent with Boston College’s mission, presented on page 5 of the introduction, we describe how BC can replicate what we have learned from other Changemaker campuses in the vein of sustainable innovation. Our conclusions aim to catalyze Changemaking by students both on campus and in the greater community. A description of our recommendations are below, followed by a timeline and budget for their implementation.

1. Project Descriptions

Leadership and Communications

- Designate a change leader to promote sustainable innovation initiatives across campus;
- Call on the Provost to release a statement in support of sustainable, “ethical innovation” on campus in line with the Mission Statement of the university (D. Quigley, personal communication, March 1, 2015);
- Create a Changemaker map by:
  - Requesting the Office of Sustainability and individual academic departments create a sustainability map showing students who want to get involved in sustainable innovation where to go on campus and what opportunities are available in the greater community (see Hamilton College Changemaker Map, Appendix H);
- Create awareness in the Boston College community of its status as a Changemaker university (see Brigham Young University Changemaker Creed, Appendix F) by:
  - Requesting the Campus Activities Board to promote Changemaking,
  - Empower clubs with a mission of sustainable innovation to forge partnerships with other clubs dedicated to sustainable innovation;
- Promote BC’s status as a Changemaker campus by:
  - Adding a Changemaker page to the BC sustainability homepage.

Experiential Learning

- Co-teach existing classes with professors from different disciplines to ensure that students are being given an integrated perspective of how to pursue sustainable innovation;
• Supplement a sustainable living and learning program with relevant coursework by:
  o Requiring the residents of the Sustainable Living-Learning floor to take a 1-credit course on sustainability during the first semester of the school year to introduce them to the fundamentals of a sustainable living community based off recommendations in the Boston College Sustainable Living-Learning Community: An Assessment report by the 2014 cohort (see University of Colorado Boulder SSI RAP).

**Impact Research**

• Form a database of relevant community partners to engage undergraduate students to work as consultants, interns, collaborators, on future projects regarding sustainable innovation by:
  o Tasking a person in Career Services and in individual academic departments to create and maintain a network of community partners;
• Create a crowdsourcing platform that will allow students with ideas to connect with people who want to see their ideas come to fruition (see Middlebury College MiddSTART);
• Fund student research projects relating to sustainable innovation by:
  o Creating a fellowship program or by advancing student projects in the Global Service and Justice Program related to environmental sustainability.

**Innovation Labs**

• Create an innovation lab on campus that provides students with a designated workspace to develop ventures ideas by:
  o Repurposing an old space for students to work in;
  o Expanding the purview of the BC graduate School of Social Work Social Innovation LAB to include undergraduate input, either in the structure of a course (see Brown University TRI-Lab) or as an extracurricular opportunity (see Hamilton College Innovation Lab);
• Add a lab component to classes tackling real world issues such as:
  o Prof. Laura Foote’s Social Entrepreneurship course (see College of the Atlantic Hatchery Experience).

**Environmental Entrepreneurship**

• Request that admissions look for students with an entrepreneurial spirit, that want to be agents of change, to see a culture of sustainable innovation grow on campus;
• Host a TEDx event to bring sustainable innovators from the community onto campus to inspire a culture of Changemakers (see Brigham Young University TEDxBYU) by:
  o Combining BCTalks and Teacher Talks into a TEDxBC event;
• Support student ventures with seed funding specifically for projects relating to sustainable innovation by:
  o Adding a sustainability branch or component to the BC Venture Competition.

2. Timeline and Budget

With this timeline, we hope to form a vision for how Boston College can catalyze sustainable innovation in the near future. Budget figures were estimated with the help of our advisor, Laura Foote, professor of Social Entrepreneurship in the Carroll School of Management at BC.
**Table 3: Recommendations Timeline and Budget**

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<th>Year 1</th>
<th>Year 2</th>
<th>Years 3-5</th>
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<td><strong>Recommendations</strong></td>
<td><strong>Recommendations</strong></td>
<td><strong>Recommendations</strong></td>
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<tr>
<td>1. Appeal to Provost to release statement in support of sustainable innovation</td>
<td>6. Recruit more sustainability minded students</td>
<td>12. Host TEDxBC</td>
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<tr>
<td>2. Create Changemaker maps laying out curricular and extracurricular opportunities</td>
<td>7. Create new courses about sustainable innovation</td>
<td>13. Create an innovation lab</td>
</tr>
<tr>
<td>3. Build awareness of Changemaker Campus designation through the Campus Activities Board</td>
<td>8. Make a crowdsourcing platform</td>
<td>14. Support student projects with grants and seed-funding</td>
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<td>4. Add Changemaker page to bc.edu/sustainability</td>
<td>9. Get licensed for TEDx event</td>
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<td>5. Define the change leader position</td>
<td>10. Form co-taught interdisciplinary courses</td>
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<td></td>
<td>11. Designate a change leader</td>
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<td>Lab = $200,000 - $450,000</td>
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<td>Changeleader = $75,000/year</td>
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<td>Project Funding = $60,000/year</td>
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V. References


TED. (n.d.) TEDx Program. Retrieved from https://www.ted.com/about/programs-initiatives/tedx-program
VI. Appendix

A. Ashoka U Criteria for Changemaker Universities

1) Must have a vision and action plan laying out how to make social innovation as a core goal of the university;

2) One to three change leaders who drive innovation and have the following characteristics:

   - Make social entrepreneurship a key professional priority,
   - Create a vision for how social entrepreneurship will promote the university’s mission and student learning,
   - Focus on campus-wide change that is interdisciplinary, not isolated,
   - Has experience as an entrepreneur or intrapreneur,
   - Understands and believes that everyone is a Changemaker in accordance to Ashoka U’s vision,
   - Able to work efficiently and respectfully in teams by putting organizational and team goals first,
   - Has strong ethical standards and is trustworthy and empathetic,
   - Wants to change the world in big ways and has developed skills and ways of thinking to enact this change,
   - Must build social entrepreneurship with interdisciplinary campus-wide scope:
     - The university allots the change leader significant time to advance social entrepreneurship initiatives,
     - The change leader is accountable for how successful partnerships are formed,
   - Is committed to building a cross-campus Changemaker Campus Team that has informal or formal groups that meet regularly and is made up of representatives from students, faculty, and staff;

3) Form and develop a team of students, faculty, staff, administration, and community stakeholders who are passionate about change;

4) Favorable conditions in the university for change and momentum being seen in the community and culture, leadership, curriculum, applied learning, and/or research and:

   - Evidence of strong student, faculty, and administrator interest in social entrepreneurship,
   - Support from President and/or Provost, and active championing from one or multiple Deans on campus,
   - Major, minor, certificate, course, internship, fellowship, center, or something of the like should be underway in the university,
Criteria for Changemaker Universities Continued

- Have a mandated "Change Leader" who is accountable for the partnership from one year to the next, has senior-level support, and is committed to this as a multi-year initiative,
- Show commitment to developing a long-term funding strategy as to allow for social entrepreneurship to be a core part of the university’s offerings;

5) University successfully portrays how it will have an impact on solving global problems and how it will transform higher education.
B. Ashoka Changemaker University Initial Research

University of Colorado Boulder
EXPERIENTIAL LEARNING:
Residence Academic Programs:
Sustainability and Social Innovation is a Residential Academic Program that is more entrepreneurial. It brings students from any discipline into this residence hall to study different entrepreneurial practices that bring about sustainable innovation. Sustainability by Design is a RAP that allows students of any discipline to live in a sustainable, creative residence hall and earn credit towards their degree.
http://www.colorado.edu/admissions/undergraduate/lifeatcu/housing/RAPs

Portland State University
EXPERIENTIAL LEARNING:
Institute for Sustainable Solutions - interdisciplinary department focusing on sustainable course offerings and research so students can implement their projects in reality i.e. planting green roofs, tracking transportation efficiency, etc.
SOCIAL ENTREPRENEURSHIP:
Impact Entrepreneurs’ Social Innovation Incubator - supports early-stage development of ideas in order to launch market-based products to provide some sort of social or environmental benefit; provides start-up business advising; discounts on events etc.
Entrepreneurial Leadership Program - program is taught by leaders in social innovation from organizations like Save the Children and Mercy Corps, to teach students about improving social, financial, and environmental performance in organizations
IMPACT RESEARCH:
Sustainable water, energy, and environmental technologies laboratory - SWEETLab develops and implements technologies for the support of life in remote environments. A key thread of SWEETLab’s research focuses on the use of improved data collection to better monitor the use of development technologies in the field.
http://www.pdx.edu/sustainability/iss

Tulane University
SOCIAL ENTREPRENEURSHIP:
Minor in social innovation and social entrepreneurship
TEDxTU celebrates and cultivates social innovation, makes social change a priority, and connects Changemakers within New Orleans.
STUDENT RESEARCH:
The Changemaker Institute at Tulane supports students with ideas for social change that can evolve into sustainable ventures and potential careers. The Institute helps students develop, test, and launch their social ventures.
http://tedxtu.com/
http://tulane.edu/socialentrepreneurship/Changemaker-institute.cfm

Western Washington University
COURSEWORK:
The Sustainability Academy - gives students access to sustainability programs in their curriculum and links with the Associated Students to allow for initiatives beyond these programs. Also linked to The Outback, which is a farm and wetland restoration site that allows students to gain experience in sustainability outside the classroom.

**EXTRACURRICULAR/SERVICE TRIPS**
Center for Service Learning - Students are partnered with community organizations locally and abroad to address issues like hunger, healthy environments etc., as part of the academic curriculum in 50 courses offered at the university

**SEED MONEY FOR START UPS**
Associated Students- provides funding, workspace, and help to students looking to create change; fosters networking so students are better prepared to enter the working world

http://www.wwu.edu/sii/faq/index.shtml

**University of San Diego**

**EXTRACURRICULAR/SERVICE TRIPS:**
The Changemaker FEST is a week in the early fall dedicated to exploring, defining and putting social change into action. This is a student driven event that sets out to get the community engaged so that everyone can be involved and be a Changemaker through activities such as workshops, yoga sessions, conversations with social entrepreneurs, and a party. This fest creates awareness amongst students of opportunities available on campus and through being an Ashoka U campus.

**SEED MONEY FOR START UPS**
Changemaking is a journey. With this in mind the Changemaker HUB developed the Changemaker Journey at USD that includes scholarship and fellowships for students looking to innovate in different ways.

http://sites.sandiego.edu/Changemaker/

**Brigham Young University**

**SOCIAL ENTREPRENEURSHIP**
Students for Social Entrepreneurship - student-led internship credit-bearing course designed to pair students with organizations in the working world; the program has an internship component with organizations like Teach for America and Kiva; the goal is to help organizations outsource problems to student interns to brainstorm sustainable solutions

**EXTRACURRICULAR**
Ballard Week - a week of social innovation presentations and competitions including 1) TEDxBYU - annual conference of creative presentations focused on social innovation; 2) ISE Case Competition - MBA students are presented a challenge to solve during a live competition; 3) S+Lab - small groups guided in discussions on the world's problems

**STUDENT GROUPS**
Social Innovation Leadership Council - student led program that is part club and part university program. The council supports social innovation activities that make a greater number of students aware of ways they can be more innovative. Ex. the Changemaker
Maps help students of all areas of study connect to resources on campus involved in social innovation

Initial Research Continued

http://marriottschool.byu.edu/selfreliance/

Brown University

COURSEWORK
Swearer Engaged Scholar (SES) - student completes requirements, which involve the student effectively and conscientiously working with diverse communities, to have this title on their official transcript. Swearer Engaged Scholars receive advising and complete required courses, participate in approved community projects and an approved integrative experience (i.e. fellowship).

SOCIAL ENTREPRENEURSHIP
CV Starr Social Entrepreneurship Fellowship - 15-month extra-curricular fellowship open to students who have demonstrated great innovation as entrepreneurs or intrapreneurs; receive training, funding, and guidance to make their social ventures a reality

IMPACT RESEARCH
TRI-Lab will bring together interdisciplinary groups of faculty, students and community practitioners to engage with pressing social issues, deepen their knowledge of those issues, and develop and refine collaborative knowledge and potential solutions. TRI-Lab will engage multiple perspectives in a dynamic community of people with diverse training, expertise and life experiences. Each TRI-Lab will focus on a single topic; between two and five labs may operate simultaneously. Seed money available.

http://www.brown.edu/academics/college/special-programs/public-service/

University of Maryland

COURSEWORK
The Social Innovation Fellows (SIF) - Students work with for-profit and nonprofit organizations to seek innovative solutions to challenges they see in the world today. The program is made up of a cornerstone course, an interactive practicum, an optional internship, and co-curricular programming that all work together to develop students skills in areas such as sustainability and entrepreneurship.

EXTRACURRICULAR
The Symposium brings together over students, faculty and staff from all disciplines to see how business can help to create an environment for positive environmental change. There are workshops for entrepreneurial thinking towards creating real change and students communicate with industry leaders and other professionals.

The Center for Social Value Creation partnered with Grassroots.org to get UMD students involved in nonprofit organizations. Projects are designed for 60-80 hours over 3 months to address issues in various areas such as finance and marketing and then come up with steps to solve these issues.

http://ashokau.org/programs/changemaker-campus/university-of-maryland/

College of the Atlantic
RESEARCH

Initial Research Continued

Sustainable Enterprise Hatchery - students are given funding, office space and support for up to 9 months after graduation to jumpstart innovative projects
http://ashokau.org/programs/changemaker-campus/college-of-the-atlantic/

Colorado College
IMPACT RESEARCH
State of the Rockies Fellowship- students research and write about regional issues during the summer and assist with the project's activities throughout the academic year
INTERNSHIPS
Global Sustainability Summer Internship - program provides internship opportunities for students interested in various areas of social innovation. The program is centered around this 9-week internship and a course called Global Sustainable Development in Theory and Practice. The program seeks to assist students looking for careers in development, applying to graduate schools, and connecting with international entities.
http://ashokau.org/programs/changemaker-campus/colorado-college/

The New School
SOCIAL ENTREPRENEURSHIP
The New Challenge- Competition to win funding to develop projects, products, organizations, and the like that are aimed at solving problems in diverse communities
IMPACT RESEARCH
DEISIS Lab (Design for Social Innovation and Sustainability Lab) - works to promote interdisciplinary problem solving for issues like public service design in NYC
EXTRACURRICULAR
Community Development Finance Lab examines community capital markets through projects; students are partnered with a community based organization to create business plans for their community economic development projects.
STUDENT GROUPS
PETlab- game design for the Boys and Girls Club to games for disaster preparedness with the Red Cross/Red Crescent to big games such as Re: Activism and the fiscal sport Budgetball, played annually on the National Mall between college students and members of Congress and the White House.
http://ashokau.org/programs/changemaker-campus/the-new-school/

Rollins College
INTERNSHIPS
‘Doing good and doing well’ created a new area to their internship database in which students can search for those internships that have received Social Entrepreneurship and Sustainability Initiative designation. Students can search for internships with this designation within any field.
COLLABORATION
Rollins College partnered with the U.S. Secretary of State’s Office of Global Women’s Issues and Tupperware Brands and formed a Global Links program that sponsors a female Iraqi professor in the United States for one year. The program’s goal is to enable the professor to return to Iraq with the ability to implement her training with Iraqi university students.

http://ashokau.org/programs/changemaker-campus/rollins-college/

**Duke University**

**COLLABORATION**

Duke’s Center for Social Entrepreneurship Education (CASE) is focused on creating intellectual leadership in social entrepreneurship and building a MBA Program that allows students and alumni to bring social impact into their business skills.

http://ashokau.org/programs/changemaker-campus/duke-university/

**Fordham University**

**COURSEWORK**

Undergraduate interdisciplinary curriculum in sustainable business.

**COLLABORATION**

FICSIT to share social innovation ideas and opportunities and to plan and organize student run events that stimulate social impact through action.

http://ashokau.org/programs/changemaker-campus/fordham-university/

**Hamilton**

**COURSEWORK**

Grants provided to faculty members that want to incorporate elements of social change into their course.

**IMPACT RESEARCH**

Social Innovation Fellows - workshop on sustainability; projects selected for funding also receive mentoring support from alumni etc.

**EXTRACURRICULAR**

*Levitt Leadership Institute* is a two-week intensive training program. The first week of the Institute is held on the Hamilton College campus and focuses on self-awareness, self-management, relationship-management, and communication skills. The second week is held in Washington, D.C., and focuses on problem solving, decision-making, motivation, networking, and conflict resolution. After the Institute, participants receive on-going support for the design and implementation of commitment-to-action projects.

http://www.hamilton.edu/levitt/student-faculty-collaboration/fellows-program/levitt-fellowship-application-process

**Middlebury**

**EXPERIENTIAL LEARNING**

MCSE (Middlebury Center for Social Entrepreneurship) Fellowship - join sophomore year; fellowship works to integrate social entrepreneurship into academics, summer
experiences, and leadership on campus; fellows receive $5000 in funding each for 2 summers, to implement structured or group designed projects

SOCIAL ENTREPRENEURSHIP
MiddSTART - micro-philanthropy where students are funded to explore innovation projects; funding comes from alumni, family, and friends who can choose to donate to projects they find particularly interesting

Initial Research Continued

COLLABORATION
MiddCORE - mentor-driven and experiential learning program that provide students with hands-on daily, weekly, or monthly challenges designed by their mentor. Through its four-week Immersion course, its summer academic internship program, and its fall/spring workshop series MiddCORE builds skills, creates opportunities, and expands networks.
http://mcse.middlebury.edu/
C. Interview Questions for Initial Program Selection

Coursework/Experiential Learning:
Brown Swearer Engaged Scholar and Brown TRI-Lab Program
Who arranges the community partnership/internship experience?
Who is in charge of the SES program?/Faculty volunteers/hired staff
What students are eligible to take the TRI-Lab courses?
What have been the obstacles or challenges?
What does this program look like on the diploma?
How selective is the program?
http://www.brown.edu/academics/college/special-programs/public-service/engaged-scholars-program

WWU Center for Service Learning
Do students have to apply to volunteer locally?
Are the international service options popular?
How did you find the connection for these international/local programs?
How is this CSL staffed?
Are the courses with service learning more credit intensive?
How is sustainability a goal?
http://www.wwu.edu/csl/Students.shtml

Social Entrepreneurship
Tulane the Changemaker Institute (school year)
Is the annual cohort application competitive?
What does the application look like?
Is this extra-curricular or count as coursework?
Do the students first apply, then propose a program, when do they attend the workshops?
How are they matched with a mentor?
How many are accepted?
Where does the funding come from?
How is this program staffed?
http://tulane.edu/socialentrepreneurship/changemaker-institute.cfm

Student Research/Fellowships (Interdisciplinary)
Hamilton Levitt Social Innovation Fellows Program
Who coordinates the winter program? How many attendees are there?
What sort of programs are run?
Where does the funding come from?
Is there mentorship throughout the duration of the program?
Who created this network of community partnerships?
Is there a place to find examples of student projects online?
http://www.hamilton.edu/levitt/student-faculty-collaboration/fellows-program/levitt-fellowship-application-process
http://apply.interfolio.com/25152
Interview Questions Continued

Thinking Labs
COA Hatchery
What are the selection criteria?
How many students earn funding annually?
How is it staffed?
How expensive was it to create a space for the lab?
Do you use already available space or did you create a new space?
What are the hours like for the lab? Do students set their own schedules or share the space?
How do students move forward with the ideas they come up with at the labs?
Did the lab disband?
What problems did you face?
http://coa.edu/ethechantery.htm

Hamilton Social Innovation Lab and Roundtable
How is it staffed?
How expensive was it to create a space for the lab?
Do you use already available space or did you create a new space?
What are the hours like for the lab?
Do students sign up?
Do students show up to the round table on Fridays and participate?
Have any ideas been developed from the lab?
How do students move forward with the ideas they come up with at the labs?
https://my.hamilton.edu/levitt

Challenge/Grant Competition
MCSE MiddChallenge Summer Grant
Do students develop the programs for the grant themselves?
How does this work on an international level?
How do they make connections and does the school assist them?
Do alumni continue these programs?
How successful have the programs been?
http://mcse.middlebury.edu/

Middlebury Environmental Council Grant
How does the Environmental Council work?
Do the staff and students and committees and faculty all have an equal say?
How successful have the grants been in making Middlebury more environmental?
http://www.middlebury.edu/sustainability/fech/ec

Community Partnership
New School DESIS Lab
How did the New School become a part of the Desis network?
How effective have DESIS lab projects been in designing more equitable and sustainable cities and practices?
Interview Questions Continued

How does the New School connect with members of the community to exact change and connect with international universities?
http://www.newschool.edu/desis/
D. Middlebury College Environmental Council Grant Guidelines

Who is eligible for Environmental Council (EC) grants?

Any student, faculty or staff member of the Middlebury College main campus and staff and faculty of Middlebury Schools Abroad.

What do we fund?

EC grants are awarded for creative, innovative projects that

- advance the College’s sustainability leadership in any of the following areas:
  - energy efficiency or conservation
  - renewable energy sources
  - conservation of other resources such as water
  - transportation alternatives (to move away from single occupancy vehicle travel)
  - sustainable agriculture and local food procurement
  - development and adoption of sustainability policies for the college
  - engagement and outreach to the college community

- transform an existing sustainability related project, program or initiative to a higher level of impact and effectiveness

- bring a sustainability related focus to new or revised co-curricular or extra curricular programs

Are EC grants only for on-campus projects?

- EC grants can be awarded for off-campus projects provided that
  - the project has a clear sustainability component
  - applicants can show how the project will have a tangible benefit at the Middlebury College campus
  - participants agree to present their experience once they return to campus in some way (for example as part of the ES colloquium series or an article in The Campus)

- Grants for student travel (including transportation, lodging, and food) are for a maximum of $500 per student

- The applicant must provide evidence that he or she has investigated and applied for other available travel funding. Visit the Center for Education in Action’s website for a list of funding sources.
Can EC grants be used for academic projects?

- EC grants do not fund academic research or coursework. Possible funding sources for academic projects include Academic Outreach Engagement Grants and departmental funds.

- EC grants do, however, fund implementation of ideas developed through coursework or academic research provided that the implementation phase of the project is beyond the academic requirements of the course or independent study and that the project supports the mission of advancing sustainability on campus.

  *Example: the idea of putting TerraCycle bins on campus came out of the MiddCORE class, but actual implementation of the plan was not part of the coursework and is eligible for funding through and Environmental Council Grant.*

What do we not fund?

EC grants are not granted

- if proposals are incomplete. All components of the online application form—including evidence of support (in the form of a letter of support) from any partnering individual, department, or outside organizations—are essential for a grant application to be considered.

- for food to be served at planning meetings. Grants may, however, fund food for public events.

How often does the EC request grant proposals?

Initial requests for proposals are made in mid to late September. A second round of requests is usually made around mid-January and, depending on availability of funding, a third request may be made in mid February.

When do projects need to be completed?

In most cases, projects must be completed by commencement in the academic year during which a grant was given. However, the EC does fund projects that carry over into the next academic year if there is a compelling reason to do so.
E. Middlebury College Center for Social Entrepreneurship
World Map

WHERE IN THE WORLD IS THE MCSE?

The Middlebury Center for Social Entrepreneurship supports students and their projects all over the world. Find out where our students have gone.
F. Ballard Center’s Changemaker Creed

I AM A CHANGEMAKER

I have a unique set of TALENTS, resources, and time that I will devote to create the changes I want to see in the world.

I will seek to contribute to causes that align with my PASSIONS through donating, volunteering, working for, or even creating my own organization.

I pledge to support organizations that make a meaningful and sustainable IMPACT. I seek entities that:

• Address the root causes of society’s greatest problems (not just the symptoms);

• Measure outcomes and impact; and

• Promote self-reliance.

I will continuously improve how I assess organizations and my own impact on the world.

I provide unique talents to entities that align with my passions and provide sustainable impact. By incorporating these objectives in my life, I will engage in lifelong service as a true Changemaker.
G. Rules to Host a TEDx Event

This is a sample from the TEDx website of General, Licensing, and Programming rules. A complete list of rules can be found on the TEDx website here: https://www.ted.com/participate/organize-a-local-tedx-event/before-you-start/tedx-rules.

General

- **Spirit/purpose**: Your event must maintain the spirit of TED itself: multidisciplinary, focused on the power of ideas to change attitudes, lives and ultimately, the world. TEDx events are not agenda or single-topic driven.
- **Length**: Your event may not exceed one day in length.
- **Location**: TED allocates one location-based license series per applicant; you must live in the city for which you are applying for a license. Your TEDx event must happen in the city for which you received the license. TEDx events do not travel -- a TEDx license is valid for one city, and for one event.
- **Funds**: TEDx is a volunteer endeavor. You may not use your event to make money. You may not use your event to raise funds for charities or other organizations.
- **Admission**: Based on approval from TED, you can charge an attendance fee for a TEDx event featuring live speakers. Tickets must always be less than $100 USD and should go towards event and operating costs. In order to charge an admission fee, you must first submit your proposed ticket price for approval from TED.

- **Attendance**: Up to 100 individuals may attend your event. Only individuals who have attended an official TED conference in person may organize an event with more than 100 attendees, i.e., the primary license holder -- the individual whose name is on the application form -- must have attended a TED conference. Having attended one or more TEDx events or TEDWomen does not qualify you to host an event for more than 100 guests.
- **Naming**: TEDx events are named after locations, such as cities, neighborhoods, streets etc, and aim to serve that named community. Event names must comply with the guidelines laid out in Naming your event.
- **Co-events**: TEDx events are stand-alone events -- they may not be combined with or integrated into any pre-existing conference or event.
- **Co-branding**: We do not allow co-branding - either connecting the TEDx logo/identity/name to the name of another organization, non-profit, corporation or other, or presenting your TEDx event as being organized by such entities.

Licensing

- **License holder**: TED considers the primary license holder the primary organizer of a TEDx event. If this is found to not be the case, TED reserves the right to revoke or not renew a license. Licensees under the age of 18 must have a supervising adult co-organizer listed on their application.
- **License term**: Your TEDx license is valid for one year from its date of approval, or until the conclusion of your event -- whichever comes first. You must re-apply for each subsequent event.

- **License transfers**: TEDx licenses are non-transferable -- you cannot transfer your TEDx license to another individual. If you want to relinquish your license to allow another organizer to have it, you’ll need to notify us first. The new licensee will need to fill out his or her own application.
- **License renewal/relinquishment**: If you decide not to renew your TEDx license after your TEDx event, or TED does not renew your license, you must transfer ownership of your TEDx domain name and other social properties to another TEDx licensee. TED cannot be held liable for expenses incurred during the purchase, transfer or re-sale of TEDx-related domain names or other.
TEDx Rules Continued

Programming

- **Format:** Modeled after the TED format, TEDx events are a suite of short, carefully prepared talks, demonstrations and performances on a wide range of subjects to foster learning, inspiration and wonder -- and to provoke conversations that matter. The typical presentation should be an up to 18-minute talk by a single presenter. No talk should exceed 18 minutes. No panels, break-out sessions or workshops as part of general or mainstage programming. You may not pay your speakers to present.

- **Multi topical and multidisciplinary:** TEDx event themes should be multidisciplinary and broad. TEDx events must feature a diversity of speakers from across several disciplines that address a variety of topics. These topics should not fall under a single subject.

- **Introduction video:** A short, official video introduction must be played at the beginning of your event. Playing this video is not optional; the purpose of the video is to make sure that your audience understands what TEDx is, and the difference between it and TED.

- **TED Talks:** A minimum of two official, pre-recorded TED Talks must be shown at events which are less than half a day in length. For longer events, 25% of the total number of talks must be official, pre-recorded TED Talks from the TED.com/talks library. Talks from the TEDxTalks site do not apply.

- **Recording content:** You must record all original stage content (live talks, performances, etc.) on video. After your event, you must make this video accessible to TED and the public via the TEDx YouTube channel by uploading to the TED Media Uploader. Talks from internal TEDx events should not be uploaded to the TEDx YouTube channel or be distributed publicly.
ECONOMICS

Economists use analytical abilities and knowledge of economic institutions to assess and develop opportunities for positive social change.

How can an economics concentration help you understand and address long standing social problems? Use this map to learn about the economics courses, faculty, and opportunities that can give you the tools to become a changemaker.

Changemaker Scholar

Sendhil Mullainathan is a Professor of Economics at Harvard University. His research focuses on behavioral economics including the impact of poverty on decision-making and implicit discrimination in the labor market. He has co-authored Scarcity: Why Having too Little Means so Much; is a co-founder of ideas42, a non-profit to apply behavioral science, and the Abdul Latif Jameel Poverty Action Lab; and is a recipient of the MacArthur “genius” Award.

Hamilton College
An Ashoka U Changemaker Campus
Changemaker Map Continued

**Relevant Economics Courses**
- 235 Policy, Poverty and Practice
- 325 Comparative Economic Systems
- 340 Economic Development
- 348 Economics of Social Responsibility
- 350 Economics of Poverty and Income Distribution
- 360 Health Economics
- 380 Environmental Economics
- 440 Public Economics
- 506 Economic Growth

**Economics Faculty:**
- Emily Conover: health policy, formal and informal labor markets, economic development (econover@hamilton.edu)
- Paul Hagstrom: economics of poverty, immigration, and public economics (phagstro@hamilton.edu)
- Julio Videras: social networks and norms, environmental economics (jvideras@hamilton.edu)

**Other Offices:**
- Amy James: COOP (ajames@hamilton.edu)
- Chris Willemsen: Levitt Center (cwillems@hamilton.edu)

**On-Campus**
- Levitt Social Innovation Fellows & Innovation Roundtable
- Levitt Leadership Institute and LEAP
- Levitt Social Innovation Lab
- Summer Internship Funding: Levitt Center and Career Center
- COOP, HAVOC, and Community Service Interns (CSI)
- Summer Research Funding: Levitt Center, DSJP, Kirkland Project

**Off-campus**
- Ashoka U: Hamilton is an Ashoka U Changemaker Campus
- Clinton Global Initiative University
- Echoing Green Fellowship and Think Impact