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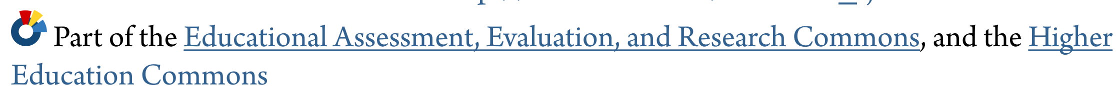
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Context & Community: A Discourse Analysis of Canadian Post-Secondary Social Innovation and Social Entrepreneurship Initiatives

Completed in Partial Fulfillment for the
Masters in Social Justice and Community Engagement at
Wilfrid Laurier University

Advisor: Dr. Joanne Benham Rennick
Second Reader: Dr. John Abraham

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INTRODUCTION

Modern global society is faced with numerous complex challenges made more difficult by the entrenched organizations and systems that underpin our social interactions. Even within institutions designed to provide social benefits like health care and education, structural violence can occur when bureaucratic processes designed to protect or improve organizational outputs result in dehumanizing experiences for those within the system. Social innovation has the potential to positively disrupt and transform those systems by transferring power to those at the grass-roots

Canadian post-secondary institutions (PSI) are at a critically transformative juncture in the face of changing demographics, suspicion about intellectual elitism, shifting political priorities, increasing social awareness about colonial social engineering projects (as seen, for example, in the Truth and Reconciliation Commission Report), increasing fiscal uncertainty, and uncertainty about its value for students and society (Truth and Reconciliation Canada, 2015; Ontario Ministry of Training, Colleges and Universities, 2013; Munro, 2014). The discernable opportunity is that these realities appear to be fostering a trend towards a Schumpeterian type “creative disruption” that could transform higher education from within into a collaborative breeding ground of innovation for the common good (Schumpeter 1942, 83).

Canada’s cultural context is heavily informed by religious and imperialistic colonization, and immigration. Our Charter of Rights and Freedoms separates religion from political activities at the same time it protects individual freedoms

related to these areas. Mounting evidence continues to show that top-down efforts to solve Canadian challenges have failed. The good intentions underpinning the social welfare state are also responsible for residential school systems for Indigenous children, institutionalization of the developmentally disabled, and the internment of Japanese immigrants. All of these 'problem-solving' efforts occurred under the leadership of intellectual and government experts without the input of the individuals affected. The increasingly pervasive language of 'social innovation' in Canada should be continually checked against Canadian historical realities to encourage thoughtful, collaborative, locally owned solutions.

Teaching and practicing social entrepreneurship and social innovation in Canada should include a process "that incessantly revolutionizes the …structure from within, incessantly destroying the old one, incessantly creating a new one" (Schumpeter 1942, 83). Although Schumpeter was speaking explicitly about the economic sphere, his analysis is easily transferred to other areas. Done well, post-secondary programming in social entrepreneurship and innovation has the potential to disrupt Business As Usual (BAU) in two important ways: 1) by shifting the power hierarchies within higher education to empower students and community partners as the leaders and informants of change, and 2) facilitating the creation and scaling of businesses and organizations concerned with protecting people and the planet while also generating revenue (triple-bottom-line).

I argue that community engagement and contextually relevant content are critical for meaningful social innovation and social entrepreneurship initiatives developed by Canadian post-secondary institutions. I begin with a literature review

of the various definitions of social innovation and social entrepreneurship within a Canadian context, followed by a discourse analysis of Canadian post-secondary websites describing their social innovation and social entrepreneurship offerings. Through this discourse analysis, I explore how, if at all, communities are engaged in the emergence of social entrepreneurship programming in post-secondary education. For the purposes of this paper, the term 'community' is used in reference to non-post-secondary individuals or groups, regardless of "size, space, or norms" (Agrawal and Gibson, 1999, 638).[1] Using grounded theory to inform a thematic analysis, I analyze references that institutions make to 1) community-university connections, 2) social value, system transformation or disruption, and power and privilege, 3) context, 4) interdisciplinary references, and 5) language used to name this work. Finally, I note discernable regional trends.

LITERATURE REVIEW

Social Entrepreneurship, Social Innovation, & Social Entrepreneurs

Scholars devote significant attention to understanding what makes social innovation or social entrepreneurship *social*. While some scholars emphasize a particular type of business model (e.g. non-dividend, or not-for-profit) others are concerned with the consideration given to the 'social value proposition', or the ways in which the proposed initiative offers social or environmental benefits. David Bornstein and Susan Davis (2010) differentiate social and business entrepreneurs by understanding whether they prioritize generating profits or social impact. When enterprises oriented toward generating as much financial profit as possible add a

social or environmental component without truly having a social mission or the intent to disrupt systems that undermine the social and environmental context, this is called Corporate Social Responsibility or CSR (Moon, 2007). Though CSR may lead to more equitable employment strategies or environmentally sustainable processes, this is a practice employed within business entrepreneurship because it is adopted primarily with a view to increasing economic rather than social returns.

Conversely, a social enterprise measures value both in financial gains and positive social outcomes (Bornstein and Davis, 2010, 30).[2] McMurtry et al. indicate that the social aspect of social enterprises specifically can be classified as one that offers a community focus or benefit, one that brings together members or organizations within a community collaboratively, or one that attempts to attribute profits in fair and equitable ways (2015).

Muhammad Yunus, Nobel Laureate and founder of the Grameen Bank, is a key player in the propagation of social innovation worldwide. As an economics professor in Bangladesh, he developed the non-loss-non-dividend model that has since made micro-finance the most financially profitable and socially impactful banking system in the world.[3] Yunus entrepreneurship is social when it is used "to serve humanity's most pressing needs" (Grameen Creative Lab, 2013, 82). While Davis and Bornstein (2010) emphasize a social entrepreneur's interest in positive social outcomes, the Grameen approach places value on social outcomes that are financially profitable to allow the original investment to be returned to the investor and the profit to be reinvested "in innovations or further growth that advance its

social goals" (Grameen Creative Lab, 2013, 82). This is a 'double-bottom line' approach where the goal is to generate both social and financial returns.

Social innovation is a term that is sometimes substituted for social entrepreneurship and, like social entrepreneurship, there is ambiguity about its meaning. Phills, Deiglmeier, and Miller (2008) argue that social innovation is a more useful term than social entrepreneurship because innovation is the root source of any enterprise, and therefore more inclusive. Lawrence, Phillips, and Tracey (2012) agree that social innovation is a broader and more inclusive term that can refer to advocacy, social policy change, new partnerships, and more whereas social entrepreneurship only describes projects to make profit financially while also generating a social benefit (Lawrence et al., 2012).

The debates in the field extend to who can be identified as a social entrepreneur. Bill Drayton has been a major influencer of the field of social innovation and social entrepreneurship, particularly in the American context. Drayton established the *Ashoka* Foundation in 1978 on the premise that social entrepreneurs are individuals "with compelling visions who possessed the creativity, savvy, and determination to realize their ideas on a large scale" (Bornstein, 2004, p. 11). Light rejects this "lone wolf" approach in favour of a more inclusive view that individuals, teams, or collaborative partnerships can drive social entrepreneurship (Light, 2011). He adds that social entrepreneurs are willing to persevere in the face of greater obstacles than business entrepreneurs seeking solely to profit financially (Light, 2011).

For this paper, the working definition of social innovation is broadly encompassing to include the work of individuals or groups who develop novel and sustainable responses to complex social issues through a variety of approaches. This can include advocacy, intrapreneurship, not-for-profit or for-profit enterprises, and policy change. Based on this definition, social entrepreneurship is a subcategory of social innovation. McMurtry et al. have identified "five main sets of social enterprise that cut across the [Canadian] cultural and policy regimes: cooperatives, non-profit organizations, community development/interest organizations, First Nations businesses, and businesses with a social mission" (2015, 12). This framework is helpful for examining social innovation and entrepreneurship in Canada as we shall see next.

Social Innovation in Canadian Context

There is a dearth of contextually Canadian literature on social entrepreneurship that has resulted in Canadian educators turning to resources from elsewhere that may not effectively address or reflect our national context. Francis Turner (2002) describes this parallel struggle within the field of social work, stating that the Canadian "comfort with plurality…[and] diversity" is greater than our American neighbours (p 3). These tendencies influence Canadian societal norms and culture. Ultimately, Turner (2002) calls for less reliance on American literature to inform and represent Canadian social issues to help address the complexity of our pluralistic identity and history more authentically (2002).

Benham Rennick (2013) identifies a similar hurdle in her examination of service-learning and global citizenship education in Canada. She uses a socio-

historical analysis to show how Canada's indigenous and colonial heritage, the influx of a large numbers of immigrants, a policy of multiculturalism, and the unique situation in Quebec has shaped Canadian culture and identity in a particular way. She calls on Canadian post-secondary institutional leaders to recognize and reflect on this cultural worldview in order to thoughtfully prepare students in a way that makes explicit the assumptions and ideas that might perpetuate neo-colonial and patronizing interactions in the global sphere. Discussions about social innovation in the Canadian context must take into account the distinctive history, identity and values of our culture in order to frame approaches that honour and reflect our national experience to avoid repeating past failures.

The *Canadian Charter of Rights and Freedoms* illustrates that Canadians value pluralism and diversity. Canadian socio-political structures, although weakened in recent years, continue to value and support fundamental services such as education and health care for all members of our society. Canadian definitions and models of social innovation and entrepreneurship should be informed by the cultural, social, economic, and political norms and values of this country.

Given this understanding, it is not surprising to see that Canadian social innovations reflect our comfort with diversity and tend to be broad and inclusive of the stakeholders they involve, the magnitude or scope of the intended impact, and the strategy used to achieve social change. For example, Policy Horizons Canada (2010) recognizes that social innovation, when used by various practitioners, can be systemic or context-specific, as well as disruptive or adaptive. According to Goldenberg, Kamoji, Orton, and Williamson, social innovations can "involve different

types of partnerships (public/private, profit/non-profit, and public/profit/non-profit); the adoption of cross-sectoral strategies; and the development of new networks and means of networking" (2009, *v*).

McMurtry et al. (2015) argues that the diverse Canadian socio-historical context leads to regionalized variations of social entrepreneurship. For example, while Francophone Quebec or immigrant communities have been largely influenced by European values of community-based action through democratic decisions, Anglophone regions (namely Ontario, Western Canada, and parts of Atlantic Canada) may be more influenced by American values of independently sustained practices or UK-centric approaches to "community ownership and social care growing as it did out of a more extensively developed, and more extensively retrenched, welfare state system" (McMurtry et al. 2015, 8). Distinct again from all of these are Aboriginal and Indigenous communities who, understandably, given our historical and present realities of colonization, are more likely to approach social entrepreneurship with a degree of scepticism when discussed at a federal or provincially framed perspective (McMurtry et al. 2015). These examples are indicative of the complexity and nuance of the Canadian context and suggest there is a need for Canadian-made iterations of entrepreneurship and innovation education.

As social innovation emerges in various ways, inevitably questions of scaling arise. Some practitioners consider scalability a desirable aspect of social innovation that allows benefits to be replicated and reaped elsewhere. Dees, Anderson, and Wei-Skillern (2004) writing within an American context, provide several strategies for scaling social impact. Using systems design strategies, Dees et. al. (2004) argues

that one can identify critical components of social innovations (e.g. the organizational structure or values) in order to replicate and scale for more widespread impact. Cipolla (2004) uses a design strategy framework to identify opportunities for scaling social innovation in Brasil. Design strategy, in Cipolla's (2004) model, involves moves through three stages including inspiration that ignites a passion for a cause; ideation where collaborators brainstorm new strategies; and implementation where the innovation is tested, revised, and improved in various iterations.

Christensen et al. (2006) describe scaling social innovation through catalytic or "good enough" innovations. According to their research, catalytic innovations achieve far reaching impact by saving time, money, or energy and offering an innovation that serves most peoples' needs rather than the needs of specific niche markets (Christensen et. al. 2006).

Many US-centric analyses of social entrepreneurship celebrate 'scaling' as a critical objective for increasing reach and impact. [4] Kotz (2015) describes that the language of scaling comes from a business approach based on the American neoliberal capitalist value of growth and expansion to increase market shares and shareholder value. It is also a way to monitor and assess the effectiveness of a venture by creating quantifiable results such as units produced, units sold, or annual sales. Scaling can result in increased sales or services but because it gives preference to expansion and growth over diversity and impact, it carries the real risk of causing more harm than good – particularly in the global sphere where it begins to look like

colonial improvement projects or ill-informed development initiatives to be created and imposed from the top down.

Paul Farmer uses the phrase “structural violence” to describe systems that value scaling without recognizing how scaling can perpetuate misery on the world’s most vulnerable. For social innovation to be genuine, transformative, and successful, everyone must be invited to collaborate. He states, “[w]e cannot build an environmental movement or a movement for sustainable development that does not have the social and economic rights of the poor at its center” (Farmer, 2013, 41). Farmer illustrates ideas about social innovation that are consistent with the work of Paulo Freire, a Brazilian advocate for transformative education that works to empower and liberate vulnerable populations. Friere argues that by transferring power to those within a dehumanizing system, we can transform the system to serve and benefit everyone. For Canadian social innovation efforts to be authentic an legitimate, they must emphasize Canadian cultural values, political legislation, and socio-historical context and resist scaling as an essential next step .

As an alternative to business language, environmental models like that found in Donella Meadows’ seminal work on systemic change identifies ‘leverage points’ in a system as a means for effecting large-scale impact (1997). Meadows shows that the most critical leverage points are those which shift self-organization, goals, and attitudes of people within a system. While individuals may be open to paradigm shifts, greater impact can be achieved when whole communities approach possible shifts from a similarly open mindset (Meadows, 1997). This model moves away from the “lone wolf” approach to a collaborative leadership model.

Scharmer & Kaufer also take a systems level approach to transformations in societal thinking. Too often, they argue, we find and implement solutions that may fix an immediate or specific issue without considering the resulting consequences of our interconnected and complex eco-systems (Scharmer & Kaufer, 2013). As a result, we compromise aspects of who we are, how people connect with one another, or how societies maintain sustainable practices with our planet. They contend that the solution is for individuals to build their capacity and understanding for recognizing the complexity of our eco-systems in order to develop wholistic approaches towards better future possibilities (Scharmer & Kaufer, 2013). Freire, Meadow's and Scharmer and Kaufer's models imply that educational institutions can be critical leverage points to transform national social systems.

Post-Secondary Education and Social Innovation

A number of organizations and institutions around the world have come to see post-secondary education as an ideal starting ground for social innovation. The Grameen Creative Lab (2013) notes that "[u]niversities are not only a breeding ground for knowledge and new ideas, but also the ideal place to educate the young generation about the idea of social business. Universities act as a multiplier to promote and spread the idea" (Grameen Creative Lab 2013, 7). Furthermore, the Grameen Creative Lab website uses Freirian language to state that educating the next generation of leaders requires an approach that liberates and gives agency to the oppressed.

Universities in Canada have a long history of delivering work-integrated opportunities for students such as co-op programming, internships, practicums, and

community-based placements. These align with Canadian values of collaboration, welcome, tolerance and support for the common good established in the Canadian Charter of Rights and Freedoms. Bathelt, Kogler, and Munro (2011) use Canada's Technology Triangle as a case study to demonstrate that innovation can be fostered when post-secondary institutions collaborate with local industries and community partners. According to Campbell (2006), Canadian students are demonstrating a particular appetite for socially oriented opportunities to use their skills. Highlighting the example of MBA students who are turning down well-paying positions for lower-salaried opportunities in social entrepreneurship, Campbell's (2006) arguments draw attention to a shifting among Canada's younger generation who are seeking opportunities to effect meaningful social change through their career choices. In fact, this is one of many examples highlighting a trend among the millennial generation globally who are socially aware, and seeking opportunities to continue developing this competency and integrating it in their careers (Gilbert, 2011).

As Canadian institutions foster opportunities for social innovation, Levin (2011) cautions that we must be critical of innovating for innovations' sake because the real struggle for Canadian education is knowing where to preserve or improve existing innovations and where innovation is lacking and should be renewed or ignited.

As part of their recommendations for next steps, Goldenberg et al. (2009) suggests that Canadians establish an expert-level, intersectoral, leadership team that would develop a nation-wide social innovation strategy for events; knowledge

sharing; greater infrastructure for resource exchange and the development of social innovations; and capacity building across sectors. PSIs may find benefit by embracing a similarly collaborative and interdisciplinary approach.[5] Students could thus be encouraged to identify their passions, leverage their networks, develop their skills and knowledge, and work in collaboration with others. Interdisciplinarity remains challenging within PSIs due to the institutional framework of disciplinary distinctiveness and competition for resources.

Another difficulty in pursuing meaningful social innovation between university and community, especially when working with marginalized populations or capacity building efforts, is resisting the tendency to send students into experiential opportunities in order to "help" or "save" those who are "less fortunate" (Benham Rennick 2013, 24). Though Benham Rennick and Desjardins (2013) refer to this struggle in the context of international service-learning and Canadian higher education, the concepts hold true for social innovation projects as well. They argue that to mitigate this misguided approach to social issues, PSIs should engage students in reflecting on their personal and cultural understanding of how knowledge is created, and locate themselves socially within the dialogue of values and ethics internationally (Benham Rennick and Desjardins 2013, 13).

Edwards and Sen (2000) also see personal transformation as the key to social change. More specifically, they argue that personal transformation that fosters empathy and encourages individuals to understand the impact they have on others and the world holds the potential to foster meaningful collaboration across socio-economic, religious, cultural and other barriers. There is also a large body of

psychological and educational research pointing to education as a critical leverage point to achieve far-reaching social change. [6]

Given the significant role that PSIs assume in educating youth, and the leverage education has for effecting social change (for good and for bad), it is especially important that educators develop meaningful programming, using community-relevant approaches. Furthermore, PSIs have a responsibility to engage community partners before proposing 'expert' solutions. This is especially true if projects are intended to have positive social impact and address challenges embedded in Canadian, provincial, or local contexts. In the following sections, I explore the ways in which Canadian post-secondary institutions are positioning themselves in relation to these issues in their SE and SI iniatives.

METHODOLOGY & THEORETICAL APPROACH

How, if at all, are communities being involved with social innovation programming in Canadian post-secondary institutions? How is the regional, provincial or national context acknowledged in these publicly-funded programs?[7] To investigate these questions, I conducted a discourse analysis across 44 publically available, English-language websites from post-secondary institutions across Canada. I employed a grounded theory approach in which qualitative data analysis informs theory (Strauss & Corbin, 1997). Social constructionism also influences my epistemological approach. Social constructionism posits that our worldviews are created and organized by humans (Berger & Luckmann, 1967). Over time, organizational behaviours, social patterns, and traditions appear as 'truths' that are

inherited without question by subsequent generations. This creates a cultural blind spot that can impede progress or change as humans operating within these worldviews make assumptions about reality that limit our capacity to critique or challenge the status quo. As a result, humans are less apt to understand our own capacity to influence and reorient society to meet different needs (Berger & Luckmann, 1967). Sociologist Johan Galtung introduced the concept of structural violence as an offshoot of social constructionism. Galtung argued that the dominant social framework systematically limits individuals from reaching their full potential (1969).

I used grounded theory to identify patterns of terminology on publically available post-secondary websites, and organized these into themes. My thematic analysis was a rigorous and iterative process based on reading and re-reading website content, with new themes emerging from the patterns I recognized in the language (Strauss & Corbin, 1997; Fereday & Muir-Cochrane, 2006).

Given that many institutions across Canada have a range of programming that relates broadly to SI or SE, I began my research by focusing on those listed in the ICSEM report by McMurtry et al. (2015), as well as the institutions that applied to receive grant money through the J.W. McConnell Family Foundation's RECODE project on social innovation in higher education (2016).[8] To delimit my research even more concisely, I focused on institutions with a department, centre, institute, or campus-wide strategy explicitly employing the language 'social innovation' or 'social entrepreneurship' in their description. This allowed my investigation to focus on PSIs that have committed the resources and established the infrastructure

necessary to build SE and SI initiatives. I relied on the work of McMurtry et al. to distinguish community engagement across regions of Canada including: Atlantic Canada (Newfoundland, Prince Edward Island, Nova Scotia, and New Brunswick), Quebec, Ontario, and Western Canada (Manitoba, Saskatchewan, Alberta, and British Columbia) and identify themes that highlight Canada's geographic, political, and socio-historical diversity (McMurtry et al, 2015).

RESULTS

Scope

The 44 English-language institutions I identified listed a variety of initiatives including academic programs, research centres, research chairs and more. From that group, I excluded those that were limited to curricular programming,[9] one-time projects,[10] and French-only websites.[11] This narrowed the initial list down to 19 co-curricular groups or institution-wide strategies that explicitly named social innovation or social entrepreneurship in their high-level overviews. By high-level overviews, I mean the content provided by each institution to describe the vision, values and programming strategies for their SE and SI initiatives. In a number of cases, this content was aspirational rather than operational and provided little insight into how the programming goals might be achieved. These overviews were typically found on the homepage or on an "about us" tab from the (See Appendix A). Two of these initiatives were collaborative partnerships formed between multiple post-secondary institutions that are in close proximity to one another (CRISES 2016;

VISIZ, 2016) and several of them have subsidiary groups elsewhere across the institution.[12]

Themes

Using the community-engagement language employed by Benham Rennick and Desjardins (2013), and Benham Rennick (2013) I identified three overarching themes including (1) connections to community, (2) the intention to disrupt power paradigms, and (3) references to rooting these conversations in local contexts and values.

The first theme was developed by the frequent reference to ways in which PSE interacts with community, including relationship building, community-service-learning, or community-engaged practices. The importance of these community-university connections is highlighted in the language found in the second theme, which encourages post-secondary institutions to pursue partnerships with community in ways that avoid and redress structural violence by positioning themselves as allies of community-led solutions and initiatives in order to ensure, protect, or encourage the agency and empowerment of those most affected by social issues. The third theme, examines regional and cultural Canadian references to explore how they might influence or reflect the proposed vision of SE or SI. Finally, the fourth theme emerged from various references to the importance of an inter-disciplinary or inter-sectoral approach to SE or SI. Finally, language used to name these initiatives including SE, SI, or changemaking and scaling emerged in the fifth theme.

Theme 1: Community-University Connections

The theme relating to community-university connections was so prominent that I developed subcategories to better reflect the diversity of community-based references, identified in the following sections.

Category 1A: Experiential Learning References

This first category captured language referring to community-engaged experiential learning. Some institutions referred to specific pedagogies that engage community such as Georgian College's reference to community-service-learning (Georgian College, 2016). Other institutions referred more broadly to opportunities for students to gain real-life experiences in collaboration with community such as McGill University which encourages "researcher, students, and practitioners to work alongside social economy organizations" in the Social Innovator's Integration Lab (McGill University, 2016). The University of New Brunswick's (UNB) Pond-Deshpande Centre highlights the importance of community engagement within their approach to social entrepreneurship, saying that "connecting innovators and new ideas to practical, real world experts, that provide deep, relevant domain knowledge helps guide the idea to successful market adoption sooner" (University of New Brunswick, 2012). Other examples of language included in this category can be found in Appendix C, Theme 1.

Category 1B: Referencing Community

This category captured the language post-secondary institutions use to reference community broadly speaking. While the term community far out-weighed the use of other synonymous terms, other references included 'society', the 'public', or 'external stakeholders' (see Appendix C, Theme 1 for further examples). Mount

Royal University (MRU) was the only institution to define who and what they were referring to when using the term 'community', stating that "in the broadest sense, community refers to human beings interacting with each other within a shared environment" (Mount Royal University, 2016). While leaving their interpretation of community open, many post-secondary institutions included information about who is and is not included by providing examples of stakeholders.

Category 1C: Identifying Stakeholders

Capturing the language identifying the various stakeholders formed the basis for the last category in this theme. The stakeholders named within the high-level overviews varied significantly from businesses (not-for profit, for profit, etc.) to community residents, government, non-government organizations, social actors, citizens, sponsors, company leaders, cooperatives, associations, sector leaders and more (see Appendix C, Theme 1). These stakeholders occupied a range of roles from active and collaborative partners to more ad hoc or passively engaged mentors, informants, or supporters. This variation reflected the nature and needs of the programming offered by the post-secondary institution. For example, The Centre for Social Innovation and Impact Investing at the University of British Columbia (UBC) notes that "companies" and "organizations" are beneficiaries of their impact investment programming, while CRISES articulates "social and economic actors" are the stakeholders with whom they partner for research initiatives (University of British Columbia, 2016; CRISES, 2016).

Table1 below charts the number of times each institutional initiative referenced experiential learning, community, and stakeholders, and is followed by a similar analysis organized by geographic regions in Canada in Table 2. [13]

Table 2: Regional References to University-Community Connections in Reviewed Website Content

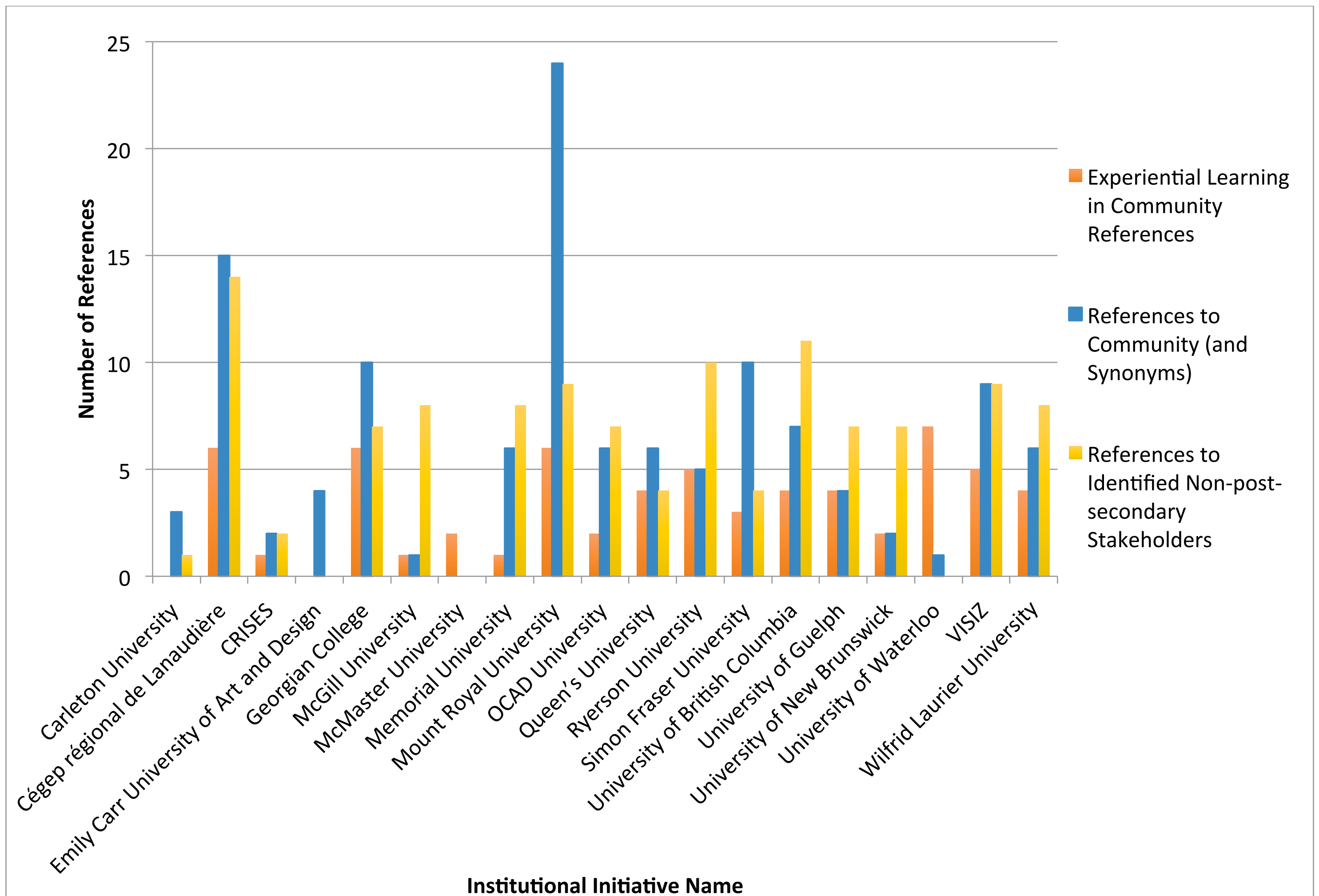
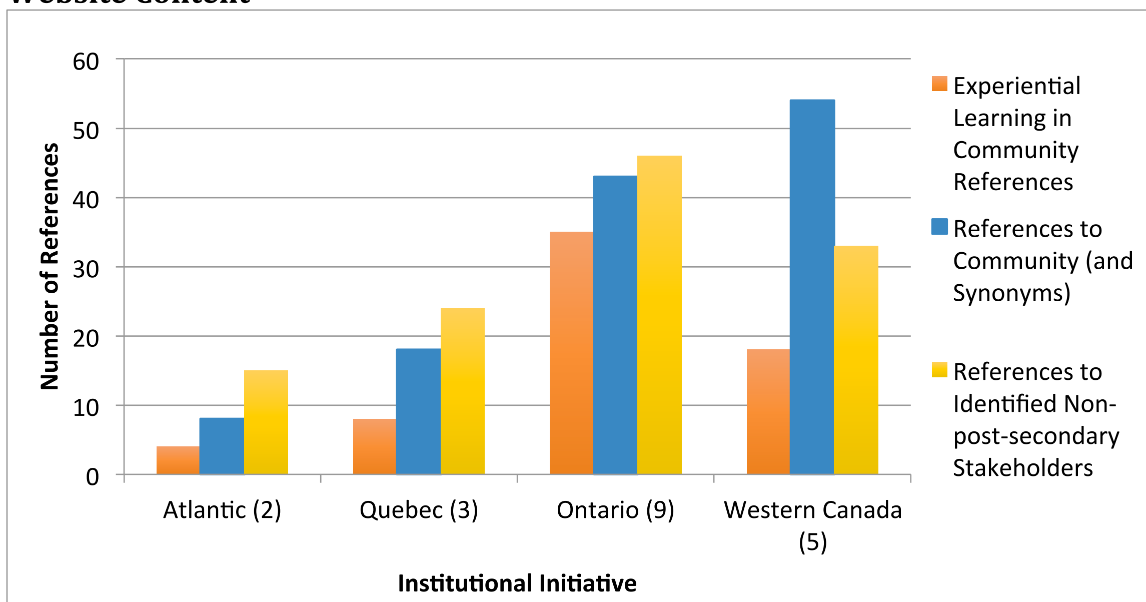


Table 2: Regional References to University-Community Connections in Reviewed Website Content



Theme 2: Social Value, Power & Privilege, & Transformation or Disruption

The second overarching theme that was originally identified related to disrupting the power paradigm required expansion after reading through the website content as language relating to socially-oriented aspects of this work became prominent. This is addressed in the following categories.

Category 2A: Referencing Social Value Propositions

It was apparent that many institutions saw the social value of their SI or SE initiatives, and references to these social value propositions formed the first category within this theme. Maintaining rigour in the content analysis for this category was especially difficult because of the variety of language used to capture meaningful and positive impact in society. For example, Memorial University (MUN) referred to the "social and environmental benefits" of social enterprises. Carleton's Sprott Centre for Social Enterprises similarly mimicked this reference, articulating that social enterprises can "create community benefit regardless of ownership or

legal structure” (Memorial University, 2016; Carleton University, 2016). Queen’s University introduces the social value of their programming using the language of “social impact” in the title of their Centre, and consistently throughout their web presence, while Simon Fraser University (SFU) refers to “impact” more broadly (Queen’s University, 2016; Simon Fraser, 2016). Meanwhile, SFU, Cégep régional de Lanaudière, CRISES, and Georgian College are among the institutions who utilize the common term “social change” (Simon Fraser University, 2016; Cégep régional de Lanaudière à L'Assomption, 2016; CRISES, 2016; Georgian College; 2016).

Another unique example of this language is Mount Royal University’s definition of ‘community prosperity’. Leveraging a term that is typically associated with financial security, and closely aligned with a business-oriented context, MRU defined community prosperity more inclusively as “a way to describe the well-being of a thriving and engaged community” (Mount Royal University, 2016). This moves beyond financial prosperity to more a comprehensive understanding of the term to include “ecology, health, equity, creativity, and other human values” (Mount Royal University, 2016). Again, a more comprehensive list of examples can be found in Appendix C, Theme 2.

Category 2B: Addressing Issues and Problem Solving

While the benefits of social innovation and social entrepreneurship were broadly touted across the institutions, some institutions focused more on a problem-solving approach which addressed the complex nature of many social and environmental issues. This approach was distinct from the language described

previously, which referred to social value in a more additive and positive way. Thus, I developed a new category to label this pattern.

For example, Wilfrid Laurier University's (WLU) Social Innovation and Venture Creation (SIVC) strategy articulates the need to mitigate issues, supporting social innovation and enterprises that are "designed to address a complex social issue with sustainable, collaborative, and impactful strategies and approaches" (Wilfrid Laurier University, 2015). The Strategic Innovation Lab at Ontario College of Arts and Design (OCAD) University emphasized a problems- and solutions-based approach that "places human needs, desires, behaviour and culture at the heart of problem finding, problem framing, and problem solving" and informs social innovation that leads to "sustainable solutions" (Ontario College of Arts and Design University, 2016). VISIZ aims to find "new ideas and sustainable solutions to the challenges we face" (VISIZ, 2016).

Category 2C: Power and Privilege

While sustainable solutions that offer positive social impact are valuable ideals, the original intention for this theme was to recognize the role of community in leading these initiatives. A post-secondary institution working in isolation from those who are most affected by an issue is actually at risk of affecting more harm than benefit. While it may seem like this concept is widely understood across Canadian post-secondary institutions, language that specifically acknowledged agency or liberation was sparse. Examples of this includes Cégep régional de Lanaudière articulating their value of "equity" and "community empowerment" in the work that CERESO facilitates, while the Centre for Business and Student

Enterprise (CBaSE) at the University of Guelph (UG) reference the term "empower" as well, though in the context of a "new generation of business leaders" (Cégep régional de Lanaudière à L'Assomption, 2016; University of Guelph, 2015). Another interesting example is found on the RADIUS website from SFU, in a reference to the importance of partnerships that "serve and enhance community-led solution building and not the other way around" (Simon Fraser University, 2016). While not employing the terms "empowerment", or "agency" specifically, the sentiment of this approach certainly implies an intent to disrupt current structures of power and privilege. More examples of references coded in this category can be found in Appendix C, Theme 2.

Category 2D: System Disruption and Transformation

The last pattern that emerged from this category looks at references to transformation or disruption of systems and institutions. Many post-secondary institutions articulated this as a desirable output and goal of their work. WISIR uses the language of "whole systems change" to "change system dynamics that create complex problems in the first place", while Ryerson University state the need for "positive institutional change" (WISIR, 2016; Ryerson University, 2016). Conversely, the Centre for Social Enterprise at Georgian College supports "student learning through the development of social entrepreneurial skills and mindsets that promote innovative and transformative positive social change" (Georgian College, 2016). While SIVC at WLU calls for approaches that "transform our social sphere", CRISES and Carleton University also refer to "social transformation", and Cégep régional de Lanaudière and Mount Royal University use "transform" in a variety of contexts as

well (Wilfrid Laurier University, 2015; CRISES, 2016; Carleton University, 2011; Cégep régional de Lanaudière à L'Assomption, 2016, Mount Royal University, 2016). SFU, however, was the only institution to refer to "impactful interventions" that disrupt norms and create social value (Simon Fraser University, 2016).

Categories in this theme are modelled below, by institution in Table 3, and by geographic region in Table 4 below.

Table 3: Institutional References to Social Value in Reviewed Website Content

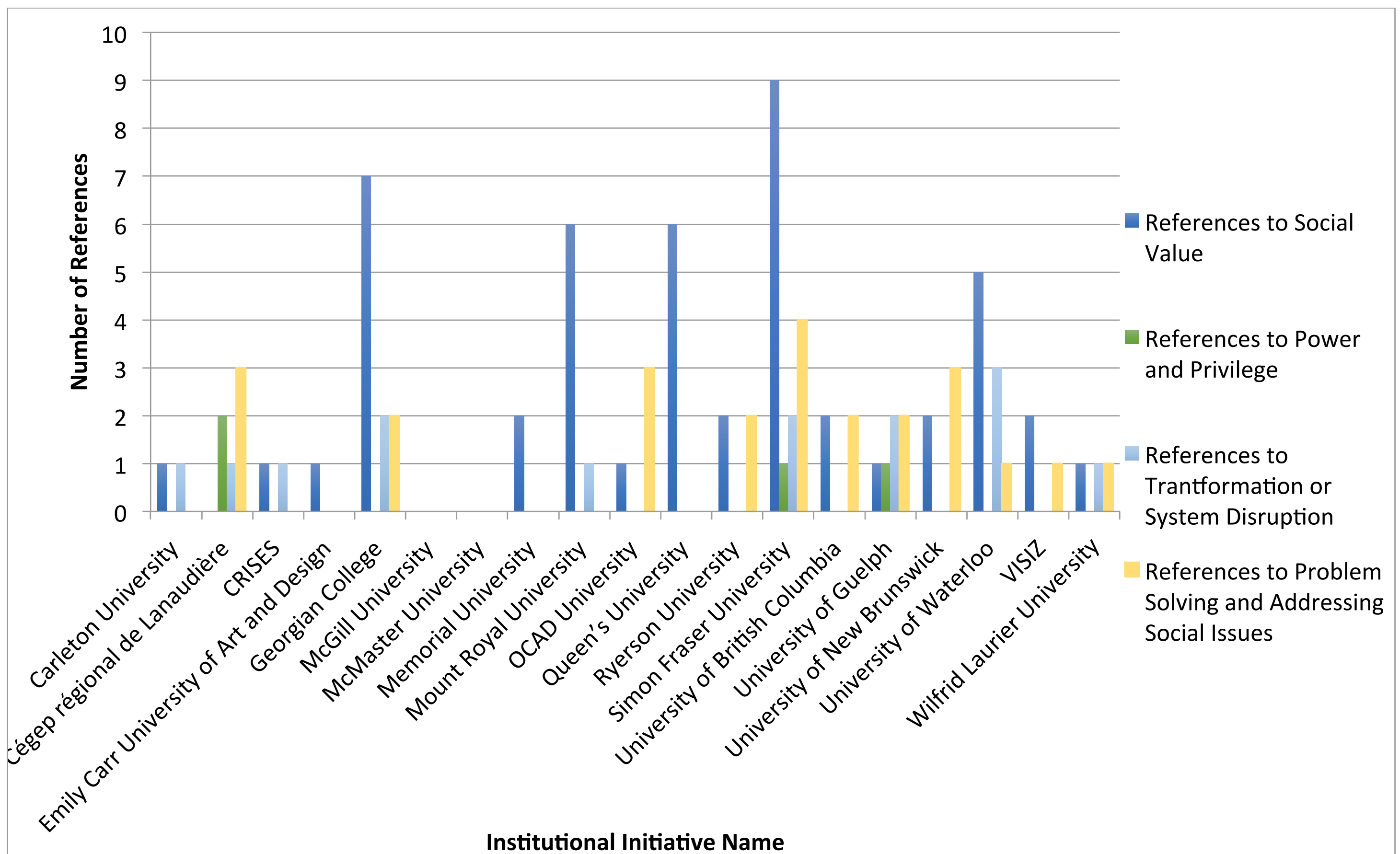
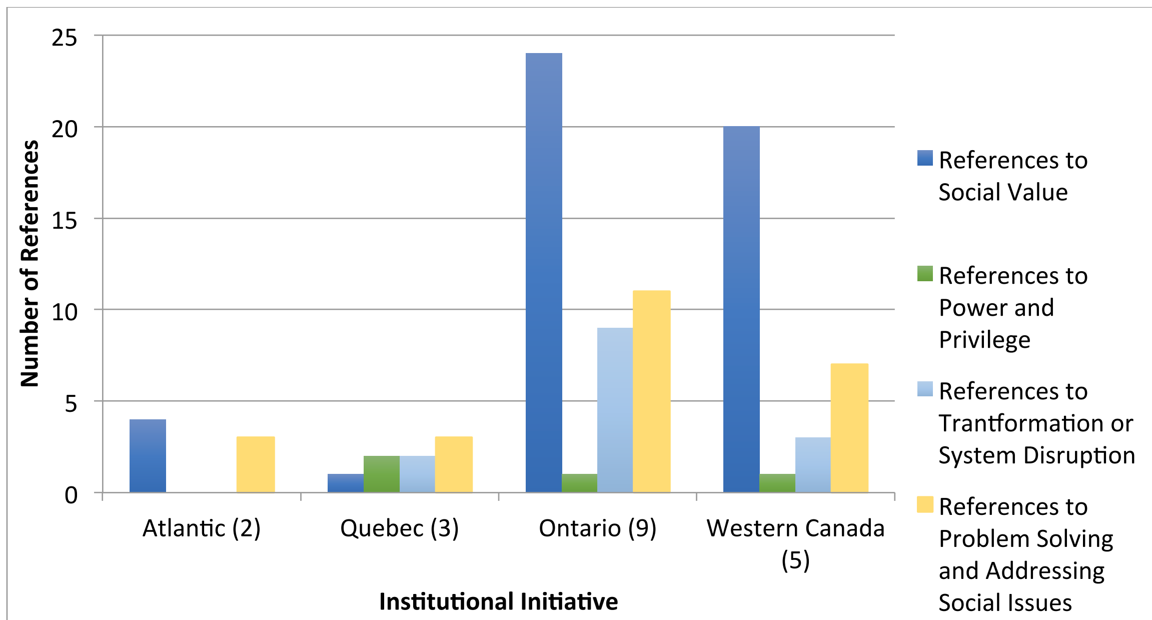


Table 4: Regional References to Social Value in Reviewed Website Content



Theme 3: Contextual References

The *Canadian* aspect of social innovation and social entrepreneurship PSI programming was a prominent theme. The categories that emerged are identified below, and a comprehensive list of terms and phrases belonging to the categories in this theme can be found in Appendix C, Theme 3.

Category 3A: General Contextual References

A pattern of general contextual references from post-secondary initiatives was noted early on. For example, UNB's Pond Deshpande Centre addresses the need to "coupl[e] innovative ideas with deep, relevant, contextual knowledge", while the Emily Carr DESIS Lab website describes their value of "contextually grounded design" (University of New Brunswick, 2012; Emily Carr University of Art and Design, 2016). More specifically, WLU, OCAD, and Ryerson refer to the context of their institutional "culture", while WISIR refers to the "broader economic, cultural, and policy contexts in Canada" in their website (Ryerson University, 2016; OCAD

University, 2016; Wilfrid Laurier University, 2015; WISIR, 2016). Other institutions refer generally to their regional context. For example, the term "local", "regional", and "district" appear in a number of institutional websites across Canada (Simon Fraser University, 2016; VISIZ, 2016; McGill University, 2016).

Category 3B: Regional Context on a Municipal, Provincial, or National Level

While at times these general regional contexts went unnamed, many sites acknowledged the municipal, provincial, or national context within which they operate. Language that reflects each of these three levels of regional context was captured in this theme. Certain institutions place more emphasis on the Canadian or national context, such as MRU who articulate a vision to "graduate the most entrepreneurial minds in Canada" or SiG@Waterloo which aims to "[generate] new knowledge about social innovations and the social innovation process in Canada" (Mount Royal University, 2016; WISIR, 2016). Conversely, UNB and Cégep régional de Lanaudière are among the institutions who refer only to their provincial context (University of New Brunswick, 2012; Cégep régional de Lanaudière à L'Assomption, 2016). Still other institutions place more emphasis on their municipal context. VISIZ is perhaps the most significant example of this, and focuses on fostering support for social innovations specific to Vancouver Island (VISIZ, 2016). They defend the scope of their work on their website stating "[b]ounded by water, Vancouver Island offers a distinct opportunity to be a living and learning laboratory" (VISIZ, 2016).

Category 3C: Indigenous and Aboriginal References

While the colonization of First Nations, Inuit, and Métis peoples is a historically rooted and ongoing reality affecting all geographic region of Canada, few

institutions mention this in the reviewed web content. WLU's SIVC strategy formally recognizes the land on which they are situated, articulating "[w]e formally acknowledge that WLU is located on the traditional territory of the Neutral, Anishinaabe, and Haudenosaunee peoples" (Wilfrid Laurier University, 2015). Having said this, moving beyond land acknowledgement is also critical to the truth and reconciliation process and empowerment of Indigenous peoples. UBC emphasizes this importance by incorporating it as one of four themes in their Centre for Social Innovation and Impact Investing (Sauder S3i). They articulate the significance of this theme on their website, stating:

> First Nations possess an abundance of human capacity, natural resources, culture and heritage. These assets provide the foundation on which lively and sustainable communities are built. By leveraging these assets, First Nations can develop and maintain thriving economies while preserving local culture.
>
> University of British Columbia, 2016

The scarcity of references to Indigenous peoples in the high-level overviews found on many websites can be noted in Tables 5 and 6 below, along with other references to context, and is a topic I return to later in this paper.

Table 5: Institutional References to Social Value in Reviewed Website Content

Number of References

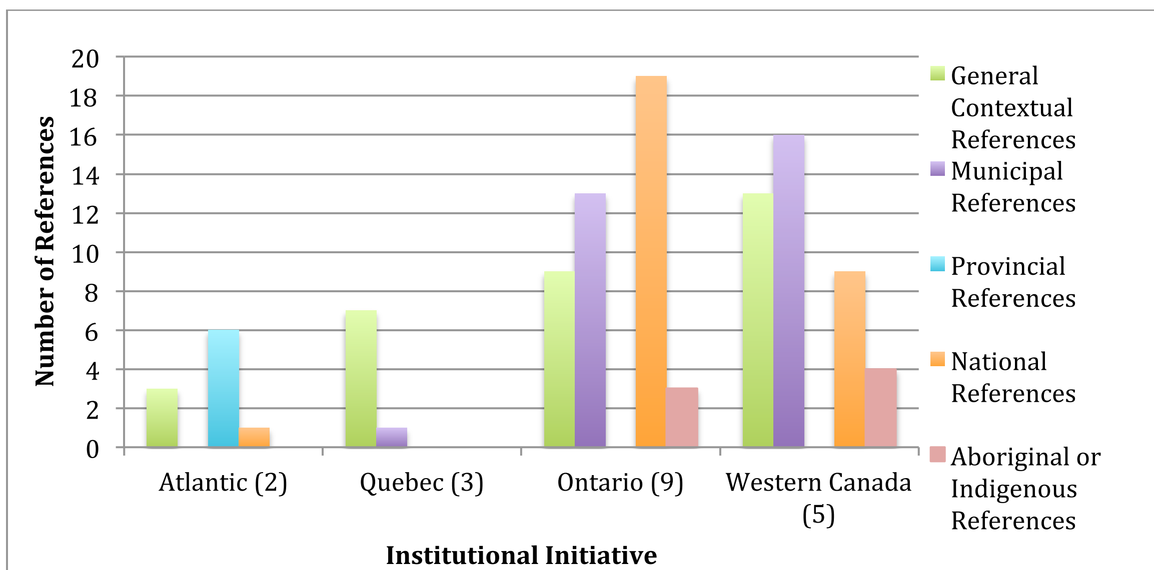
10
9
8
7
6
5
4
3
2
1
0

Carleton University
Cégep régional de Lanaudière
CRISES
Emily Carr University of Art and Design
Georgian College
McGill University
McMaster University
Memorial University
Mount Royal University
OCAD University
Queen's University
Ryerson University
Simon Fraser University
University of British Columbia
University of Guelph
University of New Brunswick
University of Waterloo
VISIZ

Institutional Initiative Name

General Con References
Municipal References
Provincial References
National References
Aboriginal o Indigenous References

Table 6: Regional References to Social Value in Reviewed Website Content



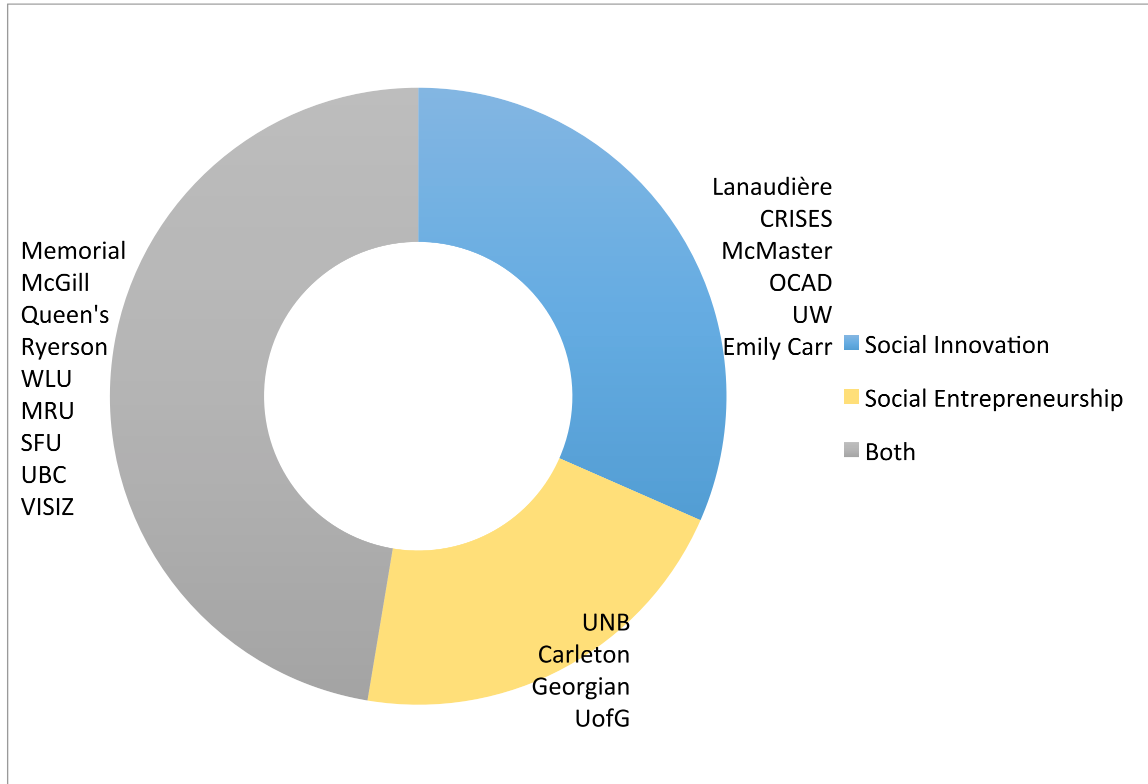
Theme 4: The Interdisciplinary & Intersectoral References

The last theme, in addition to those originally proposed, emerged out of the importance that many post-secondary institutions place on the intersection of multiple disciplines or sectors through social innovation or social entrepreneurship. WISIR was among the six institutions that emphasizes these intersections regularly, stating their value of "generating trans- and inter-disciplinary knowledge" (WISIR, 2016). MUN also echoes the advantage of interdisciplinary approaches, and boasts their Centre for Social Enterprise is able to "support creative linkages between academic disciplines" which "strengthen understanding of social entrepreneurship and the dynamics of social enterprises" (Memorial University, 2016).

Theme 5: Naming This Work

Language to differentiate and define this work varies between the campuses and initiatives. Initially, I only noted how many institutions used the term 'social entrepreneurship' or 'social innovation' across Canada, as shown in Table 8 below. However, a few institutions use the language of "changemaker" or "changemaking" in their high-level overviews as well, including Georgian College and Ryerson University. I also coded for this terminology due to its relevance to the *AshokaU* model, as noted in my literature review (Bornstein, 2004). References to scalable SI or SE initiatives were also scarce, being mentioned only by VISIZ, UNB, Georgian College, and UW a total of eight times (VISIZ, 2016; University of New Brunswick, 2012; Georgian College, 2016; & University of Waterloo, 2016). I also discuss the use of 'scaling' in my discussion given the disagreement on appropriate use of this term, as well as its connection to *Ashoka*.

Table 8: Use of 'Social Innovation' & 'Social Entrepreneurship' in Reviewed Website Content



The themes identified in the document analysis suggest larger trends discussed below.

DISCUSSION

In this section of the paper, I discuss emerging trends based on the results of this high-level analysis and areas requiring further investigation. Themes include 1) community-university connections, 2) social value propositions, power and privilege, and system disruption/transformation 3) regional context, 4) the value of interdisciplinary and intersectoral work, and 5) language used to name this work.

Theme 1: Community-University Connections

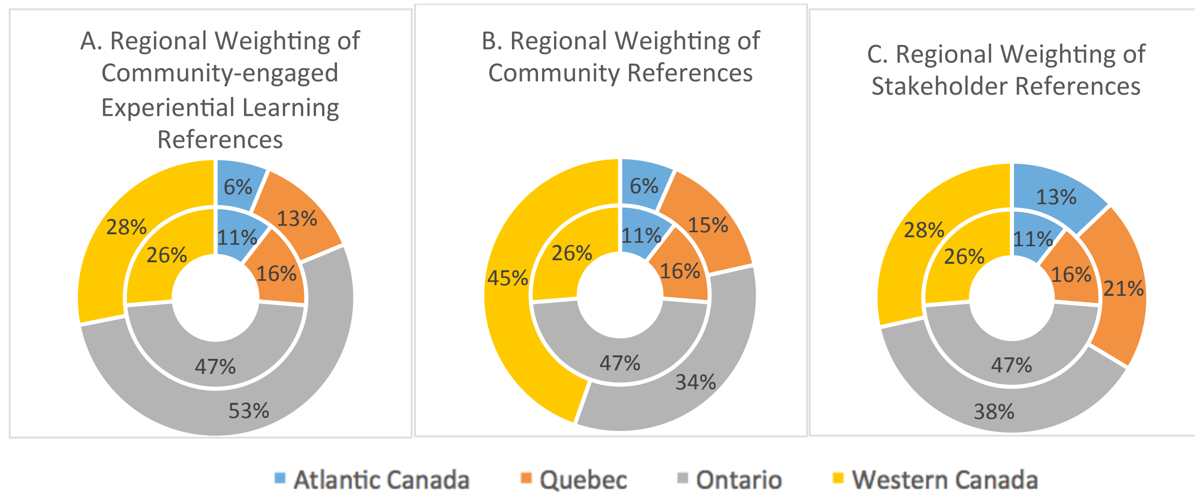
Language referring to university-community connections was prominent across all post-secondary websites included in this research. Fifteen of the 19 institutions employed all three categories from Theme 1 in their SE or SI initiatives, including the practice of community-engaged experiential learning, community generally, and the identification of specific stakeholders. This suggests that Canadian post-secondary institutions are interested in emphasizing strong partnerships with community in initiatives dedicated to SI or SE.

Of the 19 institutions reviewed in this study, 18 of the institutions noted connections to 'community' or synonymous terms, an average of seven times in their high-level overview on their website. Perhaps most significantly, Mount Royal University's references to community accounted for approximately 1/5 of the total references from all 19 institutions (Mount Royal University, 2016). Beyond this, 17 of the 19 institutions made reference to a specific form of community-engaged experiential learning. This suggests that community perspectives, input, and values are recognized as important for the way that SI and SE is practiced, and that reciprocal relationships are being sought. If this is true, it implies that PSIs are committing to learning that 'makes a difference' for students and society (Benham Rennick 2015).

Furthermore, the range of identified stakeholders from government, to citizens, or businesses and non-profit organizations, offers encouraging evidence of the diverse sectors engaged by post-secondary initiatives to address the complexity of social and environmental issues.

The charts below represent the proportion of regional references to each of the three categories in this theme (outer circle) to the relative weighting of institutions within that geographic region in this study (inner circle). When the percentage of references to a specific theme represented by a region in the outer circle is not proportional to that of the inner circle, it points towards a regional trend. For example, the Regional Weighting of Community References chart depicts that institutions in Western Canada referenced community significantly more than their counterparts in Atlantic Canada, Ontario, and Quebec. No other significant deviations from the average weightings are noted in graphs A or B, however, suggesting that Canadian institutions are placing approximately proportionate emphasis on community-engaged experiential learning opportunities and identifying stakeholders.

Table 9: Regional Weightings of References in Website Content to Theme 1



Theme 2: Social Value Propositions, Power & Privilege, & Transformation or Disruption

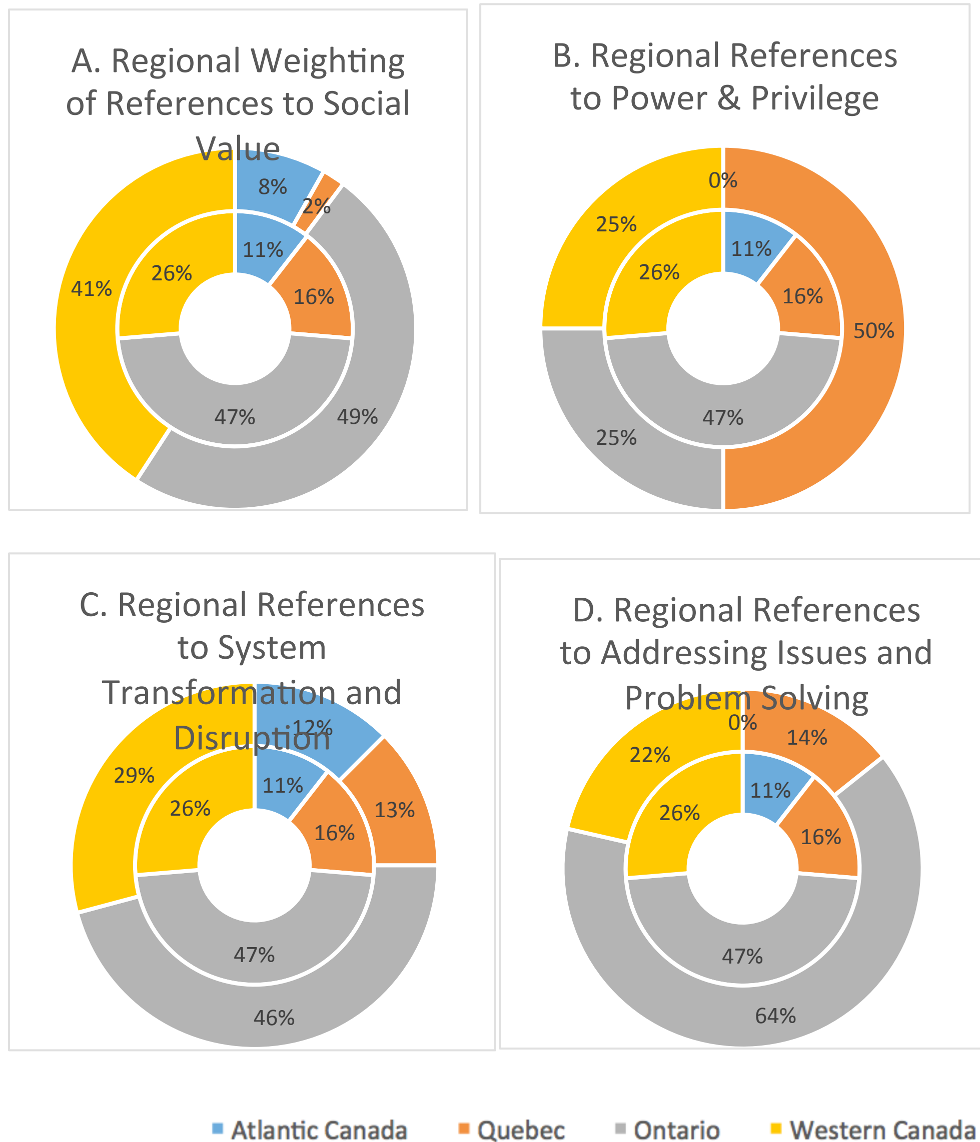
PSIs employed a wide variety of language to describe the social dimensions and purpose of their SI and SE work. As we've seen, there is ambiguity surrounding these terms and that was evident in reviewing the website content. Further confusion is generated around qualifying positive, meaningful, and valued contributions to society. This implies a need for ongoing discussion and debated about the terms in use and the meanings we attribute to them.

Interestingly, there is regional variation in the preferred language of SI and SE. While references to social value (49) were approximately twice as frequent as those to problem solving or addressing solutions (24), the distribution of these terms are not proportional across Canadian regions. For example, Ontario institutions used problem solving and addressing solutions more than Quebec and Western Canada, and considerably more than Atlantic Canada which does not use this language at all. Comparatively, Western Canada describes positive social value propositions significantly more than other regions, and Quebec barely mentions this at all.

Differences in the language and implied meanings and values are to be expected, particularly between Anglophone and Francophone regions of the country because of their distinctive cultural development (Benham Rennick 2013). Thus, while it was surprising to find so few references to concepts of solidarity, agency, or empowerment (Category B) across Canada, it was not surprising to find that half of these references were made by institutions in the region of Quebec.

Finally, Table 10C depicts a relatively uniform distribution of references to system transformation and disruption across Canada, leading to the assumption that this is a well-recognized interdisciplinary approach being employed across SI and SE work within a Canadian context.

Table 10: Regional Weightings of References in Website Content to Theme 2

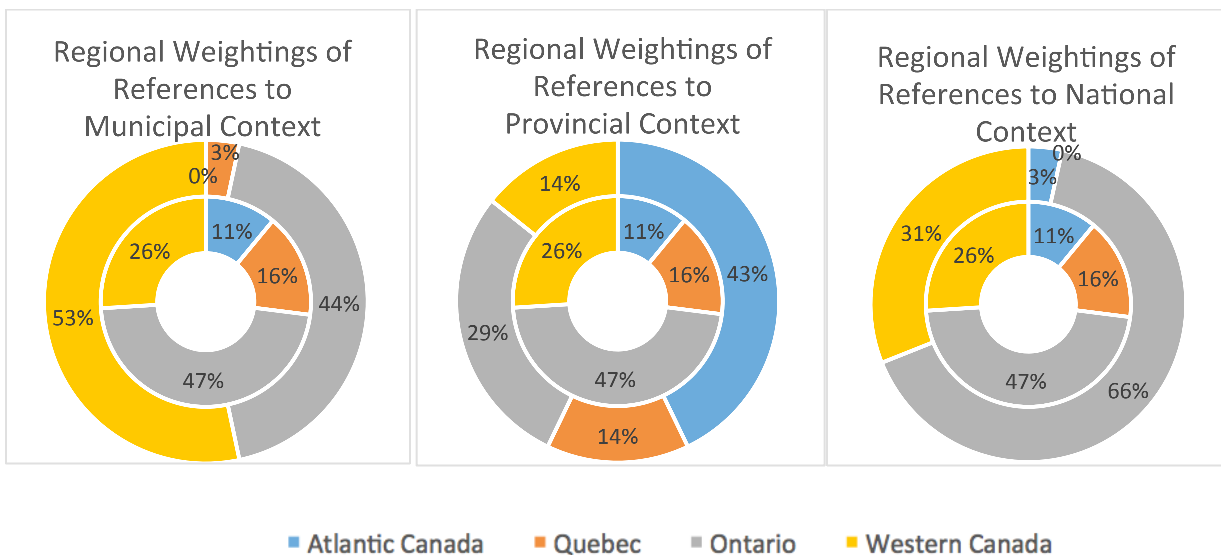


Theme 3: Contextual References

Contextualizing this work is important for ensuring that SI and SE initiatives are focussed on issues and solutions meaningful to the communities affected. There is some urgency to identifying contextually-Canadian iterations of SI and SE work whether through a theory of change or examples of culturally and socio-historically relevant approaches (Turner, 2002; Benham Rennick, 2013, McMurtry et al. 2015).

While broad references to culture were common across the institutions, the contrast between provincial, municipal, and national contexts was most notable. As seen in Table 11, institutions in Western Canada referenced their municipal context significantly more than other regions, while Atlantic-based institutions made no reference to this at all. Conversely, provincial references were more predominant in Atlantic Canada compared to other geographic regions. National references were most significant within Ontario, which alone accounted for approximately 2/3 of the references made within all of the reviewed web content.

Table 11: Regional Weightings of References in Website Content to Theme 3



It is impossible to discuss our Canadian context accurately, however, without recognizing our colonial past and the ongoing reality of colonization of First Nations, Métis, and Inuit populations today. Unfortunately, recognition of this reality was limited to only two institutions in Canada namely WLU and UBC. McMurtry et al. (2015) warns of the danger of pursuing SE and SI work without considering Indigenous perspectives, given well-cited scepticism of the adoption of these terms in Indigenous communities. While WLU's recognition of land statement is an encouraging sentiment, UBC was the only institution to articulate the integrated value of Indigenous perspectives within their high level overview on their website. If Canadian institutions want to demonstrate their commitment to municipally, provincially, or nationally relevant iterations of SE and SI, we must do better in this area, especially in moving beyond land acknowledgement towards meaningful truth and reconciliation as defined by Indigenous populations.

Theme 4: Interdisciplinary & Intersectoral References

Collaboration between sectors, fields, or academic disciplines increases capacity for recognizing and understanding complexity of social and environmental issues while also achieving more impactful solutions (Scharmer and Kaufer, 2013). It may also be part of the reason why Grameen Creative Labs describe post-secondary institutions meaningful "breeding ground[s]" for social impact (2013, p. 7). Not only do post-secondary institutions offer an opportunity to bring the education sector together with community partners, there is also potential to bring many academic disciplines and fields together in one campus location. As such, post-secondary institutions that address the interdisciplinary or intersectoral nature of

SI and SE initiatives in their online presence are more comprehensively articulating their realization that interdisciplinarityy and multi-sector engagement is a means to effecting positive change. While specific institutions WISIR or Memorial University referenced this value more frequently than others, there were no regionally associated trends noted for this theme.

Theme 5: Naming this Work

The terms 'social innovation' and 'social entrepreneurship' remain ambiguous and it is interesting to note how each of these terms was used by various PSIs. As shown in Table 8 of the results, only four institutions use the term 'social entrepreneurship' exclusively, while six institutions employ the language of 'social innovation' only. Significantly, the majority of institutions use both terms. The ambiguity of meaning for these terms may well be the causing some of the 9 institutions who included both SE and SI in the reviewed web content to employ them interchangeably, or at the very least with noticeable overlap in their meanings. Only a small number of institutions defined these terms in their high-level overview (Carleton, Georgian, UW, WLU, UBC), while most institutions focused on these terms as the process or result they sought to foster through their programming. For example, McGill's Social Innovator's Integration Lab articulates their "goal to develop scientific and practical knowledge to better understand social economy, social entrepreneurship, and social innovation in urban environments" while UBC indicates that their "vision is to become a world-class research centre that establishes Canadian leadership in the field of social innovation and sustainability" (McGill University, 2016; University of British Columbia, 2016).

The scarcity of the *Ashoka* term "changemaking" also infers that many institutions don't find this language relevant. Only Georgian College and Ryerson University use this term. Further research may help identify whether this is a reflection of institutional desire to articulate a uniquely Canadian approach or otherwise. Interestingly, while the *Ashoka* model also strongly promotes scaling solutions and SE for greater impact, only four institutions in this study mentioned scaling in their high-level overview (Bornstein, 2004). For example, Westley, Antadze, Riddell, Robinson, and Geobey (2014), notable for their research on variations of scaling, are also members of WISIR. Not surprisingly, WISIR was amongst the post-secondary institutions who value scaling, stating that their "focus is on social innovation that has the potential for impact, durability and scale by engaging the creativity and resources of all sectors" (WISIR, 2016). Having said this, the four institutions which did reference scaling, including VISIZ, UNB, Georgian College, and WISIR are spread across the country. Therefore, no regional pattern was established for the use of this term. Perhaps the most significant indication is that not that many Canadian institutions articulate this value in their high-level overview, inferring yet again that this language may not be appropriate in the Canadian context. This may be a reflection of the term's connections to neoliberal capitalism (Kotz, 2015), social engineering (Popper 1945), or colonial projects (Easterly 2006). Or perhaps institutions are intentionally avoiding this language because they value SE and SI which reflects Canadian diversity without using a one-size fits all approach that scaling can imply (Kotz, 2015; McMurtry et al, 2015). This is especially critical in the aboriginal context where concerns about repeating past

and current failures tied to colonialization and missionary work demand respect for the uniqueness and complexity of each individual context (Benham Rennick 2013).

CONCLUSION

The purpose of this research was to examine PSI websites to identify: 1) ways that Canadian post-secondary institutions are engaging community in their SE and SI initiatives, 2) whether references to social value or power and privilege were present in these websites, 3) whether regionally contextual references were present in the reviewed web content, and 4) if there were any other regional or national patterns in language relating to SE or SI initiatives on post-secondary institutional websites.

Indeed, every institution in this study mentioned their connections to community in diverse ways whether through identified stakeholders, community-engaged experiential learning opportunities, or references to community more generally.[14] Institutional references to social value propositions, systems transformation, and the socially-oriented issues addressed were also significant and reflective of diverse approaches to SE and SI work across Canada. It can be expected that the same diversity would be encountered in our social and environmental needs, which requires that our SI and SE approaches are not limited to one particular viewpoint or ideology. The capacity for SE and SI to embrace this diversity may also be why some institutions emphasize interdisciplinary or intersectoral approaches within the context of each issue as well. References to disrupting power paradigms through terms such as 'solidarity' or 'empowerment'

were scarce on a national landscape, but prominent in Quebec. Furthermore, while provincially-oriented contextual references were most prominent in Atlantic Canada and Quebec, municipal references were more significant in Western Canada, and national references most prominent in Ontario.[15] These references point towards a desire to have contextually relevant iterations of SE and SI initiatives supported by post-secondary institutions. National patterns on the use of SE and SI terminology indicate that distinct and clearly defined understandings of these terms remain elusive. References to scaling or the *Ashoka* term 'changemaking' are not significant within the reviewed web content either.

Limitations

While the scope of this work was purposefully exclusive, other limitations that could influence my interpretations of the data should also be noted. I limited the amount of website content reviewed based on the assumption that institutions are articulating the most critical information in the front sections of their website. I also assumed that institutions place more emphasis on language that appears most frequently, which may not always be valid. Assuming it is valid however, this emphasis does not automatically equate to high-impact, socially just, or desirable community-university relationships. That is to say, frequently documenting phrases that point to community-engaged practices in a website might infer that an institution is attempting to practice or implement this value in their processes or relationships, or desires to be viewed in a particular way, but further research is needed to determine whether the intended impact is being achieved.

Other factors may also contribute to misalignment between values communicated on institutional websites and values being practiced. Given that SE and SI is an emerging field, comparing work from one institution to the next is problematic – especially as the terms remain contested and ambiguous. Furthermore, funding, staffing and activities associated with institutional programming changes frequently and web content may not reflect current realities. Further work is needed to document and quantify if and how social innovation and entrepreneurship education is occurring in PSIs across Canada.

The number of institutions included in this study is too limited to confirm trends but it does give hints that are worth pursuing through further research and analysis. This is especially true of institutions in Atlantic Canada and Quebec, which included only two and three institutions in these regions respectively and only those that had English-language web content, compared to five and nine institutions from Western Canada and Ontario respectively. There is also a need to explore iterations of this work more extensively in Northern Canada.[16] Only small portions of PSI were reviewed in this study. To gain a more accurate understanding of SI and SE community-university relationships require inclusion of data from community members, students, government officials, and others.

Finally, while "community" was loosely ascribed to any non-post-secondary entity (individual or group), there is obviously significant diversity around community-based interactions for SE and SI. This research did not, for example, analyze university connections to non-profit organizations in comparison to businesses, governments, or cooperatives. It is likely, however, that notable

differences, tensions, opportunities, and benefits would affect each of these community-based stakeholders differently.

Recommendations & Conclusions

The original intention of this research was to understand how, if at all, Canadian PSIs were engaging the community in social innovation and social entrepreneurship initiatives. My results show that PSIs describe a diverse variety of community-engaged experiential learning opportunities connected to co-curricular SE and SI programming. PSIs also emphasize the social value that SI and SE offers with the many non-PSI stakeholders they engage, and the municipal, provincial, or national context in which these initiatives are grounded. While these references point towards an attempt to impact positive change, more work can and should be done to ensure that society's most pressing problems are being addressed in meaningful and resonant ways.

Arguably, if post-secondary institutions hope to avoid generating SE or SI initiatives with unanticipated outcomes – such as the residential school system, forced sterilization of individuals with mental disabilities, and aggressive exploitation of natural resources – the value, impact, and success of these projects should be articulated or defined by those most affected by the issues rather than those in positions of power and privilege who are disconnected from these issues. This requires an investment of time to establish relationships of trust using empathy and honestly. It also requires commitment on the part of every collaborator to reflect on and check their own privilege, while being patient and honest with others as they also work through this process towards solidarity. In

practice, once these relationships of trust are established, PSIs must be prepared to engage community from the onset of an initiative. This ideally positions both community and post-secondary stakeholders simultaneously as informants and learners, or contributors and followers in the process (Freire 2000 [1968]; Farmer, 2013). Furthermore, emphasis on scaling social impact, should not be pursued without understanding, respecting, and reflecting the context of each SI or SE initiative.

Perhaps the most significant insight from this research is the virtual absence of language connecting indigeneity to SI and SE. Canada's colonial and missionary social engineering projects must be named and faced in order to distinguish social innovation and entrepreneurship projects from horrific 'improvement projects' of our past. Moving beyond land acknowledgement and acting as allies of Indigenous peoples in ways deemed meaningful in the pursuit of truth and reconciliation as defined by Aboriginal communities is critical. A particularly helpful example of this was best demonstrated by UBC, where "First Nations development" was identified as one of four research themes in their Centre for Social Innovation and Impact Investing, otherwise known as Sauder S3i (University of British Columbia, 2016). This emphasis on First Nations Development as a core research theme has led to SauderS3i's numerous ongoing and archived research projects ranging from First Nations energy resources to exploring the safekeeping and sustainability of Indigenous agriculture and hunting or gathering practices (University of British Columbia, 2016). It is encouraged for others to begin building relationships with their local Indigenous partners and naming their commitment to this publically.

While this analysis shows that Canadian institutions are acknowledging their municipal, provincial, and national contexts, as well as their connections to community in frequent or significant ways, further research is needed to understand the impact of these initiatives from a variety of perspectives. Particularly, how communities perceive their own engagement in post-secondary partnerships for SE and SI, and how aspects of this work point towards a uniquely Canadian approach to SE and SI is of critical importance to understanding and reflecting our national identity and diversity more comprehensively.

If community-driven social innovation or social entrepreneurship initiatives are pursued by PSIs, change towards more just and empowering education systems is possible. This also leads to the potential for cohorts of civically minded students to graduate with the capacity to question the systems that our society currently operates in, use empathy grounded in a local context to identify possible solutions, and work in solidarity with others to transform our Canadian communities for the better.

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APPENDICES

Appendix A :ICSEM Listed Institutions and RECODE Applicants Used in this Study

Atlantic Canada (2)		
PSE Institution(s)	**Initiative Name**	**Main Website***
Memorial University	Centre for Social Enterprise	http://www.mun.ca/socialenterprise/about/
University of New Brunswick	Pond Deschpande Centre	http://www.ponddeshpande.ca/
Quebec (3)		
PSE Institution(s)	**Initiative Name**	**Main Website***
Cégep régional de Lanaudière à L'Assomption	Centre d'expertise et d'accompagnement en innovation sociale (CERESO)	http://cereso.cegep-lanaudiere.qc.ca/
McGill University	Social Innovator's Integration Lab	https://www.mcgill.ca/desautels/integrated-management/mdiim-initiatives/social-economy-initiative/social-innovators-integration-lab
Collaboration between: • Concordia University Université du Québec à Montréal (UQAM), • École des hautes études commerciales de Montréal (HEC), • Université du Québec à Chicoutimi (UQAC), • Université du Québec à Montréal (UQAM), • Université du Québec en Outaouais (UQO), • Université de Sherbrooke, & • Université Laval	Centre de Recherche sur les innovations sociales (CRISES)	http://crises.uqam.ca/
Ontario (9)		
PSE Institution(s)	**Initiative Name**	**Main Website***
Carleton University	Sprott Centre for Social Enterprise	http://sprott.carleton.ca/research/research-centres/sprott-centre-for-social-enterprises/
Georgian College	Centre for Social Entrepreneurship	http://www.georgiancollege.ca/community-alumni/entrepreneurship-georgian/centre-social-entrepreneurship/
McMaster University	McMaster Social Innovation	http://mcmaster-social-innovation-

	Lab (MSIL)	lab.webnode.com/
OCAD	Strategic Innovation Lab	http://slab.ocadu.ca/
Queen's University	Centre for Social Impact now	https://smith.queensu.ca/centres/social-impact/index.php
Ryerson University	Social Innovation	http://www.ryerson.ca/socialinnovation/
University of Guelph	Centre for Business and Student Enterprise (CBaSE)	http://www.uoguelph.ca/cbase/about
University of Waterloo	Waterloo Institute for Social Innovation and Resilience (WISIR) Social Innovation Generation (SiG) GreenHouse	https://uwaterloo.ca/waterloo-institute-for-social-innovation-and-resilience/
Wilfrid Laurier University	Schlegel Centre for Entrepreneurship & Social Innovation	http://www.sivclaurier.ca/ laurierentrepreneur.ca/
Western Canada (5)		
PSE Institution(s)	**PSE Institution(s)**	**Main Wesbite***
Emily Carr University of Art and Design	Design for Social Innovation towards Sustainability (DESIS)	http://desis.ecuad.ca/
Mount Royal University	Institute for Community Prosperity	http://www.mtroyal.ca/nonprofit/InstituteforCommunityProsperity/index.htm
Simon Fraser University	Radical Ideas Useful to Society (RADIUS)	https://beedie.sfu.ca/radius/
University of British Columbia	Centre for Social Innovation and Impact Investing	http://www.sauder.ubc.ca/Faculty/Research_Centres/Centre_for_Social_Innovation_and_Impact_Investing
Collaboration between: • University of Victoria, • Camosun College, & • Royal Roads University	Vancouver Island Social Innovation Zone (VISIZ)	http://visocialinnovation.ca/

**Note that the main websites listed above either included high-level information directly, or linked to tabs and further high-level information (e.g. "about us" sections, mission, vision, values etc.) from each institution.*

Appendix B: ICSEM Listed Institutional Initiatives and RECODE Projects Not Used in this Study

Atlantic Canada		
Institution	**Initiative**	**Website**
Dalhousie University	Norman Newman Centre for Entrepreneurship	http://www.dal.ca/faculty/management/nnce.html
Cape Breton University	Community Economic Development Institute	Though mentioned in the ICSEM Report, this institute is no longer operational.
	MBA in Community Economic Development	http://www.cbu.ca/academic-programs/program/shannon-school-of-business/mba-in-community-economic-development/
	Community Innovation & Social Enterprise Conference July 8-10, 2015	http://www.cbu.ca/academic-programs/program/shannon-school-of-business/community-innovation-social-enterprise-conference/
Mount Saint-Vincent University	Social Economy and Sustainability Research Network *This network information page was last updated in August 2011, based on the expiry of the SSHRC grant that funded the initiative.*	http://www.msvu.ca/socialeconomyatlantic/english/indexE.asp
	Tier II Canada Research Chair in Social Innovation and Community Engagement	http://www.msvu.ca/en/home/research/chairs/canadaresearchchairs/default.aspx
Saint Mary's University	Centre of Excellence in Accounting and Reporting for Cooperatives (CEARC)	http://www.smu.ca/academics/sobey/research-cearc.html
	The Office of Innovation and Community Engagement (OICE)	http://www.smu.ca/research/office-of-innovation-and-community-engagement.html
	Master of Management – Cooperatives and Credit Unions	http://www.smu.ca/academics/master-of-management.html
Quebec		
Institution	**Initiative**	**Website**
Concordia University	District 3 Centre	http://d3center.ca/
	Business Model Validation Program (BMV) for Social Entrepreneurs	http://d3center.ca/entrepreneurs/bmvsocial/
	Graduate diploma in Community Economic Development	https://www.concordia.ca/artsci/scpa/programs/ced-graduate-diploma.html
École des hautes études commerciales de Montréal	Mosaic Creativity and Innovation Hub	https://mosaic.hec.ca/en/
	MSc in Sustainability and Social Innovation	http://www.hec.edu/Masters-programs/Master-s-Programs/One-Year-MSc-MS-Programs/MSc-

(HEC)		Sustainability-and-Social-Innovation/Key-Features
	Master of Management with Specialization in Sustainability and Social Innovation	http://www.hec.edu/Masters-programs/Master-s-Programs/Grande-Ecole/Master-in-Management/Program-Details/M2-Specialization-Phase/Sustainability-and-Social-Innovation/Specialization-in-Sustainability-and-Social-Innovation
Universite du Quebec a Montreal *French only websites*	Guy-Bernier Chair in cooperation Canada Research Chair in social economy	https://chaire-ccgb.uqam.ca/
	MBA with specialization in Collective Enterprises	http://www.etudier.uqam.ca/programme?code=3856
University of Sherbrooke	Institut de recherche et d'éducation pour les coopératives et les mutuelles de l'Université de Sherbrooke (IRECUS)	https://www.usherbrooke.ca/irecus/ https://www.usherbrooke.ca/recherche/en/home/
Ontario		
Institution	**Initiative**	**Website**
Carleton University	Carleton Centre for Community Innovation	https://carleton.ca/3ci/
	Master's & Diploma in Philanthropy and Non-profit management	http://graduate.carleton.ca/programs/philanthropy-and-nonprofit-leadership-diploma/ https://carleton.ca/mpnl/
	MBA in International Development Management	http://sprott.carleton.ca/our-programs/mba-program/international-development-management/
Queen's University	Annual National Forum of the Public Policy and Third Sector Initiative	http://www.queensu.ca/sps/third-sector
	Master of Entrepreneurship & Innovation	https://smith.queensu.ca/grad_studies/mei/
University of Toronto	Banting and Best Centre for Innovation and Entrepreneurship	http://entrepreneurs.utoronto.ca/
	Centre for Learning, Social Economy & Work (CLSEW)	http://www.oise.utoronto.ca/clsew/Home/index.html
	Social Enterprise Initiative @ Rotman	https://www-2.rotman.utoronto.ca/facbios/otherresearch_socialenterprise.asp
	Mowat Centre	https://mowatcentre.ca/
Ryerson	Centre for Voluntary Sector Studies	http://www.ryerson.ca/cvss/index.html

University		
	Certificate in Non-profit Management	http://www.ryerson.ca/cvss/certificate/
York University	Social Sector Management Program	http://schulich.yorku.ca/specializations/social-sector-management/
	MBA in Social Sector Management	http://schulich.yorku.ca/social-sector-management-information/
	Graduate diploma in Non-profit Management & Leadership	http://futurestudents.yorku.ca/graduate/programs/diplomas/social-sector-management
Algonquin College	Ignite AC	http://www.algonquincollege.com/college-blog/new-centre-ignites-innovation-entrepreneurship/ *Article for the opening of this centre, no centre website found*
Wilfrid Laurier University	Social Entrepreneurship Option	https://legacy.wlu.ca/calendars/program.php?cal=1&d=1367&p=2832&s=631&y=61
Niagara College	ncTakeOff	http://www.nctakeoff.ca/site/home
	Social Entrepreneurship Course	http://www.niagaracollege.ca/courses/BRDV/9702/term/1194/plan/P6002/
OCAD	Master of Design in Strategic Foresight and Innovation	http://www.ocadu.ca/academics/graduate-studies/strategic-foresight-and-innovation.htm
	Entrepreneurship & Social Innovation Minor	http://www.ocadu.ca/academics/minors/entrepreneurship-social-innovation.htm
Seneca College	Health Entrepreneurship and Lifestyle Innovation Xchange	http://www.senecacollege.ca/helix
Trent University	Centre of Entrepreneurship and Social Innovation	https://mycommunity.trentu.ca/giving/the-centre-for-entrepreneurship-and-social-innovation
University of Waterloo	Graduate Diploma in Social Innovation	https://uwaterloo.ca/waterloo-institute-for-social-innovation-and-resilience/gradsi
Western Canada		
Institution	**Initiative**	**Website**
Kwantlen Polytechnic University	Innovation Research Spaces	http://www.kpu.ca/research/innovative-research-hubs
Medicine Hat College	Entrepreneurship Development Centre	https://www.mhc.ab.ca/Services/EntrepreneurDevelopmentCentre.aspx
Mount Royal University	Institute for Innovation and Entrepreneurship	http://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/Business/Institutes/index.htm

	LaunchPad	http://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/Business/Institutes/InstituteInnovationEntrepreneurship/About/WhyInnovationEntrepreneurship/index.htm
	Minor in Social Innovation & Nonprofit Studies	http://www.mtroyal.ca/nonprofit/InstituteforCommunityProsperity/Learning/Undergraduates/index.htm
Simon Fraser	Social Innovation Certificate	https://www.sfu.ca/continuing-studies/programs/social-innovation-certificate/modules.html
	Centre for Sustainable Community Development	http://www.sfu.ca/cscd.html
University of British Columbia	UBC Social Enterprise Conference	http://socialenterpriseclub.ca/
University of Manitoba	Innovation Plaza	https://umanitoba.ca/research/innovationplaza/
University of Saskatchewan	Center for the study of Cooperatives	http://usaskstudies.coop/
University of Victoria	Centre for Cooperatives& Community Based Economy	https://www.uvic.ca/research/centres/cccbe/
	MA Community Development	https://www.uvic.ca/hsd/publicadmin/graduate/future-students/grad-programs/community-development/index.php
Vancouver Island University	Catalyst Day	https://www.viu.ca/events/secatalyst-day-learning

Appendix C: Content Coded in Thematic Document Analysis

<table>
<tr><th colspan="3">Theme 1: References to University-Community Connections</th></tr>
<tr><th>Category A
Experiential Learning in Community</th><th>Category B
Community References</th><th>Category C
Identified Stakeholders</th></tr>
<tr><td>• community engagement
• Beyond the academic community
• service-learning
• community service
• outside the classroom
• Outside of a university
• real-world engagement
• real-world issues
• real-world impact
• community project(s)
• public services
• public research
• Applied research
• collaborative research
• real-life projects
• real-life experience(s)
• off-campus
• Real-world problems
• Engaging the broader community
• Academics and community members come together to explore opportunities
• Engage members of the community
• Engage those beyond academia
• Research between community and post-secondary institutions
• Member come together with community
• Apply learning with community
• Collaborate with community
• Work alongside community</td><td>• society/societal
• community/communities
• others
• Public
• Stakeholders
• Entities
• Community member(s)</td><td>• Government
• Non-profit(s)
• Business
• NGO
• Individual(s)
• Private sector(s)
• Ecotrust Canada
• Social Entrepreneurs
• Cooperatives
• Company leader(s)
• Citizens
• Specific name(s)
• Economic actor(s)
• Social actor(s)
• Social economy organizations
• Social-purpose enterprise(s)
• Community based organizations
• Community residence
• Company/companies
• Charitable organizations
• Community organization(s)
• UN
• Real World expert(s)
• Social organizations
• Organization(s)
• Associations
• For-benefits sector
• Private sector
• Voluntary sector
• Non-profit sector
• Community leaders
• Start-ups
• Sector leaders
• Families
• Sponsors</td></tr>
</table>

Theme 2: Social Value, Power & Privilege, and System Disruption or Transformation			
Category A ***Creating Social Value***	**Category B** ***Flipping the Power Paradigm***	**Category C** ***System Disruption and transformation***	**Category D** ***Addressing Issues and Problem Solving***
• Better tomorrow for all • Value creation • Common good • Well-being • Community prosperity • Social impact • Improve human condition • Change the World • Make a difference • Social development • Equity • Social benefits • Social change • Social value • Sustainable values • Sustainable future • Making change happen • Meaningful change • Social capital • Socially prosperous	• Empower/empowerment • solidarity • liberate/liberation • agency • Community led solution building	• transform system(s) • transform social sphere • transform companies • transformative impact • transformative education • Change system dynamics • Whole system change • social transformation • positive institutional change	• Solving social challenges • Solutions to social problems • Solutions to challenges we face • Meet social needs • Address social issues • Solutions to society's most pressing problems • Solutions to social impact • Solving problems • Address a complex social issue • Social problems can be solved • Placing human needs…at the heart of problem solving • Solution to meaningful change • Community led solution building • Better solutions to address complex problems • Address complex dilemmas of contemporary society

Theme 3: Offering Context		
Category A ***General Contextual References***	**Category B** ***Regional References***	**Category C** ***Indigenous or Aboriginal References***
• context/contextually • history • Intercity • culture/cultural • local/locally • heritage • Region/Regional • Country • Jurisdiction • territory	*Municipal* • *City* • *Municipal/municipality* • *City name (e.g. Vancouver)* *Provincial* • *Province/provincial/provincially* • *Province name (e.g. New Brunswick)* *National* • Nation/national/nationally • Federal • Canada	• Aboriginal • Indigenous • First Nations • Name of First Nations Peoples (e.g. Anishnaabe)

Theme 4: Interdisciplinary and Intersectoral References
• Interdisciplinary • Transdisciplinary • Multi-sectoral • Spans academic disciplines • Multi-disciplinary • Variety of disciplines • Linkages between academic disciplines • Schools and faculties work together

Theme 5: Naming This Work
• Changemaking/changemaker • Social Innovation • Social Entrepreneur

Appendix D: Complete Content Frequency by Institution and Region

	Experiential Learning	Community References	Identified Stakeholders	Social Value	Power and Privilege	Transformation and Disruption	Addressing or Solving Issues	General Contextual References	Municipal References	Provincial References	National References	Aboriginal/Indigenous References	Inter-disciplinary/-sectoral References	Changemaker References	SE vs. SI	
	1			2				3					4	5		Total Word Count
	A	B	C	A	B	C	D	A	B			C	A	A	B	
Atlantic	**4**	**8**	**15**	**4**	**0**	**0**	**3**	**3**	**0**	**6**	**1**	**0**	**3**	**0**		**822**
Memorial University (Centre)	2	6	8	2	0	0	0	0	0	3	1	0	3	0	both	402
University of New Brunswick (Centre)	2	2	7	2	0	0	3	3	0	3	0	0	0	0	SE	420
Quebec	**8**	**18**	**24**	**1**	**2**	**2**	**3**	**7**	**1**	**2**	**0**	**0**	**4**	**0**		**1395**
Cégep régional de Lanaudière (Centre)	6	15	14	0	2	1	3	4	0	2	0	0	0	0	SI	717
McGill University (Lab)	1	1	8	0	0	0	0	1	1	0	0	0	2	0	both	348
CRISES (Centre)	1	2	2	1	0	1	0	2	0	0	0	0	2	0	SI	330
Ontario	**34**	**41**	**44**	**24**	**1**	**9**	**11**	**9**	**13**	**4**	**19**	**3**	**8**	**12**		**4418**
Carleton University (Centre)	0	3	1	1	0	1	0	0	1	1	2	0	0	0	SE	188
Georgian College (Centre)	6	10	7	7	0	2	2	0	0	0	0	0	0	9	SE	528
McMaster University (Lab)	2	0	0	0	0	0	0	0	2	2	0	0	0	0	SI	331
OCAD University (Lab)	2	6	7	1	0	0	3	3	1	1	4	0	0	0	SI	555
Queen’s University (Centre)	4	6	4	6	0	0	0	1	0	0	0	0	0	0	both	363
Ryerson University (strat)	5	5	10	2	0	0	2	1	0	0	3	0	0	3	both	381
University of Guelph (centre)	4	4	7	1	1	2	2	0	0	0	0	0	1	0	SE	320
University of Waterloo (research centre)	7	1	0	5	0	3	1	3	3	0	9	0	7	0	SI	1170
Wilfrid Laurier University(centre and strat)	4	6	8	1	0	1	1	1	6	0	1	3	0	0	both	582
Western Canada	**18**	**54**	**33**	**20**	**1**	**3**	**7**	**13**	**16**	**2**	**9**	**4**	**1**	**0**		**3633**
Emily Carr University of Art and Design (lab)	0	4	0	1	0	0	0	2	0	0	1	0	0	0	SI	594
Mount Royal University (centre)	6	24	9	6	0	1	0	2	1	1	6	0	0	0	both	1094
Simon Fraser University (centre)	3	10	4	9	1	2	4	3	1	0	0	0	1	0	both	657
University of British Columbia (Centre)	4	7	11	2	0	0	2	5	0	1	2	4	0	0	both	718
VISIZ	5	9	9	2	0	0	1	1	14	0	0	0	0	0	both	570
TOTAL	**64**	**121**	**116**	**49**	**4**	**14**	**24**	**32**	**30**	**14**	**29**	**7**	**16**	**12**	**/**	**10268**

[1] Across Canada, community-university relationships include corporations, government, not-for-profit organizations, local citizens, etc. For more examples, see a list in Appendix C, Theme 1, Category C.
[2] According to Pol and Ville (2009), what is deemed "good" or socially beneficial is often dependent of the socio-cultural or personal values of the people they effect—further obscuring both the meaning and outcomes of social enterprise.
[3] Micro finance involves making collateral-free loans more accessible to those who are marginalized or oppressed and, as with most projects involving marginalized peoples, it has its detractors. Unconfirmed charges have been levelled that Yunus was personally benefiting from the project, and other detractors argue that the model continues to limit access for the most vulnerable.
[4] Scaling continues to be a contested term and there are a number of discussions about methods and purpose for "scaling out", "scaling up", and "scaling deep" that go beyond the scope of this paper. For example, see Riddell and Moore (2005) or Westley, F., Antadze, N., Riddell, D. J., Robinson, K., & Geobey, S. (2014).
[5] In fact, at my institution, Wilfrid Laurier University, this is precisely the approach that was used.
[6] See for example work by Daniel Goleman, Jack Mezirow, John Dewey, Ken Robinson, and others.
[7] Community engaged learning is a field in itself with all the associated challenges and debates. Many factors affect community-university relationships and their success. Examples of these include models and sources of funding for collaborative initiatives, the gap between graduate skills and workplace needs, and the neoliberalization of PSE (including the push to internationalize). The benefits and obstacles that are faced in community engaged SI or SE, is outside the scope of this research.
[8] This includes my own institution, Wilfrid Laurier University, and introduces a degree of challenge for me to remain objective while also being employed in a project to promote SI and SE. I have worked to mitigate this conflict by referencing only publically available information on post-secondary institutions' websites, and using discourse analysis (Smith, 1999).
[9] Curricular Programming was excluded because of a similar simultaneous study being conducted by Joanne Benham Rennick which will look more comprehensively at pedagogical approaches to social entrepreneurship across Canada.
[10]For example, Mount-Saint Vincent University's Social Economy and Sustainability Research Network ended in 2011 after its SHHRC grant funding period closed (Mount Saint Vincent University, 2011). Appendix B shows the list of initiatives that not included in this study.
[11] A number of factors made comparing online content of curricular SE or SI programming across the various institutions difficult. Some institutions included course outlines, or lengthy program details while others simply stated the course or

program title with a 1-2 sentence summary. Some courses or programs included SE or SI language but weren't totally dedicated SE/SI programming. This content was beyond the scope of this research but is an important area for future investigation that can help us understand more about SE and SI programming in Canada..

[12] The programming evaluated here provides insights into initiatives spanning Atlantic, Central, and Western regions of Canada. It is not a comprehensive review all Canadian universities. Additional interesting and relevant programs deemed outside the scope of this research can be found in McMurtry's ICSEM report (2015) or among those who applied for RECODE funding. For example, the website for the District 3 centre at Concordia University describes itself as "an accelerator of innovation that enables entrepreneurs and their teams to make a dent in the world" (Concordia University, 2016). District 3 also offers a Business Model Validation Program specifically catering to social entrepreneurs. While the centre's offerings are relevant, the language of SE or SI did not appear in their high-level overview, and therefore were determined outside of scope. Other examples include the many institutions that focus on specific types of social enterprises, such as the University of Sherbrooke (2016), which focuses on cooperatives and mutuals. A number of institutions have residence-based programming, thematic events, or affiliate relationships with their church colleges (e.g., University of British Columbia, University of Toronto, Wilfrid Laurier University, University of Waterloo) that were also beyond the scope of this research.

[13] There are only 2 Atlantic, and 3 Quebec post-secondary institutional websites included in this study compared to 5 in Western Canada and 9 from Ontario. Furthermore, there is also a variation in the total amount of information reviewed from the high-level overviews of these initiatives on the publically available websites. A total word count of the reviewed web content from the institutions can be found in Appendix D.

[14] The prominence of this theme is significant, though further research, as indicated in the limitations section of this paper, may help identify whether this is part of a genuine paradigm shift or otherwise.

[15] While this may be an indication of what different regions regard as their most pressing concerns, further research would be needed to support these assumptions. For example, in Atlantic Canada there are major concerns about the regional economic and demographic implosion (re: Ivany Report 2014). In Alberta municipalities are struggling to keep up with the costs of infrastructure and services in the face of massive growth (and now rapid decline).

[16] Dechinta Bush University, for example, is a very new social innovation project oriented to empowering indigenous youth through land-based training.