

Warrington College of Business Administration
Heavener School of Business
Fisher School of Accounting
Hough Graduate School of Business

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GENERAL FACULTY MEETING
AGENDA | TUESDAY, MARCH 25, 2014 | 4:00 p.m. | HOUGH 140

1. The February 25, 2014 General Faculty Meeting Minutes is presented for approval by the faculty.
2. Updates to the College Bylaws were shared as informational at the February 25, 2014 faculty meeting and are presented at this meeting for approval by the faculty (attached).
3. The Undergraduate Committee approved the following item and is presenting to the faculty for their approval (attached).

PREFIX: ENT
COURSE: XXX
COURSE TITLE: Social Entrepreneurship
EFFECTIVE TERM: Fall 2014
AMOUNT OF CREDIT: 2
PREREQUISITES: None
COURSE DESCRIPTION: Social entrepreneurship involves using the skills and strategies of business to innovatively and sustainably solve social, environmental, and economic problems. The ventures created by social entrepreneurs can be non-profits, for-profits, or innovative hybrid models. This course aims to educate, inspire, and empower students to become change makers.

4. Other Business
5. Dean's Report

GRADUATE FACULTY MEETING (*Immediately following the General Faculty Meeting*)
AGENDA | TUESDAY, MARCH 25, 2014 | 4:00 P.M. | HOUGH 140

1. The February 25, 2014 Graduate Faculty Meeting Minutes is presented for approval by the faculty.
2. Other Business
3. Dean's Report

Warrington College of Business Administration
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**GENERAL FACULTY MEETING
MINUTES | TUESDAY, FEBRUARY 25, 2014| 3:00 p.m.| HOUGH 120A/B**

1. A motion was made to approve the December 4, 2013 General Faculty Meeting Minutes. The motion was seconded and the faculty voted to approve the minutes as distributed.
2. Changes to the College Bylaws were presented as an informational item and will be presented to the faculty for approval at the next meeting.
3. AACSB Accreditation is the premier accreditation credential of Colleges of Business and Accounting Programs. Maintenance of accreditation requires a detailed self-study report and peer review team visit every 5 years. Members of the AACSB peer review team visited the college on February 16-18. A detailed report will be provided within ten days.
4. Dean's Report – no report

A motion was made to adjourn the General Faculty Meeting. The motion was seconded and the meeting adjourned.

**GRADUATE FACULTY MEETING (*Immediately following the General Faculty Meeting*)
MINUTES| TUESDAY, FEBRUARY 25, 2014|3:00 P.M.| HOUGH 120A/B**

1. A motion was made to approve the December 4, 2013 Graduate Faculty Meeting Minutes. The motion was seconded and the faculty voted to approve the minutes as distributed.
2. Angie Holland was named Director for the DBA. She has begun talking to applicants and expects to accept twenty in the fall, 2014.
3. Other Business - None
4. Dean's Report

-The Economics Department most likely will move to CLAS by July 1, 2014. The steps will involve college approval, department approval, faculty senate approval, provost approval, and trustee approval. The impact on budget has been discussed. EP courses should remain here.

-Mr. Warrington announced an estate gift of \$75 million to the WCBA. Mr. Warrington has been recognized by UF for his giving at the \$100 million level. WCBA has eight of the top ten gifts to the university.

-Heavener Hall is on track to be completed by the end of summer. Occupants will most likely move in sometime in the fall. Classes will be scheduled in the new space spring 2015.

A motion was made to adjourn the Graduate Faculty Meeting. The motion was seconded and the meeting adjourned.

Attendance: John Kraft, Gary McGill, Mike Ryngaert, Robert Thomas, Kenny Cheng, Joe Alba, Shubho Bandyopadhyay, Tawnya Means, Dorothy McCawley

The Foundation for The Gator Nation

An Equal Opportunity Institution

**BYLAWS OF THE FACULTY
OF THE
WARRINGTON COLLEGE OF BUSINESS ADMINISTRATION
UNIVERSITY OF FLORIDA**

Adopted by the Faculty

May 21, 1988

Revised September 7, 1988

Revised May 28, 1989

Revised November 21, 1996

Revised April 2001

Revised September 2002

November 2002

July 2003 (updated for institutional consistency)

November 2006

July 2008 (updated for institutional consistency)

December 2009 (revised and updated for institutional consistency)

February 2014 (revised and updated for institutional consistency)

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1. COLLEGE ORGANIZATION AND PURPOSE

- 1.1 The Warrington College of Business Administration is one of the basic degree-granting units of the University of Florida.
- 1.2 The mission of the Warrington College of Business Administration is:

~~To serve students, businesses, alumni, and government by providing educational and research programs that enhance leadership and competence among business people and provide solutions for important business problems. We accomplish this mission by generating new knowledge through our research and disseminating knowledge to our students and alumni as well as the academic and business communities of the world.~~ The Warrington College of Business Administration's mission is to build a better society by creating influential research and educating tomorrow's business leaders.
- 1.3 The academic units of the College are: The Hough Graduate School of Business, The **Heavener** School of Business, The Fisher School of Accounting; and the departments of Economics; Finance, Insurance and Real Estate; Information Systems and Operations Management; Management; and Marketing.
- 1.4 The chief executive administrative officer of the College shall be the Dean, who is responsible to the President of the University for administration of the College and shall be the agent of the faculty for the execution of education policy.
- 1.5 The Dean may appoint such associate and assistant deans, directors and assistants as the Dean deems necessary to the effective accomplishment of the Dean's goals, subject to the approval of the President and the Board of Trustees. The Dean may establish, with approval of appropriate officers of the University, Centers that further the research, teaching and service mission of the College.

2. THE FACULTY OF THE WARRINGTON COLLEGE OF BUSINESS ADMINISTRATION

2.1 Composition

The faculty of the College shall consist of all members who hold the ranks of lecturer or above, or the equivalent, in academic ranks in the academic units of the College; non-teaching officers of research or extension who hold the rank or rank-equivalent of lecturer or higher in the College; members of the faculty of another college who teach regularly in the College as part of their duties, when so appointed by specific action of the deans concerned; and the Dean, **Senior Associate Dean**, Associate Deans, Assistant Deans, of the College and the President of the University, as voting ex-officio members

2.2 Appointment of Faculty Members

Nominations for the appointment of faculty members shall be made by the academic unit heads and shall be submitted to the Dean for approval or rejection. In the event of approval, the nomination should be transmitted to the President.

For questions or concerns regarding this document, please contact the Dean's Office at 273-3217.

2.3 Recommendation for Promotion and/or Tenure of Faculty Members

Recommendations for promotion and/or tenure of faculty members shall be made in accordance with, and policies outlined in, the University of Florida Constitution, Senate Bylaws, Warrington College of Business Administration Guidelines, Fisher School of Accounting Guidelines.

2.4 Academic Programs

Subject to the limitations of higher approval, the faculty of the College shall exercise control over the academic affairs of the College. These are defined to include:

- (a) requirements for admission and graduation;
- (b) form of degrees to be conferred;
- (c) arrangement and content of the curricula;
- (d) recommendations of students who are to be granted degrees.

The faculty of the Fisher School of Accounting shall exercise control over (a), (b), (c), and (d) with respect to the undergraduate and masters degree programs of the School.

3. THE GRADUATE FACULTY

3.1 Graduate Programs in Business Administration

The Graduate Faculty of the College is known collectively as Graduate Programs in Business Administration.

3.2 Composition

All members of the faculty of the Warrington College of Business Administration who have been appointed by the Graduate School to membership in the Graduate Faculty of the University shall be considered members of the Graduate Faculty and Graduate Programs in Business Administration.

3.3 Duties

The Graduate Faculty of the Warrington College of Business Administration shall have all powers and duties relating to graduate students and programs that the College faculty has with respect to undergraduate students and programs under these bylaws and in cooperation with the Graduate School of the University of Florida.

4. UNIT ORGANIZATION

4.1 Definition

The department is the fundamental unit of academic administration within the College, as it is within the University. The head of a department is a chair. A school shall be a unit subordinate to a college and is organized for a special program of studies. The head of a school is a director. Academic unit heads are subject to the supervision of the Dean of the College.

4.2 The academic unit head is to be nominated by the Dean of the College after consultation with a committee of the unit elected by its tenured members. The academic unit head shall be responsible for budgetary matters, physical facilities and personnel matters in their jurisdiction, in consultation with their faculty, and shall call such meetings as are necessary for the faculty to exercise its general responsibility for the academic program as provided in Section 4.5 below.

4.3 In conjunction with the periodic evaluation of academic units, called for by the University of Florida Constitution (Article IV, Section 3 [D]), the Dean shall consult members (defined in section 4.4 below) of each academic unit, individually and confidentially, for an opinion on the continuance of its academic unit head. This consultation shall take place at intervals concurrent with the term of appointment of the academic unit head. An academic unit head shall be appointed by the Dean for terms of from three to five years.

4.4 Members of Academic Unit Faculty

The members of an academic unit shall be all those faculty members who hold the rank of lecturer or higher in the academic unit budget and such other persons who teach in or do research in the academic unit and are accepted by academic unit vote.

4.5 Program

The program of an academic unit shall be conducted by the faculty through an academic unit head who shall have general responsibility for the teaching, research and service activities of the unit.

5. MEETINGS OF THE FACULTY

5.1 The Dean, or such person as the Dean shall designate, shall preside at all faculty meetings.

5.2 A member the Dean's administrative staff shall serve as secretary to the faculty and shall keep a permanent record of its proceedings. Draft minutes shall be circulated to members of the faculty for consideration at a subsequent faculty meeting and are subject to approval by the faculty at the subsequent meeting. The faculty shall elect annually a parliamentarian for the faculty meetings.

- 5.3 Both the College faculty and the Graduate Faculty shall meet in separate meetings at least once each semester, excluding the summer semester. Faculty meetings shall be called by the Dean with advance notice of at least ten working days or by the Faculty Advisory Committee with advance notice of at least ten working days. Faculty members and faculty committees may request items to be placed on the agenda in the form of a written request to the Dean. Such requests must be made at least five working days prior to the meeting. Curriculum changes must have been considered by the appropriate committee in order to be placed on the agenda. Written copies of the proposed changes in curriculum must be distributed to the faculty at least five working days in advance of each meeting.
- 5.4 A quorum shall consist of one-third of the voting faculty members in residence. The absence of a quorum does not invalidate actions of the faculty in an otherwise regular faculty meeting unless a call for quorum count is made by a faculty member in attendance at the meeting and an objection is raised in the meeting to an action to be taken in the absence of a quorum. The quorum call and objection must be made prior to vote on the item. In the event of a quorum call and a failed quorum, the faculty cannot take valid action on the item that is the subject of the call and objection.
- 5.5 Voting shall be limited to the faculty of the College. No one who is a candidate for an advanced degree in the College is entitled to vote.
- 5.6 Roberts' Rules of Order shall guide the conduct of faculty meetings. The presider of the meeting, on the advice of the parliamentarian, will rule on any point of order raised in the meeting.
- 5.7 An agenda shall be prepared and circulated at least five working days in advance of each meeting. By a vote of two-thirds of the faculty members in attendance, non-agenda items may be added and discussed, but no action may be taken on these items. These non-agenda items must be available in writing and be distributed at the beginning of the meeting. However, no new degree programs, new concentrations in existing degree programs, or curriculum changes shall be considered as non-agenda items by the faculty.
- 5.8 When circumstances warrant, at the discretion of the dean or a majority of the Faculty Advisory Committee, the faculty of the College may vote by email. The faculty must be given a period of five days to vote. If any member of the faculty raises an objection to an email vote, the issue must be voted upon at a meeting of the faculty of the College.

6. ADMINISTRATORS' MEETINGS

- 6.1 The Dean, **Senior Associate Dean**, Associate Deans, Academic Unit Heads and Program Directors will meet at least twice each semester.

7. COMMITTEES

- 7.1 There shall be the following standing committees of the College and Graduate faculty.

Doctor of Business Administration (DBA) Committee

Faculty Advisory Committee
Information Resources Committee
Master of Business Administration (MBA) Committee
Ph.D. Committee
Promotion and Tenure Committee
Research Committee
Specialized Graduate Programs Committee
Teaching Committee
Undergraduate Committee

For matters relating to the undergraduate and masters level academic programs of the Fisher School of Accounting, the functions of the above committees shall be performed by committees of the faculty of the Fisher School of Accounting.

- 7.2 Faculty members will be appointed to the University Senate, Sabbatical Evaluation Committee, search committees, and other university-directed committees, as directed by the appropriate university authorities.
- 7.3 Unless otherwise stated, faculty appointments to committees with terms greater than one year will be staggered.

(Statements of the nature of functions of the college committees are shown on the following pages.)

DOCTOR OF BUSINESS ADMINISTRATION (DBA) COMMITTEE

Membership:	One graduate faculty member from each academic unit, selected in a manner determined by the faculty of each academic unit and nominated to the Dean by the academic unit head; and a chairperson.
Chair:	Appointed by the Dean for a one-year term.
Secretary:	Elected by the Committee for a one-year term.
Ex-Officio:	Senior Associate Dean (non-voting)
Term of Membership:	Two-year term for faculty members.
Purpose and Function:	The Doctor of Business Administration (DBA) program aims to integrate the theory and practice of business with the context of current issues that the business world faces. The DBA is a professional doctorate that emphasizes the application of theory to actual business issues. The DBA program will help candidates develop proficiency in applied research by improving their methodological and analytical skills. Participants who successfully complete the program will be equipped for high-level positions in numerous sectors including higher education and consulting.
Regular Meetings:	None.
Other Meetings:	When called by the Chair on one week's notice to members.
Agenda:	Prepared by Chair, made available to members one week prior to meeting.
Minutes:	The secretary shall prepare minutes of each meeting and, when the minutes have been approved by the Committee, shall distribute the minutes to the Dean and graduate faculty.
Other:	The Chair will prepare an annual report of the work done by the Committee and will distribute it to the Dean and faculty.
Resources Available:	Office of the Senior Associate Dean.

FACULTY ADVISORY COMMITTEE

Membership:	Twelve members, two members from each of the academic units, will be elected by the faculty. Membership is restricted to tenured faculty. Faculty members in dean, director, or academic unit head positions are not eligible. All faculty members eligible to vote in a faculty meeting are eligible to vote for the membership from their academic unit. Ballots will be sent by the Dean's office to each department with a vacancy; all faculty eligible to serve will be listed on the ballot; voting will be handled electronically.
Chair:	Elected by the Committee for a one-year term.
Secretary:	Elected by the Committee for a one-year term.
Term of Membership:	All members shall serve a two-year term. Terms will be staggered. Each year, six members will be elected. An eligible faculty member may serve no more than two consecutive terms, but is otherwise eligible for service at any time.
Purpose and Function:	<p>To serve as an elected representative body of the faculty with elected leadership. The FAC is charged, together with the Dean, with:</p> <ol style="list-style-type: none">1) developing and overseeing the implementation of shared governance in the College;2) developing, with the College administration, the continuing strategic plan of the College; and3) periodic evaluation of the effectiveness of shared governance in the College. In addition, the FAC provides a forum for advice to and consultation with the Dean regarding College policies. <p>In addition, the committee advises and recommends policy to the College administration and faculty on matters related to the overall welfare of the faculty, students, and administrators of the College. This charge includes, but is not limited to, consideration of means to foster freedom of academic inquiry and expression, equity, minority affairs and academic ethics in the common life of the College and its members.</p> <p>On a majority vote of the committee, the chair may call a general meeting of the faculty.</p>
Regular Meetings:	None.
Other Meetings:	When called by the Chair with reasonable notice to members.
Minutes:	The secretary shall prepare minutes of each Committee meeting and, when the minutes have been approved by the Committee, shall distribute the minutes to the Dean and to the faculty.
Other:	The Chair will prepare an annual report of the work done by the committee and will distribute the report to the Dean and faculty.
Resources Available:	Office of the Dean

For questions or concerns regarding this document, please contact the Dean's Office at 273-3217.

INFORMATION RESOURCES COMMITTEE

Membership:	Six members: one from each academic unit, appointed by the Dean from faculty members nominated by academic unit heads.
Chair:	Appointed by the Dean for a one-year term.
Secretary:	Elected by the Committee for a one-year term.
Ex-Officio:	Senior Associate Dean and the Director of Information Technology (non-voting).
Term of Membership:	Two-year term for faculty members.
Purpose and Function:	To enhance the acquisition and use of information and communications resources, including computer databases and technology, library resources, and telecommunications.
Regular Meetings:	None.
Other Meetings:	When called by the Chair with one week notice to members.
Agenda:	Prepared by the Chair, made available to members one week prior to meeting.
Minutes:	The secretary shall prepare minutes of each meeting and, when the minutes have been approved by the Committee, will distribute the minutes to the Dean and faculty.
Other:	The Chair will prepare an annual report of the work done by the Committee and distribute the report to the Dean and faculty.
Resources Available:	Office of the Senior Associate Dean.

MASTER OF BUSINESS ADMINISTRATION (MBA) COMMITTEE

Membership:	Six members: one member of the graduate faculty from each academic unit, appointed by the Dean from faculty members nominated by academic unit heads.
Chair:	Appointed by the Dean for a one-year term.
Secretary:	Elected by the Committee for a one-year term.
Ex-Officio:	Senior Associate Dean for Graduate Programs, and the Director of the MBA Program the Assistant Dean and Director of the MBA Program, and the Director of Student Services of the MBA Program (non-voting).
Term of Membership:	Two-year term for faculty members.
Purpose and Function:	The MBA Committee oversees the development, management, and review of all important aspects of the MBA Programs. Specific activities include (but are not limited to) course and program development, curriculum, formulation of student admission and placement strategies, student relations, and budgets. The committee will make recommendations to the Dean, Program Director, and WCBA faculty regarding all significant aspects of the MBA programs. The committee recommends to the faculty new courses or courses to be discontinued and minimum admissions and degree requirements for the MBA degree.
Regular Meetings:	None.
Other Meetings:	When called by the Chair with one week's notice to members, or unanimous consent.
Agenda:	Prepared by the Chair, made available to members one week prior to meeting.
Minutes:	The secretary shall prepare minutes of each meeting of the Committee and, when the minutes have been approved by the Committee, will distribute them to the Dean and faculty.
Other:	The Chair shall prepare an annual report of the work done by the Committee and distribute the report to the Dean and faculty.
Resources Available:	Office of the Director of the MBA program.

Ph.D. COMMITTEE

Membership:	Seven members: one graduate faculty member from each academic unit, selected in a manner determined by the faculty of each academic unit and nominated to the Dean by the academic unit head; and a chairperson.
Chair:	Appointed by the Dean for a one-year term.
Secretary:	Elected by the Committee for a one-year term.
Ex-Officio:	Senior Associate Dean (non-voting)
Term of Membership:	Two-year term for faculty members.
Purpose and Function:	Responsible for overseeing the development, management, and review of the Ph.D. programs of the College. Specific activities include (but are not limited to) making recommendations to the Dean, the program directors, and the CBA faculty with respect to course and program development, formulation of admission and placement strategies, new courses and courses to be discontinued or courses to be discontinued, and policies related to budgeting.
Regular Meetings:	None.
Other Meetings:	When called by the Chair on one week's notice to members.
Agenda:	Prepared by Chair, made available to members one week prior to meeting.
Minutes:	The secretary shall prepare minutes of each meeting and, when the minutes have been approved by the Committee, shall distribute the minutes to the Dean and graduate faculty.
Other:	The Chair will prepare an annual report of the work done by the Committee and will distribute it to the Dean and faculty.
Resources Available:	Office of the Senior Associate Dean.

PROMOTION AND TENURE COMMITTEE

Membership:	Six members: three elected by tenured faculty; three appointed by the Dean. There shall be at least one faculty member from each academic unit on the committee. Tenured full professors, except heads of academic units, are eligible for membership. Only tenured faculty members are eligible to vote. Ballots will be sent by the Dean's office to all tenured faculty; all faculty eligible to serve from the areas that have a vacancy will be listed on the ballot; voting will be handled electronically.
Chair:	Elected by the Committee for a one-year term.
Secretary:	Elected by the Committee for a one-year term.
Term of Membership:	All members shall serve a three-year term. Terms will be staggered. Each year one member will be elected and one member will be appointed. An eligible faculty member may serve no more than two consecutive terms, but is otherwise eligible for service at any time.
Purpose and Function:	To serve in a "fact-finding" capacity to assist the Dean in his evaluation of: <ul style="list-style-type: none">a) candidates for tenure and promotion, including candidates for new appointments of associate and full professor from academic units;b) three-year reviews for progress toward tenure;c) performance improvement plan as part of a sustained performance review.
Regular Meetings:	None.
Other Meetings:	When called by the Chair with one week's notice.
Agenda:	Prepared by the Chair, made available to members one week prior to meeting.
Minutes:	None
Other:	The Chair will prepare an annual report of the work done by the Committee and distribute the report to the Dean and faculty.
Resources Available:	Office of the Dean.

RESEARCH COMMITTEE

Membership:	Six members of the tenured faculty: three elected; three appointed by the Dean. There shall be one faculty member from each academic unit on the committee. Tenured full professors, except heads of academic units, are eligible for membership. Only tenured and tenure track faculty members are eligible to vote. Ballots will be sent by the Dean's office; all faculty eligible to serve from the areas that have a vacancy will be listed on the ballot; voting will be handled electronically.
Chair:	Appointed by the Dean for a one-year term.
Secretary:	Elected by the Committee for a one-year term.
Term of Membership:	All members shall serve a two-year term.
Purpose and Function:	The committee is charged with encouraging and aiding research; recommending criteria for the administration of research grants and programs, as requested; assisting in the selection of award recipients, as requested; identifying and/or evaluating recommendations for major interdisciplinary research initiatives for the College; soliciting and evaluating faculty research proposals for College research support. A Fisher School of Accounting standing committee shall perform these functions with respect to the research program of the School.
Regular Meetings:	None.
Other Meetings:	When called by the Chair with at least one week's notice.
Agenda:	Prepared by the Chair, made available to members one week prior to meeting.
Minutes:	The secretary will prepare minutes of each Committee meeting and, when the minutes have been approved by the Committee, shall distribute the minutes to the Dean and faculty.
Other:	The Chair shall prepare an annual report of the work done by the Committee and distribute it to the Dean and faculty.
Resources Available:	Office of the Senior Associate Dean

SPECIALIZED GRADUATE PROGRAMS COMMITTEE

Membership:	Seven members: one member of the graduate faculty from each academic unit, selected in a manner determined by the faculty of each academic unit and nominated to the Dean by the Academic Unit Heads; and a chairperson.
Chair:	Appointed by the Dean for a one-year term.
Secretary:	Elected by the Committee for a one-year term.
Ex-Officio:	Senior Associate Dean for Graduate Programs (non-voting)
Term of Membership:	All members shall serve a two-year term.
Purpose and Function:	Recommends to the faculty new courses or courses to be discontinued and minimum admission and degree requirements for masters degrees other than the MBA and the MAcc. These matters may originate with the Committee or reach the Committee through recommendations by academic units, other faculty committees, the student council, or individual faculty members or students.
Regular Meetings:	None.
Other Meetings:	When called by the Chair on one week's notice to members.
Agenda:	Prepared by Chair, made available to members one week prior to meeting.
Minutes:	The secretary shall prepare minutes of each meeting and, when the minutes have been approved by the Committee, distribute the minutes to the Dean and faculty.
Other:	The Chair will prepare an annual report of the work done by the Committee and will distribute it to the Dean and faculty.

TEACHING COMMITTEE

Membership:	Eight members: one from each academic unit, appointed by the Dean from faculty members nominated by academic unit heads; one Undergraduate student and one MBA student , appointed by the Dean from nominations made by the Directors of the Heavener School of Business and the MBA Program.
Chair:	Appointed by the Dean for a one-year term.
Secretary:	Elected by the Committee for a one-year term.
Ex-Officio:	Four faculty members elected by the Dean for a one-year term.
Term of Membership:	Two-year term for faculty members. One-year term for student members.
Purpose and Function:	To encourage and aid quality teaching and to facilitate the evaluation of teaching.
Regular Meetings:	None.
Other Meetings:	When called by the Chair with reasonable notice to members.
Agenda:	Prepared by the Chair, made available to members prior to the meetings.
Minutes:	The secretary shall prepare minutes of each meeting and, when the minutes have been approved by the Committee, shall distribute the minutes to the Dean and faculty.
Other:	The Chair will prepare an annual report of the work done by the Committee and distribute the report to the Dean and faculty.
Resources Available:	Secretarial resources of the academic units and the Copy Center of the Warrington College of Business Administration. Computer and Research Assistant time required to conduct analyses.

UNDERGRADUATE PROGRAMS COMMITTEE

Membership:	Eight members: one faculty member from each academic unit, appointed by the Dean from faculty members nominated by academic unit heads; and two undergraduate students (non-voting), appointed by the Dean from nominations made by the Director of the School of Business.
Chair:	Appointed by the Dean for a one-year term.
Secretary:	Elected by the Committee for a one-year term.
Ex-Officio:	Director of the Heavener School of Business.
Term of Membership:	Two-year term for faculty members. One-year term for student members.
Purpose & Function:	<p>The Undergraduate Programs Committee oversees the development, management, and review of all important aspects of the undergraduate degree programs. Specific activities include (but are not limited to) course and program development, curriculum, formulation of student admission and placement strategies, student relations, and budgets. The committee will make recommendations to the Dean, Director, and CBA faculty regarding all significant aspects of the undergraduate programs. The committee recommends to the faculty new courses or courses to be discontinued and minimum admissions and degree requirements for the BSBA and BABA degrees.</p> <p>Committees of the Fisher School of Accounting shall perform all of the above functions for the undergraduate programs of the Fisher School of Accounting.</p>
Regular Meetings:	None.
Other Meetings:	When called by the Chair with reasonable notice to members.
Agenda:	Prepared by the Chair, made available to members prior to the meetings.
Minutes:	The secretary shall prepare minutes of each meeting of the Committee and, when the minutes have been approved by the Committee, shall distribute the minutes to the Dean and faculty.
Other:	The Chair shall prepare an annual report of the work done by the Committee and distribute the report to the Dean and faculty.
Resources Available:	Undergraduate Programs Office.

8. STUDENT COUNCIL

The faculty of the College shall recognize an appropriately constituted student council (referred to as the Business Administration College Council) to set up formal regularized communication among the College's student body, faculty, and administration. The faculty of the Fisher School of Accounting shall recognize an appropriately constituted student council (referred to as the Fisher School of Accounting Council) to set up formal, regularized communication among the School's student body, faculty, and administration. Other academic units may recognize appropriately constituted student organizations to improve communications among students, faculty and administration.

9. INTERPRETATION AND AMENDMENTS

- 9.1 The faculty, through action in regular or called meetings, shall by majority vote be the final authority on interpretation of these bylaws.
- 9.2 Amendments to these bylaws may be proposed and discussed at a meeting of the faculty as regular agenda items and may not be added as a non-agenda item. They shall then be rewritten as necessary, based on discussion at the faculty meeting, redistributed to the faculty and placed on the agenda for the next faculty meeting for action. If passed by a majority of those attending, the amendment becomes effective at once unless otherwise stated. However, amendments to bylaws cannot be made during a summer term. Written copies of proposed changes in the College bylaws must be distributed to the faculty at least five working days in advance of any meeting at which they are considered.

Department Name and Number _____

Recommended SCNS Course Identification

Prefix ____ Level ____ Course Number ____ Lab Code ____

Full Course Title _____

Transcript Title (please limit to 21 characters) _____

Effective Term and Year _____ Rotating Topic yes no

Amount of Credit ____ Contact Hour: Base ____ or Headcount ____ S/U Only yes no

Repeatable Credit yes no If yes, ____ total repeatable credit allowed

Variable Credit yes no If yes, ____ minimum and ____ maximum credits per semester

Course Description (50 words or less)

Prerequisites	Co-requisites
---------------	---------------

Degree Type (mark all that apply) Baccalaureate Graduate Professional Other _____

Category of Instruction Introductory Intermediate Advanced

Rationale and place in curriculum

Department Contact	Name	Phone	Email
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College Contact	Name	Phone	Email
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Introduction to Social Entrepreneurship

ENT3XXX, section XXX

Fall 2014, Module 2

UFOnline in Canvas

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They are available by email or by appointment; the best way to reach them is by email.

Social Entrepreneur in residence:

Abhi Lokesh, abhi@fractureme.com

Abhi is available by appointment, email him.

Questions regarding your course assignments or other “bookkeeping” issues should be addressed to Shay & Rebekah. When sending email inquiries, be sure to identify yourself including your name, UFID, and the course name.

Required Readings:

[Social Entrepreneurship: What Everyone Needs to Know](#)

by David Bornstein & Susan Davis, ISBN: 978-0195396331, copyright 2010

[The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World](#)

by John Elkington & Pamela Hartigan, ISBN: 978-1422104064, copyright 2008

Other Readings are posted in e-Learning or will be made available in class.

Recommended, but not required:

[How to Change the World: Social Entrepreneurs and the Power of New Ideas](#), rev. edition by David Bornstein, ISBN: 978-0-19-533476-0, copyright 2006

[Work on Purpose](#) by Lara Galinsky, ISBN: 978-0615419466, copyright 2011.

[Half the Sky: Turning Oppression into Opportunity for Women Worldwide](#), by Nicholas Kristoff & Sheryl WuDunn, ISBN: 978-0307267146, copyright 2009.

[Out of Poverty: What Works When Traditional Approaches Fail](#) by Paul Polak, ISBN: 978-1605092768, copyright 2009.

Good Magazine - <http://www.good.is/>

Want more information & resources about Social Entrepreneurship?

See: <http://warrington.ufl.edu/fire/entrepreneurship/cei/socialimpact.asp>

Where to get your books: The books are available at the UF Bookstore at the Welcome Center. You may also order them online (shameless plug for [Better World Books](#), a [B-Corp](#) started by 3 student social entrepreneurs at Notre Dame).

Course Description

Social entrepreneurship involves using the skills and strategies of business to innovatively and sustainably solve social, environmental, and economic problems. The ventures created by social entrepreneurs can be non-profit, for-profit, or an innovative hybrid of the two. What distinguishes social entrepreneurs is their unrelenting dedication to achieving their “mission” (rather than measuring their success by their financial bottom-line). They are working to create positive social change, fostering economic & social equality and ensuring human rights, in their local communities and across the world. This involves a commitment to sustainability by decreasing their waste/environmental impact & enhancing the quality of life in their community – while providing an outstanding product or service to their customers.

Bill Drayton, the founder of Ashoka (the foundation for social entrepreneurship), coined the term “social entrepreneurship” in the mid-1990s. He famously said, “Social entrepreneurs are not content just to give a fish, or teach how to fish. They will not rest until they have revolutionized the fishing industry.” According to Greg Dees, the director of Duke’s Center for the Advancement of Social Entrepreneurship, social entrepreneurship involves: adopting a mission to create and sustain social value; recognizing and relentlessly pursuing new opportunities to serve that mission; engaging in a process of continuous innovation, adaptation, and learning; acting boldly without being limited by resources currently in hand; and exhibiting a heightened sense of accountability for the outcomes created.

Today’s social entrepreneurs find themselves at a critical junction. In order to thrive in a corporate world, they must integrate traditional business management principles with their philanthropic goals to create more effective and innovative social organizations. We will take a look at the many different ways social organizations have evolved to balance the expectations and desires of their board of directors, employees, volunteers, providers of funding, and ultimately and most importantly, the customers.

The purpose of this course is to provide students with an introduction to the major opportunities and challenges facing social entrepreneurs and their ventures. Social entrepreneurship’s rapid emergence over the past decade has coincided with the rise of information technology that has given individuals more power now than at any point in history. The social entrepreneurs’ question is simple: How can we use that power to make a positive, lasting contribution to society?

In this class we will discuss major local and global social issues—like corporate media, environmental crisis, education, poverty, human rights, and healthcare. We will analyze current efforts to address and “solve” these “problems” and think critically and creatively to generate new ideas. We will talk about dynamic approaches including microfinance, philanthropy, venture philanthropy & impact investing, measuring social impact & social return on investment calculations, corporate social responsibility, B-Corps, and integrated bottom lines. We will take our ideas beyond the walls of the classroom and work in the community to create positive social change on a local level (through the Center for Leadership and Service). This class will involve interactive discussions about interesting readings, amazing films, and inspiring guest speakers. By the end of the term you will be familiar with numerous social issues and a plethora of possibilities to “be the change.”

Ultimately, we hope to both empower and inspire you to, as Minor Myers Jr. said, “Go into the world and do well. But more importantly, go into the world and do good.”

This course counts towards a major or minor in Sustainability Studies (<https://catalog.ufl.edu/ugrad/current/liberalarts/minors/sustainability-studies.aspx>) and/or a minor in Entrepreneurship (<https://catalog.ufl.edu/ugrad/current/business/minors/entrepreneurship.aspx>).

You are invited to join *Change the World: UF Student Social Entrepreneurs*, a student organization that was founded by former *Honors Intro to Social Entrepreneurship* students in Spring 2006 and reinvigorated this year. See <http://www.changetheworlduf.org> for more information.

Learning Objectives

The objectives of this class include, but are not limited to:

- To introduce students to the concepts, practices, opportunities, and challenges of social entrepreneurship.
- To provide frameworks and tools that will help students better understand social problems, both locally and globally, and to apply innovative solutions.

- To engage in an active learning process, involving interaction with other students, experts in the field of social entrepreneurship, as well as constituents from local nonprofit organizations and community agencies.
- To challenge students to apply their knowledge and skills, regardless of their field of study or specific career path to, "be the change they wish to see in the world."

Philosophy of Teaching & Learning

My philosophy of the teaching/learning experience is an interactive one. This is **your** class. I expect each of you to contribute to this experience through active discussion. I will *not* be feeding you facts that you will then regurgitate. Instead, ideas will be presented and we will all challenge ourselves to think critically about these ideas. The format of this class includes some lecture, a lot of discussion (class and small group), guest speakers, films, writing assignments, and projects. I expect everyone to contribute to the teaching/learning experience these next few months, so if you see or hear something outside of class that you think is relevant to what we have been discussing, please bring it to class and share with the rest of us or discuss it in your Assignments. You are strongly recommended to participate in campus & community events related to the issues we discuss in class; I challenge you to step outside of your comfort zone as you think critically and innovatively to sustainably solve social, environmental, and economic problems locally and around the world.

After 12 years of teaching at UF, I have come to believe that critical thinking is important, but it is not enough. Students must take ownership of their education. I now believe that the purpose of education should be:

1. to instill in students the belief that they matter (help them gain a sense of purpose and empower them to be changemakers)
2. to encourage students to think critically, creatively, and innovatively
3. to contextualize course content in a world-model that emphasizes our connectedness as well as the importance of empathy and understanding of diverse perspectives.

Class Requirements and Evaluation Criteria:

Assignment	Possible Points	FINAL Grade	Total Points
Information Form	10	A	285 and above
Participation	30	A-	273-284
Assignments (13 will be submitted, count best 12)	120	B+	261-272
Profile of a Social Entrepreneur	40	B	252-260
Final Projects	100	B-	243-251
		C+	231-242
TOTAL POSSIBLE POINTS	300	C	222-230
		C-	213-221
Extra Credit HTCTW Reading Questions	10	D+	201-212
Extra Credit Reflection Notebooks	10	D	192-200
		D-	181-191
		E	180 and below

Please see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> for more information on UF's Grading Policies.

Class participation

Due to the interactive nature of this course, attendance is expected. In addition to attending class, please come prepared to engage with the material and to participate in the class discussion. Before class you should complete the readings and think critically about their application to topic of the day. On days when we have guest speakers, you should review any background materials provided and think about questions or issues you would like them to address. You are expected to actively participate in class discussion, express your perspectives and listen carefully to the views of your classmates. We expect for your contributions to build on or respond to the readings and lectures and make links to materials and lessons from other courses and current events.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Assignments

The assignments will be submitted via e-Learning in Sakai no later than 3pm on the due date. You must paste your work into the assignment form on e-Learning rather than send as an attachment. If you would also like to add an attachment (in order to preserve important formatting) please save as .doc or .rtf, not .docx, we cannot accept .docx format documents. You will not receive a grade if your work is not pasted in to the e-Learning submission form. We will count your 12 best Assignment grades.

Format: All work for this class should be well organized, professional, and proofread-- using grammar and punctuation properly. Assignments should be single-spaced, in 10-12 point arial or times new roman font, with margins of 1" or less. Note that newer versions of Word default to 1.15 line spacing, please change that to 1.0.

Assignment 1: Due Wed. X/X – 10pts

In a detailed & thorough manner, tell us about yourself and your interest in social entrepreneurship.

- Write at least two paragraphs about why you are taking this course and what you expect to get out of it.
- Identify a specific area of social entrepreneurship that you want to become well acquainted with during the semester. Why?
- Reflect on the reading by Mark Albion. Comment on some of the many quotes he mentions, especially those that resonate with you. Most importantly, discuss the "impact" you hope to have on the world.

Assignment 2: Due Wed. X/X – 10pts

Identify a social entrepreneur you admire and explain why.

- Discuss a bit about their biography and background.
- What social, environmental, and/or economic issue did/does their work address?
- What drove this person to become a social entrepreneur?
- Identify a pivotal moment in their career that led to the accomplishment.
- How has this person's efforts impacted society?

Assignment 3: Due Wed. X/X - 10pts

SE What Everyone Needs to Know - Introduction

1. What is your immediate personal reaction when confronted or asked to discuss the onslaught of social problems facing the world today (pg. xvii)? Pity? Apathy? Resilient optimism? What would you say most heavily shaped your reaction?

2. How do you think society today has positioned itself to receive the growth of social entrepreneurship (following the developments of the past few decades)? What are the benefits or advantages of trying to expand social entrepreneurship in this day and age (pg. xvii-xxi)? What are some of the current disadvantages or challenges?
3. Social entrepreneurship 3.0 (today's version) has shifted its focus towards empowering all people and their interactions (Ppg. xx-xxi). In your opinion, what are the most important steps social entrepreneurship has to take to successfully integrate itself into mainstream society? What would push it over the hump?

The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World:

4. Based on the list of Ten Characteristics of Successful Social Entrepreneurs (page 5), which two characteristics do you think are the most necessary for social entrepreneurs in order to succeed in the world today? State your case as to why those characteristics stand out amongst the others.

Assignment 4: Due Wed. X/X - 10pts

SE What Everyone Needs to Know - Unit One:

1. In what ways does social entrepreneurship distinguish itself from business entrepreneurship (pg. 30-31)? Do you believe that an entrepreneurial initiative can still be considered primarily "social" if it's profit driven?
2. What did New York Times Columnist Nicholas D. Kristof observe to be the main difference in student activism between the time he was a student and now? (pg. 41) ? Have you seen evidence in support of the "social entrepreneurship revolution" he mentions? If so, explain.
3. In your opinion, can and will citizen organizations be the primary driving force of social entrepreneurship in the future (pg. 45)? Does citizenship come with a responsibility to serve society? Do you believe citizens should be required to engage in social service? Explain.

The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World:

4. Does John Mackey of Whole Foods still agree with Milton Friedman's economic theory as it relates to the sole social responsibility of business (page 53)? If not, how do his views differ? What is your opinion on the social responsibility of businesses today?
5. Which of the 3 models of social entrepreneurship structures discussed in Unit One most resonates with you? Given society's current perspectives and restraints, which model do you believe can have the most success?

Assignment 5: Due Wed. X/X - 10pts

Choose a NGO (Non-Governmental Organization) which is based in and serves a developing nation in Africa, Asia, Eastern Europe, or Latin America. You may work together with ONE other student on this assignment and each student must submit their work in e-Learning (partners can submit identical assignments, be sure to list both of your names at the top of the assignment).

- Describe the mission and goals of the organization you selected
- Include how the agency is funded, summarize its budget, and review its operating structure
- Describe the population served by the agency (be specific-- use numbers AND descriptors)
- Discuss the social issue the agency addresses and the impact it makes (again, use both numbers & descriptors)

Compile this information. Note that you may need to research beyond the organization's website in order to fully answer these questions. You may need to request a copy of their annual report, or call and speak to a representative, or find objective information on a listing like Guidestar.org.

See these links for lists of possible NGOs (or select one of your choosing, but remember that the organization must be both based in and serve a developing nation in Africa, Asia, Eastern Europe, or Latin America):

- <http://www.idealists.org>
- <http://www.ngo.org/links/index.htm>
- <http://www.qdrc.org/ngo/ngo-databases.html>
- <http://www.un.org/esa/coordination/ngo>

Assignment 6: Due Wed. X/X – 10pts

Identify three for-profit ventures that you consider to be models *exemplifying* corporate social responsibility. Discuss each venture, detailing:

- the product(s) or service(s) they provide
- the efforts they take to be a leader in social/environmental/economic responsibility in their field/industry
- how they measure their impact on their communities (positive/negative)
- also, tell us whether or not they publish an annual report detailing their social/environmental impact and if an outside agency is involved or if it is all based on self-reporting. If a report is available, please provide the link

Note: please be very wary of "green-washing" and "blue-washing" when choosing your 3 ventures, choose the best of the best, not just corps that are doing a little bit of "good" and hyping it in their marketing.

Assignment 7: Due Wed. X/X – 10pts

Team up with a partner (if you'd like) to create an in-depth report of a social entrepreneur & their venture (please select someone from one of the following links-- each link lists a number of award winning social entrepreneurs). We will have a fair sign up system so that no team is doing the same social entrepreneur. The point of this assignment is not to simply list out facts about a social entrepreneur. Instead, we challenge you to apply the lessons learned in the class to gain as deep an understanding as possible of the mission and goals of the SE selected.

- First tell us a bit about the social entrepreneur who is leading the venture, discuss a bit about their biography and background.
- What drove this person to become a social entrepreneur?
- What social, environmental, and/or economic issue does their work address?
- What is the mission of their venture?
- Who is/are their target market(s) and how do they reach them?
- How is their venture unique? How do they stand out from their competitors?
- What are their strengths & what are their challenges?
- Is the venture sustainable (financially? socially? environmentally?), explain.
- How has this person's efforts impacted society?

Note that you may need to research beyond the organization's website in order to fully answer these questions. We encourage you to get your hands dirty and try to personally contact an employee, spokesperson, or even the founder(s) themselves.

- <http://www.echoinggreen.org/fellows>
- <http://knowledge.ashoka.org/fellows>
- <http://www.skollfoundation.org/skoll-entrepreneurs/>
- <http://www.schwabfound.org/sf/SocialEntrepreneurs/Profiles/index.htm>
- <http://www.forbes.com/impact-30/lander.html>
- <http://www.fastcompany.com/social/2008>
- <http://www.fastcompany.com/social/2007>
- <http://www.fastcompany.com/social/2006>
- <http://www.fastcompany.com/social/2005>
- <http://www.fastcompany.com/social/2004>

Assignment 8: Due Wed. X/X - 10pts

SE What Everyone Needs to Know - Unit Two:

1. What can social enterprises do to make working in the social sector more attractive to students and young professionals? (pg. 57)? If you were a recruiter for a social enterprise, what would you promote as the benefits of working for your venture vs. a traditional corporate job?
2. How would you go about analyzing the long term performance of a social enterprise? What are some of the best standards to measure against? (pg. 63)? What are some of the worst?
3. In their book *Forces of Good*, how do Leslie Crutchfield and Heather McLeod believe that small organizations make a far-reaching impact? (pg. 69)?

The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World:

4. How does Joe Madiath of Gram Vikas (pg 56) leverage the financial constraints that most social entrepreneurs face in his favor? Describe the "bottom-up" approach he takes to provide the funding for community projects in India.
5. What trend did Matthew Bishop of The Economist optimistically observe (pg. 67) in regards to angel funding for social entrepreneurs? Do you believe that philanthropic giving by the wealthy can ever be a sustainable source of funding for social projects, or is it simply considered charity?

Assignment 9: Microfinance Exercise Due Wed. X/X- 10pts

We will begin this Exercise in class and you may turn it in during or immediately after class (if you finish in time) or if extra time is needed, you may submit it as late as 3pm on Fri. 3/15.

Assignment 10: Due Wed. X/X – 10pts

Evaluate the mission statement of five social ventures. In at least two, provide an alternative statement that you think is better than what they are using. Make sure to include each mission statement, followed by your critique (and for two, add your revised version below the critique).

Assignment 11: Due Wed. X/X - 10pts

SE What Everyone Needs to Know - Unit Three:

1. In your opinion, What will it take to convince people that the world's toughest problems can indeed be solved? What kind of progress or change is enough to change the mindset of society? (pg. 75)?
2. What is the main assertion of Robert Wright's *Nonzero: The Logic of Human Destiny* (pg. 79)? How does it parallel the progress of social entrepreneurship?
3. What do the authors perceive to be the fundamental driver of most social problems in the world? (pg. 87) Which of the challenges immediately discussed after do you believe poses the largest substantial threat to the wellbeing of the world? Why?
4. What is most important for governments to provide social entrepreneurs and enterprises to further ensure the success and sustainability of their ventures? (pg. 91)?

The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World:

5. What was Rodrigo Baggio's initial mistake in attempting to foster the inclusion of less privileged income groups by using technology (Page 113)? How did he correct that mistake?

Assignment 12: Due Wed. X/X – 10pts

1. Find two examples of non-profit social/environmental ventures that have for-profit subsidiaries. Discuss each venture and explain how they financially support their missions. (Please note that we do not mean major corporations who have charitable foundations... we mean nonprofit organizations who have profit earning initiatives, like GirlScouts selling cookies).
2. Find two examples of for-profit social/environmental ventures that have innovative models for "doing good." Discuss each venture and explain how they financially support their missions. (Please do not choose TOM's Shoes, though you can choose other one-for-one models).
3. Find one example of a startup social/environmental venture who employs an unconventional method (i.e. not savings/creditcards, friends/family/fools, angel investors, bank loans, venture capital, grants) to get their venture off the ground. Discuss how the venture you selected gathered the financing needed to launch and how they now financially support their missions.

Assignment 13: Due Wed. X/X - 10pts

Imagine it's 15 years into the future and you are an incredibly successful professional who is looking to actively invest in a social venture. Considering Venture Philanthropy ("Impact Investing") and what you've learned about the rapidly evolving investment sectors:

1. What would the "mission" of your firm be?
2. What criteria would you use to select the ventures you invest in?
3. What types of ventures would you find most attractive?
4. Which of your skills/talents/expertise would you most rely on?
5. What can you do now (or over the next 15 years) to acquire and develop the attributes that would help you to be a keen impact investor?

Profile of a Social Entrepreneur (40 pts possible: 20 for the presentation, the peer evaluation is taken into consideration when the presentation grades are assigned + 20 points possible for the written profile that you will submit by 10:30am on the day that you present)

Early in the semester you will sign up to present about a Social Entrepreneur for **6-8 minutes** on one of the Thursdays listed below.

Address the following questions/issues about your social entrepreneur (typed, single-spaced, 1" margins):

- Briefly introduce the individual(s)
- Describe the mission/purpose of the organization they founded
- State the social/economic/environmental problem(s) they are addressing
- Explain what exactly this organization does and how
- Detail what makes this solution particularly effective & innovative

Prepare to share this information with the class in a polished manner. Also, you must submit your typed profile on the due date by handing in a printed copy to Shay AND by uploading it to the submission form in Sakai. Note that if you use PPT, Prezi, or other presentation materials, please also upload them to the submission form in Sakai.

Please arrive to the classroom before 10:30am on the day that you're assigned to present so that you can load your PPT (or other presentation materials, if you're using them) to the class computer *before* class begins.

Peer Evaluation of Presentations

- Dressed professionally
- Is prepared and well organized, their presentation flows and "makes sense"
- Provides important information and facts (about the person(s), their organization, and the impact they've had)
- Makes an effort to get your attention and be interesting & engaging (makes eyecontact, has visuals like powerpoint, photos, videos; does not just read from their notes)
- Offers resources for where you can go for more information about the person(s) and their work
- Overall Evaluation

Presentation Dates:

Thurs. X/X - Corporate Media & Consumerism
 Thurs. X/X - Environment
 Thurs. X/X - Education
 Thurs. X/X - Poverty
 Thurs. X/X - Health

Final Project & Presentation (100pts possible) – Due In class – X/X

More information about the Final Project & Presentation will be distributed in class.

EC Reading Questions from *How to Change the World* - 10pts possible (2.5 points each)

These questions will be posted in Sakai and responses will be submitted in Sakai, just like the Assignments.

RQ1 - due. Thurs. X/X

RQ2 - due Thurs. X/X

RQ3 - due Thurs. X/X

RQ4 - due Thurs. X/X

EC Reflection Notebooks (10 pts possible)

Will Rosenzweig the founder of *The Republic of Tea* (a very profitable fair-trade tea company) and his partner together recorded 450 pages of ideas for their new venture in just six weeks. Will said that if it weren't for writing them down, they would have forgotten many of the ideas, because with time, they fade. Thus, we encourage you to write down your brilliant (and perhaps less than brilliant) thoughts, ideas, reflections, discoveries, aspirations, and plans. In these "notebooks" you will record your innovative & creative ideas and plans, your reflections on situations you encounter, your thoughts and opinions about the readings, as well as anything else that is relevant to the course or that is sparked by your work for this class. Your Reflection Notebook may be typed or hand-written, whatever you prefer. EC Reflection Notebooks are due on Thurs. X/X for up to 10 points of extra credit.

Schedule of Topics

Course Schedule & Reading Assignments are tentative-- changes will be announced in class. **Detailed reading assignments including specific sections in your texts to focus on, articles, web readings, videos, class exercises, and other helpful information are listed in the Detailed Readings section of the class website.** Please complete the readings **before** coming to class on the day they're assigned. Group presentations & Guest Speakers deserve the same level of preparation and participation as does any other class.

Spontaneity Clause: Due to the number of guest lecturers (all of whom are busy with their own social ventures & whose time is precious) and field trips, the schedule will be revised as necessary. Advance notice will be given when possible, most likely by email.

Date	Topic	Readings
Unit 1	Introduction & Course Overview	e-Learning: -Drayton, "Everyone a Changemaker" -Albion, What is Your Impact?
Unit 2	What is Social Entrepreneurship?	Online: -Ashoka: What is a Social Entrepreneur? -Skoll: Definition of Social Entrepreneurship e-Learning ("classic" articles on SE): -Dees, The Meaning of Social Entrepreneurship -Dees, Enterprising Nonprofits -Light, Social Entrepreneurship Revisited -Boschee & McClurg, Towards a Better Understanding of Social Entrepreneurship Bornstien & Davis: p. xv-12 HTCTW: Ch. 1,2
Unit 3	Who are Social Entrepreneurs?	Bornstien & Davis: p. 13-47 Elkington & Hartigan: Forward, Preface, and Introduction (p. ix - 25) e-Learning: -New York Times, What Exactly Is a Social Entrepreneur? HTCTW: Ch. 5, 10
Unit 4	Perspectives on Social Problems: Critical Social Theory & Intersections Analyses Perspectives on Entrepreneurship: Innovation & Creative Thinking Issue: <i>Corporate Media & Consumerism</i>	e-Learning: -New York Times, DIY Foreign Aid Revolution -New York Times, Thoroughly Modern Do-Gooders

		-Shapiro: Sociological Illiteracy vs. Sociological Imagination HTCTW: Ch. 6, 8
Unit 5	Sustainability: the Foundation of SE <i>Issue: Corporate Media & Consumerism</i>	e-Learning: -Sustainability Revolution, Chapter 1 -HBR, Making the Business Case for Sustainability -Chouinard, There is no such thing as Sustainability Online: -Business Unit: The Most Promising Social Entrepreneurs Elkington & Hartigan: Chapter 5 (p. 137-156)
Unit 6	How do Social Entrepreneurs achieve their Goals? NGOs & NPs <i>Issue: Environment</i>	Elkington & Hartigan: Chapter 1 (p. 29-54)
Unit 7	How do Social Entrepreneurs achieve their Goals? Corporate Social Responsibility <i>Issue: Environment</i>	Elkington & Hartigan: Chapter 6 (p. 157-178) e-Learning: -Time/NewsUnit, Can Companies be good + do well? -HBR, Creating Shared Value -Business Unit, The Corporate Givers -WSJ, Asked to be Charitable -New York Times, A Capitalist Jolt for Charity HTCTW: Ch. 12, 14, 16
Unit 8	How do Social Entrepreneurs achieve their Goals? For Profits with Social Missions <i>Issue: Education</i>	Elkington & Hartigan: Chapter 3 (p. 85-116) & Chapter 4 (p. 117-136) e-Learning: -BCorp Declaration of Interdependence -Earth Charter -New York Times, Solving Social Problems without Going the Nonprofit Route Online: - Slideshare, Structuring Social Enterprise for Impact - Good Mag, What is a B-Corp? Good Magazine: The Good 100
Unit 9	How do Social Entrepreneurs achieve their Goals? Microfinance <i>Issue: Education</i>	Bornstein & Davis: Part II (p. 48-74) e-Learning: -Shiva, Two Myths that Make the World Poor -Shiva, How to End Poverty HTCTW: Ch. 13
Unit 10	How are Social Ventures structured? Mission, Structure, and Management <i>Issue: Poverty</i>	e-Learning: -Nicholls, Ch. 10 -Guclu, Dees, and Anderson, The Process of Social Entrepreneurship -Rangan, Lofty Missions -Business Unit, Strategies: Mission Possible HTCTW: Ch. 6, 7, 8, 16

Unit 11	How do Social Entrepreneurs achieve Financial Sustainability? Social Return on Investment (SROI) & Measuring Social Impact/Social Impact Analysis <i>Issue: Poverty</i>	Bornstein & Davis: Part III (p. 75-128) Elkington & Hartigan: Chapter 7 (p. 179-196) e-Learning: -Nicholls, Ch. 15 -RISE Social Venture tool -Fast Company, Goldman Sachs says Women offer the Highest ROI HTCTW: Ch. 18, 20
Unit 12	How do Social Entrepreneurs achieve Financial Sustainability? Diverse income streams (donations, venture philanthropy, impact investing, foundations & grants) <i>Issue: Health</i>	e-Learning: -Nicholls, Ch. 15 -RISE Social Venture tool -SROI calculation tips from GSVC 2012 -SSI Review, 10 Funding Models for Nonprofits -Fast Company, Goldman Sachs says Women offer the Highest ROI -Venture Philanthropy -Chronicle of Philanthropy -Time, Bill Gates on "Creative Capitalism" -New York Times, Impact Investing Teeters on Edge of Explosive Growth -Business Unit, The Halo Effect: Impact Investing -Huff Post: Impact Investing HTCTW: 4, 11, 19
Unit 13	Readings & Projects	Elkington & Hartigan: Conclusion (p. 197-212) e-Learning: -Nicholls, Ch. 16 -Drayton, Everyone a Changemaker (again) -Galinsky, Not Everyone should be a Social Entrepreneur -NetImpact, What Workers Want -Forbes, Is Social Entrepreneurship transforming talent acquisition? HTCTW: Ch. 21
Unit 14	How do Social Entrepreneurs Change the World? (Final Project Presentations)	
Unit 15	Be the Change YOU wish to see in the world?	

Email Etiquette: 6 Tips

1. We have a class email list based on your Gatorlink email address. Please check your Gatorlink email often or you will miss-out on important news, or have it forwarded to an address that you do check regularly (see: <http://help.gatorlink.ufl.edu/email.html>).
2. The TAs and I are *happy* to help you. We really enjoy doing our best to be of help to you, when you need it. We try to be as informed as possible, but oftentimes you can find the answer to your questions on your own. Before emailing us, consider other resources. If your question is advising related, perhaps try www.registrar.ufl.edu or www.ufadvising.ufl.edu. If it's class related, perhaps you can find the answer on the syllabus or on the class website. Please remember to email the TA if your question pertains to the posting of grades (asking when they will be posted, if there appears to be a mistake, etc.). If our TA is unable to answer your questions, they will promptly let me know and I'll happily reply. Please do not email the TA or me to ask for the class notes, as the syllabus says, we can not distribute the notes.
3. When emailing The TAs or myself, make sure to include the following information:
 - in the subject line: "question from [your name] in [your course number]" (as I'm teaching 4 courses)
 - example of a proper subject line: question from Albert Alligator in ENT4930
 - ...never leave the subject line blank (or the UF spamblocker might delete your message and I'll never know that you were trying to get a hold of me)
 - in the signature of your email be sure to include your first and last name, your email address, and your UFID number
 - avoid sending unduly large emails or attachments (>1MB)
 - do not send messages with the words "help" or "urgent" in the subject line. If you are truly in an emergency, you should be calling 911 and not emailing your instructor.
4. Remember that faculty members do not work 24/7 (actually we sometimes do, but we have numerous other obligations on campus in addition to teaching your

class). It is unreasonable to expect a reply within a few minutes or hours. In general, I reply to emails multiple times each day and most often students remark at how promptly I respond to their inquiries (to the dismay of my partner who says that I spend way too much time replying to students' emails each day, but I can't help it... I'm not a procrastinator and I hate to think that you're waiting on my response). You'll find that I usually reply within 24 hours, but please understand that is not always possible.

5. If you are in a difficult situation (extremely ill and needing to miss an exam, severely injured, engaged in a family emergency, etc.) and need to ask to be excused from something or need an extension, make sure to contact me as soon as possible by email. Email is typically faster than phone.

6. In general, when emailing faculty or administrators at UF, be sure to use complete sentences and write as if you are typing a business letter-- NOT as if you are instant messaging friends. Avoid using abbreviations and improperly spelled words. You should always communicate with faculty with the utmost respect (as you may be asking them to write a letter of recommendation for you to get into graduate school or other endeavors). If an instructor or advisor does something for you (like writes you a letter of recommendation, takes care to go out of their way to help you or give you advice) be sure to write them a personal thank you letter (preferably a card rather than an email). When addressing faculty members, if you do not know the proper pronoun (Dr., Mr., Ms., Mrs.), use Dr. or Professor and if it is incorrect, the person will correct you.

Having said all of that-- I do hope to hear from you if you genuinely need to contact me... and moreover, I welcome you to stop by my office hours, that's what they are for. I am very eager to get to know each of you. I know that you are bright, motivated, and hard working people who will make a big impact on the world. I am honored to share this learning experience and to have a small part in your adventure!

If you have read this far, there is one more thing that you might find helpful to know... During the Fall 2012 semester I was honored to receive a scholarship to attend the *International Social Entrepreneurship Programme* at INSEAD Business School. One of the professors there was [Hal Gregersen](#), author of *The Innovator's DNA*. He is working on a new book entitled *The Social Innovator's DNA*. At the very end of his lecture, in closing, he shared with us a finding from his newest research on social entrepreneurs-- explaining that its one of the few dimensions where entrepreneurs & social entrepreneurs tend to differ. Dr. Gregersen said, "The achilles heel of the social entrepreneur is that they... *care too much*." I felt as though he'd spoken directly to my own heart. I've been told countless times over the past two decades, "Kristin, your problem is that you *care too much*." I share this with you as perhaps knowing this, helps you to better understand where I'm coming from and why I teach the way I do-- trying to fit too much information into too little time, attending to both the big picture and the myriad of tiny details, and having high expectations. I really do care. A lot. Perhaps, at times, too much.

Important Notes:

- If you have questions, please ASK-- either during class, in my office, or email me (kristin.joos@warrington.ufl.edu)
 - If you have any special needs or considerations, please let me know as soon as possible so I may make the necessary accommodations. If you are in need of official accommodations, please contact the Disabilities Resource Center at: <http://www.dso.ufl.edu/drc/>
 - If you are experiencing an extenuating circumstance (personal/family emergency, health concern, or other serious problem) I strongly recommend you contact the [Dean of Students Student Support Office](#) they are there to help you.
 - If you encounter an extenuating circumstance that deems it necessary for you to earn an "Incomplete (I)" grade, you must meet with me in person to discuss your situation and sign an Incomplete Contract.
 - Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.
 - By enrolling in this course, you are indicating your consent to the following Honor Code:
We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:
"On my honor, I have neither given nor received unauthorized aid in doing this assignment."
 (from the Student Guide, <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>)
 - Students who violate the Academic Honesty Guidelines will be penalized according to the procedures outlined in the guide above, which include failing the course.
- If you have any questions as to the integrity of your conduct, read the information in the link above. **"I didn't know," is not an excuse.**

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