Educating Nonprofit Leaders in the 21st Century:
What does ‘social entrepreneurship’ mean for nonprofit management education?

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US Census of Nonprofit Management Education (NME) Programs

• The author has been tracking and mapping the growth of the field over the past fifteen years by type of program, graduate, undergraduate, continuing education, noncredit and online course offerings.

• There are currently over 325 programs in nonprofit management and philanthropy offered by universities and colleges across the United States.
Table 1 Growth in Nonprofit Management Education Programs, 1996 - 2011

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<tbody>
<tr>
<td>Universities offering NME undergraduate courses</td>
<td>66</td>
<td>86</td>
<td>117</td>
<td>136</td>
<td>106%</td>
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<tr>
<td>Universities offering NME graduate courses</td>
<td>128</td>
<td>155</td>
<td>161</td>
<td>239</td>
<td>87%</td>
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<tr>
<td>Universities offering NME noncredit courses</td>
<td>51</td>
<td>72</td>
<td>75</td>
<td>89</td>
<td>75%</td>
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<tr>
<td>Universities offering NME continuing education courses</td>
<td>39</td>
<td>57</td>
<td>56</td>
<td>74</td>
<td>90%</td>
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<tr>
<td>Universities offering NME online courses</td>
<td>a</td>
<td>10</td>
<td>17</td>
<td>62</td>
<td>520%</td>
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<tr>
<td>Number of institutions</td>
<td>179</td>
<td>253</td>
<td>238</td>
<td>265</td>
<td>67%</td>
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<tr>
<td>Number of programs</td>
<td>284</td>
<td>380</td>
<td>426</td>
<td>600</td>
<td>111%</td>
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Growth in NME Programs (1996 – 2011)
The Development of the NME Field

• Once a field is established there seems to be an inevitable push for organizations within that field to become more similar to each other (DiMaggio & Powell, 1983).

• Programs tend to move in tandem with each other, a phenomenon that DiMaggio and Powell have coined “institutional isomorphism.”

• Research on nonprofit management education programs over the past twenty years has shown this to be the case.
  – Program evaluation courses
  – Courses on NGOs and international development
Social Entrepreneurship: The Newest Buzzword

- *The Chronicle of Philanthropy* proclaimed social entrepreneurs as “the hottest game in town and the buzzword of the decade” (Bernholz, 2011).
- The development of courses and programming in social entrepreneurship and social enterprise is the most recent trend we have seen in the field.
- We have seen an increase in the number of courses and programs developed with a focus on social entrepreneurship.
Growth in Social Enterprise and Social Entrepreneurship Courses: 1998 – Present
<table>
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<th>Social Entrepreneurship Program Purposes (US)</th>
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<tr>
<td><strong>Creating social value</strong></td>
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<td><strong>Providing leadership to solve problems</strong></td>
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<td><strong>Work across sector boundaries</strong></td>
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<td><strong>Borrow &amp; adopt logic of private sector</strong></td>
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<td><strong>Crafting entrepreneurial solutions</strong></td>
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<td><strong>Economically sustainable solutions</strong></td>
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<td>N</td>
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Social Entrepreneurship Program Purposes (International)
Skills Sets for Entrepreneurs

- Market skills
- Political skills
- Management skills
  - Young & Grinsfelder

- Market skills
- Political skills
- Nonprofit management skills
- All three skill sets
Concentration Course Descriptions by Institutional Location

**Public Policy, Service and Administration Programs**

- American
- Indiana
- New School
- Pace
- U of Colorado

**Business Programs**

- Babson
- Brandeis
- Dartmouth
- Harvard
- Northwestern
- Yale

**Religious Programs**

- Brigham Young
- Northwest
- Pepperdine
- Trinity
Masters Curriculum by Institutional Location

**Public Policy, Service and Administration Programs**

- American
- Indiana
- New School
- Pace
- U of Colorado

**Business Programs**

- Babson
- Brandeis
- Dartmouth
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- Northwestern
- Yale

**Religious Programs**

- Brigham Young
- Northwest
- Pepperdine
- Trinity
Combined Concentration course offerings by Institutional Type

**Figure 5 Combined Masters Curriculum by Institutional Location**

- **PA Schools**
- **Business Schools**
- **Religious Schools**
Institutional Isomorphism

• Twenty US Programs
  – 65% are located within a business school setting
    • Almost 75% of the content in the business school setting are business courses
  – 25% are located in a public administration setting
    • About 44% of all courses focused primarily on political skills in these settings
  – 10 % in religiously affiliated institutions
    • Business & nonprofit courses more likely to be included
Social Entrepreneurship Programs: Why Now?

- Tolerance for government solutions to social issues is waning
  - Charter schools
  - Performance-based management
  - Contracting out

- Increased preference for business and management solutions from private sector
  - Third sector encouraged to adopt skills & techniques of the market
Empirical Evidence of Efficacy of Entrepreneurial Solutions

• Social entrepreneurship as solution is based on success of individual entrepreneurs

• But collectively are they making a difference?

• Success stories create the “institutional logic” (Lounsbury & Strang, 2009)
Substituting Private for Public Solutions

• Charter schools

• Performance-based funding

• Contracting out military functions
Historical Roots of Public Administration in US

• Bureau Men/Settlement Women
  – Minimized the “public” and elevated the ”private”

• Two narratives for crafting policy within an administrative setting

  • Camilla Stivers, 2000
Two Narratives

• Bureau Men
  – Scientific management movement
  – Rational approach to public management
  – “One best way”

• Settlement Women
  – Social justice
  – Improving life in community
  – Humanization
Driving Social Change

• Solving the world’s toughest problems requires collaboration of many
• Four drivers for social breakthrough
  – All action strives for this, not just social entrepreneurship
• Each driver has a role to play
• None can be successful in isolation from the others

• Paul Light, 2011
Four Drivers

• Social entrepreneurship

• Social safekeeping

• Social exploring

• Social advocacy
The choice of one driver over another depends entirely on the problem to be solved, not the popularity of a particular approach

- Light, 2011, pp. 3 – 4
Conclusion

• Approach of bureau men led to modern day preference for private solutions to public problems

• Divorce of private method from public sentiment

• Social entrepreneurship is latest example of historical tendency

• Adopting logic & tools of private sector to solve “world’s toughest problems”
Conclusion (cont’d)

• Role of social entrepreneurs

• Role of other actors

• Begin conversation