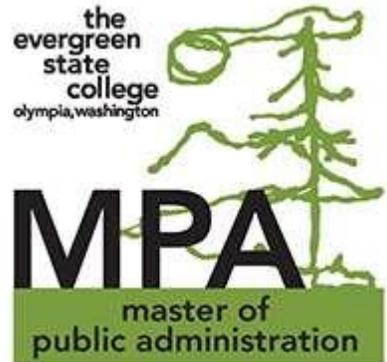


Applied Innovation In The Public Sector

Elective-Summer 2019

2-Credits (Hybrid)



Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. “Be the change.”

Time and Location

Friday 08/02/19 1pm-5pm

Saturday 08/03/19 9am-5pm

Room:

8/2/19 Institute TBD-Emailed to Class

8/3/19 Seminar 2, D 2109

Faculty

Eric S Trevan, PhD

trevane@evergreen.edu

Office hours by appointment

Summary

Building on the previous class Government and Innovation-Advancing Our Communities, once the foundation is built within institutions and stakeholders on building an innovative infrastructure, understanding the application of an entrepreneurial strategy is the next step in moving an innovation strategy forward. Application of entrepreneurial strategies to disrupt current public service delivery models, understanding the current entrepreneurship ecosystem and merging into this discussion is critical for public administrators and entrepreneurs. Case studies will be used to help develop an understanding on current approaches to innovation, unique challenges addressed by the public sector and its intersection with entrepreneurship. This class will follow a hybrid approach focusing on rigorous in class discussion and the completion of an independent paper providing critical thought and understanding of the topic area.

Learning objectives

- Current understanding of innovation in the public sector
- Understanding the ecosystem with entrepreneurship and public service delivery innovation
- Entrepreneurial application of public service delivery
- Public policy development supporting entrepreneurship
- Current knowledge of public service innovation, stakeholders and concepts

Required Readings

Books

No Books

Articles/Video/Book Chapters (On Canvas-SAME AS PREVIOUS CLASS)

1. Denford, J., Dawson, G., & Desouza, K. (2017, January). Exploring IT-Enabled Public Sector Innovation in US States. In *Proceedings of the 50th Hawaii International Conference on System Sciences*.
2. Drucker, P. (2014). *Innovation and entrepreneurship*. Routledge. Introduction pp 1-37
3. Kirzner, I. M. (1999). Creativity and/or alertness: A reconsideration of the Schumpeterian entrepreneur. *The Review of Austrian Economics*, 11(1-2), 5-17.
4. Krugman, P. (2011). The new economic geography, now middle-aged. *Regional Studies*, 45(1), 1-7.
5. Porter, M. E. (2000). Location, competition, and economic development: Local clusters in a global economy. *Economic development quarterly*, 14(1), 15-34.
6. Rogers, E. M. (2010). *Diffusion of innovations*. Simon and Schuster. pp 402-435
7. Schumpeter, J. (1942). Creative destruction. *Capitalism, socialism and democracy*, 825.
8. Trevan, E, (2018) *Knowledge to Innovation: Knowledge Spillovers, Entrepreneurial Development and Decision Making Explained Within a Community Empowerment Model*, Community Development, Taylor and Francis (Under Review)
9. Berry, F., & Berry, W.; Weible, C. M., & Sabatier, P. A. (Eds.). (2017). *Theories of the policy process*. Hachette UK. pp 307-362

Schedule (Subject to change at the discretion of Faculty)

Friday 08/02/17

- Opening
- Innovation in Public Service-Institute (Location To Be Determined)
- Class Debrief
 - All

Saturday 08/03/19

- Lecture Application of Innovation
- Workshop Application of Knowledge
- Lunch
- Lecture Adapting and Innovating
- Seminar Who Benefits From Applied Innovation
- Assignment Overview
- Debrief and Good Words

Assignments

Debrief of Institute

DUE August 3, 2019

Students will compile the notes of the institute and provide a combined document on major themes, key sectors and opportunities. This is a 1-page document developed by the class.

Applied Innovation in the Public Sector

DUE August 12, 2019

Please provide an eight (8) page paper (not including the title page and references) providing an overview of the application of innovation in the public sector. This paper will establish a baseline of application trends of public agencies, specific areas of innovation, innovation partners and strategies implemented. Provide a summary of the application of innovation and entrepreneurial strategies, public sector innovation, public policy and innovation and final thoughts on the direction of how innovation will shape the public sector. Use all readings (12) provided in this class and three (6) additional research articles on public sector innovation since 2015. Please use each of the sections listed below as headings. Below is the structure of the paper

- Cover Page (not counted in the page count)
- Executive Summary-1 full page
- Application of Innovation-2 full pages
- Strategies to Develop Innovation-3 full page
- Public Policy Support-2 full pages
- Future Opportunities Of Applied Innovation-2 full pages
- References (not counted in the page count-12 reference minimum)

Faculty Evaluations and Student Self Evaluations

DUE August 12, 2019

Required to receive credit/complete

Course Policies

Format: Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

Review Assignment Requirements Thoroughly Before Drafting Submissions: This may sound obvious, but it is vitally important that you read and understand assignments before you begin to write. The pressure to just start writing can be irresistible at times. Don't! Canvas is used for course documents specifically because it enables changes as the course evolves during the quarter. Some assignments have very specific requirements. Some are intentionally a bit more open to interpretation and creative responses. Clear understanding of your goals is important to avoiding frustration – yours and the faculty's.

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After reoccurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments: Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 4 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty team. Full loss of credit for two terms of core may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class. Evaluation conferences may occur over the phone and should be scheduled with your seminar faculty.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate behaviors in a learning community. Consult your seminar faculty to discuss technology use and learning style options.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

Permission to Record Lecture, Workshop and Other Similar Discussion:

If a participant in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of **Reasonable Accommodations**, then this participant would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recordings begin.

Conduct & Conflict Resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.

We will abide by the [student conduct code \(including academic integrity and plagiarism\)](#): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

We will abide by the [non-discrimination policies and procedures at TESC](#)

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them <https://evergreen.edu/emergencyresponse>

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.