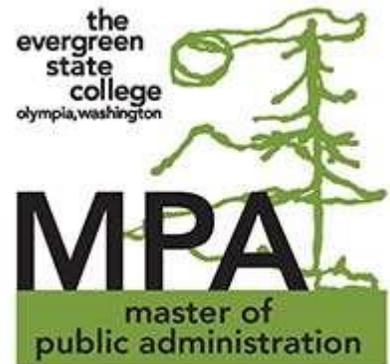**Government and Innovation-Advancing our Communities**
Elective-Summer 2019
2-Credits (Hybrid)

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 06/28/19 1pm-5pm
Saturday 06/29/19 9am-5pm

Room: Seminar 2, D 2109

Faculty
Eric S Trevan, PhD
trevane@evergreen.edu
Office hours by appointment

Summary
Today, society faces increased challenges affecting many of our public systems. In order to adjust to new challenges, funding complexities and multiple stakeholders it is necessary for governments to think entrepreneurially on how to provide services to their constituents. This class will provide a framework for innovation and entrepreneurship, how it relates to public policy and building a foundation for its application in the public sector. 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
- Innovation and entrepreneurship
- Praxis between innovation and public service
- Public policies and innovation
- Service delivery and entrepreneurship
- Outcomes of an innovative strategy with public service delivery

Required Readings

<u>Books</u>
No Books

<u>Articles/Video/Book Chapters (On Canvas)</u>

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)
<u>Friday 6/28/17</u>
- Opening/Overview of Hybrid Model
- Knowledge to Innovation Ecosystem
- Workshop   Applying Equity For Knowledge Distribution
- Readings
  - All

<u>Saturday   6/29/19</u>
- Lecture   Innovation and Entrepreneurship
- Workshop   Innovation Ecosystems
- Lunch
- Lecture   Innovation and Public Policy
- Workshop   Future of Public Policy
- Assignment Overview
- Debrief

Assignments
<u>Innovation in the Public Sector</u>
DUE July 8, 2019   8 Pages
Please provide an eight (8) page paper (not including the title page and references) providing an overview of innovation in the public sector. Provide a summary of innovation and entrepreneurship, public sector innovation, public policy and innovation and final thoughts on the direction of how innovation will shape the public sector. Use APA, however develop the report if you were submitting to an elected board of directors. Use all readings (9) provided in this class and three (3) additional research articles (which totals a minimum of 12 readings) on public sector innovation since 2015. Provide one (1) original visual (student develops original visual-required for credit) for one of the sections that visually details innovation and its impact on the public sector (please limit visual to ½ page). 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
- Foundation of Innovation and Entrepreneurship-2 full pages
- Public Sector Innovation-1 full page
- Innovation and Public Policy-2 full pages
- Future of Innovation and the Public Sector-2 full pages
- References (not counted in the page count-12 reference minimum)

<u>Faculty Evaluations and Student Self Evaluations</u>
DUE July 8, 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 2 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.