Social innovation education and service-learning: intersections and insights

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With support from student leaders:
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Overview of session

• Our context: “The Entrepreneurial University in the Twenty-First Century”
• What is Social Innovation Education?
• What is Service-Learning?
• Insights and model for the Bryan Fellowship at the intersection
“It is no longer merely desirable for universities to be the source of innovations. It is now a national priority. Institutions that have received so much over the years ... must now step up at a time of crisis and play a central role in addressing pressing issues facing our world.”

- Holden Thorp (former Chancellor of UNC-CH) and Buck Goldstein (Entrepreneur, faculty member at UNC-CH), 2010
... an ever-growing “Ecosystem” of Innovation

MINOR in ENTREPRENEURSHIP

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

RESEARCH HUB
@ Kenan Science Library

APPLES
Service-Learning
“Despite their common values and aims, an examination of the two initiatives reveals that they generally co-exist on college and university campuses with little or no collaboration or communication between the two programs.

We would like to begin a conversation of how these two initiatives may establish complimentary, if not synergistic, working relationships.”

From Jones, Warner and Kiser (2010)

“Service-learning & Social Entrepreneurship: Finding the Common Ground” in Partnerships
What is unique about doing social innovation education from a service-learning perspective?
What is service-learning?
“... is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development.” (Jacoby, 2006)

- **Foundations**: William James and John Dewey; rise of Campus Compact in mid-1980s-1990s (APPLES at UNC in 1990)
- **Key values**:
  - Community-identified needs
  - Reciprocity
  - Reflection
  - Developmental approach (an educational process)
What is social innovation education?
Social entrepreneurs play the role of change agents in the social sector, by:

• Adopting a mission to create and sustain social value (not just private 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 heightened accountability to the constituencies served and for the outcomes created.

(Greg Dees, 1998)

• **Foundations:** Applying entrepreneurship ideas to social sector; rising in the last decade

• **Key values:**
  – Innovation and change
  – Quick, bold action
  – Measurable outcomes
Both service-learning and social innovation education:

- Can be forms of **experiential education**
- **Build connections** between students and non-student communities
- Aim to **impact communities** for the better
- Connect well with **academic study**
Combining SIE and S-L

• **Service-learning course** on project management
• Focus on **community-identified** needs
• Emphasis on reflection
• Focus on **projects** and **teams** rather than individual “changemakers”
• Projects **might not be** implemented
At the intersection: The APPLES Bryan Fellowship

...designed for undergraduate students and student teams interested in **creating social impact** locally and/or globally through the creation of an **innovative project** that addresses a **community-identified need**.

The fellowship goals are to:

- **provide practical support** and mentorship to students in developing their projects,
- **contribute to addressing community-identified needs** by supporting innovative projects, and
- **develop a supportive cohort** of students working together to create positive social impact.

(from ccps.unc.edu/apples/bryan-social-innovation-fellowships-3/)
Fellowship recipients:

- Enroll in **PLCY 130, a service-learning course** on social innovation project management (spring)
- Receive up to **$1,500** to help launch their project
- Receive access to **mentorship** and **professional development opportunities**.
Overview of the fellowship year

**Fall:**
- Welcome back dinner
- Networking and individual consultations, as needed
- Bryan Project Enhancement Funding (2nd year funds) application in the fall
- Final project reporting and survey

**What else APPLES offers:**
- Project funds and accounting support
- Professional development funds
- Office space in Union or organization for making room reservations
- Publicity through APPLES
- Expanded networks
- Support of community promoting service-learning values

**Spring:**
- Pre-survey
- Orientation
- PLCY 130 – Getting it Done
- Individual team consultations
- Mid-semester presentations
- Networking within UNC “ecosystem”
- End-of-semester project report and survey

**Summer:**
- Work on project over the summer
- End-of-summer project report
Bryan Fellowship leadership team and collaborators

APPLES Co-Chairs / Peer Coaches (Emma and Andrew)
- Campus networking
- Advocate and liaison within APPLES
- Sounding board (external)
- Presence at events
- Feedback on course assignments

CCPS staff (Ryan)
- Course instruction
- APPLES logistics (funding, room reservations)
- Consultations

Community guests
- Experts in field of work

Campus partners
PLCY 130: Project Management for Social Innovation (1-credit)

“This course is a student-driven, instructor-aided, semester-long workshop... Its goals are to challenge the way you see social change work and to significantly increase your effectiveness in implementing your fellowship projects.”

(From syllabus)

Key assignments/deliverables:
- Midterm pitch deck and presentation
- Team-defined deliverable (*New in 2020)
- Case Statement

At least 30 hours on project outside of class in spring semester.
1. Framing – service and social change
2. Mapping how change happens (Theories of Change)
3. What results do you hope to achieve? (Results-Based Accountability)
4. Project management – organizing your team (and Life)
5. Seeking feedback
6. Social innovation at UNC – theory and resources
7. Measuring success
8. Making decisions as a team
9. Storytelling
Where might there be challenges?
Our growing edge: Key challenges

- Very *different projects*, starting places
- Wanting more *mentorship*
- Need for *more community input*
- *Project-based fellowship* – not an incubator
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