Contents

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The world over, in response to

collaboration) (Partnership for 21st Century Learning 2016; Scott, 2015 ⸱ ⸱ ⸱ # ʹfor culture or inter-cultural competence, is also often included in the literature (see e.g. Scott, 2015, p. 8).

Alongside this pedagogical shift, higher education institutions are facing increasing pressure to contribute to the resolution of the social challenges referred to above. The question is, what role can higher education best play? And how can it simultaneously prepare students for a successful life and career?

In many respects, institutes of higher learning are uniquely placed to lead

Faced with the complexity of current and future global challenges, higher education has the social responsibility to advance our understanding of multifaceted issues, which involve social, economic, scientific and cultural dimensions and our ability to respond to them. It should lead society in generating global knowledge to address global challenges, inter alia food security, climate change, water management, intercultural dialogue, renewable energy and public health. (UNESCO, 2009, p.2).

Higher education institutions are responding to the challenge, with many firmly on the path to social innovation, addressing community as well as more global issues through human capital and skills development, research and development initiatives, policies, activities, and services (Pukka 2017). Community engagement initiatives are becoming increasingly common, for example, with opportunities for students to participate in experiential learning activities with an explicit social focus also expanding. As documented by Strandberg (2017, p. 12), other examples of social infrastructure development in post-secondary institutions include:

> social innovation centres
> incubators, accelerators and labs
> problem-solving multi-sector collaborations, partnerships and platforms
> open data portals, social evidence centres and social indicators observatories
> social entrepreneurial and experiential learning programs for students
> social finance, hiring and procurement
> social purpose real estate
> organizational narratives explaining the role of societal transition

Community engagement features increasingly in higher education strategic plans, as institutions look for ways to partner with and contribute to communities and civil society. At the same time, students are looking for educational experiences that enable them to develop the skills and competencies needed to succeed in work and life. Increasingly, students are also looking for opportunities to contribute to their communities and society at large. Applied learning[1] offers the opportunity to address these needs, providing the context for community

finance that generates positive economic, s   †   Island
Social Innovation Zone, 2016). Similarly, the MaRS innovation hub works with an extensive
network of partners to act as a social incubator to help create successful global businesses from
sectors (MaRS, 2017).

Further afield, Ashoka U catalyzes social innovation in higher education through a global
network of entrepreneurial students, faculty and community leaders. Ryerson University and
Wilfrid Laurier University   y   #   #
              hubs of social innovation, with pioneering programs, partnerships, and
curriculum in social entrepreneurship (#   #   #   .), with
Simon Fraser University joining as the first institution in BC in July of 2017 (SFU News, 2017).

See Strandberg 2017 for a comprehensive list of social infrastructure initiatives occurring in
advanced education institutions, as well as a link to a working document for institutions to add
the work they are doing.

  @   @   involves looking back
at our old ways and bringing them forward to this new situation.   Senator Murray Sinclair,
cited in Huddart 2017, p. 7).

o   o   ‡   @   o   @
and Resilience   @
of social innovation continually informed by the application of indigenous knowledge to
promote the resurgence of indigenous knowledge and practices, as guided by the wisdom of
                    (Indigenous Innovation, n.d.).

Indigenous social innovation seems to be in the early stages of development and mobilization.
Questions posed at a one-   Kinomaagwinan maamwaye: exploring indigenist
methodologies and socia   held by Shawn Wilson and Frances Westley, leaders in the
fields of Indigenist methodologies and social innovation, respectively, serve to illustrate this
(Indigenous Innovation, n.d.):

>   What is an Indigenist research paradigm?
>   Can we have Indigenist innovation?

Can/should social innovation be interpreted using an Indigenist paradigm?
Does social innovation have useful tools and strategies for fostering change in Indigenous communities?
What are the opportunities and barriers to advancing change-oriented critical Indigenist research at the University of Waterloo?

It also appears, however, that Indigenous social innovation is on the rise, with preliminary research suggesting that social innovations initiated and led by Indigenous peoples prioritize holistic health and well-being and have a strong link to sustainability and social justice agendas. The Waterloo Institute for Social Innovation and Resilience, for example, notes that future research and innovations will focus on resource and environmental management in Canada and abroad

social innovation can be used to further reconciliation between Indigenous and non-Indigenous peoples in Canada. Hall and his colleagues provide an example of this in his description of course-based innovation at the University of Victoria. Briefly, the university collaborated with a community agency to develop curriculum that would enhance student understanding of the global refugee cr

Step 1: Initiation. Determines that a Social Innovation Lab process is the best approach to the problem.

Step 2: Research and Preparation. Includes in-depth ethnographic research activities to help define the research question as well as collecting information on innovation and policy.

Step 3: The Workshops. Series of three workshops, each with a specific focus.

Robin Murray and colleagues from The Young Foundation propose a framework for social innovation that includes six stages, from inception to impact, noting that the stages overlap and are not necessarily sequential (2010, p. 12). (See Murray et al 2010 for more detail on each stage).

Stage 1: Prompts, inspirations and diagnoses. Includes elements that inform or initiate need for innovation (e.g. crisis, public spending cuts, new evidence), identification of the problem, and framing of the question.

Stage 2: Proposals and ideas. Generation of ideas using formal and informal methods from a variety of sources.

Stage 3: Prototyping and pilots. Ideas are put into practice both formally (e.g. prototypes, pilots, randomized controlled trials) and informally, and then refined.

Stage 4: Sustaining. The idea becomes everyday practice through sharpening and streamlining. Income streams and other resources are identified, including budgets, teams, and legislation.

Stage 5: Scaling and diffusion. Strategies for growing and spreading the innovation are implemented (though the authors caution that social innovations may take hold in other, more organic ways).

Stage 6: Systemic change. The ultimate goal of social innovation, dependent on numerous factors, including economic viability.

In their comprehensive Framework for Community Service Learning (CLS) in Canada, Gemmel and Clayton   or inquiry-based approach to establishing community service-learning initiatives, beginning with asking questions of each of the three key stakeholders or constituents: institutions (universities and colleges), students, and communities. As the authors point out, this approach helps provide clarity in terms of ex0 G[(owi)12(n)-4(g)-2(an)4(d)-4( )-3(s)11(p)-4(re)-2(ad)-5(i)10(n)-4(gd003≳3019A≳40102016C4015D100176≳4

resources, needs and perspectives (Gemmel and Clayton, 2009, p. 13).

Finally, in her paper outlining how advanced education institutions can utilize their resources to support social innovation in Canada, Strandberg (2017, p. 21) sets out a comprehensive list of . Recommendations for how each can be used to address social issues are also put forward. The resources are grouped into the following categories:

Financial (e.g. investment, procurement, administration hiring)
Research (e.g. research mandate, data, evidence and scientific information)
Education (e.g. teaching mandate, faculty expertise, student expertise, social services)
Relational (e.g. alumni relationships, future students, government, business, industry and community relationships, public policy and dialogue)
Physical (e.g. facilities, cultural services, technology, land)

This paper has discussed, in broad terms, the relevance of social innovation to higher education, including some of the ways in which higher education institutions can harness some of the ways ape

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