PARTNERING

Note: There were four groups participating in this discussion. They are numbered here for organization, but do not denote the actual table number at the summit.

GROUP 1

1) Deciding Type of Partnership: How does an institution decide what type of partnerships will be most valuable for its URE initiatives? What criteria should it use? (Focus on partnerships based in participant experiences at the table). **Propose 4-6 criteria for determining valuable partnerships needed for URE initiatives.**

Key Discussion Points	Final Synthesis
-Proximity: what potential exists, what are needs of community, -What is a partner? 2-way, mutually beneficial, formal and informal, which partners help add value? - Things to watch for: MOU requires legal review; type of donation (financial, time, etc.) -Considerations: proprietary technology considerations (NDA); how to tap into advisory boards? IRB and IP, -Possible criteria: what are complications/are they worth the bother? Shared goals; Identify stakeholders and clarify needs/interests/concerns -Evaluation of strategic goals, resource review -Identify outcomes, have evaluation method	Criteria (4-6) • Assess impact on involved organizations (financial, legal, staffing) • Identify shared goals • Ensure partnership is mutually beneficial and ensure each side is investing into partnership • Aligns with workforce preparation needs • Address a community need

2) Benefits of Partnerships: Pick two types of partnerships on which to focus. Determine 3-4 important mutual benefits that each partner can provide across students, faculty, and institutions. **Pick 2 partnerships. Propose 3-4 benefits for each partnership**

Key Discussion Points	Final Synthesis
Formal: Defined project with clear agreement -Shared resources: can expand available resources -Reliable opportunities for students -Legal/financial stability; mutual accountability -Greater chance for sustainability; more productive/results-oriented -Success builds on success; provides leverage to build on -Greater intellectual merit leads to broader impact -Provides greater marketing opportunity	Partnership #1: Benefits (3-4) • Stable and reliable; provides for sustainability • Provides greater marketing opportunity • Shared resources: can expand available resources • Greater intellectual merit leads to broader impact • Mutual accountability

Informal:	Partnership #2:
-More flexibility; Good for testing things out	Benefits (3-4)
-Can lead to formal opportunities	- More flexibility; Good for testing things out
-Cast a wider net for informing community about program (word of mouth)	-Can lead to formal opportunities
-Can by-pass barriers; Have more timely opportunities Provides greater variety and quantity of opportunities for students	-Cast a wider net for informing community about program (word of mouth)
	-Can by-pass barriers; provides more timely, varied, and quantity of opportunities

3) Ensuring Full Life Cycle of Partnerships: How do you most effectively build and sustain your top two identified partnerships?
Propose 2-3 promising build & sustain strategies for both partnership types.

Key Discussion Points	Final Synthesis
-Advisory board	Partnership #1:
-Build staffing capacity; plan for leadership transition (within program and coalition)	Build & Sustain Strategies (2-3)
-Demonstrated outcomes that are communicated to stakeholders	• Review and adjust on an-going basis through regular conversations with partners; nurture relationships
-Sustainable source of funding	• Develop sustainable funding
-Build coalition of support, cultivate stakeholders and champions	• Develop marketing to highlight partners and communicate demonstrated outcomes to stakeholders
-Develop marketing plan	• Build staffing capacity; plan for leadership transition (within program and coalition)
-Invest in partner relationships, nurture	
-Review and adjust on an-going basis through regular conversations with partners	
-Professionalism	
Thoughts: do all partnerships need to be sustained?	Partnership #2: Informal
	Build & Sustain Strategies (2-3)
Informal:	• Be flexible and open-minded, innovative
-Be flexible and open-minded, innovative	• Review and adjust on an-going basis through regular conversations with partners; nurture relationships
-Partner recognition through marketing, etc.	• Develop marketing to highlight partners and communicate demonstrated outcomes to stakeholders

4) Institutional Infrastructure: What institutional infrastructure is needed to support these types of partnerships? **List 3-4 promising strategies for infrastructure that support partnerships.**	
Key Discussion Points	**Final Synthesis**
-Institutional support -Money -Ideally, Support staff/partnership team; realistically, point person -Dedicated Staffing: Internship, grant offices, -Develop policies and procedures -Educate leadership/communication channel -Reporting/collecting of data/assessment support -Marketing successes and outcomes	Strategies for Infrastructure that Supports Partnerships (3-4) • Dedicated Staffing: support staff, partnership team (legal, etc.) partnership coordinator • Branding/ Physical signage • Marketing: successes and outcomes, reporting/collecting of data/assessment • Policies and procedures • Digital resources: website, on-line forms, archive, project tracking

GROUP 2

1) Deciding Type of Partnership: How does an institution decide what type of partnerships will be most valuable for its URE initiatives? What criteria should it use? (Focus on partnerships based in participant experiences at the table). **Propose 4-6 criteria for determining valuable partnerships needed for URE initiatives.**	
Key Discussion Points	**Final Synthesis**
Local, nearby four-year school. Where student want to transfer to. Economically benefit the students. Four-year schools who offers incentives to the CC students. High schools that are interested in incorporate URE experience to their students as well. High school districts that are willing to develop duel credit program with CC. Benefit the assessment of the program. Industry who offers the skill sets and industry with global workforce trend. To match their strategic plans. Benefit the transfer rate. Benefit the graduate placement. Intellectual/Transactional Discipline based Partnership need to be aligned with student's need, industry/university/college goal. Media and communication partnerships or resources that can provide publicity and promotion. The state/region need. Governmental economic development. Alignment with policy pull. Alignment with local/regional need/issue. Real world application based.	Criteria (4-6) • Geographically relevant. • Benefits the graduate placements. • Partnership need to be aligned with student's need and industry/university/college goal. • Financially rewarding to both partners. • Alignment with local/regional need/issue. Real world application based. • Alignment with mission and vision of the funding agency from local/regional/state/federal. • Industry who offer the skill sets and industry with global workforce trend.

2) **Benefits of Partnerships:** Pick two types of partnerships on which to focus. Determine 3-4 important mutual benefits that each partner can provide across students, faculty, and institutions. **Pick 2 partnerships. Propose 3-4 benefits for each partnership**	
Key Discussion Points	**Final Synthesis**
Students with soft skill set. Strengthen the programs on both schools, such as articulation and increased transfer rate. Seamless transition; skills that four-year institutions desire. Student success outcomes. Retention, graduation rate.	Partnership #1: further educators Benefits (3-4) Students with soft skill set. Strengthen the programs on both schools, such as articulation and increased transfer rate. Seamless transition; skills that four-year institutions desire Student success outcomes. Retention, graduation rate. Partnership #2: employers Benefits (3-4) • Increased employments for school and qualified employees for the employers. • Internships that lead to employment. • Increase efficiency to fill job positions. • Accelerated delivery of required skills. Part of the continuous feedback loop.

3) Ensuring Full Life Cycle of Partnerships: How do you most effectively build and sustain your top two identified partnerships?
Propose 2-3 promising build & sustain strategies for both partnership types.

Key Discussion Points	Final Synthesis
Research collaboration	Partnership #1: future educators Build & Sustain Strategies (2-3) • Research collaborations such as publications. • Articulations with four-year schools. • Monitoring transfer rates between URE program to four-year schools. Partnership #2: employers Build & Sustain Strategies (2-3) • Internships and employment pathways. • Have the employer representatives serving on engaged evaluative advisory board. • Co-investment in infrastructure such as co-applications to federal grants to initiate URE program.

4) Institutional Infrastructure: What institutional infrastructure is needed to support these types of partnerships? **List 3-4 promising strategies for infrastructure that support partnerships.**

Key Discussion Points	Final Synthesis
	Strategies for Infrastructure that Supports Partnerships (3-4) • Keep the curriculum relevant for current and future needs from industry. • Human capital that include administrators, faculties and staff support. • Sustain the infrastructure by securing grants, college foundation, and city bond funds. • Long term planning on sustainability of infrastructure that support partnerships.

Group 3

PARTNERING

1) **Deciding Type of Partnership:** How does an institution decide what type of partnerships will be most valuable for its URE initiatives? What criteria should it use? (Focus on partnerships based in participant experiences at the table). **Propose 4-6 criteria for determining valuable partnerships needed for URE initiatives.**	
Key Discussion Points	**Final Synthesis**
- For some: PI, Department of Natural Resources (DNR), As a faculty member will choose what is appropriate - Matriculation into certain universities or companies. - International partnerships from former university presidents. CCID, Fulbright, different sponsors – partnership fulfills certain university values of global service - Existing relationships and stakeholders - Partners + purpose - Sustainability of partnerships. Funding and sustainability of student success - Outside support: interest of the faculty member. - Location for sustainability - Existing relationships (possibly personal) and mission alignment - Other universities' research projects. CC students would apply to research labs of interest and mentors will select them. - Sustainability: laboratory courses - Advisory board for back-burner projects (high-risk and too much for industry) Industries are still interested. Partners are stakeholders. This is for credit for biotechnology methods that student will enroll. Real-world input - Criteria: Service and purpose of something higher, impact, relevance, → students feeling that they are doing something of value → higher quality of work. - Shared mission - Providing authentic learning experiences to student that classrooms cannot. (ex communication, business index, documentation, critical thinking skills, analysis synthesis, problem-solving)	Criteria (4-6) - Sustainability of finance, location, relationships, infrastructure, funding models, university administration, etc. - PI choices, Relationships within the university, with students who matriculated into graduate programs, companies, existing relationships, and stakeholders. - Really important: mission alignment, internal strategic plan, purpose of something higher for students, authentic experience → higher quality of work. - Public relations to recognize success and partnerships. - Faculty mentor credentials: experience in research

• Sustainability of administration is v. important. Institution buy-in to ensure that project is sustainable
• Mission alignment and goals, internal strategic plan,

2) Benefits of Partnerships: Pick two types of partnerships on which to focus. Determine 3-4 important mutual benefits that each partner can provide across students, faculty, and institutions. **Pick 2 partnerships. Propose 3-4 benefits for each partnership**

Key Discussion Points	Final Synthesis
• Real-world experience • Relationships for the future • Two types of partnerships: IGEM, Industry, Universities, • 3-4 important mutual benefits Across the two types of partnerships: (1) public visibility and relations. Students and their families will understand, and the industry will understand the community better. (2) Disciplinary identity/sense of identity. Good for retention. Closes the gap between the academic learning and career. (3) Professional skills for industry—particularly communication. (4) Collaboration. Being able to communicate internationally where collaboration will be successful. Being able to work with others. (5) Job feeder. Industries have seen students in action and good for students because of job. Also good for faculty for relationship building, public recognition, etc. (6) Intellectual stimulation. (7) Creation of innovation. Novel contribution to science. (8) Money. Industry will save money because does no need to train and will be able to hand-off high-risk projects. PI will gain because of funding. (9) Relationship building of all parties involved. Combine 3&4&9, 5&8, Relationship building and sustaining skills.	Partnership #1: Competition Benefits (3-4) • (7) Creation of innovation; novel contribution • (5) Job feeder. • (4) Collaboration • (1) Public visibility Partnership #2: Industry partner Benefits (3-4) • (2) Disciplinary identity • (3) Professional skills for industry • (1) Public visibility • (8) Money between both parties. Sustaining the economy. Institution will have funds to provide experiences. Industry saves money. Partnership #3: Academia • (4) Collaboration • Academic equality • Retention within field • Sustainability of location. More likely to be sustainability than industry partner

3) Ensuring Full Life Cycle of Partnerships: How do you most effectively build and sustain your top two identified partnerships?
Propose 2-3 promising build & sustain strategies for both partnership types.

Key Discussion Points	Final Synthesis
• Documenting the connections between who knows who and the web of relationships. Keeping track of where people are (retired or…) • University partnerships: (1) being responsive, regular meetings, regular communications, (2) Available Documentation: memorandum of understanding, SOP, Points of contact, (3) Delegate to ensure sustainability, (4) talent management and acquisition, cross-training individuals (5) Partnership documented with higher administration (6) Damage control in place (7) Build institutional support, (8) • Competitions: (1) Showing what's in it for them, (2) Make partner feel engaged (3) Make sure that responsibilities are appropriate for lead and adjust accordingly, (4) Renegotiate when things are unsustainable.	Partnership #1: University Build & Sustain Strategies (2-3) • Documentation: SOP, MoU, Points of contact • Facilitation and supporting faculty to build relationships • Intentional engagement (frequent communication, recognition, public relations, self-reflection) • Talent Management/acquisition, cross-training individuals • Mitigate risk to avoid damage control. Pre-planning, contingency plan. Partnership #2: Competitions Build & Sustain Strategies (2-3) • All of the Same as above Partnership #3: Industry • All of the Same as above

4) **Institutional Infrastructure:** What institutional infrastructure is needed to support these types of partnerships? **List 3-4 promising strategies for infrastructure that support partnerships.**	
Key Discussion Points	**Final Synthesis**
- Outreach - HR - Admin (University VP, departmental, board of trustees) and institutional support - Have and support a champion(s) who is passionate about partnership/program - Documentation: SOP, MoU - Data collection and management on viability of partnership. - Student success tracking - Using collaborative platforms and tools (BaseCamp) - Tell the right people at the right time as a strategy - Intentional engagement - Hiring strategy - Instrumentation and personnel	Strategies for Infrastructure that Supports Partnerships (3-4) - HR and hiring practices - Collaborative tools - Institutional support (admin, IR, and champions) - Data collection and management Very Important: institutional value proposition, sustainability, shared responsibility in creating student's disciplinary identity

Group 4

PARTNERING

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<tr>
<td colspan="2">1) Deciding Type of Partnership: How does an institution decide what type of partnerships will be most valuable for its URE initiatives? What criteria should it use? (Focus on partnerships based in participant experiences at the table). <strong style="color:purple">Propose 4-6 criteria for determining valuable partnerships needed for URE initiatives.</td>
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<tr>
<th>Key Discussion Points</th>
<th>Final Synthesis</th>
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Colleges will select an industry that fits college's purpose
If the industry is willing to provide the services (internship)
Will there be funds or equipment for research
Need to define partnerships, the full range
Government, local companies, non-profits, other institutions, interdepartmental, certification entities
If you have a URE, how to decide partner? A needs assessment
Ancillary of what the students get, role models/mentors in a field of interest
If you're URE is sustained and growing the partnership will be there for the long run, so they will need to think about how to grow with those changes
Flathead-his URE has an industrial partner, abroad academic and industrial partners, 4 yr partner as well
Not all partnerships need to be long term
At cc, not enough resources not to have a weak partnership
Complexity of intellectual property has hindered cc, in context of things that are developed partly on campus and partly in industry
Partnerships can be enhanced by contractors that manage the project
Look for a shared interest, where each partner has resources, eg the ocean
Waste treatment plant, they do heavy metal analysis at cost and provide internships, the employees get professional development and feel more connected w/community
Need to find win-win situations where each partner walks away satisfied
There are some intangible benefits to partnerships, feel good aspects
Some industries have this included in their CSR approach

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Criteria (4-6)

Needs-funds, space, time, etc.
Goals/purpose of UREs
Employability
Sustainability (short or long timeline)
Ethical/institutional guidelines
Expectations (mutually beneficial)

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- School can target a needed "hot" industry

- Industry can be dissatisfied in the students that come into cybersecurity, it's so integrated and the students need a broad-based backgrounds. Students get a vignette experience with canned labs. The CCDC allows students to see what the field looks like

- The partnerships that have not worked are when the partner doesn't appreciate or understand the mission of the community college and the specific goals of the project. They must understand that the project is there for the student's benefit.

- People feel valued

- Clear lines of communication, a clear MOU of expectations

- Does it meet the need of the project? Money, lab equipment, space, people to come in to consult, internships, goals, employability.

- Assessment of sustainability, time effort, long run payoff

- Know that you want the same kind of partnership, do they want money or to collaborate on a specific goal?

- Availability, feasibility, time constraints...level of commitment, meeting someone where they are at

- The needs of the industry may change, the location and development may change

- The private funders may change priorities

- Finding a definition of success

- Has to be something that up and down the administrative levels the partnership is consistent with the values; e.g gun manufacturers want to partner and institution must constantly reevaluate the benefits to the fire-arms students, the college and the community. The brewing program has microbiology and many brewing companies want to partner

- Ethical guidelines, gene editing grant: public education included in the grant

2) Benefits of Partnerships: Pick two types of partnerships on which to focus. Determine 3-4 important mutual benefits that each partner can provide across students, faculty, and institutions. **Pick 2 partnerships. Propose 3-4 benefits for each partnership**	
Key Discussion Points	**Final Synthesis**

Types of partners: government (local), small business, academic, industry
 	
1. Industry (small, large)
 	
   • When a cc student realizes they are a player in a company, there is a huge confidence boost. Increased self-efficacy, they visualize themselves in the career path
   • Partnership of cc with semiconductor factory in upstate NY. Industry came to college to see if the cc could help them through their grant. They decided to create a program in semiconductor program for them, they gave money and equipment. The industry hired many students, prior to they had to bring technicians from abroad, now have a steady supply of employable students from the cc. The cc trains the new hires for a week.
   • Training with internship opportunities
   • With respect to the research aspect, there is a contract with the industry to do lithography. Something new, an experience outside of what they would normally get in the classroom.
   • Research is taking place as the students are improving the process.
   • Understanding the definition of research at the community college level
   • Having a question in front of you is what motivates you to improve the process.
   • A reference point for students, quite literally through instrumentation
   • Builds community in the context of faculty and industry
   • If students are able to do two yrs at cc then transfer to 4 yr, 4 yr benefits
   • Industry can give equipment, project associates
 	
2. Academic (interdepartmental, other academic institutions)
 	
   • Interdepartmental collaborations can matter for provosts who want to keep up the harmony on campus
   • Inclusivity in the community
   • Convergence education, transdisciplinary
   • Resources differ from industry Sharing of resources
   • Procuring resources, such as evaluation…at a smaller cc may not have funding
   • Giant math lab that is shared with other institutions
   • Common curricula facilitate ease of transferring
	Partnership #1:
	Benefits (3-4)
	
	• Increased self-efficacy through real world application (students)
	• Connectivity to scientific community, contextualization of the field (faculty)
	• Financial backing and equipment for institution as well as resources and expertise (institution)
	• visibility and legitimacy (institution)
	
	Partnership #2:
	Benefits (3-4)
	
	• resources: both in grants management and infrastructure based (institution)
	• transferability (students)
	• curriculum development and training (faculty)

3) Ensuring Full Life Cycle of Partnerships: How do you most effectively build and sustain your top two identified partnerships?	
Propose 2-3 promising build & sustain strategies for both partnership types.	
Key Discussion Points	**Final Synthesis**
1 & 2. It was a bit difficult to identify a difference between industry and academic partnerships. • knowing what the ideal lifetime of the partnership is • communication from the offset which is sustained • moa defining roles and acknowledging • evaluation integral to success • identifying how to continuously improve, formative evaluation • being aware of timely opportunities versus ones that are sought out • the professional development of your up and coming members • looking at the workforce needs within their own project to re-assess the structure of the team • chair must mentor and bring others in • how to get a succession in place, tools for this • people are able to step up in times where there is a need, example of a community college with the guided pathways • put together a 5-year review committee to see where they want the program to go in 5 years and then 10 years. What is it that makes the program special and why is it successful? • Strategic plans or a vision can enable the project to envision the future directions 1. • communication, meetings need to be scheduled regularly • Communicating with the administration about how things are going so people outside can see the benefit. Include the students as they are your biggest advocates • Evaluation: looking at the employment pool and what the needs are, upgrading of equipment to support the needs of the workforce • Intellectual property issues can screw up a partnership, not disclosing information from a competitor	Partnership #1: Industry Build & Sustain Strategies (2-3) • evaluation of the employment pool • sustained attention to industry needs (location, skillset, intellectual property) • including the institutions provost to avoid conflicts with picking favorites in industry or disclosure of intellectual property Partnership #2: Academia Build & Sustain Strategies (2-3) • Communication about an endpoint, allows people to embrace change Both industry and academia • Communication (could be an MOU or regularly set schedule) • Evaluation & assessment • Review committees to identify mission & goals or a periodic visit of the strategic plan

2.	
- knowing how to end partnerships can help make more sustainable partnership, those relationships can help to lead to future successes - the difference in knowing how to end well can continue the lifecycle - being honest about the funding window helps with the timeline - allowing for proactivity on the evaluation and mission internally meant people could participate in the process, meant there was greater buy in due to the positivity - the process of things ending allowed people to be honest about what was not working for them	

4) Institutional Infrastructure: What institutional infrastructure is needed to support these types of partnerships? **List 3-4 promising strategies for infrastructure that support partnerships.**

Key Discussion Points	Final Synthesis
- Human infrastructure is important - Open-mindedness of faculty, buy in - Administration buy in - auditing structure - grant writers - intellectual property office - admin to work on MOUs - common courses among departments, relevance to curricula - financial office contact - marketing - enrollment - identify a project manager for the partnership, something in their job description to institutionalize. Example could be an endowed chair - administrators often have differing experience from faculty so it's hard for them to comprehend the constraints on the faculty workload - could give release time or create a position like a coordinator with a long timeline	Strategies for Infrastructure that Supports Partnerships (3-4) - Institutionalization of a project lead position to fit the partnership (could be an endowed chair, project coordinator, faculty member, potentially administration member) - Identifying what shape knowledge transfer takes (job descriptions, SOP, MOUs, mission statements, succession plans, staffing plans etc) - Identifying needed on campus supports (grant writers, financial office, marketing team, IP office, faculty granted release time) - Relationship building and harmonization on campus (common courses, cooperation, coaching)

• handoff and delegation can be an obstruction to succession • strategic succession and staffing plans • coaching, investing in a relationship, connecting to an individual for their betterment	