

Goals for the Workshop

- ❑ Address this question: How can research and sponsored programs offices serve as resources—and leaders—for community partnerships?

- ❑ By the end of the workshop, each participant will have done three things:
 - Developed a draft concept map of their campus-specific goals, barriers, and stakeholders related to community partnerships, and how their research and sponsored programs office relates to this concept map
 - Engaged in discussion of two case studies that illustrate the complexities – and opportunities – afforded by community partnerships
 - Determined at least three steps to take in the next year to advance their research and sponsored programs offices in developing community partnerships

Why Should Research and Sponsored Programs (RSP) Offices Engage in Community Partnerships and Development?

- ❑ RSPs can often see the possibilities for grants and contract opportunities better than other groups, due to their background and knowledge of the national sponsored programs “landscape”

- ❑ RSPs can serve as brokers between campus and community stakeholders – particularly with regard to previewing and mitigating risk

- ❑ RSPs can be implementers – able to write the agreements and grant proposals that will be competitive

Overview of Concept Mapping

- ❑ A visual way to identify ideas/actions associated with a specific topic, and to see connections between these ideas/actions

- ❑ Often used in concert with identifying learning goals and standards – example: science education

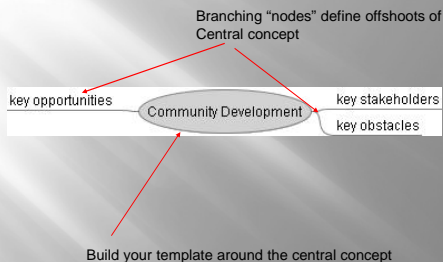
- ❑ Also used in strategic planning exercises – “mind mapping”

- ❑ Extensive body of literature

Concept Mapping Exercise #1

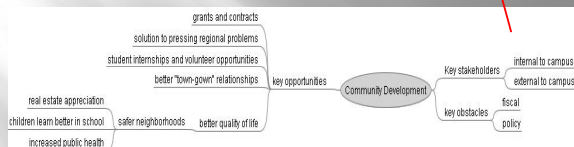
- ❑ Develop a concept map particular to your campus situation, detailing and connecting opportunities, barriers, and stakeholders
 - There is no "right" or "wrong" answer to this exercise
 - What you develop today is almost certainly not going to be complete
 - Goal is to get the concepts on paper and see connections
 - You will take this map with you and can continue to work on it when you return to campus
- ❑ Work on your own for about 20 minutes
- ❑ Share your results with others at your table
- ❑ Share with others in the room
- ❑ Leave this exercise with the following outcomes:
 - What were the major "aha" moments when you did this exercise? Were you surprised at the number of stakeholders engaged in community development and partnerships?
 - Identify ONE opportunity that seems to be feasible and doable on your campus within the next year

Template for Concept Map



Develop Your Concept Map

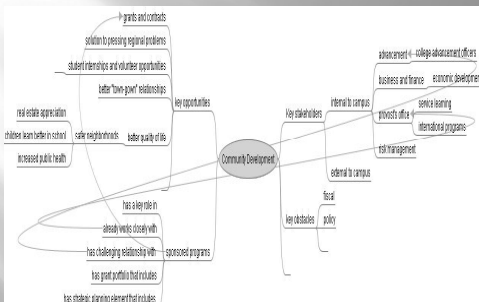
Sponsored programs, advancement, service learning, teacher credential, risk management, etc....



Concept Mapping Exercise #2

- Address the question, "Where does Sponsored Programs fit"
- Review your concept map of goals, barriers, and stakeholders prepared in Part 1 and add another node: Sponsored Programs.
- Reflect on how Sponsored Programs connects to the elements of the map. Are there some primary stakeholders that Sponsored Programs should engage *first* (either because they are likely to be strong, natural allies, and/or they represent politically challenging aspects of the landscape)?
- Are there some barriers that sponsored programs can be very helpful in addressing, and/or will be very challenging barriers to sponsored programs' support of community development and partnerships, and thus should receive substantial attention at the outset?
- Are there some goals that can both benefit strongly from sponsored programs' engagement, and offer the benefits of negligible barriers, and natural, helpful partners?
- Review the goal identified at the end of Part 1.
- Has your goal changed as a result of this Part 2 exercise? If yes, do you wish to identify another goal?

Template: with Sponsored Projects



Summary: Concept Mapping Exercises

What have you learned?

BREAK
BACK IN 15 MINUTES

Lessons Learned: One Perspective

- This talk describes one strategy for fostering community and economic development that has worked in my experience.
- As I present this strategy, I will also describe the experiences that have led me to conclude that the various elements of this strategy are effective.
- We will talk about what works and what doesn't work, then analyze two case studies.

LM1

What Works

- Special officer reporting to the Provost or President
- Top down support
- Liaison with sponsored programs to get grant opportunities out to faculty
- Must be all campus effort, and not just trying to help favorite research programs
- Officer must know of rewards for programs to stimulate buy in

Slide 15

LLM1 Disagree with bullet 4; could be a topic for discussion. My experience says strategically target who you work with initially, i.e., those individuals and/or departments/offices that already "get it" or have a particular outreach initiative to capitalize upon; often a grant or funding opportunity. At the same time, make it clear that one is open to new outreach initiatives.

LLM, 5/24/2010

What Works

- Officer must be all over campus to stimulate confidence, market community/economic development, and seek compatibilities between programs both research and public service
- Officer surveys profit and non-profits in community that regularly conduct business with university (has a track record)
- Awarded grants should be surveyed for development potential
- Working group to coordinate, brainstorm, and develop responses to specific funding opportunities

What Works

- Groups should be charged by the campus officer and the president and provost within the university strategic plan
- Future trends should be assessed by the group
- Group work should be scheduled
- Re-address the "what's in it for my program"

What Works

- Once stakeholders are identified and information conveyed per requests...
- Experts might be brought in to provide strategic information and training to stakeholder groups (faculty listen to outsiders at the outset of a new thrust)
- Training should include who the targets are, how to reach them on their own terms, what they can give to the university and to establish lucrative partnerships.
- Justification: sustain mutually beneficial partnerships.
- Uphold the public good and enhance public trust

What Works

- Training needs to include ethics behind development, how to obtain balanced partnerships, and how to ensure lasting relationships between institution and community agencies.
- Officers should have experience in developing partnerships the group wants.
- Training can identify how community employees can gain from initiatives that the institution has active.
- Student internships can be involved to benefits both institution and community agencies.

What Works

- Intellectual property and other 'let's help each other ideas' should be added to the partnership discussions.
- Sponsored programs services should be offered to the community agencies.
- Community agency strategic plans and aims for the future need to be known by institution. CEO of agency needs (like presidents and provosts) to be fully in the know about joint initiatives and often asked for comments.
- Decision makers need to be at the table.

What Doesn't Work

- Jumping on fads or initiatives that come and go
- Selfish, for my benefit only initiative
- There is a new agency in town so let's go that way for a quick win—avoid hype
- Conflict of interest ideas; e.g. a group member is on a board she is trying to help increase capital for as sole reason for being interested in development. (conflicts should be part of development training in ethics)
- Those who bring a track record of wanting quick fixes to achieve a narrow objective and don't see a broader picture should be suspect.
- Forcing any situation
- Groups not in the community development activity for the long term
- A community/economic development officer who asks for information but does little because of lack of experience to do the research beforehand. From experience this method leads nowhere but to wasting time.
- Groups that avoid facing the facts or who are reluctant to take risk or spend the time.
- Groups that continue to discuss the same issues over and over and thus meetings go nowhere and members quietly drop away.

COMMENTS?

Case Study 1

- The campus president called a meeting of the institutional advancement, sponsored programs, research, university foundation and small business development center (SBDC) directors. At a reception earlier that week, the president had spoken with a local business leader who stated that she would not be able to make her typical \$10,000 contribution to the scholarship fund or provide the \$80,000 that she annually committed to the support of the campus radio station.
- Instead, she was going to reserve her financial commitment to the university for an innovative application of technology that she had learned about through a university faculty member. An SBDC consultant had introduced her to the faculty member and, subsequently, the sponsored programs office had been brought in to assist with the development of an SBIR application that the business woman was confident would be funded. The SBIR funding would require a contribution from the business of approximately \$50,000 in cash and \$50,000 in-kind.
- The business leader also expressed gratitude for the fact that the university faculty member had been given release time by the college to work on the project, committed the use of a university lab to the project, and waived any claims to intellectual property.
- After describing this conversation with the business woman, the president applauds the work of all of those involved in the effort, but says it is very important that the university operate in this economic development/community relations arena with a focus on one point of contact. These questions are asked:
 - How can we make certain that we are crafting the best strategic relationships with outside groups?
 - How can we avoid conflict of interest concerns when we are contributing university resources to a project?
 - How can we communicate internally more effectively as we develop external partnerships?

Case Study 2

- The sponsored programs director has just learned that the U.S. Department of Labor is developing grant specifications for a technology workforce development initiative. A prominent requirement of the application will be joint planning between higher education (primarily two-year programs) and community organizations. Four-year institutions are encouraged to participate, but only in conjunction with community groups and two-year institutions. More than \$1 billion will be committed to the selection of 600 projects nation-wide. The RFP will likely be released in the next six weeks with applications due in three months. Each project will require a 50% cash match.
- The sponsored programs director is aware of the fact that a number of engineering and science faculty members are working with energy-related start-up companies and entrepreneurs. There seem to be opportunities in geothermal and carbon capture business growth. This type of funding seems ideal to develop workforce capacity to meet the job growth potential. The need will exist for science-trained high school, AA, and BS graduates.
 - With whom does the sponsored programs director need to connect, both on and off campus, to begin to prepare a response to this opportunity?
 - What strategy and timeline would you recommend he/she follow?

Next Steps

- Web Conference Series
 - Grants.gov community engagement
 - Private sector relationships (SBIR/STTR)
 - Community/foundation outreach
- Task force meetings
 - Last Wednesday of each month
 - Committee meetings (Community Development, Economic/Workforce Development, IP/Tech Transfer) held monthly
- AASCU Innovations Exchange
- GRC Resource Development
