



Education + Industry
Working Partners
Project & Workshops

Assessing & Evaluating Industry Partnerships Who, What, How?

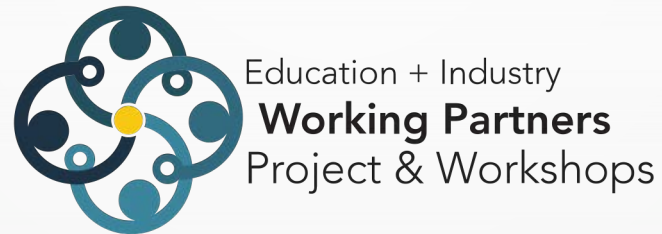
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Welcome!

Working Partners Project & Workshops

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Session Focus – Partnership Assessment

Planning and routinely conducting assessments of our education-industry partnerships allows us to:

- gauge the health of these critical relationships
- ensure they continue to be mutually satisfying and productive
- constructively communicate and discuss partner involvement with partners

Session Agenda

- Introduction to Working Partners
- Partnership evaluation process
- Activity: Defining Optimal Involvement
- Discussion: Using evaluation as a communication tool
- Q&A, resources



Working Partners Overview



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Origins

- Began as an NSF-ATE Targeted Research Project

Research Goals

- Identify, analyze, and disseminate successful industry-education partnership practices across the ATE community

Research Methodology

- Mixed methods: surveys, interviews, focus groups, mini-case studies



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Outcomes: Eight Industry Partnership Models



Advisory Board



Instructional Support



Curricular Dev & Review



Program Support



Faculty Prof Dev



Sponsored Research



Incubation / Entrepreneurship



Workplace-Based Learning



Advisory Board

Definition: Industry professional serves as board member and provides expertise, information and guidance to develop, sustain, and improve educational program.

Examples: Advisory committee, advisory council, business-industry leadership team.



Faculty Professional Development

Definition: Industry partner provides educators with occupational and industry experience and training.

Examples: Job shadows, externships, mentoring, equipment access, process or equipment demonstrations, training.



Program Support

Definition: Industry partner provides support/resources for program sustainability or enhancement.

Examples: Financial contributions; donations of equipment, supplies; facilities support; marketing or recruitment assistance; representing program.



Workplace-Based Learning

Definition: Industry partner provides on-site opportunity for student applied learning, paid or unpaid, frequently with employment potential, often integrated with coursework.

Examples: Internships, apprenticeships, co-op learning, job shadows.



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Collected, analyzed and summarized challenges, impacts & implementation strategies for each partnership model

The Working Partners Research Project seeks to discover, document, and disseminate the key factors and core practices associated with industry/college partnerships within the ATE community. Through surveys, interviews and focus groups, the following models and the key implementation strategies, impacts and challenges have so far been identified:

	Description	Implementation Strategies	Impacts	Challenges
Incubation/Entrepreneurship	Education and industry partners to foster and drive student and economic development opportunities. Examples: like pitch contests, start-up competition.	1. Create opportunities for student business/industry entrepreneurs 2. Host events including: public, to generate interest 3. Facilitate sharing of resources and ideas between industry, lecturers and tutors	1. Expose students to the entrepreneurial process 2. Increased interactions with local industry community 3. Increased program exposure	1. Finding providing appropriate industry partners 2. Obtaining necessary tools, equipment, stock 3. Navigating liability issues
Instructional Support	Industry partner provides support/assistance components of program. Examples: guest lectures, room booking, pantry, loan, conducting site	1. Being specific, detailed when making request 2. Facilitate connections between faculty and industry 3. Provide educational grant for student industry connections	1. Dispersed ties with industry 2. Expanded student awareness of industry trends, expectations 3. Student receive career industry-related instruction	1. Finding time/resources for dualizing topics 2. Establishing on going opportunities for industry support 3. Finding, meeting appropriate industry partners
Program Support	Industry partner provides support/resources for program sustainability or replacement. Examples: financial support, recruitment, marketing assistance	1. Communicate program needs to industry 2. Invite industry to classroom awareness events to cultivate program awareness 3. Host/invite industry program assessments	1. Dispersed ties with industry 2. Expanded industry awareness of program needs 3. Increased availability of equipment, materials for student use	1. Increasing industry awareness of program needs 2. Finding, allocating resources to coordinate industry relationships 3. Creating, maintaining industry relationships
Advisory Board	Industry professional serves as board member, offers a set term, board provides expertise, information and advice to develop, sustain, and improve educational program.	1. Be respectful of members' time 2. Set clear, specific expectations 3. Ensure members understand benefits of participation impacts	1. Dispersed relationship with industry 2. Industry aligned, informed curriculum 3. Recruitment of industry members for on-campus involvement	1. Finding qualified expertise willing to donate time 2. Managing expectations regarding speed of implementation 3. Ensuring feedback is accurately captured and applied
Curricular Development/Review	Industry professional provides occupational expertise to assist with program course and/or outcome development and review.	1. Be respectful of members' time 2. Communicate specific expectations on investment to experts	1. Updated alignment of faculty industry interests, needs of industry 2. Connected industry and faculty 3. Improved course curriculum relevance, effectiveness	1. Building for time, alignment 2. Location, allocating resources for conducting reviews for course/industry alignment 3. Finding and securing partners, opportunities, and time
Faculty Professional Development	Industry partner provides education with occupational and industry experience and training. Examples: job shadow, internships, equipment access, or demonstrations.	1. Ensure alignment of faculty industry interests, needs of industry 2. Provide clear expectations, goals for industry attention 3. Willing board, industry contacts to generate in-stator PD opportunities	1. Building for time, alignment 2. Location, allocating resources for conducting reviews for course/industry alignment 3. Finding and securing partners, opportunities, and time	1. Building for time, alignment 2. Location, allocating resources for conducting reviews for course/industry alignment 3. Finding and securing partners, opportunities, and time

To learn more about the Working Partners Research Project and get access to our online tools which feature case studies, research results, and more reports, visit <http://workingpartnersproject.org>

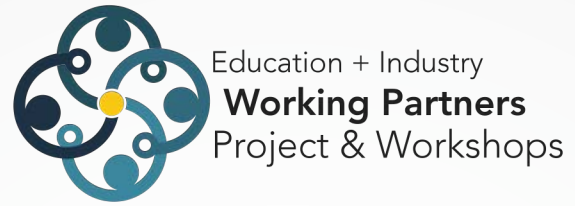


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Additional key finding

- 78% of PIs reported receiving no training or guidance regarding industry partnerships
- less than 2% had had formal professional dev
- none mentioned guided development or an action plan

Working Partners Workshops were developed to meet this need



Defining & Measuring Partner Involvement



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Our Partner Involvement Terminology

Optimal Involvement

Agreed Upon Involvement

Actual Involvement



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Optimal Involvement describes the ideal

- As comprehensive as possible
- A master list of specific supports that a perfect partner (or partners) in a perfect world would provide to advance your goals
- Useful for planning, presentation of needs, and partner recruitment.



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Agreed Upon Involvement

captures the activities to which a partner commits

- Negotiated and established, preferably explicitly, and the basis for partnership evaluation and assessment.
- Useful for discussing, reviewing, and clarifying expectations.



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Actual Involvement

is what the partner actually does or contributes

- usually assessed following a set period of time
- can be tabulated internally or with partner involvement



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Summary

1. **Optimal** involvement criteria (activities) are established
2. **Agreed upon** involvement (a subset of optimal involvement) is negotiated with a given partner
3. **Actual** partnership activity is captured and evaluated



Defining Optimal Involvement



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Defining Optimal Involvement

- We start with **project, center or program goals** and ensure they are specific, measurable and time-based
- Then we use **goal-model pairs** to determine the type of partners who can help us with each goal



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Partnership Models



Advisory Board



Curricular Dev & Review



Faculty Prof Dev



Incubation / Entrepreneurship



Instructional Support



Program Support



Sponsored Research



Workplace-Based Learning



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Now we are ready to define Optimal Involvement for each goal/partner model pair, so we ask:

What actions do we need from
[insert model type] partners
to help us towards this goal?



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An illustration:

Partnership Model	ADVISORY BOARD
Goal	
Add 5 new members to the biotech advisory board by Fall, with a focus on increasing industry/research sector representation and diversity... <i>[more]</i>	



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An illustration:

Partnership Model	WORKPLACE-BASED LEARNING
Goal	
Add 5 new members to the biotech advisory board by Fall, with a focus on increasing industry/research sector representation and diversity... <i>[more]</i>	



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Another illustration:

Partnership Model	ADVISORY BOARD	
Goal		
Add at least 3 new WBL partners by end of summer by meeting with... <i>[more]</i>		



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Another illustration:

Partnership Model	WORKPLACE-BASED LEARNING
Goal	
Add at least 3 new WBL partners by end of summer by meeting with... <i>[more]</i>	



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Finally, **ALL** actions/activities are brought together to define **Optimal Involvement** for a specific partner type.

OPTIMAL PARTNER INVOLVEMENT (by goal-model)

Partnership Model	ADVISORY BOARD	
Goal	What actions do we need from [insert MODEL] partners to help us towards this goal?	
Increase student awareness of employment opportunities by 50% by end of school year	<ul style="list-style-type: none">• host students on-site at least once per year• participate with 1-2 employment panels or job fairs per year	
Secure donation of 3D printer by January	<ul style="list-style-type: none">• participate in one-time brainstorm of potential donors• make donation request of one potential donor	
Research, develop and vet curriculum for incumbent workers to ready for Fall launch	<ul style="list-style-type: none">• assist with the identification of needed skills, KPI• review course outcomes	
Increase diversity of advisory board representation in advance of Spring meeting	<ul style="list-style-type: none">• recruit 1-3 new board candidates to increase board diversity• assist with the development of on-boarding strategies to welcome and acclimate new members	

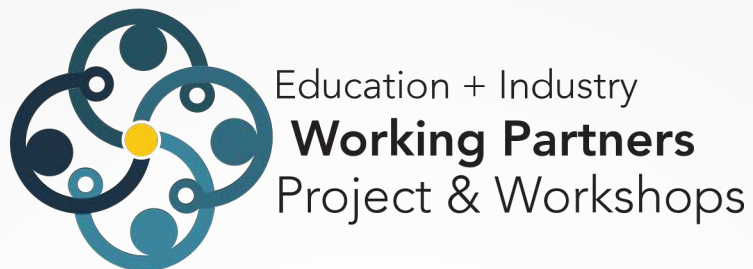


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Let's try this...

Goal-Model Pairs:

What Does Optimal Partner Involvement look like?



Instructions

- Each table has been assigned a goal and specific partner type
- As a group, brainstorm actions or activities that this type of partner could take to support this goal
- Jot down 3 -5 to share with the room when we come back together



Applying Optimal Involvement

Partner Records

Recording Partner Involvement

Utilizing Partner Records to capture individual involvement

Optimal Involvement
to
Agreed Upon Involvement
to
Actual Involvement
to
Rating for Dashboard

Partner: CEUTICAL LABS		Year/Dates: 2013 - present		
Model	Optimal Involvement	Agreed Upon involvement	Actual involvement	Rating
Advisory Board				
Workplace-Based Learning				



The Partnership Dashboard

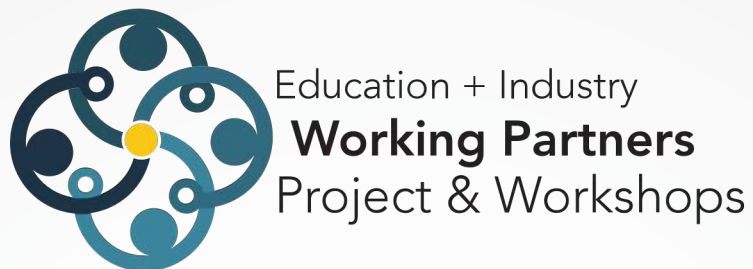
- Developed in response to a lack of partnership evaluation tools by The Rucks Group and Working Partners Project
- Provides a means to record activity, successes and challenges both across partnerships and with specific partners
- Allows for the comparison of data over time, and reveals trends, issues, needs.
- Supports partnership planning efforts and facilitates sharing and reporting of partnership activity.

The Partnership Dashboard

- Extremely flexible and easy to use (Excel spreadsheet!)
- Tested and refined with input from ATE community, and we want to keep hearing from you!
- Utilizes distinct, mutually exclusive partnerships models from WP research to categorize partner activity and involvement

The Dashboard

Industry Partner Involvement Assessment Rubric/Dashboard									
 THE RUCKS GROUP LLC <small>CELEBRATING 10+ YEARS</small>			Legend Not Applicable: Grey box Far below Agreed Upon Involvement: Red box Below Agreed Upon involvement: Yellow box At or above Agreed Upon involvement: Green box		Color Points N/A 0 1 2				
YEAR 3									
Industry Partner	Partnership Models							Partner Scores	
	Advisory Board	Curricular Development/ Review	Faculty Professional Development	Incubation / Entrepreneurship	Instructional Support	Program Support	Sponsored Research		Workplace-based Learning
Partner A	Green							Yellow	75%
Partner B									
Partner C									
Partner D									
Partner E									
Score per model	100%							50%	75%
partner, model scores = sum of points / possible points global score = partner score / number of partners									Global score



Using Evaluation as a Communication Tool

What might be the benefit of sharing
a **partner record** with a partner?

What might be the benefit of sharing
Partnership Dashboard results with a partner?

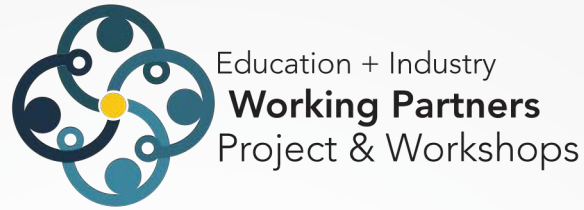


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Questions?

Comments?

Concerns?



Contact us for more information

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<https://workingpartnersproject.org>

info@workingpartnersproject.org

Now enrolling for January workshop! Point your phone at this QR code or visit www.workingpartnersproject.org/information--registration.html for more info.

