

Collaborative Synergy: Maximizing Institutional & Community Success

Mari Volk, MHA

Kaylyn Bondy, PhD

Bismarck State College, North Dakota



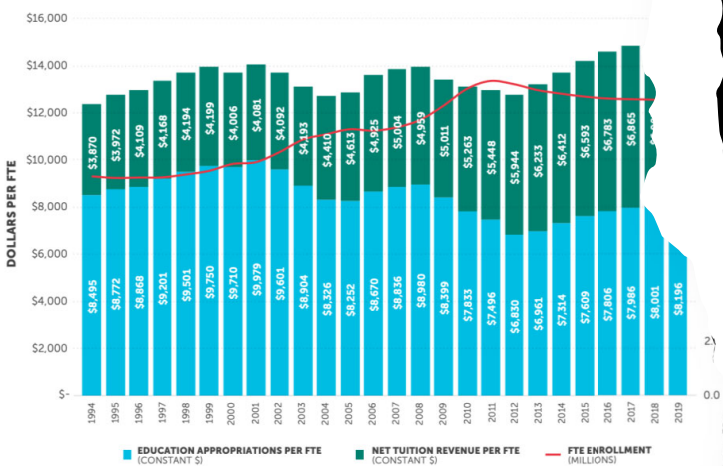
About Us

Kaylyn Bondy
Vice President for Student Affairs

Mari Volk
Dean of Current and Emerging Technologies

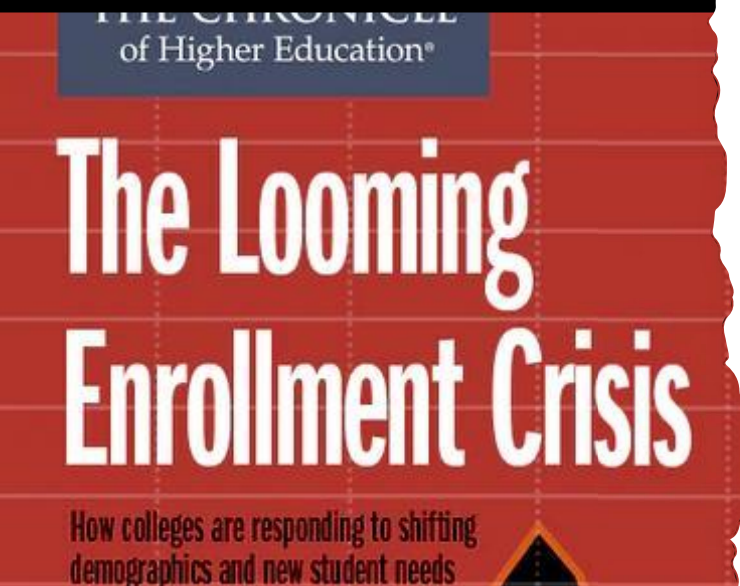


FIGURE 2.1
PUBLIC FTE ENROLLMENT, EDUCATION APPROPRIATIONS PER FTE, AND NET TUITION REVENUE PER FTE, U.S., FY 1994-2019 (CONSTANT DOLLARS)



Public Private Partnerships P3s

71% of university leaders are interested in expanding public-private partnerships on their campus, according to a recent survey from the Chronicle.



Defining P3s

- There is no common definition of a P3.
- There is no centralized governing body overseeing P3s, and there is a limited breadth of experience in the higher education sector in the US.
- Simple terms: a higher education P3 is a development/deal in which an IHE takes on a private sector partner(s) to share in the resources, risks, and incentives that come with the development, operation, and/ or maintenance of the deal.
- The National Council of Public-Private Partnerships identifies 18 different legal and financial P3 structures, and each P3 agreement is unique to the partnership, or deal.
Example: BOT (Build–Operate–Transfer)

BSC's Idea of P3s

BSC defines P3s as mutually beneficial partnerships where each partner takes a proactive interest in the other's organization, working together to bring about their shared success.



P3 Benefits

- Access to capital
- Accelerate project delivery
- Shift project risk
- Spur innovation
- More efficient management
- Streamlined asset management
- Diligent asset operations
- Value for taxpayers
- Expedited project completion
- More effective, efficient, and competitive services and products
- Improved customer experience
- Improved satisfaction



Driving P3s

- A common vision that overrides personal ambitions.
- Distinct roles.
- Familial closeness.
- More than one reputation on the line.





Example P3s & Focus

- student enrollment
- expert education & resources
- advanced research
- student satisfaction/retention



Strengthening BSC P3s

- VP for Strategic Initiatives
- Business and Industry Leadership Teams (BILTs)
- Advisory Boards
- Career Events
- Workforce Development Committees
- Relationships

BSC P3 Examples

- Sanford Health
-Healthcare Sector
- Palo Alto Networks
-Cybersecurity Sector
- Basin Electric Power Cooperative
-Energy Sector
- Cenex Harvest States
-Agriculture Sector
- Rainbow Energy Center
-Energy Sector



BSC/Q & R Program Ranks #2 In Nation!

Officials of the Bismarck State College/Q & R Clinic Medical Laboratory Technician program recently received notification from the Board of Registry of the American Society of Clinical Pathologists that not only did all six of the students who wrote the August registry exam receive passing scores, but that the individual scores were high enough to rank the BSC/Q & R Program second highest in the nation.

Barbra Holznagel of Bismarck and Hope Lambert, a native of Steele, placed in the top one percent of the 1410 individuals who wrote the exam for the first time and Todd Pace, Bismarck, placed in the top 1.5%. The remaining three students, Tim Pennington, Bismarck, Joy Kopp, Mandan, and Robin Ryckman, Pollack, SD, all scored well above the national mean.

Two additional 1988 graduates of the program who wrote the exam in February (and who also scored well above the national mean) are Juanita Jeromchek of Mandan and Sue Blair of Bismarck.

Juanita, Sue, Hope, Todd and Tim are all currently employed in the lab at Q & R. Joy started a position at a hospital in Twin Falls, Idaho in September and Robin has been employed at the hospital in Mobridge, SD since June. Barbra began her career as an MLT in the lab of



BSC & Sanford Health

- History
 - Mutual benefit
 - Medical Laboratory Technician Shortage
 - Enrollment decline
- Partnership development
 - Workforce Need
 - Community Involvement
 - Crisis

Partner Message

DJ Campbell
Executive Director, Human Resources
Sanford Health

- **Why are partnerships are important?**
 - How are partnerships are created?
 - What keeps partnerships strong?
 - What is your advice for others looking to create partnerships?
-





Partner Message

DJ Campbell
Executive Director, Human Resources
Sanford Health

- Why are partnerships are important?
 - **How are partnerships are created?**
 - What keeps partnerships strong?
 - What is your advice for others looking to create partnerships?
-



Partner Message

DJ Campbell
Executive Director, Human Resources
Sanford Health

- Why are partnerships are important?
 - How are partnerships are created?
 - **What keeps partnerships strong?**
 - What is your advice for others looking to create partnerships?
-



Partner Message

DJ Campbell
Executive Director, Human Resources
Sanford Health

- Why are partnerships are important?
 - How are partnerships are created?
 - What keeps partnerships strong?
 - **What is your advice for others looking to create partnerships?**
-



Roundtable Exercise

- Identify a campus need / goal to achieve
- Identify campus challenges to overcome
- Roundtable with others at the table for partnership ideas

A young woman with long brown hair, wearing a black graduation cap and gown, is smiling warmly at the camera. The background is slightly blurred, showing other people in graduation attire. On the left side of the image, there is a dark grey vertical bar containing white text.

Thank you!

Questions?

Resources

<https://www.p3edu.com/>

Brailsford & Dunlavy. (2018). *A Guide to higher ed public private partnerships*. The Higher Ed P3 Resource Center. <https://p3resourcecenter.com/wp-content/uploads/2018/07/A-Guide-to-Higher-Ed-Public-Private-Partnerships.pdf>

Mollenkamp, D. (2022, August 19). *Universities turn to more public-private partnerships to meet student needs*. EdSurge. <https://www.edsurge.com/news/2022-08-19-universities-turn-to-public-private-partnerships-to-meet-student-needs>

Resources

P3•EDU. (2022, August 15). *More than two-thirds of universities see growth of public-private partnerships on campus* [Press Release]. <https://www.highereddive.com/press-release/20220815-more-than-two-thirds-of-universities-see-growth-of-public-private-partnersh/>

The Chronicle of Higher Education. (2019). *The looming enrollment crisis: How colleges are responding to shifting demographics and new student needs*. The Chronicle of Higher Education. <https://store.chronicle.com/products/the-looming-enrollment-crisiscompe>

Whitford, E. (2020, May 4). *Public higher ed funding still has not recovered from 2008 recession*. Inside Higher Ed. <https://www.insidehighered.com/news/2020/05/05/public-higher-education-worse-spot-ever-heading-recession>