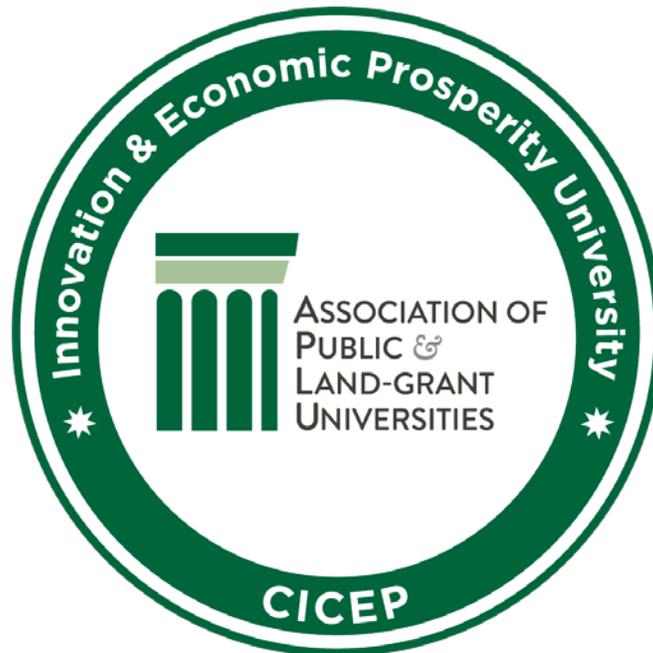


Association of Public and Land-grant Universities (APLU)

**Innovation and Economic Prosperity Universities
Awards Program**



2017 Awards Submission Guidelines

Version:
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2017 Awards Submission Overview

The APLU Innovation and Economic Prosperity (IEP) Universities program recognizes institutions for *exemplary, innovative, and sustainable* efforts in economic engagement by those who have received the IEP University designation. The designation identifies institutions working to advance the engagement and economic well-being of their states, regions, and the nation through a variety of efforts. Designees have worked through an intensive process of institutional self-study and engagement with stakeholders to identify the strengths of the university’s economic engagement enterprise as well as areas for growth and improvement.

Universities that have earned the designation qualify for the opportunity to apply for to the IEP Universities awards program. Each year at the APLU Annual Meeting, four awards are given, recognizing exemplary work in economic engagement. The awards recognize the significant contribution and/or achievement by universities in developing innovation and entrepreneurship, talent, and place in their region, and in building connections across these types of contributions.

Awardees are named in four categories—one top award category and three “best in class” categories (described above).

- The top award is the **Economic Prosperity Connections Award**, for exemplary overall economic engagement, and demonstration of connections across efforts in Talent, Innovation, and Place. Judges select a Connections award winner from entries to the other categories, identifying a submission that transcends submission categories and demonstrates connections between and among at least two of the categories of Talent, Innovation, and Place.
- the **Talent Award**, for exemplary focus on education and workforce development;
- the **Innovation Award**, for exemplary focus on innovation- and technology-based economic development; and
- the **Place Award**, for exemplary focus on social, cultural, or community development.

Awardees receive a commemorative plaque, along with a certificate and a logo that can be used in the university’s print materials and web sites to promote the institution’s recognition, and special recognition at the APLU Annual Meeting.

Of important note is a description of the difference between the designation and award programs. The APLU Innovation and Economic Prosperity University designation is meant to recognize university engagement in a wide array of economic development efforts. The award program is meant to recognize exemplary work in engagement around innovation and economic prosperity. In particular, the award recognizes institutions that are building connections between and among efforts focused on talent and workforce development, innovation and entrepreneurship, engagement, and “place” development (community, social, and cultural development).

Since “Innovation” and “Economic Prosperity” are central phrases in this program, it is important to clearly articulate the intended meanings (this discussion of definitions is repeated from the designation submission guidelines):

- “Innovation” in the context of economic development often refers to technology transfer and other ways of making the results of scientific research relevant and useful. More broadly, “innovation” means new or novel methods, ideas, products. While many of our participants’ entries will highlight examples of the first definition of innovation, the word innovation in the title of this award is also meant to suggest that exemplary practices are innovative and sustainable, whether they be in technology transfer, entrepreneurship, in talent development, or in university contributions to the social, cultural, and community aspects of economic development or engagement. It is also important to note that for something to be an “innovation,” it needn’t be new or novel to the field as a whole—an institution adopting a practice from somewhere else, representing a new or novel practice for the adopting institution, can be considered to be implementing innovation.
- “Economic prosperity” is also defined broadly for the purposes of the award. Most conversations about economic development focus on expanding financial wealth. Helping to promote and sustain Economic Prosperity is an important goal of university economic engagement efforts. Financial prosperity, however, is tightly interconnected with the development of human and social capital, and with the nurturing of community and cultural assets. “Economic prosperity,” for the purposes of this award, means attention to building value in all of these areas mentioned.

Application Submission Deadlines

A university must be a recipient of the IEP University designation (a separate application and submission process) to be eligible to apply for the award.

- Six weeks prior to the awards deadline all IEP designated universities (including new designees) will receive a link to an online form to declare their intent to apply for an award. **The final day to declare intent to apply is Friday, July 7th, 2017.** Upon declaring intent to apply, all participating universities will receive a link to register with the Open Water web portal.
- **Applications for the 2017 awards are due Friday, August 4th, 2017.**
 - Applications will be completed and submitted online via the Open Water web portal.
 - The online form will contain a section where you can select the award category to which you are applying (Talent, Innovation, or Place).

Submission Contents

Award applications will include two parts, and should be no longer than 4000 words total (distributed as indicated below):

1. Institutional Economic Engagement Overview (up to 1000 words)
2. Case Studies (three case studies, up to 1000 words each)

1. Institutional Economic Engagement Overview. The Institutional Economic Engagement Overview will provide an overview, context, and background for a description of measured impact in the Case Studies. The Overview should build on the accomplishments identified by the institution in their IEP University designation submission.

Your Institutional Economic Engagement Overview should briefly address—in 1000 words or less—the following items (please include a heading for each item). Please address each of the four items described below. Note that you will not necessarily be able to answer every one of these questions. Focus your overview on those questions that seem most salient to your institution’s accomplishments. Note also that you will likely be able make use of material from your designation submission as a foundation for addressing these items.

- **University Economic Engagement Vision and Definitions:** How does your institution define economic engagement? For what purposes does the institution undertake economic engagement efforts? How do the ideas of “innovation” and “economic prosperity” (see discussion of these terms above) play into university economic engagement efforts?
- **University Accomplishments:** How can the university’s accomplishments in economic engagement best be described, overall? What have been the key outcomes?
- **Focus on Award Category:** In your institution’s submission for the IEP University designation, you were asked to focus on accomplishments in the areas of talent, innovation, and place. Your award application is one category. What are your institutions strengths in the category to which you are applying (talent, innovation, OR place)? How do activities in this domain contribute to the university’s overall economic engagement enterprise?
- **Connections:** Although you are applying for the award in one category, your application will be considered for the top award—the IEP Universities Connections Award. How is your university building connections between and among the domains represented by the category in which you are applying, and the other two domains? What have been important factors for making these connections? How is the university “linking and leveraging” engagement activities across the three areas for maximum impact?

2. Case Studies. Your award submission will include three case studies (up to 1000 words each) of what you consider to be exemplary accomplishments of the institution and its economic engagement enterprise. These accomplishments may have been identified as part of the self-study process you undertook to garner the IEP Universities designation, or are otherwise known to reflect the institution’s strengths in economic engagement.

Your case studies should focus on the category to which you are applying. However, remember that you are looking for case studies that demonstrate the extent to which your university is making connections across talent, innovation, and place, helping you compete for the “Connections” award. While your focus should be on highlighting your institution’s strengths in the one domain represented by the category you are submitting for, positioning yourself for the top award by illustrating connections across that domain and at least one of the other domains.

- **Web Publication.** All case studies submitted for the IEP Universities awards program will be published on a web site, for sharing stories about university accomplishments in economic

engagement, and for disseminating effective practices.

- *Purpose of the Case Studies.* Create concise stories that “show, don’t tell” ways in which your university has had an impact on innovation and economic development in your state. These stories are “proof points” that can be used as anecdotes to demonstrate impact.
- *Length.* Include up to 1000 words that tell the essence of the story, with a link or links to a fuller story or more information (see “Link to More Information” below). Tables, graphs, and/or charts are not included into the total word count. Be sure to put page numbers on the bottom right hand corner of your submission.
- *Tone.* For maximum credibility, focus on the facts and avoid “over selling.”
- *Illustration.* Required. Each story must be accompanied by at least one photo or drawing that has a clear center of interest, draws attention, and captures the essence or a key aspect by telling the story. No simple head shots of people. Please provide a high-resolution version of your image.
- *Metrics.* Required. Each story must be accompanied by at least one quantitative measure of the described impact. The metric you use is at your discretion—use a figure or figures that are most appropriate to the story. We recommend that you consider using one or more of the metrics included in the APLU CICEP “Measures of Economic Contributions” guide, part of CICEP’s Economic Impact Framework. Provide good information about how your data were obtained and how the measure describes the impact related by your story (this information can be included as a footnote and needn’t count in the 1000 words of the body of your story).
- *Link to More Information.* Provide interested readers with an opportunity to learn more about the activities highlighted in the case study by including a link or links to:
 - Websites and/or other social media outlets
 - Formal or informal reports on the activity or project
 - Articles in university publications
 - Press clippings
 - Videos
 - Blogs

Suggested Topics for Case Studies

There are many possible developments at universities that contribute to impact on innovation and economic development in a region.

When published on the web, case studies will be categorized and “tagged” to make for easy browsing by subject. At the broadest level, the categories of “Innovation” (for case studies highlighting support for entrepreneurship, applied research, technology transfer, commercialization, etc.), “Talent” (for case studies focusing on education and workforce development efforts), and “Place” (for case studies

highlighting social, cultural, and community contributions to regional development) will be used. Appropriate sub-categories and other tags will be applied.

Some ideas:

- A promising/successful spinoff company based on university technology (potential tags: Innovation, spinoff, technology)
- A profile of a successful alumni entrepreneur or business leader (potential tags: Talent, Innovation, entrepreneurship)
- A profile of a company that regularly hires alumni, and attributes its success to that talent (potential tags: Talent, jobs)
- A novel program or activity designed to have an impact on innovation or the economy
- A particularly productive collaboration with industry
- A university investment or commitment that has implications for the economy
- Faculty being promoted and/or tenured on the Scholarship of Engagement
- Novel new courses designed to spur innovation, creativity, or entrepreneurship among students
- Student initiatives that make a difference (a solar car team or venture fund)
- A major grant or award that strengthens the region's innovative capacity or potential
- Business plan competitions that create new start-up companies
- A sustained effort that creates new jobs or economic opportunities as part of your institution's economic growth engine
- Collaborations among universities that can lead and sustain economic development
- Expert commentary—insights on major trends and issues having to do with entrepreneurship, innovation, and economic development in the state
- Examples of student capstone projects or civic activities that serve the mission of the college or university by helping keep jobs, creating new economic opportunities that did not exist before and/or improve the quality of life for people the institution serves
- Surveys/study results—anything on economic or workforce trends, alumni entrepreneurship, economic development
- Successful collaborative efforts to lure or grow new/existing companies into the region and/or state

Key Questions for Case Studies

The following are the sorts of questions that can help uncover thoughts and approaches to choosing and writing a case study that will capture and reward reader interest.

- In one sentence, what's the story?
- Exactly what's new, different, or unique about this?
- What impact has it had? How do you measure impact, or how will you measure impact?
- Could it have happened without the university?
- What barriers had to be overcome? How?
- Why should people care about this? How will it affect their lives?

Judging Criteria

There are three award submission judges’ rubrics—one each for the three categories of Talent, Innovation, and Place. Each rubric contains judging criteria for the category, and also criteria for “Connections” to help determine the winner of the Connections award.

The rubrics, included below, will be used in scoring each institution’s submission. In selecting winners, judges will take into account both the total scores for institutions, and will also consider the category (talent, innovation, or place) score as distinct from the Connections score. A total of 12 points is possible—up to 6 points in the category, and up to 6 points for Connections:

- **0 = not enough information** to score this category
- **1 - 2 = Low** reflection of category in submission
- **3 - 4 = Medium** reflection of this category in submission
- **5 - 6 = High** reflection of this category in submission

Based on the criteria descriptions, judges will look for evidence of emphasis on the category in the institutional economic engagement overview, and in your case studies. Judges will consider both:

- the extent to which the university demonstrates capacity to deliver the kinds of programs/efforts suggested by the category, and
- the extent to which the submission demonstrates exemplary and innovative programs and practices in the category.

The award rubrics were developed based on a draft version of a taxonomy of university-engaged economic development activities. The taxonomy is being developed by CICEP, in partnership with the University Economic Development Association (UEDA).

IEP Universities Award Judges’ Rubric: TALENT Category

Category	Score	Comments
TALENT		
<p>The submission demonstrates that the university has a capacity for <u>economic engagement efforts in talent development</u>, such as (not necessarily all of the following):</p> <ul style="list-style-type: none"> • developing human capital for the 21st century Knowledge Economy, whether through formal, credit-bearing programs or informal teaching and learning modes: short-format education and training, experience based education, mentoring, or other forms of teaching and learning • connecting theory and practice in learning experiences • taking responsibility for cradle-to-grave talent development, including the effective education of children and the facilitation of lifelong learning <p>Examples of the types of talent development programs that might be described: active alignment of curricula to industry/employer needs (creating competency maps, building customized programs); professional</p>	<p>[Enter score 0 – 6.]</p>	<p>[Please include constructive, critical comments.]</p>

<p>programs; experiential education programs (internships, cooperative education, service learning); senior capstone projects.</p> <p>AND the submission demonstrates that the university is undertaking <u>exemplary and innovative</u> programs and practices in talent development (note that “innovative” can be new to the institution without necessarily being new to the field).</p>		
CONNECTIONS		
<p>The submission demonstrates that university economic engagement efforts transcend the talent category and include connections between talent development and at least one of the other categories of innovation and place.</p> <p>The submission suggests that the university is thinking about economic engagement broadly, and working to connect efforts across talent, innovation, and/or place.</p> <p>The submission suggests that the institution is considering how to reach a higher scale of impact by linking and leveraging across economic engagement efforts.</p>	<p>[Enter score 0 – 6.]</p>	<p>[Please include constructive, critical comments.]</p>

IEP Universities Award Judges’ Rubric: INNOVATION Category

Category	Score	Comments
INNOVATION		
<p>The submission demonstrates that the university has capacity for <u>economic engagement efforts in innovation and entrepreneurship</u>, such as (not necessarily all of the following):</p> <ul style="list-style-type: none"> • moving from knowledge creation to knowledge transfer and application in ways that are useful and relevant to society • using intellectual, creative, and business processes—from ideation to implementation • applying new knowledge to solve problems of identifiable markets • adopting a collaborative, multi-disciplinary, problem-solving intellectual orientation • identifying and monitoring economic, technological, social, policy, artistic, or cultural outcomes <p>Examples of the types of innovation development programs that might be described: use-inspired research (applied, translational, problem-oriented, industry-contracted); technical assistance services/programs; proof of concept programs and funds (product development, comparison, and testing; prototyping; experiment analysis; market research and positioning/strategy); technology transfer/commercialization; business formation, incubation, and acceleration; business capital funds/sources; business support for entrepreneurs; place strategies to support innovation (collaborations/shared facilities; incubators or accelerators; research/technology parks; testing laboratories); inclusion of invention, patenting and technology transfer in faculty promotion and tenure guidelines.</p>	<p>[Enter score 0 – 6.]</p>	<p>[Please include constructive, critical comments.]</p>

AND the submission demonstrates that the university is undertaking <u>exemplary and innovative</u> programs and practices in innovation/entrepreneurship (note that “innovative” can be new to the institution without necessarily being new to the field).		
CONNECTIONS		
The submission demonstrates that university economic engagement efforts transcend the innovation category and include connections between innovation/entrepreneurship and at least one of the other categories of talent and place.	[Enter score 0 – 6.]	[Please include constructive, critical comments.]
The submission suggests that the university is thinking about economic engagement broadly, and working to connect efforts across talent, innovation, and/or place.		
The submission suggests that the institution is considering how to reach a higher scale of impact by linking and leveraging across economic engagement efforts.		

IEP Universities Award Judges’ Rubric: INNOVATION Category

Category	Score	Comments
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PLACE		
The submission demonstrates that the university has capacity to deliver <u>economic engagement efforts in place development</u> , such as (not necessarily all of the following):	[Enter score 0 – 3.]	[Please include constructive, critical comments.]
<ul style="list-style-type: none"> • creating smart places where people want to live, create and take jobs, raise their families, participate in civic life, and contribute to community advancement • attention to the health, education, environment, housing, and entertainment needs of community members • cultivating networks and connections that build community and competencies • Helping citizens practice good government and work to assure equity of opportunity and social justice 		
Examples of the types of place development programs that might be described: partnering for pre-K to 12 education; health care facilities and wellness programs, arts and cultural amenities; sports and recreation amenities; environmental sustainability efforts; community development programs; downtown development; rural development; public safety; local government training/leadership programs; inclusion of scholarly community engagement in faculty promotion and tenure guidelines.		
AND the submission demonstrates that the university is undertaking <u>exemplary and innovative</u> programs and practices in place development (note that “innovative” can be new to the institution without necessarily being new to the field).		

CONNECTIONS		
<p>The submission demonstrates that university economic engagement efforts transcend the place category and include connections between place and at least one of the other categories of innovation and place.</p> <p>The submission suggests that the university is thinking about economic engagement broadly, and working to connect efforts across talent, innovation, and/or place.</p> <p>The submission suggests that the institution is considering how to reach a higher scale of impact by linking and leveraging across economic engagement efforts.</p>	<p>[Enter score 0 – 6.]</p>	<p>[Please include constructive, critical comments.]</p>