

**NOTES FROM THE DISCUSSION FOR ISSUE III:
RAISING THE BOTTOM LINE**

FACILITATOR (F): The Program Assistant Chair suggested organizing our discussion based on the content of the three speakers. The first focused on fundraising, the second addressed grant funds, and the third addressed clinical revenue.

Fundraising

F: Has anyone had experience with corporations?

Group Member (GM): I appreciated Fred's presentation, it has a lot of information to take back to our universities. Most of my (this member's) funding has come from alumni or retired faculty that establish scholarships (approximately 16 scholarships each year.) My interest was piqued in securing corporate funding.

F: Was anyone inspired?

GM: One person was inspired to work more independently of the development office. There was agreement around the table to at least become more involved in the process and meeting the people.

F: Who has had interactions with their development office?

GM: The University of Maine recently received a few million from the family of that established their clinic. The development office got in their way and the family asked to meet with the department without the development office.

GM: At Illinois out of four departments on campus, the CD department managed to raise money and the development office insisted they share with the other three departments. The other three departments disagreed and stated that CD should get the funds alone. Other aspects of their funds received have to be shared among the building.

GM: Consider “designated” donations.

F: At his school, there was a donation from an estate for millions specifically to the program and the university spent several years trying to see if that money really had to go to the specific program.

GM: Some universities have development people in a larger office who are dispersed to each of the colleges within the university. There is a problem with tapping out corporations who have made donations already.

GM: In Minnesota, there is a donation luncheon where the donor meets the recipient of the scholarship.

GM: How do you approach a happy client for a potential donation?

F: Perhaps developing a special fund like the one Fred mentioned. To show your appreciation for what was provided and how it will help.

GM: We may be uncomfortable asking for money but people like to give and may be looking for programs to give to.

GM: Put a card announcing the donation possibility at the front desk.

GM: Asking for money to support a student is easier to ask for.

GM: Perhaps a menu of options where an individual can donate.

GM: Has anyone sent out a newsletter with an article about donations?

GM: Stephen King is very generous donor!

GM: The newsletter idea will have to go through the HIPAA process and be put in the packet as one of the items the patient has to sign off on.

GM: As a means of follow-up – sending the donor a letter explaining where the recipient is now as an update.

GM: Some development offices are more supportive and helpful.

GM: The culture of our profession is not to ask for money for services and to ask for money as a donation.

GM: We have to make the contact with the potential donor but the development office can be helpful in how to present the request. The development office also has access to very extensive databases with who gives to certain areas and the history of donated amounts. Suggests it is best to try to work collaboratively.

Summary: Many of us have had less than optimal experiences with the development offices but there may be a way to work cooperatively with the office to accomplish what we need.

GM: As part of a presentation on hearing aids to a group of retired people, planted the seed of supporting students.

Grant Funding

F: Do you have similar experience with the topics Anne discussed.

GM: The new batch of assistant professors due to retirements at her university have been very successful. It does require the culture of mentoring faculty and reading each other's grants.

F: What about the transition?

GM: There was agreement that this was an important point. If a mentor reading the grant can not understand it, it probably will not fly as the review team may not have such a specific knowledge base. It is important to encourage revisions and resubmissions.

GM: If faculty has funding they need to be thinking about the next grant. Assistant professors may need two mentors: a research mentor and an educational mentor. Also new faculty should be on the proposal of senior faculty.

F: What about the K series grant?

GM: It is an important grant source through NIH that we tend not to use in our field. It involves a clinical Mentor Scientist Award who must be a certified speech-language pathologist or audiologist with a Ph.D. It is from NIDCD and the awardee has to have a mentor who has NIH funding. It is a mid-career grant in which the awardee has to show research experience. The proposal has to include a research proposal and research training plan. It can be used in place of a post-doc.

F: Is anyone aware of funding for people later in their career and looking to retool?

GM: There is some funding from NIH. There is also another mechanism that is listed on the NIDCD webpage.

GM: Funding in Canada does not allow buying out of teaching time. Is there tension?

GM: People can buy out to a limit but have to be part of the teaching mission of the university.

GM: At Minnesota, one can pay 25% of your salary to buy out of one course and the department gets to keep replacement teaching.

GM: Some funding agencies have now changed their approach to personnel support and will only pay for the actual cost to replace the investigator, rather than a portion of effort thus reducing the amount that is available for personnel.

GM: There are some smaller places with 4 courses in the teaching load. Investigators can get an internal grant to buy out of one class to write the proposal.

F: At some universities, if you submit a proposal to an external funding agency, you will get some money from the University. This enables the investigator to pilot the study or conduct other work that may be necessary if a resubmission is required (more times than not, it is required).

GM: Some schools have internal mechanisms to fund new faculty to write proposals such as the McKnight Land Grant in Minnesota.

GM: Or the Campus Research Board.

GM: Or the Office of Research and Sponsored Projects which awards small amounts of money with no release time.

GM: Or an incentive pay program

Clinical Revenues

F: What are some of the potential ideas that maybe Davy did not talk about?

GM: It is important to discuss the “grateful” patient.

F: A big revenue source at his school is hearing aid dispensing. It supports a tech person and a secretary at his university.

GM: Her school assesses laboratory fees for clinic practicum at \$50 per practicum registration. It is spent on assessment and treatment materials, audiovisual support, and so forth.

F: His school also uses the assessment for background security checks of the students. They plan to tag the purchased items so the students will see where their lab money has been spent.

F: Who has had success in getting corporate gifts in kind?

M: Maine got a room including blinds, rug, furniture