

- Funding to develop alternative means of delivering accredited content over distance in order to share unique resources (e.g. expertise in Underground Ventilation)

The intent would be to capitalize on the strengths each has to offer, provide common platforms upon which each could benefit from the collective (such as having compatible distance learning/video conferencing equipment so classes and professors could interact effectively even though they are in different locations), and identify program weaknesses that could be improved upon such that the collective programs produce a more cohesive and uniformly educated graduate.

#### VISION, TEMPERED WITH REALISM

Establishing effective Educational Partnerships, particularly those focused on educational programs (with the intent of producing more, better trained engineers) will require vision, resources and commitment. Vision comes from those who have the desire to improve on the current situation, and resources and commitment come from those that have the authority to provide them. We must also realize that there are limitations on what they can and cannot do.

What Educational Partnerships can do includes:

- Produce significant increases in the number of graduating mining engineers (or any other discipline the program chooses to focus on),
- Provide a more cohesive graduate, whom is perhaps less myopic concerning the uniqueness of their particular alma mater,

- Help to alleviate to critical shortage of qualified academia through effective distance learning, and fostering of mid-career PhD candidates, and
- They can, help us help ourselves by effectively “growing our own engineers”.

What Educational Partnerships cannot do includes:

- Provide instant results. Even starting a program today, it will take 3-5 years to produce the first crop of new graduates.
- Give us carte blanche to dictate on how the programs are structured. Universities have rules related to program content, and accreditation by organizations such as the Accreditation Board for Engineering and Technology (ABET). Universities are also big, cumbersome, bureaucratic organizations, sort of like a large ocean going vessel. They are well suited to long journeys, but not necessarily well suited to making sharp turns (e.g. RMS Titanic).
- Provide us with long term targeted results, without consistent long-term targeted commitment (in what-ever form that may take). Building programs, relationships, focused content, and new delivery methods takes time, and resources, and are difficult to achieve within the university environment with on-off-on-off tactics.
- Give us a monopoly on the results.

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