

## Community Engagement Task Force Final Report

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February 1, 2013

### Introduction

The Community Engagement Task Force (CETF) addressed the broad community parameters of San Diego State University. It also included four core elements (working groups) that define the interactions between our campus and the community and the future of our partnerships – Alumni Engagement, Campus Climate, Economic Development and K-12 Partnerships. The CETF and its working groups addressed the four framing questions of our charge noting the need to consider current strengths, emerging opportunities and the ability of the campus to address challenges.

The specific charge to the Task Force, rather than its working groups, was to consider current initiatives in which we and our partners are engaged and to determine how we can best take advantage of whether we should focus on specific areas and/or develop new initiatives aligned with our academic goals. We are engaged in such a broad spectrum of community engagement activities, from KPBS to the Osher Institute to academic internships to the Compact for Success to the Looking Glass Neighborhood to the Zahn Center (just to name a few) that it would be difficult to identify them all, let alone evaluate them in a meaningful manner in the relatively short time allotted us. However, it is clear that SDSU already has significant strengths in all areas of community engagement.

The strategic plan must include a balance of proposed approaches for revenue generation and expenditures to ensure that the investments into new opportunities are sustainable. It must also recognize that not all initiatives directly generate revenue but that strengthening our ties with our community can bring other benefits to the university. The proposed concepts are based upon broad campus and community input and group discussions. A draft budget is included in Appendix A.

Three themes emerged from these discussions. It is important to note that the overriding goal of the strategic plan is to ensure that our students get the best educational experience possible at SDSU. These recommendations will enhance the educational opportunities for our students, both while at SDSU and after graduation, by building strong relationships with our community, industry, and government. This includes ensuring that SDSU responds to San Diego workforce needs.

### Themes: Communicate, Connect and Assess

Three pervasive themes were emphasized in all of the working groups reports and were equally apparent in the Task Force discussions and forums.

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**Communicate:** Although the campus has many means and media for communicating, community members continually expressed the need for effective communication, ease of access to information and responsiveness.

**Connect:** The San Diego State University community connects with many groups and for a variety of reasons. Community members expressed a need to continue to expand these relationships, and to organize connections in a way that presents a unified impression of campus and facilitates the coordination of outreach efforts.

**Assess:** The campus community values evidence-based decision making. Hence, it is important that we have clear milestones and criteria for evaluating the success of any recommendations and all discussions pointed toward the need to continue this approach. Campus Climate discussions, for example, included this theme as a way to learn who we are today as a campus.

### **Communicate / Connect / Assess:**

Although we have many methods for communicating, it is clear that we have a need for more effective communication and ease of access to information, both for people within the university and for external collaborators. Research suggests that improved communication for the purpose of human connectivity, often leads to higher employee satisfaction and improved morale. We need more effective mechanisms to connect people across campus, including research groups, interdisciplinary programs, and faculty-staff interactions.

By more effectively connecting members of the campus community to the local community, the business community, and alumni, we can enhance opportunities for our students and develop new revenue sources for the university. Inadequate communication impedes SDSU at every level and in every medium.

The need for evidence-based decision making also requires that we periodically survey faculty and staff on morale, engagement, and other issues related to campus and campus climate. The last such surveys were undertaken in 2008 during the Shared Vision process and a campus climate survey was done in 2004. SDSU does not have empirical measures of the opinions and needs of faculty and staff. Regular surveys would provide statistical information on challenges and opportunities.

### **Recommendation 1:**

- “SDSU Connect”

Restructure/develop communication/information infrastructure systems to facilitate interaction among the campus and its communities. This restructure could include:

- coordinating community engagement;
- coordinating alumni volunteerism;
- coordinating K12 projects;

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- economic development needs

Enhanced connections should include a central repository for information on varying initiatives and work to facilitate collaborative projects. It may be possible to reallocate some resources to achieve these goals; however, we also consider that selective hiring could facilitate the process.

### Community Engagement:

Develop programming on campus for faculty and staff to expand our connections and strengthen our relationships; meet regularly with college area community groups; institute surveys of faculty and staff (3-5 years)

- Alumni Volunteer Coordinator:

Develop relationships with key campus constituents who utilize volunteers, providing a resource alumni and the community to help students succeed. The duties of the position would focus on utilizing student interest data and other known alumni data to establish comprehensive virtual volunteerism, including mentorship. The position would also play a key role in development opportunities.

Create an advisory board to support the strategies for engaging volunteers; K-12 advocates, alumni business leaders would be key figures to link diverse initiatives. This advisory board would also have strong representation from Student Affairs, the colleges.

- K-12 Liaison:

Coordinate, focus and initiate community engagement and partnership development for parents, students, business, industry, schools, and districts.

Create an advisory board to support the strategies for assessing and developing partnerships: K-12 advocates, alumni business leaders would be key figures to link diverse initiatives.

- Economic Development Coordination:

Coordinate, focus and initiate community engagement and partnership development between campus faculty, programs, and leadership with private and public partners ranging from local to national entities.

Develop an Industrial Affiliate Program and an Industry Advisory Board.

Emphasize SDSU's unique opportunity to create partnerships that directly benefit local companies and SDSU students.

### Budget Implications:

SDSU lacks a developed infrastructure for community engagement. The Alumni Working Group and the Campus Climate Working Group both considered funding for the necessary infrastructure. K-12 also stressed the need for an information liaison. We have included them in our budget, and also include a liaison for economic development. As noted above, it may be possible to reallocate some resources toward these functions. The budget we present could thus be reduced. Estimated 3 year total: \$840,000.

### **Recommendation 2:**

Based on the **K-12** group analysis and discussions, preparing English-language learners for university education should be a clear priority in the San Diego region. A focus on bilingual programs is critical. With SDSU's recent designation as a Hispanic Serving Institution, we also must be proactive in seeking grants that are now open to us.

#### Recommendation:

Initiate a program that will establish SDSU as a national leader in the field. We must assess our strengths in this area. However, a tenure-track hire is maybe essential, with possibilities for future cluster hires if this initiative were to be considered an area of excellence to develop.

#### Budget implications:

We include an estimated budget, with salary for 12-month faculty member charged with developing/coordinating K-12 English language learner programs and funds for initial start-up programs to be determined by working with the K-12 group.<sup>1</sup>

Estimated 3 year total: \$600K

This initiative has the possibility of generating revenue for its programs and buyout of faculty time through HIS grants.

### **Recommendation 3:**

The **Economic Development** Working Group set three goals including evolving the campus culture, strengthening key areas and enhancing community outreach and collaboration with varied tactics to put them forward. Technology transfer, entrepreneurship, partnerships with businesses, incubators that would promote new opportunities for SDSU faculty and students. Suggestions were put forward to recognize and embrace entrepreneurial partnerships on and off campus (e.g. technology accelerators), provide opportunities to expand new and existing linkages (e.g. faculty training in target areas: intellectual property), as well as increasing our visibility and direct engagement of the private sectors with advisory or affiliate programs.

One important concept included the notion of strategic hiring (often called "cluster" hiring) to facilitate these goals, to strengthen existing programs and to increase inter-college collaborations. Such hires also respond to the critical need to rebuild our tenure-track faculty. To begin this process there needs to be a clearly identified group/groups that would be the target of such development to best assess factors such as:

- a) the number of faculty to be hired and the associated funding required;
- b) the potential financial sustainability of the group;
- c) existing strengths already on the campus;
- d) the cross-campus structure and impact of proposed cluster.

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<sup>1</sup> K-12 Liaison funding including in "SDSU Connect" recommendation.

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Focusing on areas of excellence can also enhance the acquisition of external resources that benefit the campus. For example, the Bioscience Center has brought together a number of researchers addressing research problems that are both basic and applied (<http://www.sci.sdsu.edu/bsc/>) and has garnered both private (Shiley, Gold and others) and public (NIH, etc) funding.

In addition, the campus should leverage resources from the College of Extended Studies to meet the needs of our community, and to provide revenues to support other valuable campus programs.

### Recommendation:

-Determine specific area for strategic hires in areas that will develop or enhance areas of excellence and increase their competitive edge.

### Budget implications:

Allocate up to \$3 million to cover initial salaries, start-up programs, etc. Specific budgetary breakdown is dependant upon the research and academic area/s.

See Appendix 1 for budgetary breakdown.

**SDSU Strategic Planning  
Community Engagement Task Force  
Recommendations from the K-12 Partnerships Working Group**

The K-12 Partnerships Working Group held two community forums, one at the Reuben H. Fleet Science Center at Balboa Park and the second at the South County Office of Education. Approximately 100 people were involved in the forums and represented K-12 teachers and administrators, university faculty members, community stakeholders, university students, business representatives, and county office of education staff. Following the two forums, the ideas generated were discussed and analyzed by members of the K-12 Partnerships Working Group during two meetings. The recommendations presented below are the result of those discussions.

**RECOMMENDATION ONE:** Establish a comprehensive approach to address the growing multilingual and global/international needs and opportunities for local students, families, schools and communities to promote educational success and 21<sup>st</sup> century skills for all. Important for inclusion in such an approach are the following.

- Strengthen all aspects of multilingual/multicultural support for students, families, schools and communities within the University and in particular the preparation of educators in K-12 and community settings. The initiative would continue and expand upon the University’s commitment to multilingual education, global perspectives and international experiences.
  - ✓ Create dual language tracks (e.g. Spanish, Mandarin) in selected university programs of study and sustain/expand the current teacher preparation programs with this focus.
  - ✓ Commit to priority hiring of the University faculty with dual language skills across the University and to creating an inviting environment for their work.
  - ✓ Create a themed multilingual 7-12 charter school on campus that is a feeder school to the University in STEAM (science, technology, engineering, arts and mathematics) areas. The school would set a priority to enroll traditionally underserved students as well as students who would comprise, for example, Spanish immersion and Chinese immersion strands. The focus would be on 21<sup>st</sup> century skills throughout the curriculum, the pedagogy used, and technology support. While a themed multilingual charter school is presented as one element of Recommendation One, and it is arguably part of the comprehensive initiative in this recommendation, it is important to note that the charter school concept, as described here, has powerful implications that are broader than and expand Recommendation One.

**RECOMMENDATION TWO:** Establish a “one stop shop” community entry port and ‘clearinghouse’ to coordinate, focus and initiate community engagement and partnership development for parents, students, business, industry, schools and districts. Examples of establishing such an entry point may include a physical location (office, center), web portal, or designated staff position to serve as the liaison.

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RECOMMENDATION THREE: Create open access on-line courses and learning modules as well as apps for tablets and smart phones for student interested in applying for SDSU admission. The courses, modules, and apps would focus on areas of study many students find challenging (writing, English, mathematics) to meet admission standards (including SAT preparation) and would be designed to help them qualify fully for admission without remediation. Such courses and/or modules may include, but would not be limited to, tutoring, guidance, and content learning (i.e., mathematics and writing). These learning tools will supplement students' classroom learning and thus enriches their education and further prepare them for success at the university.

**Alumni Engagement Working Group Recommendations:  
December 2012**

**Alumni Engagement Conclusions:**

The feedback from the open forums and working group members suggest the challenges regarding low annual giving rates are more a result of SDSU's "state supported" history than being born from a lack of appreciation for the education. Accordingly the consensus is that this challenge is best tackled with education, messaging and systematic implementation of "asking" mechanisms. It is imperative that SDSU keep current with emerging technologies which facilitate giving and that we utilize social media to market and encourage giving. Finally, the current efforts and messaging regarding "Every Aztec, Any Amount, Every Year", including the goal of increasing the percentage of annual alumni giving from 2.5% to 7.5% in three years, should continue full bore.

In order to continue to create the development of networks to support the Aztec family, stronger mentorship and internship programs are needed--along with a more engaged alumni base. SDSU Career Services and the Alumni Association have the appropriate framework for these endeavors but a stronger partnership needs to be forged.

**Recommendations:**

Continue to strengthen collaborations across campus to build Aztec pride amongst current students to foster life-long loyalty; thus building the pipeline of future alumni involvement. Continue to encourage the "Aztec for Life" mantra, building a culture of philanthropy and tradition.

Create an infrastructure to accommodate alumni volunteerism at SDSU. This needs to include student/alumni mentorship and particularly stronger virtual mentorship, peer to peer fundraising, participation on university committees/advisory boards/award selection committee/special event speakers and more. The rationale is that this is a critical step towards establishing the "virtuous cycle" of improving SDSU and the quality of education via alumni engagement and alumni giving, resulting in a higher quality student experience.

The methodology required to affect significant improvement of alumni engagement involves establishing a campus-wide clearinghouse for alumni volunteer opportunities. Currently there are volunteer based programs in each college, division and auxiliary. A partnership between Student Affairs and University Relations & Development specifically the Alumni Association is essential. The most extensive student mentorship program is in Career Services in Student Affairs. Their fledgling on-line mentorship program is a key element of our recommendation. This program needs an infusion of resources if we truly intend to ramp up our alumni volunteerism opportunities from hundreds to thousands.

In addition, we recommend the importance of tracking current students' involvements/institutional affinities (academic, extra and co-curricular, study abroad, awards etc.), to better engage alumni. In the future, this will help us understand the alumni's sense of

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identity and can focus our engagement, fundraising and development efforts.

We recommend the establishment of a position dedicated to campus coordination of alumni volunteerism. This position would become a single entry point for all alumni volunteers. The volunteer coordinator would have relationships with key campus constituents who utilize volunteers and would become a true resource for alumni and the community to help students succeed. It will focus on utilizing student interest data and other known alumni data to establish comprehensive virtual volunteerism primarily, but not limited to, virtual mentorship. An advisory board would be created to support the strategies for engaging volunteers. This advisory group would have strong representation from Student Affairs, the colleges, alumni and community. A centralized point person for alumni volunteerism will also help facilitate effective cross divisional understanding, awareness, partnerships, and knowledge.

### **Proposed Funding Structure:**

- Year 1-3: University funded at approximately \$60K including benefits.  
Alumni to supervise and support with \$5K operational budget
- Year 3-6: Alumni/University split position funding at approximately \$32.5k each/year
- Year 7 and forever: Alumni to absorb position and operational budget

**SDSU Strategic Planning  
Campus Climate Working Group Final Report  
December 2012**

The Campus Climate Working Group (CCW) addressed Task Force questions seven and eight, pertaining respectively to the campus climate and conditions for faculty and staff and to engagement among faculty, staff, and members of the College Area community. (Please see the Appendix: Minutes, Agendas, and Handouts and the Appendix: Reports for documents produced by the CCW during the Strategic Planning process).

As a result of its study, the CCW makes the following principal recommendation: *SDSU should periodically survey faculty, staff, and members of the College Area community on morale, engagement, and other issues related to campus climate and relations with the College Area community.* This recommendation is a general response to both Task Force questions seven and eight. All subsequent recommendations presuppose that this recommendation is implemented. SDSU does not have current empirical measures of the opinions of faculty, staff, and members of the College Area community. (See Appendix: Reference Materials for documents pertaining to empirical studies of campus climate). Regular surveys would provide statistical information on challenges and opportunities as well as benchmarks to evaluate the effectiveness of new programs. The CCW urges that all surveys be developed with, and the results analyzed by, diversity experts and that all surveys explicitly mention diversity issues.

Second, based on the results periodic surveys, the CCW recommends that *SDSU develop and implement a series of programs intended to foster improved engagement, emotional and physical health, and a sense of community among faculty, staff, and members of the College Area neighborhoods.* This recommendation is intended to apply to both Task Force questions seven and eight. A recurring theme in open forums was that people enjoy getting together with other people on campus especially when they mix the individuals they might not meet or spend time with during the course of their jobs. A variety of ideas surfaced that range from simple to complex. Some would first require the formation of a working group for planning and promotion. SDSU already offers a wealth of opportunities to improve the lives and, by extension, the morale of faculty and staff. The challenge is to increase awareness of and broaden participation in these opportunities. A committee charged to address this recommendation could then recruit subcommittees of individuals with shared interests to develop programs. (For examples, please see the Appendix: Reports: Examples of Potential Programs). Again, the CCW recommends that SDSU develop programs only after surveys have established that the programs would meet actual needs of the faculty and staff.

Third, and in the service of the second recommendation, the CCW recommends that *SDSU revive and/or refine an electronic communication vehicle for faculty and staff that promotes university news, events, human interest stories and commercial opportunities.* Another recurring theme in the open forums was that SDSU lacks the 21<sup>st</sup> century equivalent of an employee newsletter, something that has been missing since SDSUniverse was folded into NewsCenter. Moreover, there is currently no central clearinghouse for information that would help individuals identify the many resources available in the College Area. A university-managed web presence would provide that clearinghouse. Content could be provided by campus and College Area community groups. A weekly (less often in the summer) electronic newsletter would provide a place to promote and celebrate the programs that might be developed on the basis of these recommendations. It could be partially or fully self-supporting through ad sales and/or sponsorship.

## Introduction

By celebrating and expanding existing partnerships among all SDSU's service communities, and continuing to critically evaluate how to leverage those relationships, SDSU can support continued growth of its core educational mission, while also pursuing development of an improved educational environment through fundamental institutional initiatives like: promoting the diversity of the student body; providing tutoring and experiential learning opportunities as appropriate; maintaining on-going and improved relations with Alumni; and outreach to specialized student populations of growing interest like Veterans.

Communities have come to recognize the importance of "anchor institutions" to the economic health of their region. Public and private entities committed to their locations, anchor institutions have dramatic impacts on cities and regions, influencing their identity, culture, and economy. Recognizing the ties between our own success and that of our region, SDSU has embraced its role as an anchor institution and assumed greater responsibility for economic and community development.

By adopting a process that takes into account the multi-faceted nature of Economic Development, this report provides the opportunity to look internally and evaluate new opportunities on campus that could enhance SDSU's anchor status by identifying and growing existing best practices, and translate those findings, capabilities, needs and wants to the larger community that SDSU serves, and which, in turn, supports SDSU's continued growth and success.

With university research and innovation seen nationally as a core component to long-term sustainable economic growth, and a vehicle for enhancing university resources, SDSU has the opportunity and incentive to further develop its Teacher/Scholar strengths. This report outlines potential strategic initiatives that will help SDSU grow its economic impact and stability through three key goals: **1) Evolving SDSU's innovative culture; 2) Strengthening key areas; 3) Enhancing community outreach and collaboration.**

The following recommendations take into account SDSU's impact on the community as an anchor institution, and suggest approaches to identify and implement mechanisms that could assist SDSU to secure the near- and long-term resources to continue to be the university we want to be. The activities outlined below are designed to impact all three of the university's co-equal missions of education (improving student preparation for an innovation-based and entrepreneurial economy), research (improving faculty access to research opportunities, collaborations, and vehicles for translation), and community service (exposing regional partners to SDSU research, curricula, students, and faculty and enhancing regional partnerships). SDSU's status as an anchor institution warrants an investment by leadership that promotes application of innovative approaches across campus units, and broad leveraging of university intellectual capital (education and research) to the benefit of the region and the institution.

**1 GOAL – Evolve the Culture:** Make innovation and entrepreneurship (and active marketing of those activities) a part of the culture of each SDSU unit, as appropriate with institutional mission and focus by developing appropriate support mechanisms and reward systems.

1.1 Tactic: Encourage consideration of economic development as a core component of each SDSU College’s mission statement.

While economic development will fit some colleges more naturally than others, there are opportunities to help contextualize the development of traditional educational and research enterprises as beneficial to economic development. Support, resources and mentoring should be provided across colleges to assist in the promotion of economic development as a core institutional initiative, and include, where appropriate, recognition of those efforts in the College mission statement.

1.2 Tactic: Recognize, as appropriate, commercialization of research results into the formal faculty and staff reward structure.

The SDSU Senate Policy File allows departments, schools and colleges (as appropriate for the discipline) to consider formal recognition in their evaluation of Professional Growth for commercially-relevant research or translation of research results (exclusive of publication). This effort should enhance the Teacher/Scholar model, providing *additional* opportunities for faculty to demonstrate significant contributions to their field outside of traditional scholarship. Where applicable, staff that contribute to the development of industry relationships that may lead to future collaboration, sponsored research, research translation and/or hiring of students should be recognized, especially where those outcomes may not specifically be indicated in their job description or objectives.

1.3 Tactic: Build upon SDSU’s proven model of innovation acceleration to be recognized as a national leader in ‘fast tracking’ discoveries from the laboratory to the marketplace.

Over the past decade SDSU has become a national leader in the development of new generations of entrepreneurs and cutting edge technologies to help secure the homeland, solve critical national defense needs, and address new energy technologies and markets. Anchored by the nationally recognized Lavin Center for Entrepreneurship and core federally-funded commercialization programs, new technological innovations have been forged as well as new companies created supporting the commercialization of these technologies led by young entrepreneurs. SDSU should consider how to leverage the existing expertise on early-stage technology development and apply best practices to university-based technology.

**2 GOAL – Strengthen Key Areas:** Enhance opportunities to build SDSU’s vibrant economic development infrastructure through selected novel programs, improved processes, reduced inefficiencies.

**2.1 Tactic:** Invest in cluster hires in multi-disciplinary areas that will promote cross-campus collaborations, enhance competitiveness, and build centers of excellence.

Innovation and entrepreneurship should be incorporated as considerations for new faculty hiring strategies that enhance SDSU’s technical capabilities in selected core competencies. Departmental “Champions” for entrepreneurship and/or Teaming should be identified and mentored by existing SDSU expertise (e.g., CCAT and SD-ADT) to facilitate and accelerate cross-disciplinary collaboration and translation of research findings. Faculty Champions may be supported by release time to incentivize and facilitate their participation.

**2.2 Tactic:** Identify and implement “speed courses” or “boot camps” as training opportunities for faculty, graduate students, and post-docs in entrepreneurship, technology commercialization and intellectual property.

Innovation and commercialization programs at SDSU and elsewhere have repeatedly demonstrated value in training faculty, graduate students, and post-docs in entrepreneurship strategies. Post-docs use their training to improve their long-term job prospects, either as faculty or in industry. Students commonly engage in cross-pollination of ideas between technical and business disciplines (often leading to new ventures), and “manage-up” their faculty advisors with regard to entrepreneurship. Faculty that directly participate learn about new resources and opportunities on campus and beyond, and may acquire new entrepreneurial skills that will support their personal efforts to spin-out a new company based on their research discoveries. Multiple programs presently exist that could facilitate entrepreneurial training on campus such as Kauffman FastTrac, Start-Up Weekend, or SDSU-based programs that could be provided via a Faculty Champions Retreat.

**2.3 Tactic:** Identify best practices of incubators, clusters, and university programs; and adopt and fund those practices to promote translation of university technologies to commercial enterprises.

SDSU has grown campus opportunities for innovation-based translation through internal incubators (e.g., the Zahn Center, the Donald P. Shiley Bioscience Center, the Lavin Center for Entrepreneurship) and federally-funded technology commercialization centers (e.g., the Center for Commercialization of Advanced Technologies (CCAT), the San Diego Advanced Defense Technology Cluster, the Jobs and Innovation Accelerator). These programs have been engineered to explore and implement novel models for technology transfer and commercialization. Most of them take traditional ideas of technology transfer and expand them into a multi-faceted, market-driven approach that leverages the unique and diverse capabilities of industry, academia, and government. These initiatives create new employment opportunities; new company formations; new innovations for energy conservation and robotics, new technologies to better protect our homeland; and solutions to critical national defense problems. These programs should be recognized and expanded to provide training to university faculty, post-docs, and students, and best practices should

be implemented to accelerate the translation of university technologies. Exploring these programs will also allow SDSU to expand its role in supporting the development of non-university based technologies and help identify ways for faculty and students to become engaged in external commercialization efforts.

### 2.4 Tactic: Strengthen technology commercialization and technology transfer ecosystem.

Other universities and programs have seen great return in translating research by providing sufficient time to faculty and students to pursue translational/applied research projects. Existing practices that prioritize relationships over (royalty) revenue should be recognized and strengthened. Focus should be renewed on opportunities for collaborative sponsored research, and cooperative research and development programs that lead to future commercialization opportunities. SDSU should establish an evaluation process that competitively awards release time to faculty pursuing research with translation potential and existing industry partners. The existing TTO infrastructure should be closely integrated with incubator activities (e.g., the Zahn Center, the Shiley Bioscience Center) to leverage synergistic capabilities and needs. Where appropriate, commercially-generated resources may be re-invested into technology transfer activities to further stimulate development activity.

### 2.5 Tactic: Establish proof-of-concept funding mechanisms.

SDSU should secure, either through philanthropic gifts, or established equity fund practices, sufficient funding to facilitate advanced and competitive research that shows promise for translation into the marketplace. Targeted funding can be low cost with good payoff.

## 3 GOAL – Enhance Community Outreach and Collaboration: Support systematic engagement with all sectors of the San Diego economy, including private businesses, public sector agencies, and nonprofit organizations – stimulate the community to “Think SDSU”.

### 3.1 Tactic: Develop an Industrial Affiliates (Partnership) program to enhance our ability to support university faculty and staff in the commercialization of industrial products and services.

Early engagement with industry partners has been shown to be an extremely effective strategy for designing and executing translational research and development at the university. Among other impacts, federal funding is much more likely to be awarded to university/industry teams than to universities or commercial concerns alone (for awards open to all entities). In addition, early engagement with commercial partners guides research questions and experiments to produce relevant results that facilitate rapid translation of discoveries. Industrial Affiliates will be exposed to research capabilities and interests, curricular core competencies, student capabilities, and workforce development opportunities in exchange for reasonable membership fees and advisory responsibilities. Industrial Affiliate targets may be identified through an SD Business Journal Book of Lists or existing collaborations.

3.2 Tactic: Support the Industrial Affiliates program or Corporate Board to help facilitate industry connection to campus capabilities, provide intellectual feedback, and connect faculty strengths with industry needs.

New structures to enhance university/industry collaboration in the form of events and advisory committees should be supported. As part of a larger outreach and communication effort, an SDSU Idea Portal similar to Shell GameChangers ([http://www.shell.com/home/content/future\\_energy/innovation/game\\_changer/](http://www.shell.com/home/content/future_energy/innovation/game_changer/)) or Syngenta ThoughtSeeders (<https://www.syngentathoughtseeders.com/>) could be developed and maintained to provide ready access to university-scale evaluation of community or industrial ideas and challenges. These programs are industrial portals that accelerate collaborations with external parties and maximize innovation potential for high-performing technologies. They serve as one-stop destinations to share ideas, monitor project status, track submissions and receive feedback.

3.3 Tactic: Leverage Industry Advisory Board to educate key sectors about SDSU's anchor institution role and bring key personnel from local enterprises on campus for direct engagement with faculty and students.

Advisory boards can provide faculty visibility on current needs and trends to improve curriculum development. Graduates of SDSU's programs have long been full participants in the economic life of the community supported by evolving and relevant curricular offerings. Board members can also sponsor and advise student organizations, act as guest lecturers in the classroom, and mentor individual students. Board members can become advocates for SDSU within their own organizations, helping SDSU take full advantage of its position as an anchor institution for the region. As they become engaged with SDSU and educated about the criticality of SDSU's research and teaching to the future of their own enterprises, board members can become effective allies and generators of philanthropic activity.

3.4 Tactic: Leverage the College of Extended Studies (CES) to facilitate rapid deployment of novel and/or ongoing national and international programs targeted at the professional development and lifelong learning needs of the region.

By providing a continuously updated innovation resource to the community, SDSU will simultaneously facilitate ongoing access to SDSU research, curricula, student expertise and workforce capabilities to business, government, education, and industry professionals and thought leaders in the innovation economy. CES is a core conduit to the community. Faculty should be trained in efficient ways to engage CES to design and provide impactful course content that may serve to elevate visibility of their research, keep curricular offerings current and relevant for traditional students, and provide new opportunities to support cutting-edge research on campus. CES presents a special opportunity to enhance near-term resources in support of SDSU's student environment, and stream-line provision of SDSU curricula, as appropriate. CES should be a full partner in the Industrial Affiliates program to design, develop, and offer on-site, hybrid (synchronous/asynchronous), and online courses, seminars and programs offered to regional companies that have the need to match workforce capabilities with the accelerated rate-of-change for work and life skills.