Welcome to the 1st Annual Summit on Confronting Humanity’s Urgent Challenges

May 14, 2020 2:00-4:30pm
Via Zoom

University of San Diego®
Welcome and Toast! – Chris Nayve

• 2-2:05pm
• Agenda for today
  • Welcome and framing
  • Cohort brief presentations
  • Urgent Challenges Collective
  • Zoom rooms by topic
  • Action Steps & Discussion
  • Conclude
Cohort Presentations – Elizabeth Giddens

• Introduction to this part of Summit
• Strategic Initiative Funding Awardees
  • Cohort 1 – Fall 2017 (funding complete)
  • Cohort 2 - Spring 2018 (mid-funding)
  • Cohort 3- Spring 2019 (mid-funding)
Up first!

• Lisa Dawley 2:05-2:10
E2E STEAM INCUBATOR at Kearny High School

Lisa Dawley, PhD; Yooran Li, PhD; Yang Jiang, PhD; Laura Rivard, PhD; Andrew Simmons, MD

WHAT IS THE E2E STEAM INCUBATOR?

The E2E (Education to Employment) Incubator is a space where every student can discover their place in the world.

- The E2E Incubator is open to K-12 schools throughout San Diego, though it prioritizes access to elementary, middle, and high school students and teachers in Linda Vista and the Kearny Cluster.

- As part of USD's Envision 2040 Strategic Investment Fund, the Jacobs Institute funded two rounds of microgrants for collaborative STEAM projects between USD students/faculty and SDUSD students/teachers that unlike the innovative E2E Incubator space.

CHALLENGE

Anchor Institution

San Diego Unified School District came to the Jacobs Institute with a challenge:

Classrooms today look the same way they did 100 years ago. But the workplaces of today and tomorrow are rapidly changing. SDUSD asked the Jacobs Institute to partner with them to involve teacher-led, STEAM-based projects to take place inside the newly created E2E lab at Kearny High School. As an anchor institution, this grant partnered USD faculty/students with teachers/students from SDUSD to achieve the goals of their project, including exposure, exploration and relationship building during for 3 implementation.

MICROGRANTS SYSTEM

- The review process was a collaborative effort between 71 team members and SDUSD teachers with whom was built to evaluate applications.

- Concrete feedback from the selection committee was provided to each grantee to refine the design, implementation, and evaluation.

- The Selection Committee funded seven projects for Round One and eight projects for Round Two out of a total of forty application submissions.

- Microgrants were awarded up to $5,500 for materials, supplies, transportation, food, and stipends.

E2E INCUBATOR MICROGRANT PROJECT HIGHLIGHTS

- A total of 7 microgrants were awarded for the Round 1 fundraising period of the STEAM-based, USD/SDUSD collaborative projects that took place at the E2E Incubator. The following Round 1 projects took place from February through June 2019:
  - A Byte of CS:K 2
  - A Byte of CS:K 5
  - Biology Poetry Book
  - Impact of Health and Fitness
  - Title Clock Project
  - Microgravity Outreach / Solar System Engagement
  - STEAM Open House for Family Day of Innovation and Design
  - STEAM Club and Mentoring

- A total of 6 microgrants were awarded for the Round 2 fundraising period that took place from June 2019 through February 2020:
  - Technology: developing your Superpower
  - Conservation Collaboration
  - Maria Callas Lemma Family Science Night
  - Kindergarten Creative Playground: Music Wall
  - Building a STEAM foundation One Block at a Time
  - STEAM Maker Lab
  - Success in Sudoku 6.0
  - Communion Institute: Cardinal – do you know where your plastic at?

RESEARCH FRAMEWORK

The PGI Collective Impact Model of Cross-Sector Collaboration

John Karla and Mark Kramer (2011) introduced the concept of “Collective Impact” in the Stanford Social Innovation Review (SSIR). They defined collective impact as the “commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem (case, PGI) and led to 5 conditions that, when occurring in alignment, create the context for successful collective impact initiatives. The E2E research team used this framework to contextualizing collective impact for Interdisciplinary K-12 and Higher Education Collaborations through the E2E incubator. Nine interviews were conducted with the grantees aiming to investigate the supporting and challenging factors that contributed to the five conditions of the collective impact.

MAJOR RESEARCH FINDINGS

Supporting factors:

- Communication around goals led to increased trust
- Openness to revising the success indicators helped build a shared measurement system
- Feedback on the success indicators from backbone organization helped refine projects
- Clear role and responsibilities led to successful execution
- Consistent and early communication was critical
- Tools like Google Docs and physical meetings helped
- Great process and organization provided structure to support initiatives
- Grantees perceived low barriers and risk to get a project started

Challenging factors:

- Bringing stakeholders on later reduced the degree to which a common agenda could be established
- Many initiatives struggled to develop robust indicators of success
- The differences in schedules complicated meeting times
- Participants who weren’t onsite preferred their own home locations
- Clearer expectations and logistics from backbone organization can be helpful
- Gained insight to the backbone organization to provide further scaffolding for proposal development

Implications for K-12 and Higher Ed Partnerships

- Bringer partners into process as early as possible can help build a sense of ownership and investment
- When planning and implementing projects, the stakeholders should consider the potential scheduling differences
- Consistent, early-on, and clear communication builds trust between parties
- A back-bone organization that establishes clear grant process and expectations as well as providing easy entry and scaffolds to generate collaborative ideas can be helpful
Up next!

• Odesma Dalrymple
• 2:10-2:15
The Engineering Exchange for Social Justice (ExSJ)

Odesma Dalrymple, PhD; Susan Lord, PhD; Caroline Baillie, PhD; Marissa Forbes, PhD;
Gordon Hoople, PhD; Joel Alejandro Mejia, PhD; Elisa Lurkis; Paula Schmid

WHAT IS THE ExSJ?

- The Engineering Exchange for Social Justice (ExSJ) facilitates and supports the co-creation of interdisciplinary solutions that address sociotechnical challenges defined by community groups.
- With start-up funding from USD's Strategic Initiative Program, the Shiley-Marcos School of Engineering with support from the Mulasney Center, inaugurated the ExSJ in March 2019 and established the following infrastructure to support the mission:

  Community Forums: thematic gatherings on a specified issue like waste, energy or transportation, where community groups, non-profits, engineers and other professionals, faculty, and students are brought together to exchange ideas and potentially form teams that may work together on future initiatives.
  Community Awards: funding to support community partners through project identification, framing and partnership initiation phases (Development Award), and to support project teams through the design, development and installation phases (Seed-Fund).
  Scholar Schemes: program that recognizes and further supports the efforts of students, faculty and community partners who are already engaged in community-situated, socio-technical projects.
  Professional Development Events: workshops and presentations that feature examples and best practices to support exchanges toward social/environmental justice, and encourage and facilitate critical reflection on current practice.
  Pro bono Professional Network: engineers, architects, social scientist, environmentalists, educators and others professional are invited to contribute their expertise, time and resources towards projects in support of communities, social and environmental justice.

Courses: series of engineering courses, (new and previously in existence), that have been leveraged to facilitate the preparation of students for effectively engaging in community collaborations, and to connect students with community partners so they can participate in the project framing or development processes.

Mobile STEAM Collaboratory: a mobile trailer designed to transport tools, equipment, software, and materials to community locations where temporary work spaces can be set up to facilitate collaborative work between community partners and USD students, faculty and staff.

INDICATORS OF SUCCESS

- Since the inception of the ExSJ, we have:
  - Initiated an ExSJ Leadership Team and interdisciplinary Advisory Board.
  - Hosted 2 community forums to bring various community and university stakeholders together around the theme of waste reduction. One was held on campus and the other in Los Laureles Canyon, Tijuana Mexico.
  - Awarded two Development-Awards ($500 to $1,000) and two Seed-Funds ($2,000 to $5,000) to partnering community organizations to support the first defining and development phases respectively.
  - Hosted an international visiting scholar for 6 months to advance leadership on tools to support community engagement projects.
  - Engaged students in multiple courses where they worked along with community partners to: better understand the root causes of their identified socio-technical challenges & propose possible solutions (ENGR 103 & 315), and/or to develop and implement a proposed design solution (MF/ELCR/GEND/ISEE/MENG-491B & 492).
  - Sponsored four capstone design projects across engineering and computer science.
  - Hosted five ExSJ Professional Development events, open to USD and the broader San Diego community.
  - Confirmed the year-long title of “ExSJ Scholar,” on eight students, 1 faculty member and 1 community partner.

ADVANCING USD’S ENVISIONING 2024

The ExSJ advances four of USD’s Envisioning 2024 goals:

- G1 - Enhancing Student Learning & Success: The ExSJ facilitates student engagement in community projects and USD courses grounded in the tenets of social justice. We also celebrate and support student engagement in community projects by awarding ExSJ Student Scholars Awards.
- G2 - Strengthening Diversity, Inclusion & Social Justice: All aspects of the ExSJ are consciously designed to strengthen diversity, inclusion, & social justice both at USD and beyond.
- G4 - Elevating Faculty & Staff Engagement: The ExSJ engages faculty and staff in community and professional development events, as well as collaborative projects with community partners. In 2019, we awarded the first ExSJ Faculty Scholar Award to honor and support faculty engagement in ExSJ-related community efforts.
- G5 - Amplifying Local & Global Engagement and Reputation: The heart of the ExSJ is partnership and bridge-building within, across, and beyond USD.

COMMUNITY PARTNERSHIPS

We have cultivated rich, meaningful partnerships with a wide range of communities. Some examples include:

- Clear Blue Sea: cleansing the oceans of plastic pollutants.
- San Diego Blind Community Center: facilitating engagement between USD engineering students and low-vision or blind community members in user-centered engineering design courses.
- Tijuana River National Estuarine Research Reserve (TRNERR): working on initiatives to protect the water shed by bringing value to waste up-stream.
- Viejas Band of the Kumeyaay Nation: enabling USD engineering students and Kumeyaay children to exchange ideas, collaborate, and share cultural knowledge in their STEAM lab.
- Waste for Life: supporting communities to develop products from the waste they collect and create small community businesses.

NEXT STEPS

- Sustain, nurture, and deepen the partnerships we have created.
- Expand the ExSJ by forging new partnerships and initiatives, and supporting new collaborative community projects.
- Continue to build on seed-funding and funding-base by securing ongoing funding to sustain and advance the ExSJ. We are in the process of soliciting a range of funding from donors, private foundations, and government grants.
Up next!

• Christiana Debenedict
• 2:15-2:20
The project is the result of a multi-year analysis of climate change impacts on various aspects of local life, including economic, social, and environmental. The project was designed to help local communities develop strategies to adapt to these challenges and to become more resilient to future climate impacts. The project included a series of public meetings and workshops involving local stakeholders, including government officials, business leaders, and community members. The project also conducted surveys and interviews to gather information on local knowledge and experiences related to climate change. The findings of the project were used to inform the development of a comprehensive adaptation strategy for the region. The project was funded by a grant from the National Science Foundation, which has supported similar research in other regions. The project was led by a team of researchers from the University of San Diego, including experts in climate science, economics, and social science. The project was expected to have a significant impact on local communities by providing them with the information and tools they need to adapt to the challenges of climate change.
Up next!

- John Loggins
- 2:20-2:25
Institutional Growth

In addition to the implementation of Collaboratory, the initial ad hoc “Community Engagement Collective” that brought this initiative proposal forward continues to support and integrate the Strategic Initiative Pathways.

Collaboratory is an online database that develops the story of an institution’s meaningful contributions to the health and vibrancy of communities, and builds acceptance of community engagement and public service as integral to higher education mission and culture.

Function of Collaboratory:

- Provides data that develops the story of an institution’s meaningful contributions to the health and vibrancy of communities, and builds acceptance of community engagement and public service as integral to higher education mission and culture.
- Builds understanding of community engagement and public service and foster a network of community-engaged scholars and practitioners by valuing and providing:
  - Consistent, comprehensive, centralize data that is publicly shared
  - Connections between internal and external stakeholders
  - Reports that contribute to key institutional and community strategic decisions and initiatives
  - Reciprocal learning amongst Collaboratory member institutions

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TRUSTING THE DATA

- The incredible amount of data that Collaboratory is able to provide can be an invaluable resource to USD. The images below are just a small example of the data the system generates. As we continue to populate Collaboratory with activities, we are also learning to access the data in meaningful ways that will continue to support the Strategic Initiatives, assess our efforts, and generate effective ways to share and demonstrate the universities effectiveness.
- Partnering with Dr. Elizabeth Giddens, Director of Institutional Effectiveness and the University Assessment Committee will enable this effort to expand and, hopefully generate wider institutional support.

MOVING FORWARD

- In order to implement Collaboratory campus wide, over the past two years the Mulvaney Center has led the effort by:
  - Finding “Champions” from across campus to share the system in their respective areas
  - Partnered with IT and the Registrar to successfully integrate Collaboratory into USD IT framework
  - Created a team of graduate work study students and AmeriCorps Volunteers to outreach, facilitate workshops and proxy activities on behalf of faculty.
  - Established a Faculty Council on Community Engagement to promote the interface and effectively use the data and share the stories (see column 1, section 2).

INITIAL PROPOSAL

Tracking and Sharing USD Community Engagement Efforts

Develop an online platform to to track existing and new community-based activities that are in line with the Strategic Initiative Pathways. This interface would (1) help break down institutional silos, giving the USD community the opportunity to work more collaboratively thus enabling USD to offer our community partners innovative and interdisciplinary approaches to engagement. (2) As the university as a whole learns into the Strategic Initiative Pathways, it has a unique opportunity to establish itself as an Anchor Institution that engages the entire campus in reciprocal partnerships with the community. USD’s ability to innovatively broadcast all of these efforts in an interactive way would set it apart and distinguish itself as a strong Anchor Institution and a leader in the community. Lastly, (3) USD’s ability to assess its impact will be amplified. This new platform would allow USD to better assess and track individual programs and participate in the university’s community engagement activities to be academically rigorous.

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Women’s Center

The Women’s Center at USD is dedicated to ensuring all members of the USD community have equitable access to support systems, representation, and opportunities in line with USD’s Strategic Pathways.

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Up next!

• Deborah Kelly
• 2:25-2:30
Pay it Forward: The Role of Donations and Alumni Presence in Achieving Excellence

- **Inspiration:** Opportunity to work with the Development Staff to get more donations to USD to support scholarships & aging infrastructure
- **Problem:** Understand the difference between USD & other US Universities / Why do people give? Why don’t they give?
- **Heartwarming Moment:** Seeing why students liked their college experiences and why they give back.
- **Future:** Urgent Challenges are specific ways people will be drawn to donate since it will help student and faculty research and the community. People want something specific to give to and they want feedback.
USD vs US Surveys: Reasons Why Students Liked Their College Experiences

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<th>Course Variety</th>
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<th>Extra Activities</th>
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USD: University of San Diego, US: USA
Up next!

• Alberto Lopez Pulido
• 2:30-2:35
The Turning Wheel Project

• “The Turning Wheels Project.” The classroom would be driven and placed in the parking lot of Chicano Park where a range of activities would be coordinated and presented. Through art exhibits, music, dance, public lectures, and theater, the mobile classroom would serve as an exhibit space and gathering place for drawing in community members to learn and to address key issues and challenges of the community with involvement and participation from USD faculty, staff and students. Both the exterior and interior design of the vehicle would serve as learning canvasses for the community. The design and mobility of the classroom could provide opportunities to educate, through exhibits and programming, all of San Diego by driving it to schools; to critical public spaces land to vibrant community centers.
The community of Logan Heights is located eight miles south of the University of San Diego. It has gifted our city and campus community with the most vibrant and ethnically/racially diverse neighborhood of 20th century San Diego. With rich histories of perseverance, migration, hard work and activism, Logan Heights remains the most important center of family life and cultural expressions in the region.
Selected TW Events:

- **Our Changing Barrio** - Dialogue and Art Exhibit on Gentrification vs. Gentrification – September 2019
- **National City ARTS [A Reason To Survive Program] Collaborative** - Art Presentation and Panel Discussion [November 16, 2019]
- **Mural Dedication** - Chicano Park Steering Committee and Amigos Car Club to unveil new mural [November 17, 2019]
- **Nativity Prep, Environmental Health Coalition and University of San Diego - College of Arts and Sciences Collaborative** [Math, Environmental Studies and Ethnic Studies] "Chicano Park: Observing Our Air, Water and Fun"
- **Turkey Giveaway in Logan Heights with Assemblywoman Gonzalez's Office and the Chicano Park Steering Committee** [Nov. 22, 2019]

Events for 2020:

- Exploring Intergenerational Trauma with youth in conjunction with San Diego American Indian Health Center.
- **Chicano Park @ 50!**: Renewal and Self-Determination Through Poster Art. Art Exhibition @ Humanities Center Gallery
The “New” Knowledge
New Ways of Knowing:
“How We Know What We Know”

❖ The Sources of Knowledge -- Power of the Story in relation to Place. -- Putting a Face on USD -- Life-Long Partnerships -- Intersectional Knowledge
Up next!

• Marcelle Darby
• 2:35-2:40
What inspired you to do this project?

- Kumeyaay Garden Project
- Envision 2024 Pathways Professional Learning Community

What problems did your project attempt to address?

- Address needs of local tribal nations to expose tribal members to STEM fields
  - Development of STEM curriculum
  - Access to STEM resources
  - Exposure to Native college students
  - Campus visits
- Increase USD faculty access to Indigenous knowledges and perspectives
  - Build a list of appropriate Indigenous STEM literature and multi-media resources
  - Provide educational spaces for learning and reflection
- Develop a course that integrates Indigenous ways of knowing and western science
  - Biology 117: Integrating Indigenous and Western Science
  - Science and Technological Inquiry (STI): Core requirement (non-science majors)
  - Diversity, Inclusion, and Social Justice (DISJ), Level 1 requirement
  - 4-unit course with 2, 1-hour 20-minute lecture sessions and 1, 4-hour lab

Project Value

“I’ve learned so much in this class. I don’t know why I never learned any of this before. Everyone should have to take it.”
- Anonymous BIO 117 Student, Fall 2019

Community Field Trips and Lab

- Viejas Visit with Debbie
- Native Plant Labs
- Antimicrobial Activity
- Smoke Water on Seed Germination
- Kumeyaay Garden
- Sycuan Cultural Center
- Acorn Processing with Martha

Relationship Building

Indigenous Experts

Krisha Hernandez
Doctoral Candidate at UCSC
Kristie Orosco
San Pasqual Band of Kumeyaay Indians
Debbie Stein
Viejas Tribal Education Department
Ami Admire and Emeralda Salcedo
Rincan Storytellers
Martha Rodriguez
Sycuan Cultural Center

Western-Trained Experts

Michael Mayer
USD Biology Department
Michael Wilken
CSUSM Anthropology
Julia Cantler
USD Sociology

Community Breakfast

We honored the end of our time together by sharing a meal with the students and experts who had shared their knowledge and experiences with us during the semester. All dishes included plants that Indigenous peoples in the region have eaten for centuries.

Next Steps

- Continue to teach Biology 117, Integrating Indigenous and Western Science
- Study course impacts on student learning and perceptions of Indigenous science and technology
  - Build a list of appropriate Indigenous STEM literature and multi-media resources
  - Provide educational spaces for learning and reflection
- Add a community service-learning component
  - Plant a Kumeyaay Garden at Montgomery Middle School
  - Co-develop STEM curriculum with Viejas
  - Organize a STEM day at Viejas
- Present and publish the findings

Special Thanks

We would like to thank the leaders at USD who made this funding opportunity possible as well as all the people who contributed their experiences and knowledge to this project.
Up next!

- Suzanne Walther
- 2:40-2:45
Geographic Information Systems (GIS) Certificate Design Workshop

- Student interest driven need for geospatial certificate
- Industry expansion and growth in GIS related jobs
- GIS Certificate = common measure of “skills”
- A certificate at USD would serve students and employers in San Diego, California, and across the US
GIS Certificate Design Workshop

➢ Goals:
  • Research current GIS Certificate programs in US
  • Host workshop with participants across USD departments/schools, as well as industry members to develop a USD GIS certificate

Arts & Sciences
Engineering
Business
SOLES
Nursing
SDG&E
SD School District
GIS Certificate Design Workshop

- Built on collaborations begun by the Spatial Technology and Analysis for Research and Teaching (START) committee (est. 2018)
- More discussion needed to formalize a certificate, but all agreed significant progress made in envisioning one that could serve a wide range of USD students

Strategic Goal 1: Enhancing Student Learning & Success
Strategic Goal 2: Strengthening Diversity, Inclusion, & Social Justice
Strategic Goal 4: Elevating Faculty & Staff Engagement
Strategic Goal 5: Amplifying Local & Global Engagement and Reputation

GIS Certificate Programs in USA
Up next!

• Perla Myers, Odesma Dalrymple, & Joi Spencer
• 2:45-2:50
### STEAM Academy
- Held annually since Summer 2015
- Serves both middle and high school students, as well as college and teachers as enrichment facilitators.
- Curriculum engages students in explorations of STEAM for Social Justice.
- 80% of students on scholarship in 2019
- Guest instructors to provide mini workshops on topics that range from public speaking to computer art
- Funded through USD Strategic Initiative program for 2 yrs.

### STEAM Youth and Community Conference
- Held annually since Summer 2016
- Open to all at no cost
- Free Lunch (Very Tasty!!!)
- 2017 Keynote presentations by USD Alum and Astronaut Jonny Kim (Candidate at the time), 2018 Keynote presentation by up and coming Latina bio-engineering entrepreneur: Dr. Ana Moreno (PhD student at the time), 2019 talk by Mr. Ronald Williams, founder of Black Expressions
- 40 workshops/presentations in the 2018, 27 in the conference
- Funded through USD Strategic Initiative program for last 2 yrs.
### Academia STEAM

- Anualmente desde el verano de 2015.
- Para estudiantes de secundaria y preparatoria, y para alumnos de la universidad y maestra(o)s como instructores.
- El plan involucra a los estudiantes en exploraciones de STEAM para justicia social.
- 80% de los estudiantes becados en 2019.
- Instructores invitados ofrecen mini talleres, incluyendo hablar en público o arte en la computadora.
- Financiado a través una Iniciativa por dos años.

### Conferencia STEAM para la Juventud y Comunidad

- Anualmente desde el verano de 2016.
- Disponible para todos sin costo.
- Almuerzo incluido (Delicioso!!!).
- Presentaciones principales de 2017 por el astronauta Jonny Kim, en 2018 presentación por la bioingeniera Latina Dr. Ana Moreno, en 2019 por Ronald Williams, fundador de Black Expressions.
- Financiado a través una Iniciativa por dos años.
Participation in STEAM Academy and STEAM Conference
Engaging with Community through the S(TEAM)$^2$ Academy & the STEAM Youth & Community Conference

Dr. Odesma Dalrymple, Dr. Joi Spencer, Dr. Perla Myers

A one-week quality educational experience for middle and high school students from San Diego's diverse urban communities. Students are challenged to consider how developing their STEAM skills can help them address society's most pressing issues, including poverty and unequal access to education.

Activities include discussions on the United Nations Goals for Sustainable Development, exploring mathematical concepts through folding and visualization, designing and building complex chain reaction machines, team building through fitness activities, arts, sciences, and goal setting. The experience begins with a pre-Academy orientation for students and their families on Sunday, and culminates with the Youth and Community conference on the Saturday following the week of activities.

The S(TEAM)$^2$ Academy

The STEAM Youth & Community Conference

A free, one-day event to engage students, families, educators, professionals, leaders & the university community to provide new pathways for youth to ignite, develop and pursue their STEAM interests, while elevating the STEAM literacy, awareness and nurturing potential of the community.

The STEAM Youth and Community Conference

Highlights

STEAM Academy
- Held annually since Summer 2015
- Serves both middle and high school students, as well as college and teachers as environment facilitators.
- Curriculum engage students in explorations of STEAM for Social Justice.
- With on a student in scholarship in 2019.
- Guest instructors to provide mini workshops on topics that range from public speaking to computer art.
- Part of the USD Strategic Initiative program for 2 yrs.

STEAM Youth and Community Conference
- Held annually since Summer 2015
- Open to all at no cost.
- Free Launch (Varies per year).
- 2017 Yurinda presentarion by USD Honors and Astronomical Society. (Observation of the time)
- 2018 Keynote presentation by and calling Lantern bio-engineering 入学. Dr. Ana Munn (PhD student at the time). 2019 talk by Mr. Ronald Williams, founder of Black Teens in Motion.
- 40 workshops/presentations in the 2018. 27 of the conferences.
- Funded through USD Strategic Initiative program for 2 yrs.

Presentations and workshops (in Spanish and English) have included: Paper Engineering, The Basics of Mural Painting, Science of Tortillas, Code Your Own Video Game, Los Padres Hazan La Diferencia, How Social Media Can Help/Hurt Your Job Search, STEAMAGINATION Stations, Strum, Sing and Write Songs for Science, Zombie Bugs, Promoting Equity in STEM and...
Up next!

• Andrew Blum
• 2:50-2:55
We were inspired both by the increasing polarization within our society and the energy of young people to address this challenge.

We worked with diverse teams of youth to solve tangible problems in their communities, while strengthening our social fabric. Youth worked with leading changemaking organizations in San Diego.

This year is a challenge! Due to the Coronavirus crisis we are having to rethink how we implement the project.
Up next!

• Priya Kannan-Narasimhan
• 2:55-3:00
The TORERO VENTURES CATALYZER

now

TORERO VENTURES LABS

Rangapriya (Priya) Kannan-Narasimhan, PhD
Founder Director, The Catalyzer
Associate Professor, Management
ENTREPRENEURSHIP PIPELINE

Ideation: Nascent ideas

Ideation: Developed ideas

Incubation: Prototyping & Market Validation

Success Stories

CHANGEMAKER CHALLENGE/FOWLER BUSINESS CONCEPT CHALLENGE

V2 PITCH COMPETITION/FGSIC

TORERO VENTURES LAB

USD LEGACY ENTREPRENEURSHIP COMPETITION
A SAMPLE LIST OF PROJECTS

➢ Mission-focused water brand that partners with San Diego beach and coastline sustainability. Clean water initiatives and partnerships with ocean cleaning groups.

➢ An App similar to UBER, but for women offering a safe transportation mode. Employing survivors of human trafficking as drivers

➢ Salads on Saturn- Using Aquaponics to grow produce in apartments

➢ Coffee for Veterans -made a donation to LA firefighters from coffee proceeds

➢ Mission-focused water brand that partners with San Diego beach and coastline sustainability. Clean water initiatives and partnerships with ocean cleaning groups.
Up next!

- Bridget Fogarty Gramme
- 3:00-3:05
Empowering Community Changemakers

➢ **Inspiration**: Democracy building – how do we connect people to government decision makers and amplify their voices?

➢ **Collaborations**: Center for Public Interest Law; SOLES Nonprofit Management Masters program; Nonprofit Institute/Outdoor Leaders Initiative; Mulvaney Center community partners ACLU and Urban Corps

➢ **Successes**: Helping people create real world change; new partnership with Audubon society of San Diego.

➢ **Plans this year**:
  - **Community**: Offer advocacy training to community partners
  - **Campus-wide**: Interdisciplinary curriculum in policy advocacy
Up next!

- Amanda Etter & Laura Folsom
- 3:05-3:10
Military-Connected Hub

➢ What inspired us to develop the Military-Connected Hub was a group of stakeholders identifying needs of military-connected students, and then realizing the potential impact that USD could have on the military community.

➢ The MCH has begun to address the needs of military connected students and maximize efficiency and communications at USD. Through the Military Advisory Board, we are collaborating with departments across campus.

➢ The most heartwarming experience has been to see the cross campus collaboration to support those who have served. We have already begun to see the fruits of labor with the expansion of the Yellow Ribbon program and the development of collective goals?

➢ This year we will work to grow the number of enrolled military-connected students, enhance opportunities for engagement, and identify new funding streams.
Up next!

- Mike Williams & Kate DeConinck
- 3:10-3:15
Homelessness & Food Insecurity

What inspired you to do this project?

The San Diego Union-Tribune

San Diego again has 4th-largest homeless population in nation

Encinitas Parking Lot for the Homeless Continues to Stir Fears and Anger

California’s homeless crisis has provoked many tense, uncomfortable discussions but rarely are the fears laid out as openly as they were during an Encinitas forum last week.

ENVISIONING 2024

Because the world needs Changemakers.

sandiego.edu/homelessness
Homelessness & Food Insecurity

What problem has your project attempted to solve thus far, and what new collaborations have been created (if applicable)?

Homelessness & Food Insecurity Awareness Week 2019 ◆ 3 Research Projects Funded
Speaker Series ◆ Community Immersion Program ◆ New Classes/Teaching Projects
Homelessness & Food Insecurity

What has been the most heartwarming moment or experience from this project thus far?

Learning from neighbors with lived experience
Homelessness & Food Insecurity

What will be the work of this project in the coming year?
How will this impact the entire campus?

- Homelessness Action Week
- Changemaker Challenge with Community Partner Briefs
- Supporting additional research and teaching projects
- Continued support of & relationship with community partners

sandiego.edu/homelessness
Up next!

• Denise Dimon
• 3:15-3:20
USD Rome Center

➢ Expanding USD’s global presence, building on the success of the USD Madrid Center offering space to the many programs we already have in Italy
➢ Allow for the development of additional programs in a city strongly linked to our Catholic identity
➢ Project is on hold due to COVID-19 and will reassess feasibility in 2021
Up next!

• Jeffrey Burns
• 3:20-3:25
Harpst Center for Catholic Thought and Culture
The Future of Faith: Towards a Participatory and Co-responsible Church

1. Sharing our Gifts as Women
2. Sharing Our Gifts as Youth
3. Intergenerational Gathering
Introduction to the Urgent Challenges Collective – Mike Williams and Michel Boudrias

• 3:25-3:35
ENVISIONING 2024 ESTABLISHES A BOLD PLAN FOR USD
WHICH CHALLENGES WILL USD ADDRESS THE NEXT DECADE?

The Collective
Confronting Humanity’s Urgent Challenges

- Climate Change
- Cross-border Engagement
- Human Trafficking
- Homelessness
- Other Emerging Issues
- Other Emerging Issues
Why these challenges?

- Challenges require a **multidisciplinary approach** to fully understand and solve them
- Faculty, students, and staff recognize these as **significant issues**
- Particularly pressing for the **San Diego region**
- Challenges currently incorporated into our **curriculum** and **co-curriculum**
- **Strategic Initiative Funding** applications have focused on these issues
- Challenges directly aligned with themes of **Catholic Social Teaching**
Transition to Separate Zoom Rooms – Elizabeth Giddens

Please go to **two** Zoom rooms of your choice:

- one from 3:40-3:55 and
- one from 4:00-4:15.
- Facilitators are in the rooms and ready for you to join!
- Come back to this room by 4:20.
- Email egiddens@sandiego.edu if you have any tech issues
- Screenshot this so you have it for your second room!

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<td>Other Emerging Social Justice Topics</td>
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Action Steps, Discussion, and Poll Questions

• Chris Nayve and Laura Deitrick
• 4:20-4:27
Conclude and Thank you! –Andy Allen

• 4:27-4:30

• Keep on the look out: IESI website to have video presentations from all of Cohort 1 projects online soon!
  • https://www.sandiego.edu/iesi/