

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

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

Via Zoom



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; Yaoran Li, PhD; Yang Jiang, PhD; Laura Rivard, PhD; Andrew Simmerman, MEd



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 a part of USD's Envision 2024 Strategic Investment Fund, the Jacobs Institute funded two rounds of microgrants for collaborative STEAM projects between USD students/faculty and SDUSD students/teachers that utilize 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 incubate 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 tier 1 implementation.

MICROGRANTS SYSTEM

- The review process was a collaborative effort between JI team members and SDUSD teachers with rubric was built to evaluate applications
- Concrete feedback from the selection committee was provided to each grantee to advise 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 \$3,500 for materials, supplies, transportation, food, and stipends

E2E INCUBATOR MICROGRANT PROJECT HIGHLIGHTS



A total of 7 microgrants were awarded for the Round 1 funding 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 TK-2
- A Byte of CS 3-5
- Biology Poetry Book
- IMPACT of Health and Fitness
- Tide Clock Project
- Montgomery Wolves / Torero Soccer Engagement
- STEAM Open House for Family Day of Innovation and Design
- STEM Club and Mentoring

A total of 8 microgrants were awarded for the Round 2 funding period that took place June 2019 through February 2020:

- Technology: Developing Your Superpower
- Conservation Collaborative
- Marie Curie Elem Family Science Nights
- Kindergarten Interactive Playground Music Wall
- Building a STEM Foundation One Block at a Time
- STEAM Maker Lab
- Success in Adulthood 4.0
- Ocean Pollution Solutions – do you know where your plastic is?



University of San Diego faculty and students across campus were heavily involved in bringing these community collaborations to life! Major thank you and shout out to:

- Dr. Laura Rivard
- Dr. Drew Talley
- Dr. Perla Meyers
- Dr. Janel Ortiz
- Dr. Saturnino Garcia
- Dr. Odesma Dalrymple
- Dr. Christopher Adler
- The Changemaker Hub, Maria Silva and John Loggins

RESEARCH FRAMEWORK

The FSG Collective Impact Model of Cross-Sector Collaboration

John Kania 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 (para. 6)" and laid out 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 initiative. 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 lead 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 roles and responsibilities led to successful execution
- Consistent and early communication was critical
- Tools like Google Docs and physical meetings helped
- Grant process and organization provided structure to spark 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
- Grantees look to the backbone organization to provide further scaffolding for proposal development

Implications for K-12 and Higher Ed Partnerships

- Bringing 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 two 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 Baille, 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 Mulvaney Center, inaugurated the ExSJ in March 2019 and established the following infrastructure to support the mission.



Community Forums: thematic gatherings on a specified issues 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 towards social /environmental justice, and encourage and facilitate critical reflection on current practice.



Probono 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-\$1,000) and two Seed-Funds (\$2,000 - \$5,000) to partnering community organizations to support the project defining and development phases respectively .
- ✓ Hosted an international visiting scholar for 6 months to advance scholarship 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 & 351), and/or to develop and implement a proposed design solution (COMP/ELEC/GENG/ISYE/MENG 491 & 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.
- ✓ Conferred 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 in 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 pollutions.
- **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.

For inquiries or further information
contact us at exsj@sandiego.edu



Up next!

- Christiana Debenedict
- 2:15-2:20

Environment & Social Justice Leadership Hub at The Nonprofit Institute

Emily Young, PHD, Christiana DeBenedict, MBA, and Lia Bruce, The Nonprofit Institute at University of San Diego



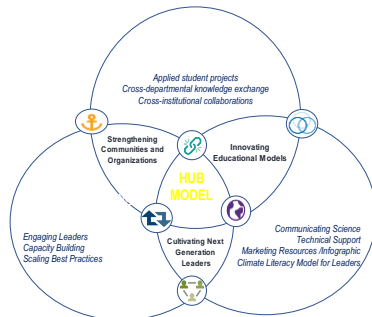
PROBLEM TO ADDRESS

The pace of environmental degradation caused by climate change has become one of the most pressing issues in modern history. Its severity and complexity is affirmed by the Laudato Si, “Care for Our Common Home,” which implores us to respect and protect not only the natural world, but also the dignity and lives of the poor who are chronic victims of ecological disasters. While we traditionally look to leaders like Pope Francis for intellectual and moral guidance on such daunting matters of systems change, implementing their vision for a better future is often the role of countless individuals, organizations, and localities. This is the case in San Diego, where civic and environmental organizations are increasingly asked to expand their educational role, promote greater activism, engage in municipal planning and help determine policy to reduce emissions and address climate change impacts. However, a series of interviews with nonprofits in San Diego, conducted by University of San Diego (USD) in collaboration with Climate Education Partners, indicate that they lack the capacity to do this. Through its academic resources, best practices and effective learning interventions, The Nonprofit Institute at USD has an important role to play in building this capacity for change, designing scalable solutions and creating action in service of our communities and planet.

INNOVATIVE SOLUTION

The Nonprofit Institute at SOLES envisioned the Environment & Social Justice Leadership (ESJL) Hub as a vital source of collaboration to generate solutions to environmental problems, advance the health of our planet, and build a strong and just society. Objectives of the ESJL Hub were to cultivate the next generation of leaders, strengthen organizations and communities, and implement solutions through comprehensive curriculum, innovative educational models, collaborative research, and community engagement. Design and implementation of ESJL Hub programs were guided by the knowledge and resources that were developed by Climate Education Partners (CEP), a \$5 million NSF program led by the University of San Diego. The project worked extensively with local civic, business, government and education leaders, along with multidisciplinary faculty and staff from USD, to communicate the causes of climate change, assess impacts on our region, consider options for how to adapt to or prevent those impacts, and engage the people most impacted by the changing climate such as indigenous tribes and low-income communities.

ENVIRONMENT SOCIAL JUSTICE & LEADERSHIP HUB



ADVANCING 2024 GOALS & PATHWAYS

The Environment & Social Justice Leadership (ESJL) Hub was created to develop innovative educational models, cultivate the next generation of leaders, and strengthen organizations and communities. The Hub's objectives support the University's Envision 2024 in order to create changemakers who confront humanity's most urgent challenges and take action on environmental priorities.

To achieve the systems change called for by USD's Care for Our Common Home, the ESJL Hub directly advances the vision stated in Goal 3: Improving Best Practices in Institutional Sustainability through the development of a model that leverages institutional learning and resources on sustainability. Participating USD programs and departments include the Energy Policy Initiatives Center, the Environmental and Ocean Sciences major, and other networks such as the San Diego Regional Climate Collaborative and Leaders 2020. The Hub strategically advanced all of the Envisioning 2024 Goals in the following ways:

- Goal 1: Enhancing Student Learning & Success by offering them rewarding opportunities to participate in interdisciplinary research and applied projects that provide direct benefit to community organizations.
- Goal 2: Strengthening Diversity, Inclusion & Social Justice by examining inequalities at the intersection of environmental and human rights issues.
- Goal 4: Elevating Faculty & Staff Engagement by providing high-impact learning opportunities, engaged scholarship, and experiential learning among faculty, students, practitioners and policy makers.
- Goal 5: Amplifying Local & Global Engagement and Reach by applying faculty expertise and student service to climate change in San Diego, the trans-border region, the Pacific basin and beyond.

CROSS-CAMPUS COLLABORATION

The ESJL Hub leveraged its five years of interdisciplinary experience with Climate Education Partners to integrate an environment focus and launch new environment initiatives within The Nonprofit Institute with an emphasis on the following:

1. Collaboration and Multidisciplinary Research – Using existing links between social and environmental science departments at USD, the Hub engaged various faculty from across the university including Marine and Environment Studies, the Energy Policy Initiatives Center, Center for Public Interest Law and Leadership Studies to develop multidisciplinary research projects and curriculum.
2. Communication Resources and Educational Materials - The Hub leveraged CEP communication frameworks, messaging tools and educational resources such as the ESRI story map to support organizations and networks working to mitigate and adapt to the impacts of a changing climate.
3. Trainings, Convenings and Internships - Provided trainings to build organizational and leadership capacity with direct engagement strategies. Launched a series of on-campus convenings to engage participants in topics exploring environment, leadership and social justice interconnectedness. Facilitated hands-on internships for USD students with local San Diego organizations and networks that provided students valuable experience and organizations access to valuable expertise.

IMPACT & INDICATORS OF SUCCESS

Through the collaborative work facilitated by the Hub, we achieved the following project outcomes and impacts:

- Cultivated next-generation leaders by creating opportunities to participate in applied projects that were innovative in their multi-disciplinary approach. NPI's work with community organizations offered students the opportunity to learn first hand the challenges these local organizations are facing and the solutions being implemented.
- Cutting-edge environment educational models that translated science-based research for practical application, which leveraged USD faculty expertise and student service learning toward scholarship that addressed climate change and related environmental issues on the ground.
- Strengthened organizations and building capacity. By tailoring these interventions to specific audiences, we developed sector relevant resources that built climate literacy and empowered leaders to advance individual and organizational climate action.

With the establishment of the Environment and Social Justice Leadership Hub, The Nonprofit Institute is better positioned to showcase how nonprofits are vital to our region's quality of life and resiliency. NPI is now able to explore the interconnectedness of people and planet through its research, trainings and educational efforts. The Hub has also reinforced the profile of the University as a regional academic leader that provides innovative knowledge, resources and tools that are accessible and directly supportive to the community.

IMPLEMENTATION

The ESJL Hub pursued these primary activities over the course of three years:

- Year 1: Planning – We initiated planning meetings to engage Hub and USD partners in discussions around student projects, research projects and other collaborative activities. We launched a student internship pilot project and organized content and curriculum for a nonprofit audience.
- Year 2: Implementation – During the implementation period we fully launched the suite of activities to include: development of new communications materials for nonprofit audiences and leaders; developed trainings and onsite workshops; organized student internship projects; conducted surveys and assess interventions and engagement efforts.
- Year 3: Refinement – During Year 3 we assessed the activities conducted in Year 2 and recalibrate program strategies as needed. We pursued new partnerships and new collaborators to help refine the Hub's primary activities. We established three new programs under the Hub: The Outdoor Leaders Initiative, The Equinox Project and The San Diego Regional Climate Collaborative.

SUCCESS

1) Cultivated Next-Generation Leaders:

We had a total of eight students involved in applied projects. Given the Hub's unique connection to community stakeholders, we provided several students opportunities to support projects benefitting community and on-campus groups. Some students were energized to learn how cities and special jurisdictions in the region collaborate on climate action and sustainability efforts. Others learned the value of the passionate and visionary outdoor community as they advocate for our shared environment. When asked to

rate the value of the experience as part of their overall coursework on a scale from 1-5, students gave an average response of 4.8. Our faculty expressed high levels of satisfaction with the student projects and participation in project development. In December 2018, four graduate students from The Nonprofit Institute presented their membership and governance projects to the San Diego Regional Climate Collaborative and meeting participants expressed high levels of satisfaction upon viewing the projects. As a result, the Collaborative has adopted and are utilizing the student project outcomes, recommendations, and resources. Students received an A on both membership and governance projects. The Hub takes part in interdisciplinary collaboration through its various initiatives. The Hub and The Nonprofit Institute continue to collaborate with the cities and jurisdictions that make up the San Diego Regional Climate Collaborative and on campus. The Hub's Outdoor Leaders Initiative is collaborating with Outdoor Adventures at The University of San Diego. Hub Communications collaborated with The University of San Diego's Sustainability Office on a campus-wide communications survey.

2) Supported Building Organizational Capacity & Leadership Development:

Through the Hub's various initiatives, we are supporting local organizations in leadership development and building organizational capacity. For the Annual State of Nonprofits and Philanthropy Summit in October 2018 we developed a session on environment and equity for NGOs. We have also been supporting the San Diego Regional Climate Collaborative in strengthening organizational, membership and governance practices and are pleased to see that the Collaborative has adopted and are utilizing the student project outcomes, recommendations, and resources resulting from NPI student projects. The Hub developed the Outdoor Leaders Initiative certificate program which brings together a network of business and nonprofit emerging and established leaders to cultivate a larger community of concerned stakeholders that are working together to protect the health and vitality of our region's open space and natural lands. This 6-month program includes a mentor/mentee relationship, leadership development program, and education on environmental issues of importance to these organizations.

3) Building a Community of Nonprofits Concerned About Climate Change:

In The Nonprofit Institute's 2018 State of Nonprofits and Philanthropy Annual Report, a strong majority of nonprofit leaders surveyed recognize that the health and vitality of our natural surroundings affects the people they serve. Nearly three-quarters (73%) of respondents recognize that extreme weather affects their constituents very strongly or moderately and 66% noted that access to parks affects their constituents very strongly or moderately. The previous year's survey data on nonprofits suggested that only 44% of nonprofits are moderately or very much concerned about climate change. Using continuous surveying and polling, we continue to monitor the level of concern amongst nonprofits in the region.

FUTURE WORK & OPPORTUNITIES

Now that the Hub is home to the San Diego Regional Quality of Life Dashboard, there is an opportunity to further engage students and faculty with applied projects which focus on various indicators on our region's quality of life. We are also working on leveraging the Quality of Life Dashboard and The Nonprofit Institute's research on the state of nonprofits to help contextualize community and nonprofit work. We hope to further build the nonprofit community of concern by showcasing how nonprofits are essential to the resiliency of the region. We are also exploring opportunities to highlight Care For Our Common Home and other sustainability efforts on campus.

Up next!

- John Loggins
- 2:20-2:25

Mapping The Pathways

John Loggins, MA; Perla Myers, PhD, Odesma Dalrymple, PhD, Kevin Guerrieri, PhD, Laura Rivard, PhD



INITIAL PROPOSAL

TRACKING AND SHARING USD COMMUNITY ENGAGEMENT EFFORTS

Develop an online platform to track existing and new community-based activities that are in line with the Strategic Initiatives 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 leans 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

INSTITUTIONAL GROWTH

FACULTY COUNCIL ON COMMUNITY ENGAGEMENT

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

Dr. Perla Myers and Dr. Laura Rivard now have dedicated Community Engagement roles in the College of Arts and Sciences (CAS). Perla is the Director of K-12 Community Engagement for CAS and Laura is Outreach Coordinator of the Sciences. Dr. Odesma Dalrymple is one of the leads of the [Engineering Exchange for Social Justice](#). Dr. Kevin Guerrieri is the Faculty Liaison for the [Mulvaney Center](#) and Co-Director of the [Impact Linda Vista Initiative](#). And, with the support of their Deans, each of them are members of the newly established [Faculty Council on Community Engagement](#).

A core component of the Faculty Council is to provide advice and maintain USD's commitment to community engagement by:

- Help sponsor, promote, and participate in programs and events focused on public service, community engagement, and community-engaged learning.
- Guide the university's community engagement activities to be academically rigorous experiences that cultivate mutually enriching relationships with the community and embrace diversity in alignment with USD's Strategic Pathways.
- Guide and actively participate in the implementation of USD's Civic Action Plan (CAP), which was created as part of the university's recommitment to the principles of Campus Compact, and help develop institutional outcomes connected to the CAP goals.
- Advise the Associate Vice President of Community Engagement and Vice President of Institutional Effectiveness and Strategic Initiatives on community-engagement initiatives, decisions, and issues.

Collaboratory is an essential tool in how the council takes up this endeavor.

PRODUCT

COLLABORATORY

[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, centralized data that is publicly shared
 - Connections between internal and external stake holders
 - Reports that contribute to key institutional and community strategic decisions and initiatives
 - Reciprocal learning amongst Collaboratory member institutions
- Empowers USD to document and understand the full scope of our community engagement and public service activities to improve practice.

STORY MAPS

TELLING THE STORIES

- Nearly 150 Community Engagement Activities already entered into the system
- Collaboratory provides multiple stakeholders with community engagement and public service data and stories.
 - Used in dozens of USD MyPosting Stories, several grant proposals, annual reports and in course development
 - Divisions across campus can compile data for use in reports, funding requests, and to create story maps like those pictured below for USD Tijuana Hub, Hahn School of Nursing, College of Arts and Sciences

Hahn School of Nursing
Community Outreach



IMPLEMENTATION

BRINGING COLLABORATORY ON CAMPUS

- Generating institutional support for community engagement and tracking data around it is an intensive and worthwhile endeavor. While the Collaboratory system helps USD tell our story of engagement, rolling out Collaboratory on campus has been no small task.
- 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).

MOVING FORWARD

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.



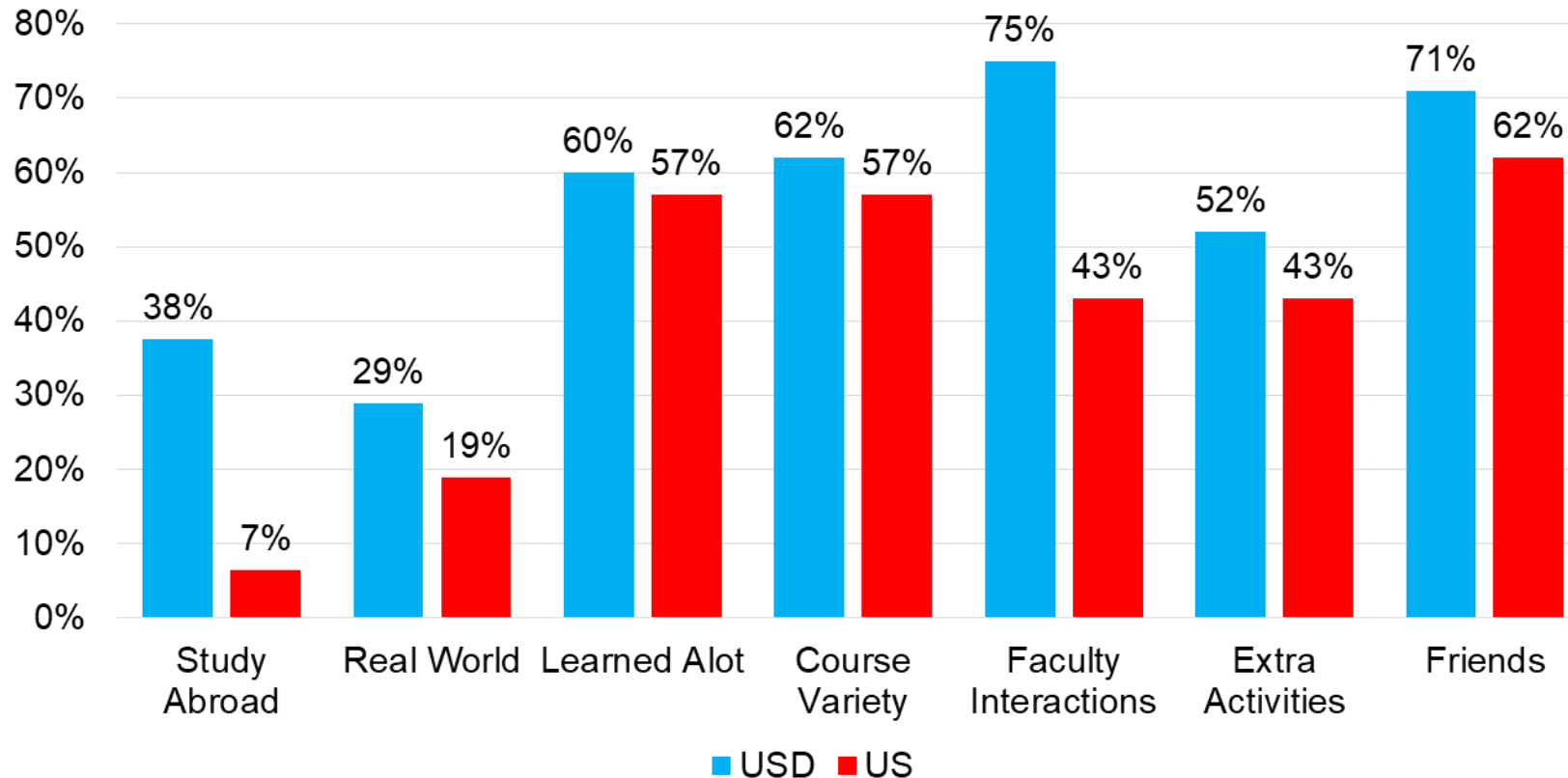
Up next!

- 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



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**
- **San Diego Cooperative Charter School - "Project Night" - November 7, 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]**
- **Turkey Giveaway in Logan Heights with Assemblywoman Gonzalez's Office and the Chicano Park Steering Committee [Nov. 22, 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"**
- **December 2nd and December 9th - Logan Heights and Chicano Park].**
- ***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

Western Science Meets Indigenous Ways of Knowing

Persephone Hooper Lewis, Tribal Liaison/Professor of Practice, Ethnic Studies and Marcelle Darby, Teaching Professor, Biology



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

Relationship Building

Indigenous Experts

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

Western-Trained Experts

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

Community Field Trips and Lab

Viejas Visit with Debbie Stein



Kumeyaay Garden with Kristie Orosco

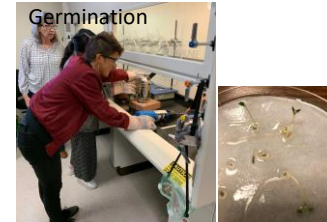


Native Plant Labs

Antimicrobial Activity



Smoke Water on Seed Germination



Sycuan Cultural Center
Acorn Processing with Martha



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

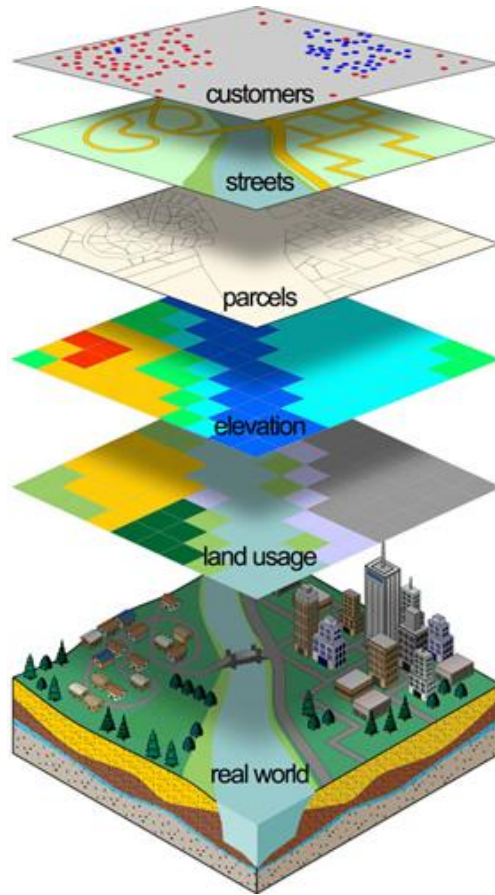
Special Thanks

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.

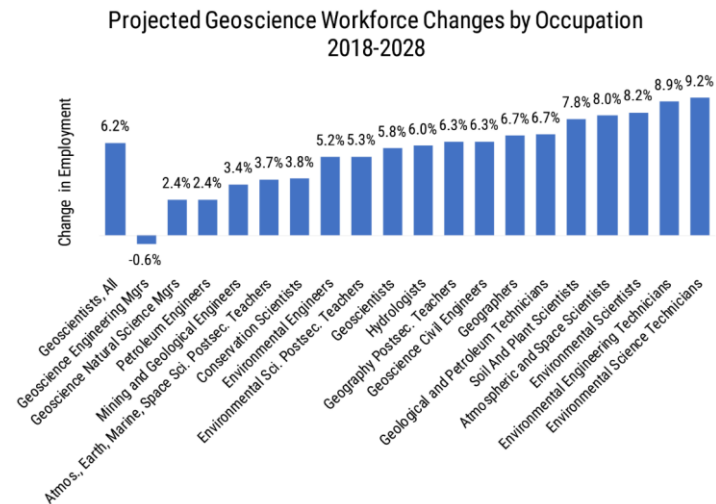
Up next!

- 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 the across the US



Source: AGI Geoscience Workforce Program; Data derived from the U.S. BLS Employment Projections

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

[illegible]

Arts & Sciences
Engineering
Business
SOLES
Nursing
SDG&E
SD School District

Tentative Schedule	
8:15-8:45 am	Breakfast (catered)
8:45-9:00 am	S. Walther welcome and overview
9:00-10:00 am	Review of existing programs and identify common courses (minimums, extras, etc.)
10:00-11:00 am	Identify existing courses at USD that could be utilized as well as gaps/needs
11:00 am-12:00 pm	Discuss minimum requirements and possible pathways
12:00 pm	Lunch (catered)
1:00-2:00 pm	Break into small groups to discuss pathway options for different fields, programs, etc.
2:00-3:00 pm	Come together to design USD GIS certificate and pathways
3:00-4:00 pm	Finalize certificate and justification (for report to be submitted to the SIG program and the College Deans)

GAPS

- AutoCAD/QGIS integration
- 3D data/Structure from Motion
- Ethics
- Webmapping
- GISPro
- Mobile/Field mapping
- Java/Python
- Modeling
- Geocoding

GENG 420 Dynamics forward
HCIN 543 Data base design & knowledge m

Intro

Adv

GIS

- Adv GIS

- Programming

- Database

Elect

R S or Database
or Programming

Cust / Policy Change

open → petition

Capstone

GIS Certificate Design Workshop



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

- 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



Up next!

- Perla Myers, Odesma Dalrymple, & Joi Spencer
- 2:45-2:50

Highlights



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.

Highlights



Academia STEAM

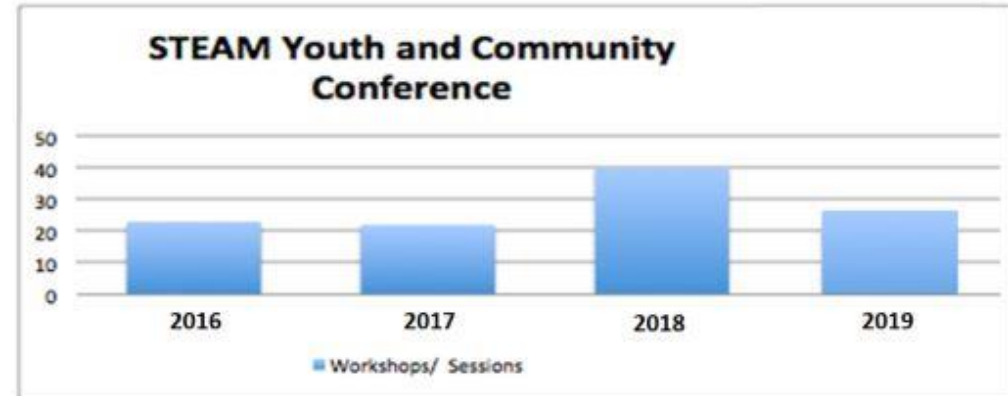
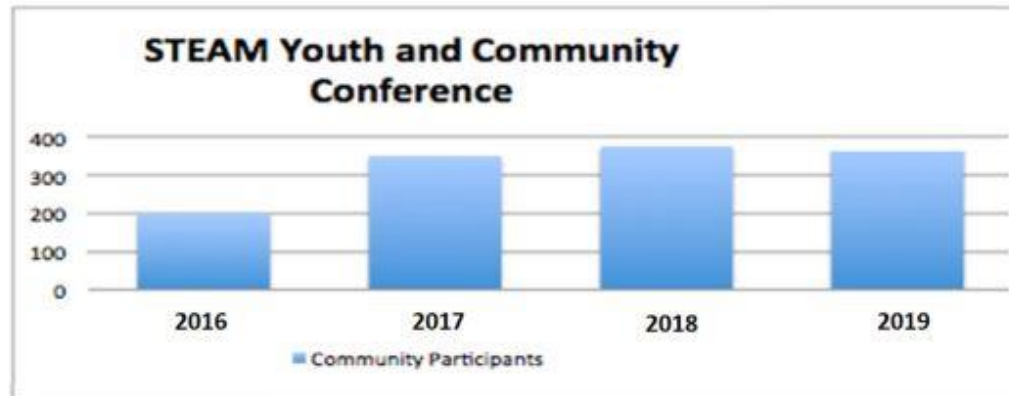
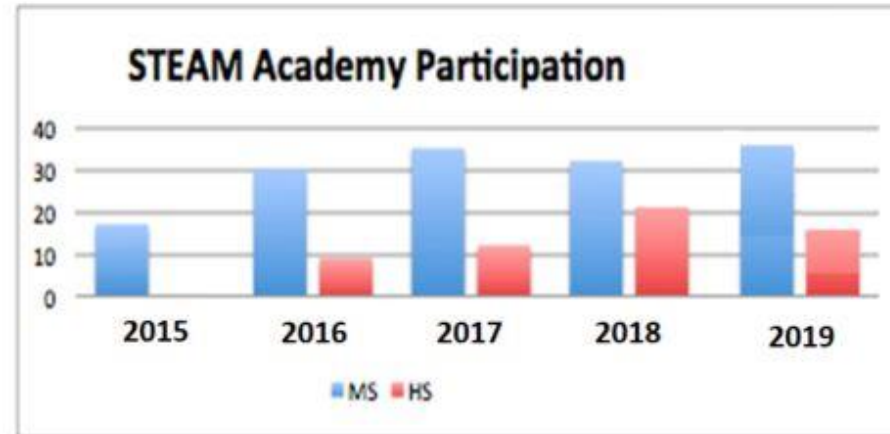
- Anualmente desde el verano de 2015.
- Para estudiantes de secundaria y preparatoria, y para alumnos de la universidad y maestra(o)s como instructores.
- El plan involucra a los estudiantes en exploraciones de STEAM para justicia social.
- 80% de los estudiantes becados en 2019.
- Instructores invitados 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.
- 40 talleres/presentaciones en 2018, 27 talleres/presentaciones en 2019.
- 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

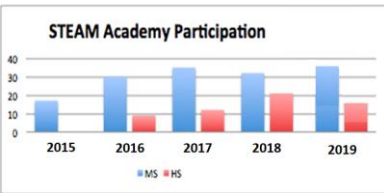
Dr. Odesma Dalrymple, Dr. Joi Spencer, Dr. Perla Myers

a collaboration of the Shiley-Marcos School of Engineering, School of Leadership & Education Sciences & College of Arts & Sciences, with cross-disciplinary support & participation from Copley Library, Media Services, Machine Shop, Jacobs Institute for Innovation in Education, & the departments of Biology, Chemistry & Biochemistry, Communication Studies, Counseling, Marriage & Family Therapy, Industrial & Systems Engineering, Environmental & Ocean Sciences, Mathematics, Teaching and Learning, Physics & Biophysics & Theatre

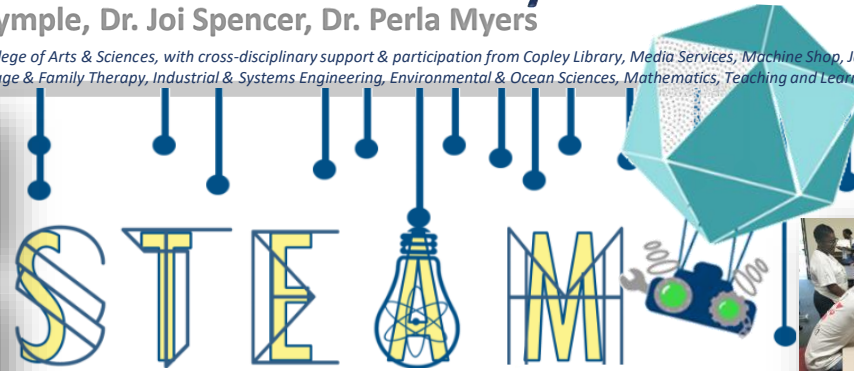


The S(TEAM)² Academy

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.



Highlights

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STEAM Youth and Community Conference

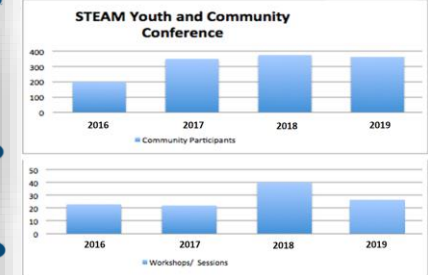
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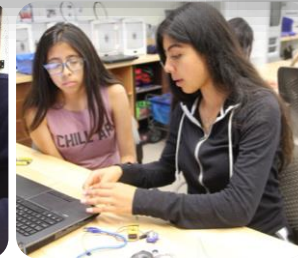
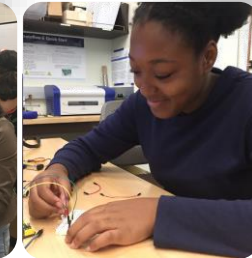
The STEAM Youth & Community Conference



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



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 Hacen 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

Social Fabric Initiative - Kroc Institute for Peace and Justice

- 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



THE CATALYZER
BUILDING ENTREPRENEURS™

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



- 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

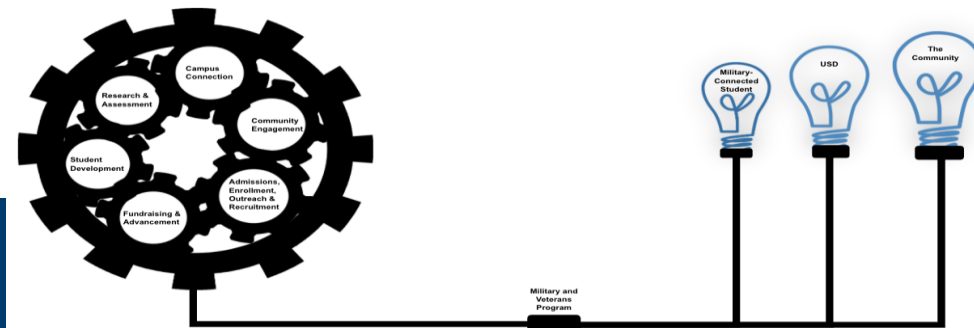
Up next!

- 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.

University of San Diego's Military-Connected Hub:
A Catalyst for Change



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

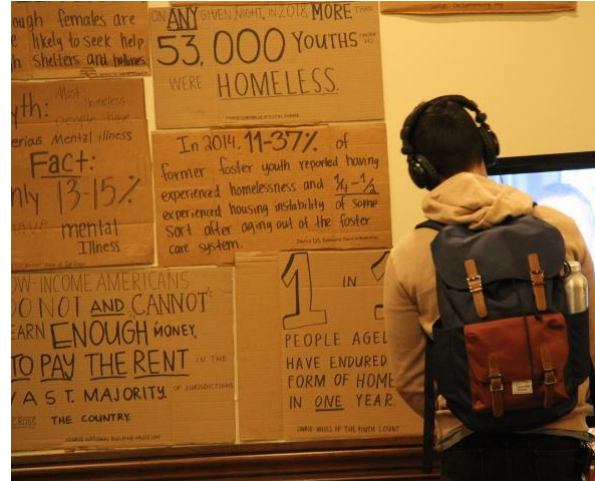
California's homeless crisis has provoked many tense, uncomfortable discussions but rarely are the fears laid out as openly as they were during an Encinitas forum last week.





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

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

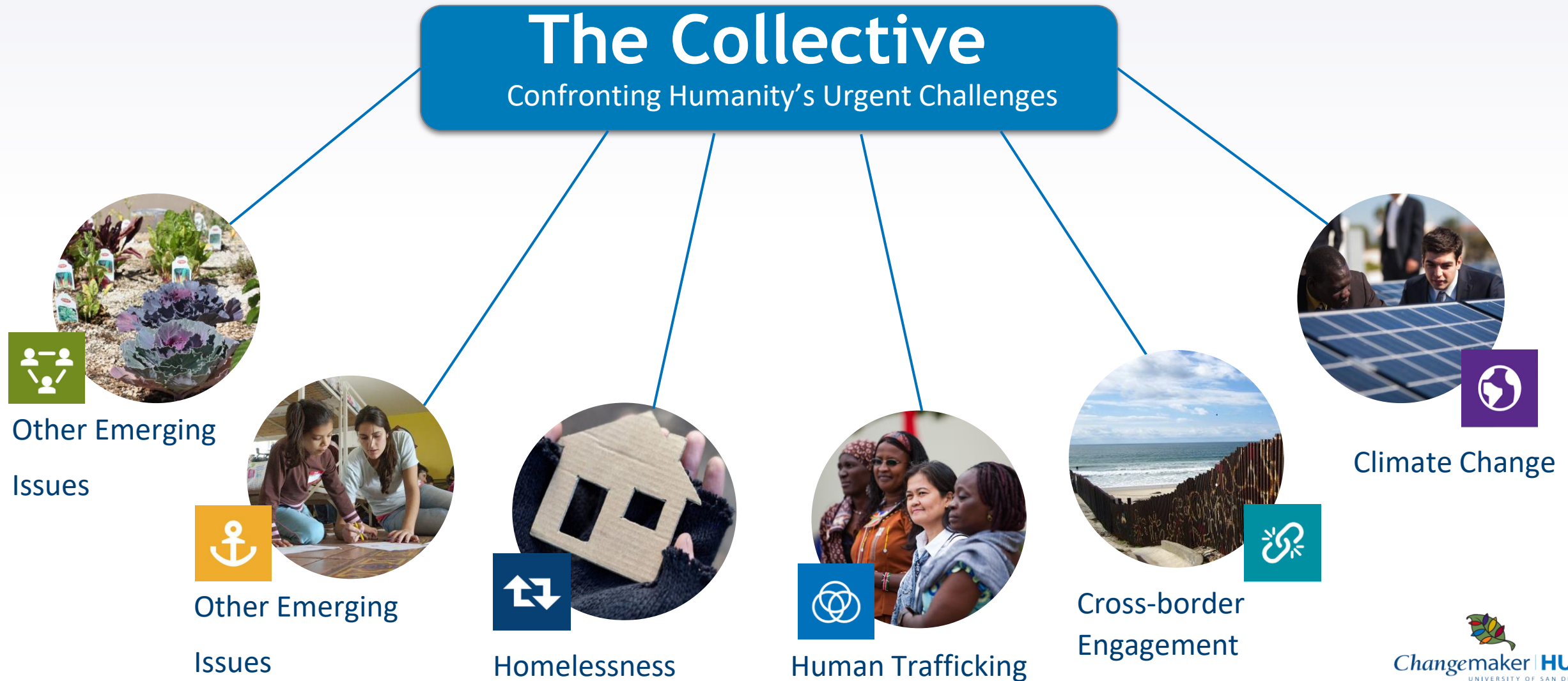
- 3:25-3:35



ENVISIONING 2024 ESTABLISHES A BOLD PLAN FOR USD



WHICH CHALLENGES WILL USD ADDRESS THE NEXT DECADE?



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@san Diego.edu if you have any tech issues
- Screenshot this so you have it for your second room!

Topic	Facilitated by	Zoom Room link	Meeting ID, if needed
Cross border Engagement	Maria Silva & Emily Young	https://sandiego.zoom.us/j/96912641834	969 1264 1834
Climate Change	Michel Boudrias & Trey McDonald	https://sandiego.zoom.us/j/95138018951	951 3801 8951
Homelessness	Mike Williams & Kate Deconinck	https://sandiego.zoom.us/j/92298280368	922 9828 0368
Human Trafficking	Bridgett Gramme & Ami Carpenter	https://sandiego.zoom.us/j/99472456760	994 7245 6760
Other Emerging Social Justice Topics	Joi Spencer & Carl Luna	https://sandiego.zoom.us/j/96599484960	965 9948 4960

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/>