

ANNUAL REPORT 2019-20

Strategic Initiatives Funding Program



University of San Diego®



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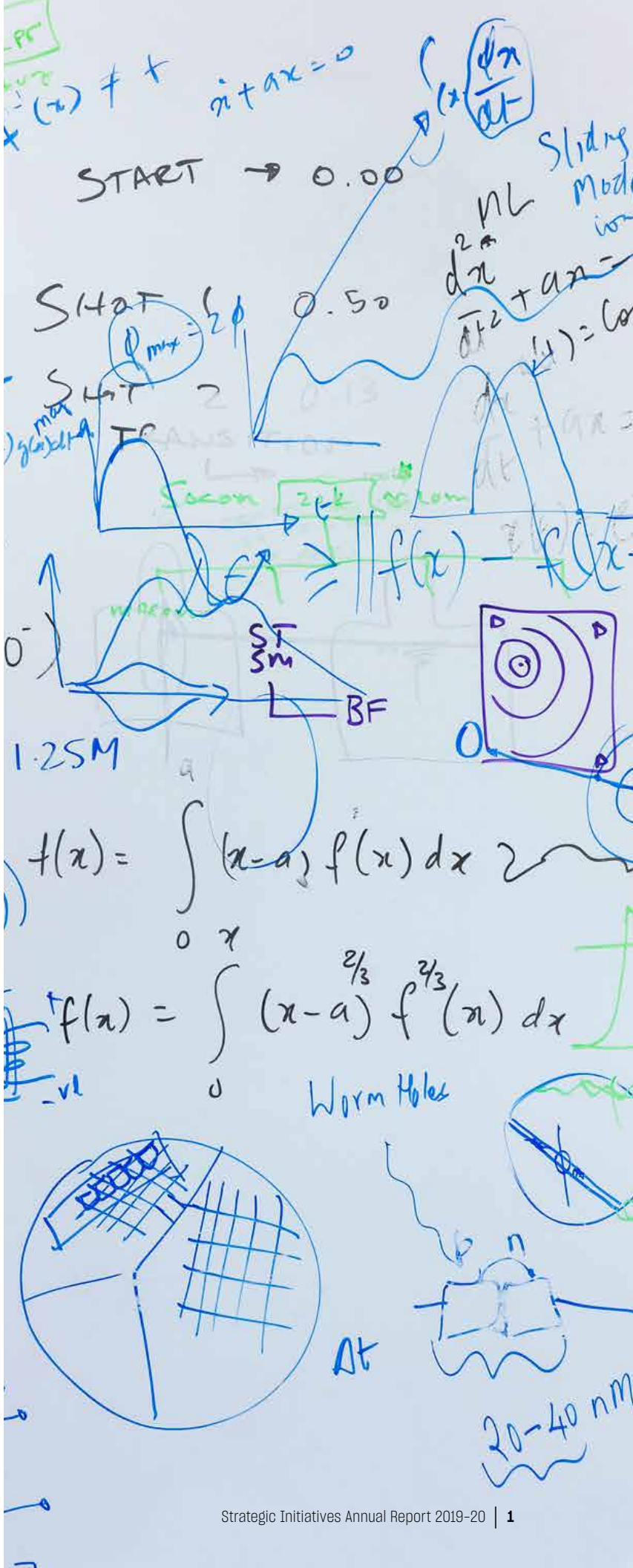
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Mission

Why we are here

The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders who are dedicated to ethical conduct and compassionate service.

Vision

Where we want to be by 2024

The University of San Diego sets the standard for an engaged, contemporary Catholic university where innovative Changemakers confront humanity’s urgent challenges.

Core Values

Values we will use to get from our Mission to our Vision

The University of San Diego expresses its Catholic identity by witnessing and probing the Christian message as proclaimed by the Roman Catholic Church. The university promotes the intellectual exploration of religious faith, recruits persons and develops programs supporting the university’s mission, and cultivates an active faith community. It is committed to the dignity and fullest development of the whole person. The Catholic tradition of the university provides the foundation upon which the core values have been adopted to support the mission and continued vision.

- Academic Excellence
- Knowledge
- Community
- Ethical Conduct
- Compassionate Service

Message from the Vice President of Institutional Effectiveness and Strategic Initiatives



Dear Campus Community,

I am pleased to share with you the Strategic Initiatives Annual Report for 2019-20.

Under the leadership of President James T. Harris III and with the support of the Board of Trustees, USD launched its strategic plan, *Envisioning 2024*,

in 2016. To support the implementation of this ambitious plan, President Harris created the Division of Institutional Effectiveness and Strategic Initiatives (IESI). In this role, IESI oversees the administration of the Strategic Initiatives Fund, which is used to pilot project proposals from USD students, faculty and staff that further the goals of *Envisioning 2024*. This funding stream is outside of USD’s normal budgeting process and so opens the door to the ideas of our students, faculty, and staff to realize ideas that they are passionate about and build upon their expertise to further USD’s strategic goals.

The Strategic Initiatives Fund awards up to \$250,000 annually to pilot projects for one or two years. Successful projects then have the opportunity to be permanently funded through the university’s budget or through external resources such as grants and donations.

Strategic initiative proposals are solicited annually and are evaluated by university-wide committees composed of students, faculty and staff. The committees score and evaluate proposals based upon their support of USD’s strategic goals, multi-disciplinary focus, feasibility and impact.

Over the past four years, USD has provided more than \$1.2 million to fund 30 pilot projects. In May 2020, we celebrated the work of these projects in our first annual Summit.

The Strategic Initiatives Annual Report for 2019-20 describes all projects funded through the program thus far. It is my sincere hope that you find these projects exciting and that they help you to better understand our efforts in achieving our vision for 2024.

Onward,

Andrew T. Allen, PhD
Vice President of Institutional Effectiveness and Strategic Initiatives



Strategic Initiatives Funding Program

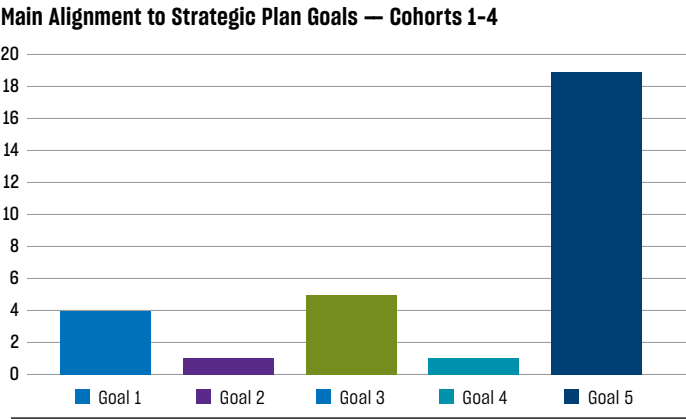
Inspired by faith, informed by our core mission and values, and dedicated to the ongoing legacy of our founders, the University of San Diego’s strategic plan envisions a more distinctive identity among the most respected Catholic universities in the world. USD’s vision (adopted September 25, 2016) is to set the standard for an engaged, contemporary Catholic university where innovative Changemakers confront humanity’s urgent challenges. The current strategic plan was created in 2016 to help the University realize its vision by 2024, the year of USD’s 75th anniversary. The strategic plan was thus titled *Envisioning 2024*.

One of the opportunities identified in the *Envisioning 2024* strategic plan was that USD wanted to create an environment that fosters and rewards creativity, innovation, and interdisciplinary collaboration. From this, the strategic initiative funding program was born beginning in the 2017–18 academic year. As of now, four cohorts of initiatives have been awarded funds. The chart below serves as a summary of the awards funded from the program thus far:

Year	# of Pre-Proposals	# of Full Proposals	# of Awards	USD Funding (2-year period)
2017–2018 (Cohorts 1 and 2)	92	38	15	\$500,000
2018–2019 (Cohort 3)	31	18	8	\$410,000
2019–20 (Cohort 4)	33	22	7	\$375,000
TOTAL	156	78	30	\$1,285,000

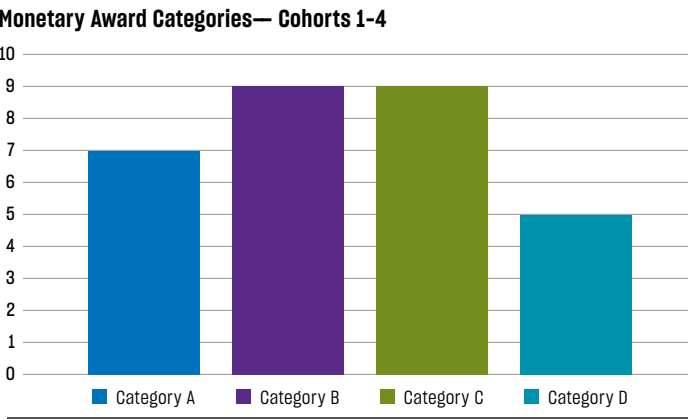
The funding program supports teams or individual faculty members, staff, students or administrators as they pilot innovative initiatives in support of USD’s five strategic goals.

The bar chart indicates where the initiatives (thus far in Cohorts 1–4) have primary goal alignment.



- Goal 1: Enhancing Student Learning and Success
- Goal 2: Strengthening Diversity, Inclusion, and Social Justice
- Goal 3: Improving Structural and Operational Effectiveness
- Goal 4: Elevating Faculty and Staff Engagement
- Goal 5: Amplifying Local and Global Engagement and Reputation

The purpose of the fund is to jump-start initiatives for a two-year time frame. Awards are categorized into four monetary categories: a) less than \$25,000 b) \$25,000–\$49,999 c) \$50,000–\$74,999 and d) \$75,000 or more. The bar chart indicates the monetary categories awarded for Cohorts 1–4.



Award Process

Those who wish to apply for Strategic Initiative Funding must complete the following steps:

Step 1: Develop an idea that is an innovative approach to attending to a problem or opportunity that supports USD’s strategic goals and pathways.

Step 2: Submit a pre-proposal by December of the academic year. A Strategic Goal Committee (SGC) will review the pre-proposal using a set of criteria and provide feedback. When a pre-proposal is accepted, it moves to the next step; otherwise the proposer is notified of the criteria that were not met and advised if a variation of the proposal should be submitted for the next cycle.

Step 3: Submit a full proposal. Components of this include:

- Proposal title, contact person and email and name of affiliated Dean or Vice President
- Description of problem or opportunity that supports USD’s strategic goals and pathways

- Innovative approach of attending to a problem or opportunity
- Integration, showcasing a cross-campus collaborative effort of stakeholders
- Impact to unit, combination of units, institution, and/or community
- Indications of success
- Required resources, including existing or new
- Estimated budget
- Feasibility, achievability, and measurability
- Sustainability, the potential to become financially sustainable if the project is expected to continue beyond the funding period
- Direct benefits to the University
- Outcomes, benchmarks/criteria, and measures
- Action steps, responsible parties, and targeted start and completion dates

Step 4: The full proposal is then reviewed by the Strategic Initiative Review Council (SIRC) and the Strategic Planning Steering Committee (SPSC) with utilization of a scoring rubric. Recommendations by these bodies are provided to the Strategic Leadership Team (SLT) that prioritizes proposals for funding. The President makes the final decision on which proposals to fund by May of each year.

Step 5: Once funding is approved, the proposer will establish an assessment plan with major outcomes/indications of success. After this happens, implementation may begin. Progress will be documented along the way and reported in a summary format in the Strategic Initiatives Annual Report.



2017–18, Fall: Cohort 1 — Strategic Initiatives Awardees Update

(projects that received funding for FY 19 and FY 20)

Strategic Initiative: Western Science Meets Indigenous Ways of Knowing: Creating a Core Scientific Inquiry Course with Integration and Indigenous Science Resources

Project Contacts: Teaching Professor Marcelle Darby, Department of Biology; Tribal Liaison and Ethnic Studies Professor of Practice Persephone Hooper Lewis, PhD

Main Strategic Goal Alignment: Goal 1: Enhancing Student Learning and Success

Monetary Award Category: b) \$25,000–\$49,999

About: This initiative sought to develop an undergraduate lecture/lab course that synthesized Indigenous knowledge and Western science, and developed inquiry-based laboratory sessions that could be integrated into a Kumeyaay land-based curriculum utilizing a partnership between USD adjunct faculty and the local Kumeyaay people.

Major Successes in 2019–20: We worked for two years expanding our knowledge of Indigenous science and building relationships with local Kumeyaay experts. As a result, we offered our BIOL 117 course Integrating Indigenous and Western Science in Fall 2019. It was flagged with two Core Curriculum attributes: Diversity, Inclusion and Social Justice and Scientific and Technological Inquiry. We worked with the Viejas Education Department’s Science, Technology, Engineering, Art and Mathematics (STEAM) program to develop two full labs that would be appropriate for all ages and have relevance to the tribe. The first lab examines the antimicrobial properties of native plant species commonly known by Kumeyaay ethnobotanists to treat infections. The second lab uses smoke water to test the fire adaptability of common Native plant species seeds. The course was a huge success. We received evaluations from the students and positive feedback from all the Kumeyaay experts. The experts are looking forward to sharing their knowledge and experiences in future iterations of the course. We have been able to share all that we have learned through presentations for the Center for Educational Excellence (CEE) and at national conferences. We presented a panel presentation on decolonizing science at the annual InclusiveSciComm Conference in September 2019. The presentation focused on the development and implementation of our course and included the resources we compiled for those interested in Indigenous science. We also had conference proposals accepted to three national conferences including the National Conference on Race and Ethnicity, the American Education Research Association annual conference, and

the Association for Biology Laboratory Education conference for biology teachers. However, the conferences were cancelled due to COVID-19. We hope to resubmit our proposals when conferences resume normal functions. We will be working on writing an article for acceptance in a journal focused on STEM education.

Strategic Initiative: Environment and Social Justice Leadership Hub

Project Contact(s): Executive Director Emily Young, PhD, The Nonprofit Institute; Director of Environment Leadership Initiatives Christiana DeBenedict, The Nonprofit Institute; Program and Outreach Coordinator Lia Bruce, The Nonprofit Institute

Main Strategic Goal Alignment: Goal 3: Improving Structural and Operational Effectiveness

Monetary Award Category: c) \$50,000–\$74,999

About: This initiative sought to leverage the Changemaker Hub's five years of interdisciplinary experience with Climate Education Partners 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.

Major Successes in 2019–20: This year we sought to cultivate our students, the next generation of climate change leaders, by creating opportunities for participating in applied projects that are innovative in their multidisciplinary approach. One student coordinated the Outdoor Leaders Initiative (OLI) and is currently supporting the Hub’s involvement in Thrive Outside San Diego. Another built the new USD website where the Equinox Project’s Quality of Life Dashboard is now housed. One developed an informational document on the Quality of Life Dashboard’s beach water quality indicator, and a last supported general communications for the Hub. The Hub also furthered collaboration with new partners on campus through the Outdoor Leaders Initiative (OLI). With Outdoor Adventures, we developed and facilitated six leadership and learning sessions, a two-day camping retreat, an all-day Outdoor Leaders Summit, and group capstone projects that supported advocacy efforts by local organizations. Additionally, as part of the development of the curriculum, we partnered with the Center for Public Interest Law who provided advocacy training, resources, and coaching for OLI participants completing capstone projects. Through the Hub's various initiatives, we also supported local organizations in leadership development and building organizational capacity. Recently, the San Diego Regional Climate Collaborative (SDRCC) completed a Regional Adaptation Needs Assessment that highlights needs and opportunities to advance

adaptation planning, like enhanced regional communication and resource sharing. In February 2019, the Equinox Project, which consists of the San Diego Regional Quality of Life Dashboard and the Leaders 2020 network, transitioned from the Center for Sustainable Energy to The Hub. Finally, our ongoing surveys of public opinion and leaders in nonprofits and philanthropy point to a growing recognition that we can no longer work in silos to address our region’s greatest challenges.

Strategic Initiative: Mapping the Pathways

Project Contact(s): Director of Community Engaged Learning John Loggins, The Karen and Tom Mulvaney Center for Community, Awareness and Social Action

Main Strategic Goal Alignment: Goal 3: Improving Structural and Operational Effectiveness

Monetary Award Category: a) less than \$25,000

About: This initiative sought to implement an online interface to provide USD's various divisions with a method to use technology to track curricular and co-curricular engagement, and also provide a database of USD's community partners.

Major Successes in 2019–20: In order to implement Collaboratory software campus wide, over the past two years the Mulvaney Center led the effort by: finding “Champions” from across campus to share the system with their respective areas; partnered with Information Technology (IT) and the Registrar to successfully integrate Collaboratory into the USD IT framework; created a team of graduate work study students and AmeriCorps volunteers to do outreach, facilitate workshops, and proxy activities on behalf of faculty; and established a Faculty Council on Community Engagement to promote the interface and effectively use the data and share the stories. In taking these steps, the Collaboratory online interface is an active, online resource that is publicly accessible and constantly updated by USD faculty and administrators. In order to continue the work as the Strategic Initiative funding comes to an end, the Mulvaney Center is now incurring the associated fees in maintaining the online platform as a resource for the USD community. In the coming years, we are excited to partner with the University Assessment Committee to generate wider institutional support for the incredible amount of data that Collaboratory is able to provide. In addition, as we continue to populate Collaboratory with activities, we are also learning how to access the data in meaningful ways that will continue to support the Strategic Initiative Funding Program, assess USD’s community engagement efforts, and generate effective ways to share and demonstrate the university’s work towards becoming its vision: an engaged, contemporary Catholic university where innovative Changemakers confront humanity’s urgent challenges.

Strategic Initiative: Paying it Forward

Project Contact(s): Assistant Professor of Economics Adriana Vamosiu, PhD, and Clinical Professor of Economics and Research Assistant Deborah Kelly, PhD

Main Strategic Goal Alignment: Goal 3: Improving Structural and Operational Effectiveness

Monetary Award Category: a) less than \$25,000

About: This initiative sought to collect and analyze data to inform USD about how to increase alumni donations.

Major Successes in 2019–20: We worked with the USD Development Staff and Alumni Relations to understand more about donations to higher education athletics and academics in order to find out why people give and do not give. We completed surveys through Qualtrics, and compared our results with other schools regarding athletic and academic donations to higher education. The results helped us to see how USD donors differ to other donors. Our results showed that alumni give more to USD when their donation is about helping students because it reminds them about the great experiences they had while in school; in the survey, there were many heartfelt messages about why they donate. In addition, they give as a sense of duty to the institution. Survey results showed that donors to other institutions give more for public recognition. The research for both athletics and academics shows that our donors are dedicated to USD. Should donors stop, the survey results indicated that it would mostly be due to financial reasons.

Strategic Initiative: Bridging the Town and Gown

Project Contact(s): Director of Neighborhood and Community Engaged Partnerships Maria Silva, The Karen and Tom Mulvaney Center for Community, Awareness and Social Action

Main Strategic Goal Alignment: Goal 5: Amplifying Local and Global Engagement and Reputation

Monetary Award Category: b) \$25,000–\$49,999

About: For this initiative, the Mulvaney Center, in partnership with Mission and Ministry, the Center for Inclusion and Diversity, and the Changemaker Hub, planned to increase access and opportunity for local and cross-border community partners by offsetting the campus scheduling, operations, and parking costs associated with bringing the community to campus, as well as looking at alternative forms of sustainable mobility.

Major Successes in 2019–20: This year, we increased community partners’ access to USD by formalizing partnerships using Memorandums of Understandings (MOUs) that deepen relationships, leverage learning opportunities, and share resources. Fourteen MOUs from last year were renewed and six additional ones were created this academic year. We also made outreach to additional partners, on and off campus, who we thought could benefit from the initiative. A total of 2,123 community members attended campus for the first time through a combination of community partner and USD-led events. We created an Exit Survey (that was administered after their on-campus experience) to assess: 1) if the offset costs of coming to campus made it possible for community



partners to participate and 2) attitudes and perceptions towards the shared learning experience at USD. The survey reflected a positive response to the campus experience and that the funds made the collaboration more possible. As an example of the grant’s use, the strategic initiative funding resources allowed for 13 community partner events to happen on campus at free or reduced cost this year. This initiative also sought to increase the number of community-engaged opportunities hosted by USD students, staff, faculty, and alumni on campus. Twenty-three USD groups/individuals hosted community partners on campus for new collaborations over the course of the year. Repeated feedback was very positive in that without the grant resources, USD faculty/students would not have been able to purchase transportation, food, parking, and other amenities for their community partners, which made the experience a lot more feasible and enjoyable for all. Accommodations, such as parking and transportation to campus, as well as food, while seemingly minor, have a great impact in community partners' ability to take time from their day to participate in USD collaborations on campus.

Strategic Initiative: Discovering the Engineer Within: Asset-based Approaches for Teaching and Revealing Engineering Knowledge for Low-income Students of Color

Project Contact(s): Assistant Professor of Integrated Engineering Joel Alejandro Mejia, PhD; Associate Professor of Industrial and Systems Engineering Odesma Dalrymple, PhD, and Professor of Ethnic Studies Alberto Lopez Pulido, PhD

Main Strategic Goal Alignment: Goal 5: Amplifying Local and Global Engagement and Reputation

Monetary Award Category: a) less than \$25,000

About: This initiative sought to create and engage middle school Students of Color in engineering activities that involve practices in their own language, using approaches from their own culture, and providing engineering solutions to their own communities.

Major Successes in 2019-20: The initiative sought to develop a new instructional framework that would guide the creation of Engineering Design Activities aligned with the performance expectations found in the Next Generation Science Standards. The research team drew from the “funds of knowledge framework” and engineering design literature to propose that teachers of underrepresented students need to be prepared to foster deeper learning by combining students’ everyday life experiences with engineering design activities (e.g., active learning experiences). The research team provided 25 hours of professional development to seven teachers over the summer. Teachers learned that knowing about and eliciting their students’ funds of knowledge can help students connect to the learning processes at school while



challenging deficit models. This framework was also utilized to propose a National Science Foundation (NSF) grant that was successfully funded. In addition to professional development for teachers, the initiative explored students’ embedded knowledge by creating a sociocultural immersion program that allowed students to see the connections between engineering and the students’ everyday lives. Middle school students explored the history of Chicano Park and the Coronado bridge from a social, cultural, and political lens utilizing an ethnic studies perspective and framework. The students simultaneously learned and applied the engineering design process to build a chain-reaction machine that reflected their creative and innovative ideas to make the Coronado Bridge safer, especially for the community that utilizes Chicano Park. This year, the project was expanded to partner with summer camps, including STEM WoW, an NSF-funded project hosted by USD, the YMCA, Carson Elementary School, and Southwest Middle School. USD students contributed to the collection and analysis of data, as well as the submission of research papers. These papers include critical perspectives about STEM education, particularly at Title I schools, which has contributed to USD students' development of a critical consciousness.

Strategic Initiative: E2E STEM Incubator

Project Contact(s): Executive Director Lisa Dawley, PhD, The Jacobs Institute for Innovation in Education and Managing Researcher Yaoran Li, PhD, The Jacobs Institute for Innovation in Education

Main Strategic Goal Alignment: Goal 5: Amplifying Local and Global Engagement and Reputation

Monetary Award Category: d) \$75,000 or more

About: Through a USD-Linda Vista partnership, this initiative sought to coordinate and facilitate USD-K12 STEM projects through the use of an Education to Employment (E2E) incubator.

Major Successes in 2019-20: The E2E STEM Incubator was open to K-12 students throughout San Diego, though it prioritized access to

elementary, middle, and high school students and teachers in Linda Vista and the Kearny Mesa. The Jacobs Institute funded two rounds of microgrants for collaborative STEAM projects between USD students/faculty and San Diego Unified School District (SDUSD) students/teachers that utilize the innovative incubator space. Seven projects were awarded funds in round one and eight projects in round two. Having said this, a recent change in leadership and direction at the local high school that is the home of the incubator space has resulted in this project being discontinued.

Strategic Initiative: Engineering Exchange

Project Contact(s): Chair and Professor of Integrated Engineering Susan Lord, PhD; Associate Professor of Industrial and Systems Engineering Odesma Dalrymple, PhD, and Professor of Praxis in Integrated Engineering Caroline Baillie, PhD

Main Strategic Goal Alignment: Goal 5: Amplifying Local and Global Engagement and Reputation

Monetary Award Category: d) \$75,000 or more

About: Through a collaboration between the Mulvaney Center and Shiley-Marcos School of Engineering, this initiative sought to turn community-defined 'problem briefs' into actionable student assignments, design projects, research theses, and/or extra-curricular pro-bono engineering projects supported by local professional engineers. It also sought to take engineering to the community via an exhibition truck.



and other university personnel. For example, equipment for recycling plastics into new composite materials that can, in turn, be used to make consumer goods such as wallets, book covers, etc. was purchased and installed in the STEAM room of an afterschool program on the Kumeyaay Viejas Band Reservation. This year, we also formalized and documented all operational procedures in a handbook for ExSJ. Going forward, efforts will be expended to formalize a student leadership team with the second cohort of ExSJ student scholars, collaborations will be made to expand participation across the various Engineering and Computer Science programs at USD, and ExSJ will continue to establish community partnerships.

Strategic Initiative: The Turning Wheels Project

Project Contact(s): Professor of Ethnic Studies Alberto Lopez Pulido, PhD

Main Strategic Goal Alignment: Goal 5: Amplifying Local and Global Engagement and Reputation

Monetary Award Category: c) \$50,000–\$74,999

About: This initiative sought to create a mobile classroom through art exhibits, music, dance, public lectures, and theater, to serve as an exhibit space and gathering place for drawing community members to learn and to address key issues and challenges of the Logan Heights community with involvement and participation from USD faculty members, staff and students.

Major Successes in 2019–20: The Turning Wheel Project offered many events throughout the year including:

- “Our Changing Barrio,” a Dialogue and Art Exhibit on Gentrification vs. Gentrification in September 2019
- San Diego Cooperative Charter School “Project Night” on November 7, 2019
- National City’s A Reason To Survive (ARTS) Collaborative, an art presentation and panel discussion on November 16, 2019
- Mural Dedication with the Chicano Park Steering Committee and Amigos Car Club to unveil a new mural on November 17, 2019
- Turkey Giveaway in Logan Heights with Assemblywoman Gonzalez’s Office and the Chicano Park Steering Committee on November 22, 2019
- Nativity Prep with the Environmental Health Coalition and the USD College of Arts and Sciences Collaborative in December 2019
- “Chicano Park: Observing Our Air, Water, and Fun” with the Math, Environmental Studies, and Ethnic Studies departments on December 2 and 9, 2019 in Logan Heights and Chicano Park
- Exploring Intergenerational Trauma with youth in conjunction with the San Diego American Indian Health Center in Spring 2020
- Chicano Park @ 50!: Renewal and Self-Determination Through Poster Art in Spring 2020



- Art Exhibition at the Humanities Center Gallery in Spring 2020

The Mobile Classroom for the Turning Wheel Project represents an extension of our Logan Heights Documentation Project that has been in existence for several years. Central to this work has been our critical partnership with the Chicano Park Museum and Cultural Center and the Chicano Park Steering Committee.

Our work has been all about preserving the history and character of the park and its surrounding community of Logan Heights. The mobile classroom has provided a space for dialogue and affirmation of self through the telling and preservation of story and history related to the park and the community. It also allows us to develop and coordinate a docent program with our students to offer tours and tell the history of Chicano Park. In addition, much curriculum work has been done with local schools such as Nativity Prep Academy.

Strategic Initiative: A Transformational Change: Undergraduate Research

Project Contact(s): Assistant Professor of Environmental and Ocean Sciences Jennifer Prairie, PhD; Office of Undergraduate Research Director Elisa Maldonado Greene, PhD and TriO McNair Scholars Director Ramiro Frausto

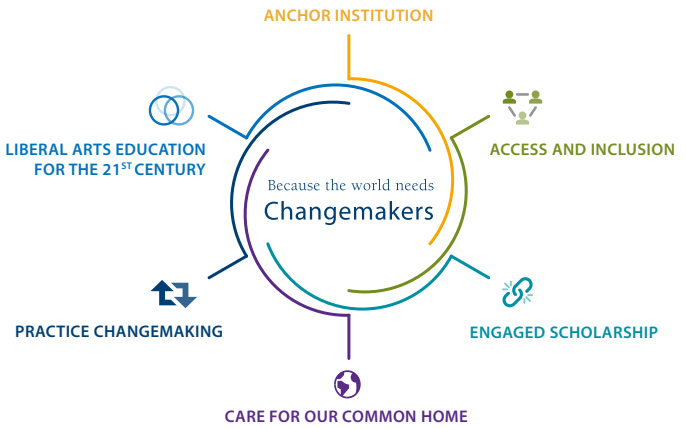
Main Strategic Goal Alignment: Goal 2: Strengthening Diversity, Inclusion, and Social Justice

Monetary Award Category: d) \$75,000 or more

About: This initiative sought to increase the effectiveness of undergraduate research at USD by both increasing the number of students engaged, and by addressing insufficiencies and inequalities in student support across programs such as SURE, PURE, and McNair.

Major Successes in 2019–20:

- The Pre-Undergraduate Research Experience (PURE) is an eight-week educational summer research program designed to give entering students (freshman) the opportunity to get involved in a research project the summer before beginning their first year at USD. In 2019, nine students applied to PURE. Six (67%) of them were from an underrepresented group. Six (67%) of them were first generation. Five students were accepted to participate in PURE. In 2020, six students applied to and were accepted to PURE. All of them are from underrepresented groups. Three (50%) of them are first generation. The number of students applying to PURE decreased from nine students in 2019 to six students in 2020. However, the decrease could be due to the COVID–19 pandemic. The number of students participating in PURE increased, from five in 2019 to six in 2020.
- The Summer Undergraduate Research Experience (SURE) is an educational summer research program that supports USD undergraduates to engage in research, scholarly activities, and



creative works for up to 10 weeks during the summer. The SURE application is student-driven – students identify a faculty mentor and topic of inquiry and formulate a project proposal in collaboration with the faculty mentor. The number of underrepresented students applying to the SURE program increased by 15% from 19 in 2019 to 22 in 2020. In 2020, 11 students who applied to the SURE program were first generation. Thirty-three and 35 students were accepted to participate in SURE in 2019 and 2020, respectively. The number of students applying to the SURE program increased from 70 in 2019 to 81 in 2020. The number of students participating in SURE also increased, from 33 in 2019 to 35 in 2020.

- The USD McNair Summer Research Program is a 10-week intensive academic experience that allows promising USD undergraduates the opportunity to explore their research inquiries, work closely with a USD faculty mentor, and learn about the doctoral career path. In 2019, 59 students applied to McNair. Forty-four (75%) were from an underrepresented group. In 2020, 41 students applied to McNair. Thirty-one (76%) of the applicants were from an underrepresented group. Fifty-nine students applied to McNair in 2019, but only 41 applied in 2020. We believe that the decrease was due to the COVID–19 pandemic because the applications were due during the campus closure.

This year, every PURE, SURE and McNair student and faculty mentor received the targeted stipend. We were awarded a grant for \$50,000 from Genentech to use for STEM summer research stipends, so we were able to accept more students. We also sent out a survey to students to collect information on publications and presentations. Approximately 70% (37/53) of the students responded. Of those students, two students have published an article with their faculty mentor. Fifteen students (41%) have presented their SURE or McNair research at a conference. One student won the Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) Outstanding Student Poster Presentation for their work.

2017-18, Spring: Cohort 2

Strategic Initiatives Awardees Update

(projects that received funding for FY 19 and FY 20)

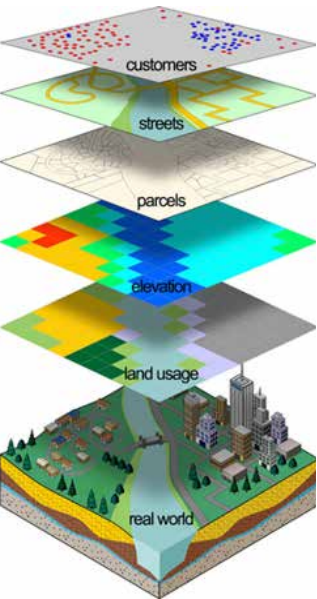
Strategic Initiative: Geographic Information Systems (GIS) Certificate Design Workshop

Project Contact(s): Assistant Professor of Environmental and Ocean Sciences Suzanne Walther, PhD

Main Strategic Goal Alignment: Goal 1: Enhancing Student Learning and Success

Monetary Award Category: a) less than \$25,000

About: Geographic Information Systems (GIS) is a cornerstone of geography and related environmental programs across the country, and has been fundamental to environmental studies and science at USD. By bringing together participants across the university, as well as external industry experts, this project sought to create a cross-campus collaborative effort of stakeholders with additional external input to design a viable and effective GIS certificate at USD. Initiative funds were used to host a one-day workshop during which participants would research undergraduate GIS certificate programs to inform the design of a USD certificate program.



Major Successes in 2019-20: Last year, we held the workshop. This year, we developed a certificate plan, using the compiled data from other institutions and from our existing course offerings. The result was an acknowledgement that USD needs to further examine industry needs and geospatial certificate standards in order to fully create our own certificate program. The process of identifying, creating, and recognizing what is required, what we have, and what we need was in important exercise. Participants all felt hopeful for a USD GIS certificate but acknowledged that

there are some gaps to fill before we can achieve that goal. The GeoTech Center from the National Geospatial Technology Center of Excellence provides a number of resources for Geospatial program and certificate development. Specifically, they provide industry standards and program content assessment tools to ensure high quality standards in the

education of geospatial technology. These tools will need to be utilized in order to mindfully create a certificate that meets these standards. We recognize that more discussion is needed to move forward to formally create a USD GIS certificate, but all agree that we made significant progress in envisioning a certificate that could serve the needs of the wide range of students interested in GIS as a potential career or as a part of their respective fields. Going forward, we will plan meetings with interested parties and GeoTech Center mentors to identify specific needs to achieve our goal of creating a GIS certificate program meeting the standards of excellence identified by industry and educators to do so successfully.

Strategic Initiative: Religious Educators Certificate

Project Contact(s): Director for Mission and Center for Christian Spirituality Erin Bishop

Main Strategic Goal Alignment: Goal 5: Amplifying Local and Global Engagement and Reputation

Monetary Award Category: b) \$25,000-\$49,999

About: Each person who teaches religion in a Catholic school in the United States must obtain a basic catechetical certificate as approved by the local diocese. The Diocese of San Diego does not have a distinct instructional program for teachers separate from the one it offers volunteer catechists at the parish level. An inadequate theological background impoverishes the church, but educators who have not benefited from a critical examination of the faith impoverishes society as a whole. In order to teach the faith in a way that enables every child in a Catholic school to become a Changemaker, teachers need a program of their own. With the theological expertise in USD’s Theology and Religious Studies department, the educational expertise across the School of Leadership and Education Sciences, and the spiritual resources within University Ministry, this initiative sought to offer a unique opportunity for local school teachers to have an in-depth formative experience that will benefit students in Catholic schools across the diocese.

Major Successes in 2019-20: Last year we collaborated with internal and external partners to develop course materials and online content for a religious educators certificate. The Summit took place as planned in June 2019 with 23 participants. The finalized online course materials were completed in Fall 2019. We intended to launch another Summit, though the COVID-19 pandemic made it a wiser decision to postpone for one academic year. We provide two-thirds of the instruction via online instruction followed by a day and a half Religious Educators Summit at USD. The Summit allows for communal prayer, sharing of best practices, spiritual nourishment from the beauty of campus, and a teaching Mass in the Founders Chapel. In future years, we hope to have at least 40 people participate in the Summit to make it more financially feasible. The hope is to have this become a continuous practice at USD.

Strategic Initiative: STEAM Academy and Youth and Community Conference

Project Contact(s): Professor of Mathematics Perla Myers, PhD; Interim Dean and Professor Joi Spencer, PhD, School of Leadership and Education Sciences; and Assistant Professor of Industrial and Systems Engineering Odesma Dalrymple, PhD

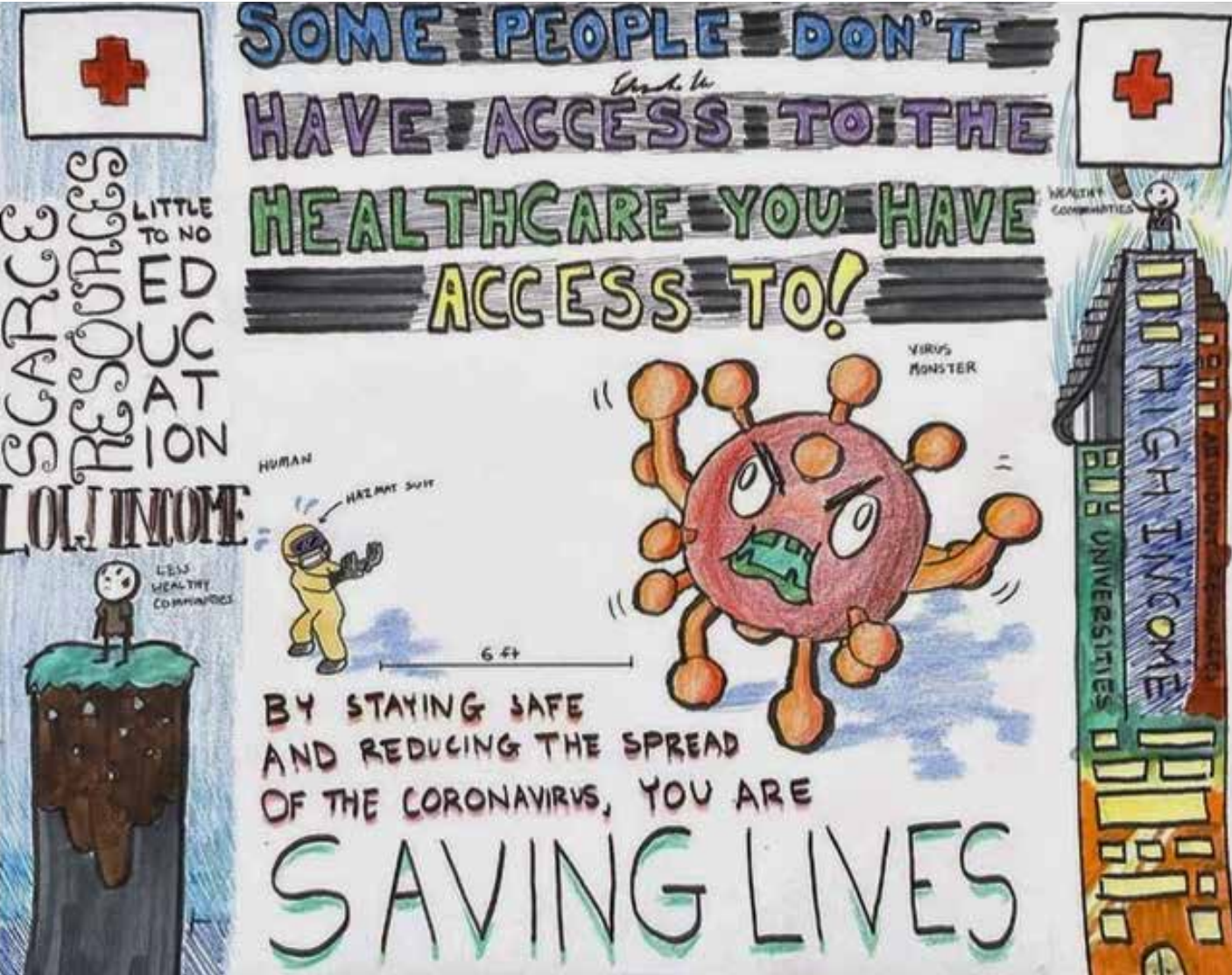
Main Strategic Goal Alignment: Goal 5: Amplifying Local and Global Engagement and Reputation

Monetary Award Category: b) \$25,000-\$49,999

About: This initiative included two inter-connected components: 1) a STEAM Summer Academy for Middle and High School students, with USD students serving as enrichment facilitators and 2) a STEAM Youth and Community Conference that aimed to provide new pathways for youth to ignite, develop, and pursue their STEAM interests, while simultaneously elevating STEAM literacy, awareness, and nurturing the potential of their communities.

Major Successes in 2019-20: The 2019 implementation of the STEAM TEAM Summer Academy and Youth and Community Conference was held from Aug 4-10, 2019. The three main events organized and implemented by the STEAM TEAM were: the STEAM Academy Orientation for Students and their Families, the STEAM Academy for Students, and the STEAM Youth and Community Conference.

- Orientation: In 2019 we had approximately 50 families represented at the orientation (similar to the number of families at our 2018 offering). Families enjoyed learning about the United Nations goals for Sustainable Development and working together on an engineering challenge.
- The STEAM Academy for Students provided holistic learning opportunities in engineering, mathematics, art, and leadership/ team building to local middle and high school students. Participating students came from a variety of cultural, linguistic, socio-economic, and schooling environments. In 2019, we had 53 students attend the



Academy. We also had support from 11 volunteers, some of whom participated to fulfill a required practical training component of their degree program in the School of Leadership and Education Sciences.

- The STEAM Youth and Community Conference was a one-day open community learning experience that complements the STEAM Academy. The Conference provided the San Diego community the opportunity to engage in innovative STEM activities. Interactive workshops were led by university faculty, students, local organizations, and the STEAM Academy students. Attendees included a very diverse group of K-12 students, their families, teachers, community members, leaders, and businesses.

For the 2019 year, we made some changes: we focused on highlighting the concept of productive struggle with the students and we gave students the opportunity to select the special challenge they wanted to pursue. In the post-survey, 90% students reported that they think productive struggle will help them in the future. Based on our experiences, we presented at many conferences to share our work. We are continuing work on the guidebook, which will contain details from the one-week pre-Academy trainings that all STEAM Academy Pod Leaders (i.e., facilitators) are required to participate in. The work we have done toward creating a training program for enrichment facilitators will result in a new Teacher Academy that we will pilot this summer in an online format. This week-long S(TEAM)2 Teacher Academy will be an at-home experiential learning experience for educators to engage in guided explorations and discussions on important readings in the areas of STEM equity, culturally contextualized STEM learning, and productive struggle.

Strategic Initiative: The Social Fabric Initiative — Youth Changemaking in San Diego County

Project Contact(s): Executive Director and Professor of Practice Andrew Blum, PhD, Joan B. Kroc School of Peace Studies

Main Strategic Goal Alignment: Goal 5: Amplifying Local and Global Engagement and Reputation

Monetary Award Category: c) \$50,000–\$74,999

About: The Social Fabric Initiative was designed to build dense social networks among youth within San Diego County. The goal of the initiative was to build more connected, peaceful communities by engaging diverse teams in solving problems they identify in their communities.

Major Successes in 2019–20: We are concerned by the increasing polarization within our society, but are inspired by the energy of young people to address this challenge. We have worked with diverse teams of youth to solve tangible problems in their communities while strengthening our social fabric; this year the youth worked with leading changemaking organizations in San Diego. However, the coronavirus has presented a challenge for us so we will have to rethink how to implement the project.

Strategic Initiative: Torero Ventures Initiative

Project Contact(s): Associate Professor of Management and Faculty Director of Torero Ventures Program Rangapriya Kannan-Narasimhan, PhD

Main Strategic Goal Alignment: Goal 5: Amplifying Local and Global Engagement and Reputation

Monetary Award Category: b) \$25,000–\$49,999

About: The Torero Ventures Initiative (TVI) is an experiential, interdisciplinary, entrepreneurship, and innovative management-education initiative that leverages USD’s rich competence in the liberal arts. This initiative sought to provide USD with a competitive advantage in entrepreneurship and innovation management-education as compared to other regional schools that do not have a similar emphasis on liberal arts and values-based education. This initiative sought to create a 4-unit course, approved to be taught in the business school to a mixture of both graduate and undergraduate students.

Major Successes in 2019–20: This year, we worked to create an entrepreneurship pipeline. A sample list of projects includes: 1) an app similar to UBER, but for women offering a safe transportation mode; 2) employing survivors of human trafficking as drivers; 3) *Salads on Saturn* using aquaponics to grow produce in apartments; 4) coffee for veterans by making a donation to Los Angeles firefighters from coffee proceeds; and 5) a mission-focused water brand that partners with San Diego beach and coastline sustainability organizations on clean water initiatives and ocean clean up. The coronavirus pandemic has forced us to move to an online environment, but we are still moving forward with these and other new projects.

2018–19: Cohort 3 Strategic Initiatives Awardees Update
(projects that received funding for FY 20 and will receive funds for FY 21)

Strategic Initiative: Operational Excellence Development Program

Project Contact(s): Professor of Operations and Supply Chain Management Simon Croom, PhD, School of Business; Associate Professor of Industrial and Systems Engineering Bradley Chase, PhD, School of Engineering and Associate Professor of Industrial and Systems Engineering Leonard Perry, PhD, School of Engineering

Main Strategic Goal Alignment: Goal 3: Improving Structural and Operational Effectiveness

Monetary Award Category: b) \$25,000–\$49,999

About: This initiative seeks to build on the existing expertise in the School of Business and the School of Engineering to develop an accessible professional development program for USD employees focused on improving process effectiveness across campus operations. The program

will employ project-based learning for operational staff, supervisors, managers, and executives and provide certification for successful participants.

Major Successes in 2019–20: Training of USD employees has begun with several projects underway. The coronavirus pandemic has slowed the progress on these initiatives as employees have had to refocus their work on the immediate needs of the university.

Strategic Initiative: Department Chair Leadership Development Program

Project Contact(s): Executive Director Lorri Sulpizio, PhD, Conscious Leadership Academy

Main Strategic Goal Alignment: Goal 4: Elevating Faculty and Staff Engagement

Monetary Award Category: c) \$50,000–\$74,999

About: This initiative seeks to create a Department Chair Leadership Program (DCLP) at USD to serve department chairs and other faculty interested in developing as leaders, and to aid the transition from faculty to administration. The DCLP will help USD engage and develop faculty into leaders, creating a positive campus environment and filtering down to student learning. The program will also develop campus leaders who value and promote diversity and inclusion.

Major Successes in 2019–20: We made great progress in the research and design of the department chair program this year. We spent time analyzing the data from a prior survey which asked the campus community about the program’s development, and we met with campus leaders who gave us valuable information. From these we were able to get a solid sense of what department chairs need to learn, what they want to learn, and how to best account for differences between the academic units. We looked at programs at other institutions, consulted readings, and reviewed the literature to see what had been done, what were best practices, and what needed improvement. We also looked at the format and scheduling of other programs. We had decided on a hybrid model that would bring the training participants to an in-person two-day intensive, then allow two months of coaching and learning work, followed by a final two-day session to complete the program. We received good feedback on this model, however we had to pivot due to COVID–19. When the quarantine occurred in March, we quickly realigned our efforts exploring what a virtual experience would look like and determining what needed to shift in the design to accommodate. We shifted USD’s current programs and used them as pilots for how to shift the Department Chair Training. We used the HR Collaborative Leadership for the Change program’s final three sessions as pilots, as well as partnered with Harvard’s Adaptive Leadership Network to offer a 3-day virtual experience. Both went very well. One 3-workshop series had 15–22 people in each, and another three-day conference had 52 people in it (all virtual).

Given the times, we have also been working with HR’s Learning and Development team to expand our learning outcomes to include leading in times of crisis and uncertainty. Our next steps are to finalize the Fall dates for our opening session (non-pilot), establish the cohort for this first program, and finalize the design and format.

Strategic Initiative: Empowering Community Changemakers

Project Contact(s): Administrative Director and Supervising Attorney Bridget Fogarty Gramme, JD, USD’s Center for Public Interest Law

Main Strategic Goal Alignment: Goal 5: Amplifying Local and Global Engagement and Reputation

Monetary Award Category: a) less than \$25,000

About: This initiative seeks to unite the knowledge, expertise, and resources of the University’s faculty, staff, and students with those of other exemplary public interest-minded organizations in our San Diego community, and use these combined forces to empower San Diego citizens to learn about, monitor, and participate in government proceedings; impact the governmental decision making process; and advocate for issues important to them.

Major Successes in 2019–20: On October 17, 2019, we conducted a two-hour workshop for Outdoor Leaders Initiative (OLI) participants, as well as other attendees from the San Diego community attending the all-day summit. Following the training, we sent out a post-training assessment and evaluation to all participants. After considering the evaluations from the training itself as well as the feedback from OLI leadership and our community partners, we have developed a model/prototype/curriculum for community advocacy training. This model can be customized for each group deepening on the issues that are of most importance to each organization. With additional funding, we can engage graduate students and law students to further develop curriculum and identify community partners who can utilize the training.

Strategic Initiative: Launch of the USD Military–Connected Hub
Project Contact(s): Director Amanda Etter, Military and Veterans Programs

Main Strategic Goal Alignment: Goal 5: Amplifying Local and Global Engagement and Reputation

Monetary Award Category: c) \$50,000–\$74,999

About: This initiative seeks to establish a USD Military Hub that will address the needs of the military community and deepen the work of various entities around campus. It will open the door for stronger military outreach and community partnerships through the development of united campus efforts to educate the military population on higher education opportunities.



Major Successes in 2019-20: The first six months were dedicated to establishing effective communication and collaboration across campus. We convened 24 members for the development of the Military Advisory Board (MAB). We hired and onboarded our graduate assistant. We held a retreat held on February 21, 2020 to develop the Mission, Vision, and Goals of the Hub and have held monthly follow-up convenings. Six areas of focus have been identified based on the goals and objectives: admissions, enrollment, outreach, recruitment, fundraising, and advancement. The budget for the Hub has been agreed on. The MAB developed a collective list of 116 organizations that USD has identified that will be used for additional resources and partnerships. Data has been collected on the demographics of the military-connected student population at USD. Additionally, the Military and Veterans Program will survey students biannually through the partnership with the College of Arts and Sciences faculty. USD representatives are currently sitting on seven different committees and organizations in the community centered on military and veteran support in San Diego. Since the launch of the Hub, the MAB has been able to discuss key effectiveness strategies. The enhancement of the Yellow Ribbon Program for undergraduate students is a success that maximized scholarship funding at USD and supports the growth in enrollment for military-connected students. Over the next year, we will work to grow and develop the Hub to meet key performance indicators such as the growth of enrolled military-connected students, enhanced opportunities for students, and new funding streams for initiatives.

Strategic Initiative: Urgent Challenges Collective — Homelessness and Food Insecurity

Project Contact(s): Professor of Political Science and International Relations and Director of the Changemaker Hub Mike Williams, PhD, JD, and Adjunct Assistant Professor of Theology and Religious Studies Kate DeConinck, PhD

Main Strategic Goal Alignment: Goal 5: Amplifying Local and Global Engagement and Reputation

Monetary Award Category: d) \$75,000 or more

About: This initiative seeks to establish an Urgent Challenges Collective, creating new opportunities for faculty members, students, staff, and community partners to become more engaged in addressing the issues of homelessness and food insecurity. Specifically, over the next two years, the Urgent Challenges Collective will work to coordinate USD's efforts and create new initiatives (where necessary) to build upon our knowledge of these issues (engaged research and interdisciplinary courses), to support community partners who are engaged with these issues (community engagement), and to advocate and spread awareness about homelessness and food insecurity issues on and off campus (advocacy).

Major Successes in 2019-20: We established the Urgent Challenges Steering Committee in June 2019 which consists of approximately 30 individuals from across campus. In addition, we established a Student Advisory Committee in the Spring 2020 semester with 10 students from a variety of disciplines. The Urgent Challenges Collective website and resource database launched in August 2019 as a central hub for sharing information about our initiatives and other resources. The site includes a section dedicated to teaching resources and grants, research opportunities and funding, and advocacy and events on campus. It also includes a well-developed resources page, which includes city reports, links to nonprofits and volunteer opportunities, recommendations for books, podcasts, and films, and a news section updated on a weekly basis. The Collective solicited research proposals in September 2019 and we were thrilled to be able to fund three faculty-student research projects during the 2019- 2020 academic year, each of which modeled engaged research. We were also able to help three research teams from USD apply for outside grant funding from the Lucky Duck Foundation; the

total sum awarded across these projects was \$75,000. Through a variety of programs and offerings this past year, we were able to assist USD faculty in the creation and implementation of assignments and courses centered around homelessness. Three brand new courses were approved that are specific to homelessness. The Collective also helped coordinate a monthly gathering of academics from across San Diego who do work or research surrounding homelessness. In Spring 2020, we launched a new Community Immersion Program, which was partly completed before the COVID-19 shutdown. This program invited faculty and administrators to visit some of the community partners with whom we have a long-standing relationship to learn about possibilities for collaboration and teaching projects. Over the course of the 2019-20 academic year, our team was able to offer events and programs that attracted hundreds of students, faculty, and staff. These offerings connected USD to dozens of community partners who work to address homelessness and resulted in sustainable relationships and ongoing conversations. During the Fall semester, we spent dozens of hours meeting one-on-one with different community partners across San Diego to learn about the work they are doing and to discuss possible points of collaboration. Many of these partners participated in our Housing and Food Access Resource Fair on campus on October 24, 2019, where they were able to meet with students looking for internship or volunteer opportunities. We also developed the Speakers Series and the Community Immersion Program, neither of which were part of our initial grant application. The Community Immersion Program consisted of four opportunities for faculty, staff, and students to learn more about organizations that are working on the issue of homelessness. Homelessness and Food Insecurity Awareness Week was successfully held on campus from October 21-25, 2019. These five full days of programming included participation from hundreds of students, faculty, and staff across campus and beyond. We not only attracted a large number of students, faculty, and staff to the event (over 400), but we received positive feedback from those who attended. Awareness Week also garnered significant attention from local news stations (KUSI, FOX 5, CBS 8, and NBC), including interviews with students who spoke about how meaningful the week was.

Strategic Initiative: USD Rome Center

Project Contact(s): Associate Provost for International Affairs and Professor of Economics Denise Dimon, PhD

Main Strategic Goal Alignment: Goal 5: Amplifying Local and Global Engagement and Reputation

Monetary Award Category: b) \$25,000-\$49,999

About: This initiative sought to expand USD's global footprint by establishing a USD Rome Center in Italy. The University currently has several programs in Italy that could be enhanced by a permanent USD presence in Rome. In addition, such a center would allow the opportunity to develop new initiatives in a city strongly linked to USD's Catholic identity.

Major Successes in 2019-20: In Fall 2019, initial locations were sought out for space. However, the project has been put on hold as a result of the coronavirus pandemic. Feasibility will be reassessed in 2021.

Strategic Initiative: University of San Diego's Tijuana Hub and Classroom

Project Contact(s): Assistant Director Rachel Christensen, Center for Peace and Commerce

Main Strategic Goal Alignment: Goal 5: Amplifying Local and Global Engagement and Reputation

Monetary Award Category: b) \$25,000-\$49,999

About: The first stage of this initiative seeks to map the current USD footprint in Tijuana, Mexico using the Collaboratory Tool which produces reports on student, faculty, and staff efforts in specific regions or across identifying themes. The second stage of this initiative will identify and pilot the use of a physical presence in Tijuana. A co-located physical space accessible from the San Ysidro Ports of Entry would act as a Hub for Tijuana-based USD activities and serve a myriad of USD stakeholders' needs as a meeting space, location for interviews, research center, art studio, temporary locker and storage unit, and space for collaboration with community partners.

Major Successes in 2019-20: We conducted two training sessions plus dozens of individual meetings to collect data on USD-Tijuana engagement in the Collaboratory Platform. We also gathered input from USD and community stakeholders to define criteria for the design of the Tijuana Hub. The stakeholder engagement process was very well received. Given COVID-19, we are making necessary pivots to allow for some more virtual engagement with the border considering on-going health and crossing restrictions, but the project continues to enjoy wide campus support for an engagement with this initiative.

Strategic Initiative: Co-creating the Future of Faith: The Role of Women in the Catholic Church

Project Contact(s): Director Jeffrey Burns, Frances G. Harpst Center for Catholic Thought and Culture

Main Strategic Goal Alignment: Goal 5: Amplifying Local Global Engagement and Reputation

Monetary Award Category: b) \$25,000-\$49,999

About: This initiative seeks to support a sequence of three events to open the dialogue with female members of the Catholic community whose voices have long been neglected; engage high school youth in the process; and craft a message that can be shared with the diocese and beyond. The objective is to create tangible artifacts and recommendations for the future to increase the role of women in the Catholic church.

Major Successes in 2019-20: We met with a consultant on social entrepreneurship for a day-long planning and training session. Participants included representatives from the Office of Mission, the Center for Catholic Thought, the Theology and Religious Studies department, the Diocese of San Diego, the Immaculata, Law School, and local Catholic high schools. The consultant assisted in planning our main event for the year: Women in the Church. For the main event, more than 100 people, mostly women, met at USD and discussed women's role in the Church through short storytelling. The success of the evening was seen when more than 65 women signed up for an ongoing small-group process. As a second event, we held a Saturday half-day forum for high school youth on the future of our church to speak to their relationship to the church and how they would want to be engaged. More than 60 youth from local Catholic high schools and from parish youth groups met in January. They produced an impressive array of artistic impressions focused on the future of the church. The artworks were scheduled to be hung at the San Diego Diocesan Pastoral Center, but plans were disrupted by the coronavirus pandemic. Lastly, we planned a third full day conference on increasing gender equity in the church to be held at the held at the Mission and Ministry Center (surrounded by beautiful wall tapestries from many inspirational and international figures) at USD, but we had to cancel due to COVID-19. We hope to conclude it at a future date. Continued discussions have been held virtually.



2019-20: Cohort 4 New Strategic Initiative Awardees

(projects hat have not yet received any funds but will in FY 21 and FY 22)

Strategic Initiative: Environmental Integration Lab

Project Contact(s): Assistant Professor of Management Nichole Wissman-Weber, PhD, and Associate Professor of Sociology Julia Cantzler, PhD

Main Strategic Goal Alignment: Goal 1: Enhancing Student Learning and Success

Monetary Award Category: c) \$50,000-\$74,999

About: The initiative seeks to create an Environmental Integration Lab that will bring together faculty and students in a concerted effort to connect campus-wide sustainability endeavors as they relate to climate change. USD has a variety of experts on environmental science, real estate sustainability, sustainable supply chain, carbon footprint measuring, green engineering product design and process development, environmental policy analysis, sustainable management, and climate justice that have never been formally brought together. The lab will harness our resources and talent to be integrated, leveraged, and made much more effective at addressing the issues of climate change and sustainability.



Strategic Initiative: Equinox Project at USD

Project Contact(s): Executive Director Emily Young, PhD, The Nonprofit Institute

Main Strategic Goal Alignment: Goal 3: Improving Structural and Operational Effectiveness

Monetary Award Category: c) \$50,000-\$74,999

About: Through the Equinox Project initiative, we are seeking to more deeply engage faculty and students by providing opportunities for research in support of the Quality of Life Dashboard's data for the purpose of knowledge generation, as well as opportunities to connect our students with the Leaders 2020 young professionals network in service of student learning, student success, and community impact. By bolstering the Equinox Project with broader ties to USD faculty and students, we hope to elevate its profile as the leading source of community-wide data on critical issues to our region's quality of life.

Strategic Initiative: Food Studies Initiative at USD

Project Contact(s): Associate Professor of Theology and Religious Studies Aaron Gross, PhD; Assistant Chair, Assistant Professor and Department of Theology and Religious Studies Department Diversity Officer Christopher Carter, PhD; and Assistant Professor of Philosophy Nick Riggle, PhD

Main Strategic Goal Alignment: Goal 5: Amplifying Local and Global Engagement and Reputation

Monetary Award Category: c) \$50,000-\$74,999

About: The Food Studies Initiative seeks to execute a series of diverse campus meetings and events that will simultaneously: (a) serve as a laboratory to better understand USD community values related to food, (b) accelerate the creation of a permanent Food Studies Program, (c) support related fundraising, and (d) transform food at USD from an "auxiliary" part of campus life to a powerful vehicle both for expressing values and for enhancing USD's educational mission.

Strategic Initiative: National Fellowships

Project Contact(s): Director of Pre-Health Advising Services Cassandra Gomez

Main Strategic Goal Alignment: Goal 1: Enhancing Student Learning and Success

Monetary Award Category: c) \$50,000-\$74,999

About: The purpose of the National Fellowships strategic initiative project is to implement a faculty team approach to better support USD students in their applications to national fellowships (such as Rhodes, Goldwater, Marshall, Truman, etc.).

Strategic Initiative: The Mixtec Community Garden: Ways of Knowing, Being, and Doing

Project Contact(s): Professor of Spanish and Director of Latin American Studies Kevin Guerrieri, PhD

Main Strategic Goal Alignment: Goal 5: Amplifying Local and Global Engagement and Reputation

Monetary Award Category: a) less than \$25,000

About: This initiative is based on a collaboration with the Mixtec community in Linda Vista. It is multi-faceted and seeks to focus on multiple aspects of the community: a community garden, linguistic mapping and development, and the preservation of Indigenous knowledge, medicinal usage, and traditional foods. All efforts are linked to student learning at USD in multiple disciplines.

Strategic Initiative: The PAX Initiative (USD Stopping Traffic Initiative)

Project Contact(s): Staff Attorney Melanie Delgado, JD, Children's Advocacy Institute and Associate Professor in the Joan B. Kroc School of Peace Studies Ami Carpenter, PhD

Main Strategic Goal Alignment: Goal 5: Amplifying Local and Global Engagement and Reputation

Monetary Award Category: d) \$75,000 or more

About: The Partners Against eXploitation (PAX) Initiative seeks to build on the opportunity USD has to be a leader in the fight against human trafficking. Situated in a large, diverse, and border city, USD is a multidisciplinary University with a focus on changemaking. This perfectly positions the university to drive change in the fight against human trafficking. The PAX Initiative seeks to facilitate communication and connections between the University's various units to collaborate on innovative solutions to the urgent challenge of human trafficking.

Strategic Initiative: USD Goal Toward an International/ Multicultural Experience for all Undergraduate Students

Project Contact(s): Associate Provost for International Affairs and Professor of Economics Denise Dimon, PhD, and Associate Vice President for Community Engagement Chris Nayve, JD

Main Strategic Goal Alignment: Goal 5: Amplifying Local Global Engagement and Reputation

Monetary Award Category: a) less than \$25,000

About: Approximately 50% of USD graduates study abroad, compared to 10% nationally. USD consistently ranks in the top 10 Universities nation-wide for this statistic. In addition, approximately another 30% of USD students engage in multicultural experiences such as cross-border engagement or community engaged learning in the San Diego area. This initiative seeks to research why the remaining 20% of students do not study abroad or engage in a multicultural experience in the hopes of making this a graduation requirement for all undergraduate students. The project also seeks to identify additional opportunities for engagement.



OFFICE OF INSTITUTIONAL EFFECTIVENESS
AND STRATEGIC INITIATIVES

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