University of San Diego®

STRATEGIC INITIATIVES
2018-2019 ANNUAL REPORT

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Revised April 3, 2019

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Please visit the IESI website at http://www.sandiego.edu/iesi/ to view more about strategic initiative funding. For questions about this report, please contact the Office of Institutional Effectiveness and Strategic Initiatives at iesi@sandiego.edu.
Dr. Andrew T Allen, Vice President and Dr. Karen M. Lee, Assistant Vice President

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Executive Summary

The University of San Diego launched a strategic initiative-funding program in the 2017-2018 academic year. The program supports teams or individual faculty, students, staff, or administrators as they pilot innovative initiatives in support of USD's five strategic goals:

• 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

Nearly 100 pre-proposals were submitted and reviewed by strategic goal committees, resulting in 15 funded projects. These initiatives were funded because of their strong alignment with the university's strategic plan - Envisioning 2024. One year later, we report on the progress of these innovative projects that support USD's vision to set the standard for an engaged, contemporary Catholic university where innovative changemakers confront humanity's urgent challenges.

Project topics include engaging communities: engineering, science, peace, and humanities; developing contemporary curriculums; bolstering alumni and community partnerships; and increasing undergraduate access to research opportunities. A summary of each project is provided in this report, along with first-year accomplishments.

These projects have involved more than 220 USD graduate and undergraduate students; 130 USD faculty, staff, and administrators; and nearly 70 campus collaborators. Similarly, these projects have engaged over 210 students in the K-12 community, 55 community partners, and over 500 community members. This astonishing work has led to several projects seeking and receiving external grant funding to continue addressing humanity's urgent challenges.

University of San Diego®

Mission:

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.

Strategic Initiatives
2018-2019 Annual Report

Dr. James T. Harris III
President

Dr. Andrew T. Allen
Vice President
Institutional Effectiveness and Strategic Initiatives

Dr. Karen M. Lee
Assistant Vice President
Institutional Effectiveness and Strategic Initiatives

University of San Diego
5998 Alcalá Park
San Diego, CA, 92110

Overview

The University of San Diego's *Envisioning 2024* Strategic Plan has five goals to support USD's vison. One of the opportunities identified in the strategic plan was to create an environment that fosters and rewards creativity, innovation and interdisciplinary opportunities. For 2017-2018, President Harris allocated $500,000 for internal grants to fund pilot projects aligning with the strategic pathways and goals. Project proposals were reviewed using the following criteria:

- The problem or opportunity was described with a clear and direct relationship to at least one strategic goal and one pathway.
- The proposal fully aligned with the identified problem or opportunity and offered an innovative approach to address at least one of the strategic goals.
- The proposed initiative incorporated a collaborative effort of stakeholder groups across campus and/or with community partners.
- The proposed initiative had high potential for impacting a combination of units, the entire institution, or the local/global community.
- The proposal clearly described indications of success of the initiative.
- The full proposal was very clear on how existing or new resources would be used to carry out the initiative.
- The full proposal contained a fundable amount, supported by a completed budget template.
- The full proposal contained a clear plan to sustain the initiative beyond initial strategic funding.
- The full proposal explicitly described the ability of the initiative to be accomplished successfully and provided outcomes, measures, and criteria of success.
- The full proposal contained a very clear description of the capability of the initiative being carried out within the identified constraints and included the stated action steps, responsible parties, required resources, and targeted start/completion dates.
- The full proposal clearly described the direct benefits of the initiative, such as increasing student success, increasing student scholarship funds, elevating USD's prominence in the community, or generating a revenue stream for the university.

USD Strategic Plan

MISSION STATEMENT

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.

BECAUSE THE WORLD NEEDS CHANGEMAKERS…

2024 VISION STATEMENT

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

By 2024, USD will set the standard for an engaged, contemporary Catholic university by focusing on our six interconnected Pathways and delivering on the Promise of our University by achieving the following goals:

• 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



SIX INTERCONNECTED PATHWAYS

The Office of Institutional Effectiveness and Strategic Initiatives (IESI) facilitated the strategic initiatives funding process in coordination with the 2017-2018 Strategic Planning Steering Committee see appendix for committee and sub-committee membership). The process started with a pre-proposal that was reviewed by corresponding Strategic Goal Committees. They recommended to the Strategic Initiative Review Council the pre-proposals that were to be further developed into full-proposals with budgets. The Strategic Initiative Review Council scored the full proposals (with budgets and supporting materials) and made recommendations to the Strategic Planning Steering Committee, who in turn made recommendations to the Executive Council. Before awardees were granted access to their funds, they received an award letter and signed a letter of agreement containing the terms and conditions of the award. They then completed a strategic initiative assessment plan in Nuventive TRAC DAT (USD's assessment management system) with the aid of the Office of Institutional Effectiveness and Strategic Initiatives. The IESI Budget Manager worked closely with each awardee to understand how to access their grant funds. All project related documents were sent to the Office of Sponsored Programs for uploading into Cayuse (USD's sponsored projects management system). These three offices coordinate the documentation of initiative progress and monitor award spending.

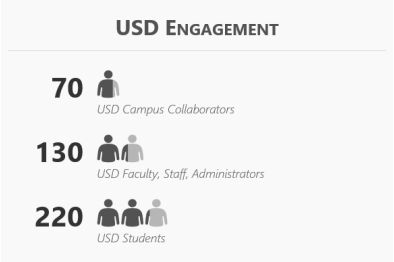
Awards

Of the 92 pre-proposals submitted in 2017-2018, 38 led to full-proposals and 15 resulted in funded proposals. One of the approved proposals shared in this report, resulted in permanent USD funding aside from the $500,000 allocated by President Harris.



Annual Progress

As shared earlier, the criteria for funding these strategic initiatives includes: innovatively addressing a problem or opportunity closely aligned with USD's strategic goals and pathways; collaborating with campus and community stakeholders; positively impacting the campus, local, or global community; and yielding a direct benefit to the university community. These 15 projects have engaged more than 220 USD undergraduate and graduate students; 130 USD faculty, staff, and administrators; and nearly 70 campus collaborators.



Similarly, these projects have engaged over 210 students in the K-12 community, 55 community partners, and over 500 community members. This astonishing work has led to several projects seeking and receiving external grant funding to continue addressing humanity's urgent challenges.



Project topics fall under four categories: 1) engaging communities: engineering, science, peace, and humanities; 2) developing contemporary curriculums; 3) bolstering alumni and community partnerships; and 4) increasing undergraduate access to research opportunities. Similarly, awards are categorized into four categories: a) less than $25,000, b) $25,000-$50,000, c) $50,000-$75,000, and d) over $75,000. Project funding spans two years for most projects, therefore this report shares project successes for year one. Each initiative is showcased in this report, along with notes of goal/pathway alignment and award category.

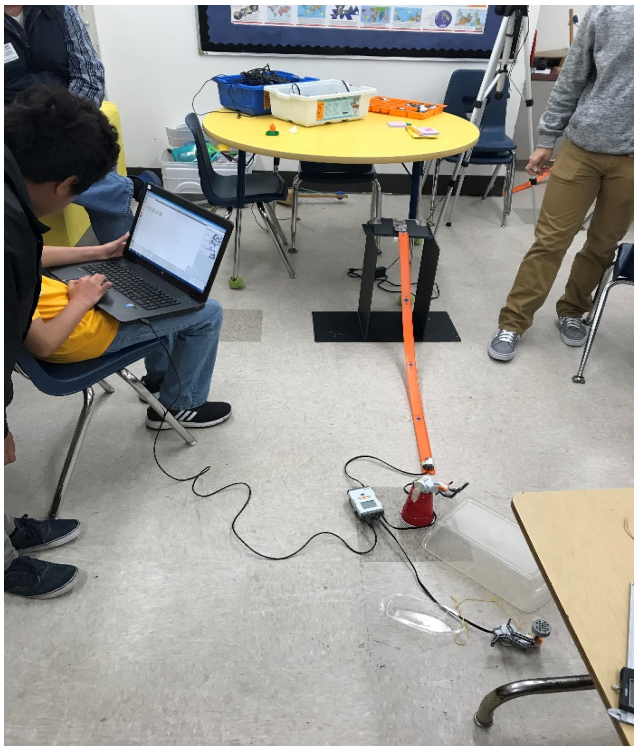
Discovering the Engineer Within

Overview 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 communities. In collaboration with the Shiley-Marcos School of Engineering, campus and community partners.

Project Contact Dr. Joel Alejandro Mejia, Assistant Professor, Department of General Engineering

Notes This initiative most closely aligns with goal 5 and the following pathways: anchor institution, practice changemaking, access and inclusion, and a liberal arts education for the 21st century. The award falls in the less than $25,000 category.

When The STEM experience took place at King-Chavez Preparatory Academy in Logan Heights from March 26 to March 29, 2018.



Who The research team (Drs. Alex Mejia, Odesma Dalrymple and Alberto Pulido), in collaboration with King-Chavez Preparatory Academy, recruited 11 middle school students (grades 6th - 8th) to participate in a pilot 4-day STEM experience that aligned with the goals of the initiative. The USD faculty team, with the help of Dr. Perla Myers and four USD undergraduate students, facilitated the activities while also providing mentoring and guiding the middle school students in their exploration.

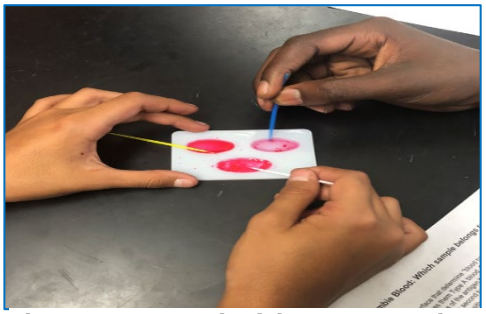
What This project engaged the USD faculty team, community leaders and King Chavez teachers and students, along with four USD students in different STEM activities with the ultimate goal of helping the students tell the history of their communities through engineering and chain reaction machines. These activities included an introduction to chain-reaction machines, mathagami, electrical circuits, simple machines, and robotics. The USD faculty team, with the help of Dr. Perla Myers and four USD undergraduate students, facilitated the activities while also providing mentoring and guiding the middle school students in their exploration. In addition, the students visited Chicano Park Museum and Cultural Center and learned about the social, cultural, and political aspects of the engineering designs they observed at the park. The discussion was facilitated by Dr. Alberto Pulido, who provided an ethnic studies perspective and framework to the engineering issues observed in the students' community.

Year 1 Success The framework created, as an expansion to the strategic initiative, will be used with teachers in the San Diego Independent School District to help teachers integrate asset-based approaches to the teaching of engineering concepts in the classroom.

E2E STEM Incubator

Overview

Coordinate and facilitate several USD-K12 STEM projects through an Education to Employment (E2E) incubator. The E2E Incubator is a space where students can discover their place in the world. Open to K-12 schools throughout San Diego, the E2E incubator at Kearny High School prioritizes access to elementary, middle, and high school students and teachers in Linda Vista and the Kearny Cluster.



The STEM Outreach Club- typing "zombie" blood

Project Contact

Co-PI - Dr. Lisa Dawley, Executive Director - The Jacobs Institute for Innovation in Education
Co-PI - Dr. Yaoran Li, Managing Researcher - The Jacobs Institute for Innovation in Education

Notes

This initiative most closely aligns with goal 5 and the following pathways: anchor institution, engaged scholarship, practice changemaking, and access and inclusion. The award falls in the over $75,000 category.



Big Li'l Toreros Science Mentoring Program

Who

USD faculty and students
Dr. Laura Rivard, Adjunct Biology Professor- STEM Outreach Club & Big Li'l Toreros
Dr. Sue Lowery, Biology Professor - Teen Science Café Sponsor
San Diego Unified School District Teachers, students, and Administrators

What and Year 1 Success

The STEM Outreach Club is a USD student organization sponsored by USD Adjunct Biology Professor - Dr. Laura Rivard. In Fall 2018, the club created and delivered a 7-week after-school science program for Taft and Montgomery Middle School students.

The Big Li'l Toreros, sponsored by USD Adjunct Biology Professor - Dr. Laura Rivard, is a USD -Kearny High School Mentoring program with 32 USD science students serving as mentors for 32 Kearny High School Biology students.

The Teen Science Cafe, sponsored by Dr. Sue Lowery, Biology Professor at USD, held a workshop called 'Science of Self-Defense' at Kearney High E2E site on January 29, 2019. Visits to USD laboratories will occur in the 2019 Spring semester.

Similar projects are carried out through E2E micro-grants awarded for collaborative STEAM projects between USD students/faculty and SDUSD students/teachers who utilize the innovative E2E Incubator space.



E2E STEM Incubator Micro-Grants Awards



Engineering Exchange

Overview A collaboration between the Mulvaney Center and the Shiley-Marcos School of Engineering to take engineering to the community and turn community-defined 'problem briefs' into actionable student assignments, design projects, research theses, or extra-curricular pro bono engineering projects (supported by local professional engineers).

Project Contact Dr. Susan Lord, Professor and Chair of General Engineering Department



USD Engineering Team at Clear Blue Sea

Notes This initiative most closely aligns with goal 5 and the following pathways: anchor institution, engaged scholarship, practice changemaking, access and inclusion, care for our common home, and a liberal arts education for the 21st century. The award falls in the over $75,000 category.

Who

Core Group
Dr. Odesma Dalrymple, Associate Professor of Industrial and Systems Engineering is leading the effort
Dr. Caroline Baillie, Professor of Praxis, Integrated Engineering
Dr. Susan Lord, Professor and Chair of Integrated Engineering
Dr. Gordon Hoople, Assistant Professor of Integrated Engineering
Dr. J. Alex Mejia, Assistant Professor of Integrated Engineering
Ms. Elisa Lurkis, Director of Development and Alumni Relations, Shiley-Marcos School of Engineering
Ms. Paula Schmid, Executive Assistant to the Dean, SMSE
Mr. Francisco Garcia, ExSJ Administrative Assistant, SMSE

Advisory Group
Mr. Chris Navye, Associate Vice President for Community Engagement & Anchor Initiatives
Mr. John Loggins, Director of Community Engaged Scholarship, Mulvaney Center
Dr. Kathleen Kramer, Professor of Electrical Engineering
Dr. Venkat Shastri, De Sanctis Professor of Engineering and Entrepreneurship, Director of Industry Partnership
Dr. Michelle Camacho, Professor of Sociology
Ms. Persephone Lewis, USD Tribal Liaison and Professor of Practice in Ethnic Studies
Ms. Rachel Christensen, Assistant Director, USD Center for Peace and Commerce
Mr. Tom Lupfer, President, Clarity Design and Professor of Practice in Computer Science and SMSE Advisory Board member
Mr. Chase Tushaus, USD Industrial and Systems Engineering Alumni, Co-chair of SMSE Alumni Board

What USD faculty, students, and external volunteers work collaboratively with diverse marginalized community groups to co-create alternative solutions to problems that are technical in nature. For example, equipment for recycling plastics into new composite materials (e.g. wallets, book covers, etc.) is being used by an afterschool program on the Kumeyaay Viejas Band Reservation. Other community groups are able to see this equipment in operation and decide if a similar set-up would work for them.

Year 1 Success The Engineering Exchange for Social Justice (ExSJ) has been created, with progress made on logistics, a core leadership group, an advisory committee, and a logo for promotional materials to engage community partners and pro-bono professionals at various community-oriented forums. We have identified and are supporting several projects. We have established several community partnerships, for example: Clear Blue Sea, Viejas Band of the Kumeyaay Nation, Standing People Together, Waste for Life, San Diego Juvenile Court Community Schools (Lindsay and Victoria schools), and San Diego Blind Community Center.

STEAM Academy and Youth & Community Conference

Overview This project includes two inter-connected components: a STEAM summer academy for middle and high school students, with USD students serving as enrichment facilitators, and a STEAM youth and community conference. The project provides new pathways for local youth to ignite, develop and pursue their STEAM interest, while simultaneously elevating STEAM literacy and awareness.



Project Contact Dr. Perla Myers, Professor, Mathematics, College of Arts and Sciences
Dr. Joi Spencer, Associate Professor and Associate Dean, School of Leadership and Education Sciences
Dr. Odesma Dalrymple, Assistant Professor, Industrial and Systems Engineering, Shiley-Marcos School of Engineering

Notes This initiative most closely aligns with goal 5 and the following pathways: anchor institution, engaged scholarship, practice changemaking, access and inclusion, care for our common home, and a liberal arts education for the 21st century. The award falls in the $25,000 - $50,000 category.

Who Close to 50 families were represented at the family orientation for 33 middle school and 21 high school students attending the weeklong summer academy. Ten academy facilitators, 1 academy director, 4 volunteers, and 1 USD student satisfying a degree requirement. At the Community conference, 375 attendees and presenters and over 40 workshops and presentations. Attendees included a very diverse group of K-12 students, their families, teachers, community members, leaders, and businesses.

When The STEAM Summer Academy was an innovative 2018 week-long summer learning experience on USD's campus for San Diego middle and high school students, their families, and the San Diego community. On the Saturday following the Academy, the STEAM Team hosted an annual one-day STEAM Youth and Community Conference that provided the San Diego community with opportunities to engage in innovative STEM activities.

What and Year 1 Success Student teams designed culminating projects, which required them to demonstrate their understanding of the central learning goals of the program. All final projects incorporated coding, origami, and scaling to address one of the United Nations Sustainable Development goals. Attendees of the STEAM Youth and Community Conference received information about future Science, Technology, Engineering, Art and Mathematics (STEAM) opportunities for students; learned about STEAM careers and networked with STEAM professionals; participated in interactive STEAM workshops; learned about connections between art and STEM; received valuable information about college and discounts on SAT/ACT courses; competed in mathematics and engineering games for prizes; and learned about the University of San Diego via a campus tour.





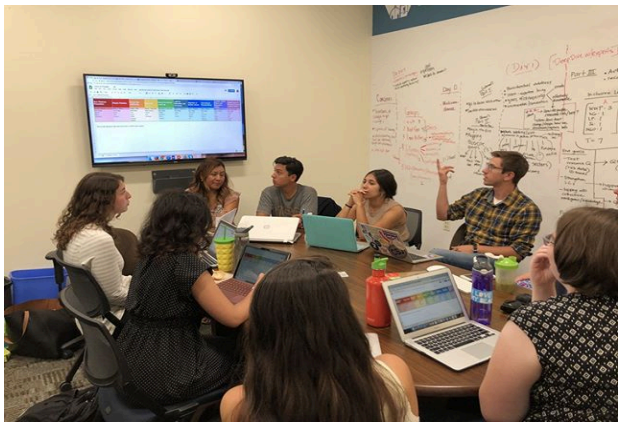
The Social Fabric Initiative: Youth Changemaking in San Diego County

Overview The Social Fabric Initiative is a new project of the Kroc School's Institute for Peace and Justice and is designed to build dense social networks among youth within San Diego County. The goal is to build more connected, peaceful communities by engaging diverse teams in solving problems they identify in their communities.

Project Contact Ms. Tina Medina, Program Lead, Kroc Institute for Peace and Justice Program Officer

Notes This initiative most closely aligns with goal 5 and the following pathways: anchor institution, engaged scholarship, practice changemaking, access and inclusion, and a liberal arts education for the 21st century. The award falls in the $50,000 - $75,000 category.





When In summer 2018, the Kroc IPJ engaged with over 50 high school youth volunteers, who are passionate about social and/or environmental justice issues and paired them up with trained university-level interns and professional mentors to design and implement small-scale, community change projects.

Who 55 high school students
10 university-level students
A dozen regional mentors

What Teams spent the summer learning about their topic for which they designed and implemented projects that could positively impact their community.

Where Projects took place in San Diego or Tijuana.

Year 1 Success This initiative is successful at:
- bridging social divides among youth;
- expanding youth's social network to include diverse peers and adult professionals;
- tapping into youth's passions about important challenges facing their communities;
- building problem-solving skills among youth, related to collaboratively designing, managing, and implementing a tangible community change project; and
- empowering youth to feel self-confident and efficacious as young leaders capable of changing communities.

Turning Wheels Project

Overview 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 community with involvement and participation from USD faculty, staff and students. A USD - Logan Heights partnership.



Project Contact Dr. Alberto Pulido, Professor, Ethnic Studies Department

Where Chicano Park Museum & Cultural Center



Notes This initiative most closely aligns with goal 5 and the following pathways: anchor institution, engaged scholarship, practice changemaking, access and inclusion, care for our common home, and a liberal arts education for the 21st century. The award falls in the $50,000 - $75,000 category.

Major Actions and Outcomes The mobile classroom will provide a safe and inclusive space for community youth, address the challenges of gentrification, and preserve the rich and important history of Chicano Park in the Logan Heights Community.



Who Colin Fisher - USD Faculty - Collaborator, Josephine Talamantez - Chicano Park Museum and Cultural Center - Collaborator, and Tommie Camarillo - Chicano Park Steering Committee - Collaborator

What The Turning Wheel Project will conduct a school outreach program with the local elementary schools of Perkins and Burbank that will focus on after school and Saturday programs. We will also reach out to Memorial Middle, King Chavez Middle, King Chavez High School and San Diego High School.

Year 1 Success The Turning Wheels Project has:

- purchased a vehicle from Farber Specialty Vehicles in Columbus, Ohio and is in the final stages of the customization and wrap design. The vehicle will be completed in March 2019;
- applied for two external grants for programming and operation of the project;
- received additional funding from the Karen and Tom Mulvaney Center;
- established an advisory board of academic and community leaders, that is finalizing and approving 2019-2020 activities; and
- scheduled activities for fall 2019 - pending external funding awards.

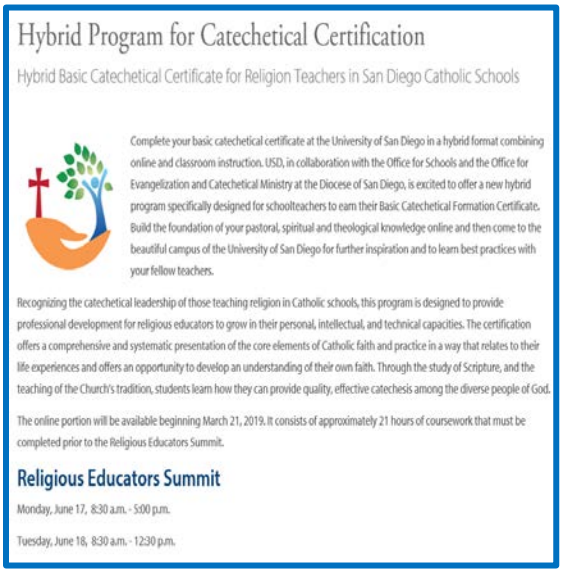
Religious Educators Certificate

Overview 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 haven't 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 THRS department, the educational expertise across SOLES and the spiritual resources within University Ministry, we are capable of offering a unique opportunity for local school teachers to have an in depth formative experience that will benefit students in Catholic schools across the diocese.

Project Contact Division of Mission and Ministry Center for Christian Spirituality - Erin Bishop

Major Action Development of Certificate Program

Notes This initiative most closely aligns with goal 5 and the following pathways: anchor institution, practice changemaking, and access and inclusion. The award falls in the $25,000 - $50,000 category.



Who Division of Mission and Ministry Center for Christian Spirituality - Erin Bishop University

Assistant Vice President and Director of University Ministry -Dr.Michael Lovette-Colyer

Associate Provost and Dean, School of Leadership Education Sciences - Dr. Nick Ladany

Chair, Department of Theology and Religious Studies -Professor Emily Reimer-Barry, PhD

Diocesan partners Office for Schools - Julie Cantillon

Office for Evangelization and Catechetical Ministry - Marioly Galvan

What Collaborate with internal and external partners to develop course materials and online content for a religious educator's certificate.

Where Online program with USD on-campus events.

Year 1 Success Leadership from the Diocese Office for Schools met regularly on USD's campus with collaborators in SOLES, and Mission and Ministry. The course is designed and set to launch in March 2019.

Geographic Information Systems (GIS) Certificate Design

Overview 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, we are creating a cross-campus collaborative effort of stakeholders with additional external input to design a viable and effective GIS certificate. The initiative will broaden our commitment to our undergraduate students by designing an inclusive, high-relevant, and in-demand GIS certificate program to meet the needs of our students, and possibly set the standard for the integration of GIS into a certificate for undergraduates at a number of liberal arts institutions. Initiative funds will be used to host a one-day workshop; during which participants will research undergraduate GIS certificate programs to inform the design of a USD certificate program. The opportunity to design a certificate with multiple stakeholders will have a direct and immediate impact on student success, University visibility, and broader community contributions.



Project Contact Project Contact: Dr. Suzanne Walther, Assistant Professor, Environmental and Ocean Sciences

Notes This initiative most closely aligns with goal 1 and the following pathways: engaged scholarship, practice changemaking, access and inclusion, care for our common home,and a liberal arts education for the 21st century The award falls in the less than $25,000 category.

Major Actions Research current GIS certificate programs and then develop certificate program for USD via a Certificate Design Workshop.

Who Suzanne Walther, Environmental and Ocean Sciences, lead
John Yin, Environmental and Ocean Sciences, participant
Sarah Gray, Environmental and Ocean Sciences, participant
Michel Boudrias, Environmental and Ocean Sciences, supporter
Jonathan Mack, Hahn School of Nursing and Health Science, participant
Jonathan Loggins, Mulvaney Center for Community, Awareness and Social Action, supporter
Andrew Narwold, School of Business- Economics, participant
Diana Chen, Shiley-Marcos School of Engineering, participant
Marcus Lam, SOLES-Leadership Studies, participant
Austin Choi-Fitzpatrick, Joan B. Kroc School of Peace Studies, supporter
Rush Bush, Hahn School of Nursing and Health Science, supporter
Christiana DeBenedict, Climate Education Partners, supporter

What Collaboratively design the GIS certificate by: specifying how the certificate and its related courses will enhance USD students' learning and success, and creating paths within the certificate to best benefit USD students.

Year 1 Success Certificate design workshop is scheduled for spring 2019.

Western Science Meets Indigenous Ways of Knowing

Overview Develop an undergraduate lecture/lab course that synthesizes Indigenous knowledge and Western science and develop inquiry-based laboratory sessions that can be integrated into a Kumeyaay land-based curriculum. A partnership between USD adjunct faculty and local Kumeyaay people.

Project Contact Ms. Persephone Lewis, Tribal Liaison and Professor of Practice, Ethnic Studies Department
Ms. Marcelle Darby, Adjunct Instructor, Biology Department

Notes This initiative most closely aligns with goal 1 and the following pathways: anchor institution, engaged scholarship, practice changemaking, access and inclusion, care for our common home, and a liberal arts education for the 21st century. The award falls in the $25,000 - $50,000 category.

Major Actions
Capacity Building
Course Development
Community Partner Materials
Resource Sharing

Who
Ms. Persephone Lewis, Tribal Liaison and Professor of Practice, Ethnic Studies Department

Ms. Marcelle Darby, Adjunct Instructor, Biology Department

Kumeyaay community members



What Build instructional capacity to develop curricula and pedagogies required for the new course. Develop a course that uses best practices for synthesizing western and indigenous scientific knowledge and meets the core curriculum learning outcomes for Science and Technological Inquiry; Integration (1 & 2); and Diversity, Inclusion, and Social Justice (level one).

Year 1 Success Awardees attended the BioQuest conference in June 2018 to collaborate with other biology instructors to better understand the ways that Indigenous knowledge systems are included in college sciences courses. In addition, awardees have been working on the literature review for the course and sharing suggested readings with the community partner.

Year 2 Plans Awardees will secure IRB approval for interviewing Kumeyaay individuals; continue to review scholarly literature; and attend conferences that will provide additional information and connections for course preparation.

Torero Ventures Initiative



Overview: The Torero Ventures Initiative is an experiential, interdisciplinary, entrepreneurship and innovation management-education initiative that leverages USD's rich competences in liberal arts. This initiative provides the University of San Diego with a competitive advantage in entrepreneurship and innovation management-education as compared to other regional schools such as UCSD and SDSU that do not have a similar emphasis on liberal arts and values based education. This 4-unit course, taught in the Business School, is a mixture of both graduate and undergraduate students.

Project Contact: Dr. Rangapriya Kannan-Narasimhan, Associate Professor of Management, Business School and Faculty Director of Torero Ventures Program

Notes: This initiative most closely aligns with goal 1 and the following pathways: anchor institution, engaged scholarship, practice changemaking, access and inclusion, care for our common home, and a liberal arts education for the 21st century. The award falls in the $25,000 - $50,000 category.

Core Team

Faculty:
Priya Kannan-Narasimhan, Associate Professor School of Business
Jeff Teza,Entrepreneur-in-Residence, Shiley Marcos School of Engineering

Advisor:
Stath Karras,Executive Director, Burnham- Moores Center for Real Estate, School of Business

Partners:
Mysty Rusk, Director, The Brink
Jonathan Irwin, Advisor, The Brink
Jonathan Ossie, Advisor, The Brink

Program Coordinators:
Andrea Lakier, MBA Class of 2019
Janaira Quigley, MSGL Class of 2018

Interdisciplinary Advisory Team

Regina Bernal, School of Business
Juan Carlos Rivas, College of Arts and Sciences
Rachel Christensen, Joan B. Kroc School of Peace Studies
Karen Hanken, Joan B. Kroc School of Peace Studies
Karen Hoyt, Hahn School of Nursing and Health Sciences
Lea Hubbard, School of Leadership and Education Sciences
Amit Kakkad, School of Business
Ron Kauffman, College of Arts and Sciences
Michael Lawless, School of Business
Moriah Meyskens, School of Business
Venkat Shastri, Shiley-Marcos School of Engineering
Michael Williams, College of Arts and Sciences

Interdisciplinary Mentors

Kavita Appachu (UX Designer, Owner, Kavita Appachu Consultant)
Carlyn Blevins (Nutritionist, Owner, C3 Fitness Personal & Group Training)
Doug Brems (UX Designer, Leidos)
Gini Keating (UX Leader)
Chris Griffith (UX Leader, Nortek Security & Control LLC)
Anne Koenertz (UX Design Lead, Qualcomm)
Keith MacDonald (Biology, College of Arts and Sciences)
Truc Ngo (Shiley-Marcos School of Engineering)
Elena Oliella (Partner, UX-Fit)
Nate Stanton (Founder, Consortium Holdings)

What: The program provides systematic opportunities for students to engage in interdisciplinary entrepreneurship teams, engage with faculty mentors from different disciplines as they develop their products, and engage with external industry mentors.



Year 1 Success: The initial phase of the Torero Ventures Catalyzer has been a resounding success. Several external investors and entrepreneurs attended the Demo event to provide feedback to students as they presented their incubated ideas: UberFe, Salads on Saturn, Puppy Pads, Park Swap, Windn'Sea Coffee, ARA, Mango, Alexandrine & Cass, and Generations. These ideas are in line with UN's Sustainable Development Goals and focused on sustainability.

Bolstering Alumni and Community Partnerships

Bridging Town and Gown

Overview The Mulvaney Center, in partnership with Mission and Ministry, the Center for Inclusion and Diversity, and the Changemaker Hub, plans 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.

Project Contact Maria Silva, Director, Neighborhood & Community Engaged Partnerships, The Mulvaney Center

Notes This initiative most closely aligns with goal 5 and the following pathways: anchor institution, practice changemaking, and access and inclusion. The award falls in the $25,000 - $50,000 category.



What The program has increased engaged community partners' access to USD by formalizing partnerships. The MOUs deepen relationships, leverage learning opportunities, and allow for shared resources. USD's commitment to the reciprocal and democratic values of an anchor institution is strengthened while local and cross border community engaged partnerships are deepened.

Year 1 Success Criteria have been developed for establishing Anchor Partnerships, resulting in new MOUs with the following Anchor Partners: Reality Changers, Hugo Sanchez Foundation, Via International, Access, Community Housing Works, YMCA, Fundación GAIA, El Cajon Blvd BIA, Civic SD, Ebenezer Church, Twain High School, Barrio Logan College Institute, and Say SD. An additional five partnership MOUs are pending at the time of this report.

Mapping The Pathways

Overview Implement an online interface - *the Collaboratory* - to provide USD's various divisions with a technology platform to track curricular and co-curricular engagement and serve as a database of USD's community partners.

Project Contact Project Contact: John Loggins, Director, Community Engaged Learning, Mulvaney Center

Notes This initiative most closely aligns with goal 2 and the following pathways: anchor institution, engaged scholarship, practice changemaking, access and inclusion, and a liberal arts education for the 21st century. The award falls in the less than $25,000 category.

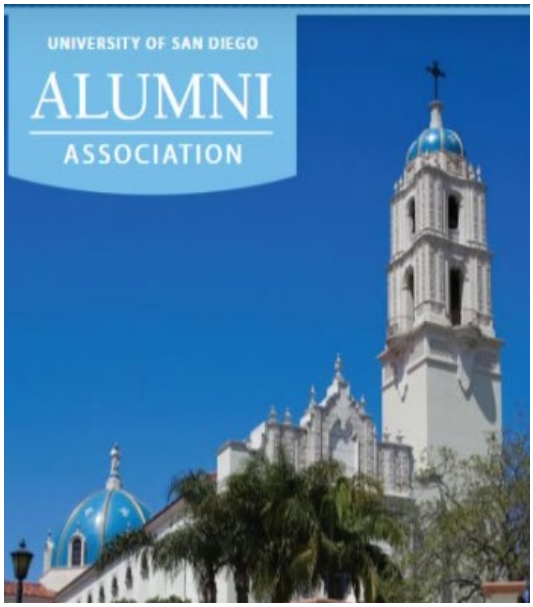
What During the USD-hosted *National Continuums of Service Conference*, the awardee partnered with the *Collaboratory* developers to facilitate a pre-conference session, "Exploring the Nature of our Partnerships: Institution-Wide Data Collection on Community Engagement" that allowed the awardee to showcase the abilities of the platform. The technical infrastructure must be established to connect the *Collaboratory* Platform with USD's existing systems before launching to the USD campus community.



Year 1 Success Although the awardee is still working with ITS on the technical portion of implementing the system, the awardee is still actively working to prime the USD community for a full launch in Spring 2019. "Collaboratory Champions" (members of the initial grant proposal team) have already created profiles and added their activities to the platform. For example, the Hahn School of Nursing has already begun highlighting a large number of community activities in which they are continuously engaged.

Paying It Forward

Overview Collect and analyze data to inform USD about how to increase alumni donations.



Project Contact Dr. Adriana Vamosiu, Assistant Professor of Economics, School of Business
Dr. Deborah Kelly, Clinical Professor, Research Assistant

Notes This initiative most closely aligns with goal 3 and the following pathways: engaged scholarship and care for our common home. The award falls in the less than $25,000 category.

What Conduct research to understand the factors that incentivize alumni to donate to their alma maters.

Year 1 Success Awardees are currently analyzing data collected from a nationwide donor survey.

Environment & Social Justice Leadership Hub

Overview Leverage the 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.



Project Contact Dr. Emily Young, Executive Director, The Nonprofit Institute, SOLES

Notes This initiative most closely aligns with goal 3 and the following pathways: anchor institution, engaged scholarship, practice changemaking, access and inclusion, care for our common home, and a liberal arts education for the 21st century. The award falls in the $25,000 to $75,000 category.

Who The Nonprofit Institute and Nonprofit Graduate Students

What The Hub supports local organizations in leadership development and capacity building. For example, during the Annual State of Nonprofits and Philanthropy Summit in October 2018, HUB representatives facilitated a session on environment and equity for NGOs. They also worked with community organizations such as the San Diego Regional Climate Collaborative, who recently adopted the outcomes, recommendations, and resources resulting from USD students' projects.

Year 1 Success Hub representatives had 28 distinct nonprofit organizations in the region attend their Environment and Equity session at the 2018 Annual State of Nonprofits and Philanthropy Summit. They also facilitated two summer retreats to strengthen the San Diego Regional Climate Collaborative Board. In January 2019, the Hub held its Outdoor Leaders Initiative launch event with 62 attendees from the Outdoor Industry and Conservation nonprofit organizations.

Increasing Undergraduate Access to Research Opportunities

A Transformational Change: Undergraduate Research

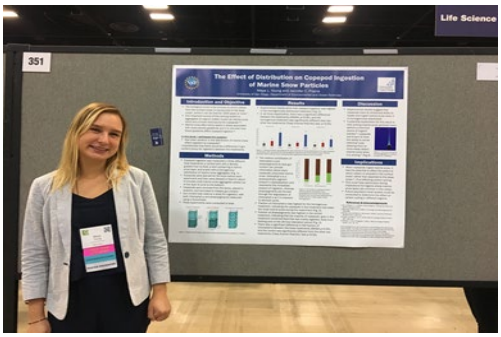
Overview To increase the effectiveness of undergraduate research at USD by both increasing the number of students engaged, and by addressing insufficiencies and inequalities in student support across programs (SURE, PURE, & McNair).

Project Contact Dr. Jennifer Prairie, Assistant Professor, Department of Environmental and Ocean Sciences
Dr. Elisa Maldonado, Director, Office of Undergraduate Research
Mr. Ramiro Frausto, Director, TRiO McNair Scholars

Notes This initiative most closely aligns with goal 2 and the following pathways: anchor institution, engaged scholarship, practice changemaking, access and inclusion, care for our common home, and a liberal arts education for the 21st century. The award falls in the over $75,000 category.

Who **Students** from the McNair Summer Research program, the Summer Undergraduate Research Experience (SURE), and the Pre-Undergraduate Research Experience (PURE). **Faculty Mentors** from: Biology, Chemistry, Biochemistry, Communication Studies, Digital Humanities, Engineering, Environmental and Ocean Sciences, Mathematics, Physics/Biophysics, Political Science and International Relations, Psychological Sciences, and Sociology. **Staff and Administrators** from: Office of Undergraduate Research, Office of Sponsored Programs, Foundation Relations, and Office of the Provost.

Year 1 Success A new USD practice has been adopted to address the insufficiencies and inequalities in undergraduate student support across these three summer research programs. Students have been very active in researching, publishing, and presenting their projects.



SURE student Maya Young presenting her research at the 2018 SACNAS National Conference in San Antonio, Texas in October 2018. Her research mentor is Dr. Jennifer Prairie.



SURE student Tin Tin Luu (third from right) attended the American Chemical Society Conference in Boston, MA in August 2018 with her mentor, Dr. Joan Schellinger (far right) and other students in her laboratory.



PURE student Francisco Aguilar (left) with Dr. Khalil and the tilt tube that will become part of USD's fluid dynamics curriculum.



PURE student Danielle Velasquez (front right) with Dr. Lukasz Pruski (back left) and his undergraduate research team.

APPENDICES

Appendix - Strategic Goals

By 2024, USD will set the standard for an engaged, contemporary Catholic university by focusing on our six interconnected Pathways and delivering on the Promise of our University by achieving the following goals:

Goal 1: Enhancing Student Learning & Success - Strategically impact student learning and success through a community that fosters engagement, life-long learning, and a deep sense of belonging and empowers them as alumni to lead purposeful lives.

Goal 2: Strengthening Diversity, Inclusion & Social Justice - Justly represent the breadth and beauty of God's creation in our own community and transform the campus culture to ensure that all community members thrive.

Goal 3: Improving Structural & Operational Effectiveness - Model best practices in institutional sustainability and effectiveness that embodies Pope Francis' vision for the Care for Our Common Home and embraces USD's Culture of Care.

Goal 4: Elevating Faculty & Staff Engagement - Attract, retain and develop faculty who are high-impact teachers and engaged scholars, and foster a campus environment that embraces all employees as collaborators in the educational enterprise.

Goal 5: Amplifying Local & Global Engagement and Reputation - Further develop a local and global reputation as a university that facilitates democratic partnerships and builds solidarity to foster greater inclusion, prosperity, and social justice.

Appendix -The Pathways

We will demonstrate what it means to be a contemporary Catholic university through the following three pathways:

LIBERAL ARTS EDUCATION FOR THE 21st CENTURY – Prepare students to lead purposeful lives with successful careers in the 21st century. Purely vocational, skill-based training will not stand the test of time in an age of rapid technological change. A 21st century liberal arts education provides the opportunities to study the historical, cultural, and scientific/technological forces that have ushered in this century and that will shape our future. Students learn to challenge ideas, and to discern significant truths about reality, faith, and human existence in their lives and careers. A 21st century liberal arts education delivers the learning outcomes that 80% of employers seek according to surveys by the Association of American Colleges and Universities. These include the ability to write and speak effectively, construct and evaluate arguments, apply knowledge in real-world settings, make ethical decisions, and work in teams. In addition, the 21st century demands students who possess the technological skills expected in the workplace. As a Catholic university, a liberal arts education is further enhanced with attention to the Catholic Intellectual Tradition, with the great questions about why we exist, and intentionally focusing on the development of the whole person, including the spiritual.

ACCESS AND INCLUSION – Expand access and demonstrate inclusive excellence to benefit the learning and success of all students and to advance educational equity and become a first-choice university for underrepresented students. Our value of community reflects our dedication to "creating a welcoming, inclusive and collaborative community accentuated by a spirit of freedom and charity, and marked by protection of the rights and dignity of the individual…creating an atmosphere of trust, safety and respect." USD's Culture of Care brings this commitment to everyday campus life. We have achieved much to make USD a more diverse and inclusive place. We must continue to reflect and renew our commitment to foster an inclusive community and to actively advance access and inclusion. We must also expand access to a USD education for students who cannot take courses entirely on campus or within the confines of a fixed semester system through expanded on-line and hybrid learning.

CARE FOR OUR COMMON HOME – Demonstrate care for all creation by embodying the urgent call of *Laudato Si* through teaching, scholarship, campus culture, and community partnerships. The message of *Laudato Si* tells us we must not only speak the words, but also take immediate action in concrete ways at all levels of the university to care for our common home. From messaging on campus for our visitors and our community, to policies affecting how we do business, to facilitating engagement from our staff, students, faculty and administrators, creating and supporting curricular efforts at all levels, we identify areas of opportunity to create a truly shared and lived vision for Care for Our Common Home.



Appendix-The Pathways *continued*

We will demonstrate what it means to be an engaged Catholic university through the following three pathways:

ENGAGED SCHOLARSHIP – Encourage the integration of knowledge and research to address questions within and across disciplines and communities with local specificity and global implications. Engaged scholarship supports our commitment to our core value of academic excellence. Boyer (1990 describes four types of scholarship: (1 discovery, (2 integration, (3 application (now often referred to as engagement, and (4 teaching and learning. Engaged or applied scholarship critically examines existing issues, whether locally or globally, in business or in government policy, and many other fields and often identifies solutions to pressing issues. Our vision for 2024 explicitly calls for us to confront humanity's urgent challenges through the work and engaged scholarship of faculty and students at both the undergraduate and graduate levels.

PRACTICE CHANGEMAKING – Infuse the entire university with a spirit and practice of changemaking, where innovation and entrepreneurship lead to positive change. We believe everyone can practice changemaking, and at USD we do so with humility. Our belief in compassionate, active citizenship guides our commitment to foster a more humane world through curricular and co-curricular activities, including community engagement, cultural immersion, innovation, experiential and field-based courses, on-line learning, undergraduate research, and social venture design. We encourage a commitment to addressing social issues and to exploring new ideas that will have a positive social impact.

ANCHOR INSTITUTION – Engage our communities in deep, democratic and meaningful partnerships, with a shared vision and collaborative effort. These anchor partnerships are primarily local but can extend beyond the borders of our campus and nation. USD has a significant number of partnerships in the San Diego community and beyond. We must intentionally strengthen and deepen our partnership network and join communities as we work to enhance USD's role as in the community. This will manifest in many ways since opportunities exist for USD to be more engaged locally in improving K-12 education, enhancing economic development, promoting health care, and serving as a catalyst for community development. This work will help USD emerge as the leading faith-based, anchor university in the United States. In order to set the standard for an engaged, contemporary Catholic university in 2024, we must be a great local university confronting the urgent challenges of our community.



Appendix - Committees

2017-2018 Strategic Planning Steering Committee (SPSC)

Co-Chairs
Andrew T. Allen, Vice President, Institutional Effectiveness and Strategic Initiatives
Carmen M. Vazquez, Vice President, Student Affairs

Ex Officio
James T. Hanis III, DEd , President
Peter Marlow, MBA, Associate Vice President, University Communications
Karen M. Lee, PhD, Assistant Vice President, Institutional Effectiveness and Strategic Initiatives

Members
Hugh Ellis, PhD, Chair of the University Senate and Professor of Biology
Nicholas Ladany, PhD, Dean, School of Leadership and Education Sciences
Rama Sabano, President of the Graduate Student Council
Will Tate, President of the Associated Students Associated Students President

SGC1 Co-Chairs:
Margaret Leary, PhD Assistant Vice President of Strategic Initiatives and Programs
Michael Lovette-Colyer, PhD Assistant Vice President for University Ministry
Noelle Norton, PhD Dean, College of Arts and Sciences

SGC2 Co-Chairs:
Mike Williams, PhD, JD, Director, Changemaker Hub and Associate Professor, Political Science and International Relations
Esteban Del Rio, PhD Associate Provost for Inclusion and Diversity, Associate Professor of Communication Studies

SGC3 Co-Chairs:
Terry Kalfayan, CPA, Vice President for Finance and Chief Financial Officer
Christopher Wessells, Chief Information Officer

SGC4 Co-Chairs:
Gail Baker, PhD, Vice President and Provost
Karen Briggs, PhD, Associate Vice President and Chief Human Resources Officer, Human Resources

SGC5 Co-Chairs:
Christopher Nayve JD, Associate Vice President for Community Engagement & Anchor Initiatives
Denise Dimon, PhD, Associate Provost for International Affairs, Professor of Economics

2017-2018 Strategic Planning Support Team (SPST)

Chair
Andrew T. Allen, Vice President, Institutional Effectiveness and Strategic Initiatives
Carmen M. Vazquez, Vice President, Student Affairs

Members

Carole Huston, PhD, Professor of Communication Studies (CAS), Special Assistant to Institutional Effectiveness and Strategic Initiatives

Paula Krist, PhD, Director of Institutional Research and Planning

Margaret Leary, PhD, Assistant Vice President of Strategic Initiatives and Programs

Karen Lee, PhD, Assistant Vice President, Institutional Effectiveness and Strategic Initiatives

2017-2018 Strategic Initiative Review Council (SIRC)

SIRC Charge

Reviews full proposals and budgets, using a scoring rubric (including those stemming from the strategic goal opportunities)

Determines, with input from VP or Dean, which strategic initiative proposals move to the Strategic Planning Steering Committee (SPSC) for funding consideration.

Makes recommendations if criteria are not met and advises if a variation of the proposal should be submitted for the next cycle or deferred for several cycles.

Chair

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

Members

Noelle Norton, PhD - SGC1 Co-Chair - Dean, College of Arts and Sciences

Esteban Del Rio, PhD - SGC2 Co-Chair - Associate Provost for Inclusion and Diversity, Associate Professor of Communication Studies

Christopher Wessells - SGC3 Co-Chair - Chief Information Officer

Gail Baker, PhD - SGC4 Co-Chair - Vice President and Provost

Christopher Nayve, JD - SGC5 Co-Chair - Associate Vice President for Community Engagement & Anchor Initiatives

Will Tate - Student Representative - President, Associated Students

Hugh Ellis, PhD - Faculty Representative - Chair of the University Senate, Professor of Biology

Karen Lee, PhD - Ex-officio: SPST Representative - Assistant Vice President, Institutional Effectiveness and Strategic Initiatives

2017-2018 Strategic Goal Committee 1

SGC Charge

Research, evaluate, and prioritize the opportunities through 2024.

Solicit new initiatives, review pre-proposals, and make recommendations to SIRC.

Represent initiatives on the “Implementation Plan” form.

Monitor progress of initiatives.

Co-Chairs

Noelle Norton, PhD - Dean, College of Arts and Sciences

Margaret Leary - Assistant Vice President of Strategic Initiatives and Programs

Michael Lovette-Colyer, PhD - Assistant Vice President for University Ministry

Members

Tom Herrinton, PhD - Vice Provost, Associate Professor of Chemistry and Biochemistry

Beth O'Shea, PhD - Associate Professor, Core Curriculum Director

Neena Din, PhD - Assistant Dean, Adjunct Faculty, Biology

Ronald Valenzuela - Assistant Director of Athletics for Academics and Student Development

Nicholas Ladany, PhD - Dean, School of Leadership and Education Sciences

2017-2018 Strategic Goal Committee 2

SGC Charge

Research, evaluate, and prioritize the opportunities through 2024.

Solicit new initiatives, review pre-proposals, and make recommendations to SIRC.

Represent initiatives on the "Implementation Plan" form.

Monitor progress of initiatives.

Co-Chairs

Esteban Del Rio, PhD - Associate Provost for Inclusion and Diversity, Associate Professor of Communication Studies

Mike Williams, PhD, JD - Director, Changemaker Hub and Associate Professor, Political Science and International Relations

Members

Minh-Ha Hoang - Director of Admissions and Enrollment

John Loggins, MA - Director, Community Engaged Learning

Mayte Perez-Franco, PhD - Director, United Front Multicultural Center

Susan Lord, PhD - Chair of General Engineering, Professor of General Engineering, Professor of Electrical Engineering

Bradley Melekian, MFA - Adjunct Assistant Professor of English

Lisa Nunn, PhD - Associate Professor, Sociology

Tanisha Martin - Graduate Assistant, School of Leadership and Education Sciences

2017-2018 Strategic Goal Committee 3

SGC Charge

Research, evaluate, and prioritize the opportunities through 2024.

Solicit new initiatives, review pre-proposals, and make recommendations to SIRC.

Represent initiatives on the “Implementation Plan” form.

Monitor progress of initiatives.

Co-Chairs

Christopher Wessells - Chief Information Officer

Terry Kalfayan, CPA - Vice President for Finance and Chief Financial Officer

Members

Katy Roig - Associate Vice President and Controller

Avi Badwal - Senior Director, ERP Technologies

Michel Boudrias, PhD - Associated Professor

Andre Mallie - Assistant Vice President, Auxiliary Services

Leonard Perry, PhD - Chair and Associated Professor, Industrial and Systems Engineering

Sandi Ciallella, JD - Associate Vice President

Melissa Plaskonos - Assistant Vice President Facilities Management

Michael Catanzaro - Director, Sustainability

Jhonnatan Chinchilla - Associated Students Finance Chair

2017-2018 Strategic Goal Committee 4

SGC Charge

Research, evaluate, and prioritize the opportunities through 2024.

Solicit new initiatives, review pre-proposals, and make recommendations to SIRC.

Represent initiatives on the “Implementation Plan” form.

Monitor progress of initiatives.

Co-Chairs

Gail Baker, PhD - Vice President and Provost

Karen Briggs, PhD - Associate Vice President and Chief Human Resources Officer, Human Resources

Members

Lori Watson, PhD - Chair, Philosophy

Sean Horrigan, PhD - Director of University Centers and Staff Development

Mark Peters, PhD - University Minister

Lisa Fernandes - Executive Assistant to the Vice President

Anne Koenig, PhD - Associate Professor, Psychological Science

Cory Gooding, PhD - Assistant Professor, Political Science and International Relations

2017-2018 Strategic Goal Committee 5

SGC Charge

Research, evaluate, and prioritize the opportunities through 2024.

Solicit new initiatives, review pre-proposals, and make recommendations to SIRC.

Represent initiatives on the “Implementation Plan” form.

Monitor progress of initiatives.

Co-Chairs

Denise Dimon, PhD - Associate Provost for International Affairs, Professor of Economics

Christopher Nayve, JD - Associate Vice President for Community Engagement & Anchor Initiatives

Members

Charles Bass, MA - Senior Director, Alumni Relations

Jaime Gomez, PhD - Dean, School of Business, Professor of Management

Derrick Cartwright, PhD - Associated Professor and Director of University Galleries

Andy Blum, PhD - Executive Director, Institute for Peace and Justice

Viviana Alexandrowicz, PhD - Associate Professor, School of Leadership and Education Sciences

Bridget Gramme, JD - Administrative Director, Center for Public Interest Law

Erin Bishop - Director, Center for Christian Spirituality

Marcy Lanoue - Senior Associate Director of Athletics for External Affairs

2018-2019 Strategic Planning Steering Committee (SPSC)

Co-Chairs
Andrew T. Allen, Vice President, Institutional Effectiveness and Strategic Initiatives
Rangapriya Kannan-Narasimhan, Associate Professor of Management

Ex Officio
James T. Hanis III, DEd , President
Peter Marlow, MBA, Associate Vice President, University Communications
Karen M. Lee, PhD, Assistant Vice President, Institutional Effectiveness and Strategic Initiatives

Members
Natasha Salgado, President of the Associated Students
Breana Clark, Graduate Student Council Chair
Kevin Guerrieri, PhD, Associate Professor, Spanish
Jane Georges, PhD, Dean and Professor, Hahn School of Nursing and Health Sciences
Rick Olson, PhD, Associate Dean & Professor, Industrial and Systems Engineering

SGC1 Co-Chairs:
Michael Lovette-Colyer, PhD, Associate Vice President, Director of University Ministry
Neena Din, PhD, Associate Dean, College of Arts and Science, Adjunct Faculty, Biology

SGC2 Co-Chairs:
Esteban del Rio, PhD, Associate Provost for Inclusion and Diversity, Associate Professor of Communication Studies
Mike Williams, PhD, JD, Director, Changemaker Hub and Professor, Political Science and International Relations

SGC3 Co-Chairs:
Kathryn Roig, Associate Vice President, Reporting & Compliance, Finance Office
Bill McGillis, Associate Vice President for Athletics

SGC4 Co-Chairs:
Jennifer Zwolinski, PhD, Associate Provost for Faculty Research & Development, Professor, Psychological Sciences
Karen Briggs, PhD, Associate Vice President and Chief Human Resources Officer, Human Resources

SGC5 Co-Chairs:
Christopher Nayve JD, Associate Vice President for Community Engagement & Anchor Initiatives
Denise Dimon, PhD, Associate Provost for International Affairs, Professor of Economics

2018-2019 Strategic Planning Support Team (SPST)

Chair
Andrew T. Allen, Vice President, Institutional Effectiveness and Strategic Initiatives
Carmen M. Vazquez, Vice President, Student Affairs

Members

Carole Huston, PhD, Professor of Communication Studies (CAS), Special Assistant to Institutional Effectiveness and Strategic Initiatives

Paula Krist, PhD, Director of Institutional Research and Planning

Margaret Leary, PhD, Assistant Vice President of Strategic Initiatives and Programs

Karen Lee, PhD, Assistant Vice President, Institutional Effectiveness and Strategic Initiatives

2018-2019 Strategic Initiative Review Committee (SIRC)

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

Ex Officio
Karen Lee, PhD
Assistant Vice President, Institutional Effectiveness and Strategic Initiatives

SGC1 Co-Chair
Michael Lovette-Colyer, PhD
Associate Vice President, Director of University Ministry

SGC2 Co-Chair
Mike Williams, PhD, JD
Director, Changemaker Hub and Professor, Political Science and International Relations

SGC3 Co-Chair
Bill McGillis
Associate Vice President for Athletics

SGC4 Co-Chair
Karen Briggs, PhD
Associate Vice President and Chief Human Resources Officer, Human Resources

SGC5 Co-Chair
Denise Dimon, PhD
Associate Provost for International Affairs, Professor of Economics

Member at Large
Rick Olson, PhD
Associate Dean and Professor, Industrial and Systems Engineering

Student Members
Natasha Salgado, President of the Associated Students
Breana Clark, Graduate Student Council Chair

2018-2019 Strategic Goal Committee 1 (SGC1)
Enhancing Student Learning and Success

SGC1 Co-Chairs

Michael Lovette-Colyer, PhD, Associate Vice President, Director of University Ministry
Neena Din, PhD, Associate Dean, College of Arts and Science, Adjunct Faculty, Biology

Members

Bethany O'Shea, PhD
Associate Professor, Environmental and Ocean Sciences

Breana Clark
Graduate Student Council Chair

Jane Georges, PhD
Dean and Professor, Hahn School of Nursing and Health Sciences

Natasha Salgado
President of the Associated Students

Ron Valenzuela
Assistant Director of Athletics for Student Athlete Services

Thomas Herrinton, PhD
Vice Provost, Associate Professor of Chemistry and Biochemistry

2018-2019 Strategic Goal Committee 2 (SGC2)
Strengthening Diversity, Inclusion, and Social Justice

SGC2 Co-Chairs

Esteban del Rio, PhD, Associate Provost for Inclusion and Diversity, Associate Professor of Communication Studies
Mike Williams, PhD, JD, Director, Changemaker Hub and Professor, Political Science and International Relations

Members

Alex Mejia, PhD
Assistant Professor, Integrated Engineering

Breana Clark
Graduate Student Council Chair

Bradley Melekian
Associate Professor, English

John Loggins
Director, Community Engaged Learning

Lisa Nunn, PhD
Associate Professor, Sociology

Natasha Salgado
President of the Associated Students

Ronald Kaufmann, PhD
Associate Dean, Professor of Environmental and Ocean Sciences

Victor Carmona
Assistant Professor, Theology and Religious Studies

2018-2019 Strategic Goal Committee 3 (SGC3)
Improving Structural and Operational Effectiveness

SGC3 Co-Chairs

Kathryn Roig, Associate Vice President, Reporting & Compliance, Finance Office
Bill McGillis, Associate Vice President for Athletics

Members

Christiana DeBenedict
Director, Environment Leadership Initiatives, The Nonprofit Institute; Interim Director, San Diego Regional Climate Collaborative

Diana Chen, PhD
Assistant Professor, Integrated Engineering

Nicole A. Schuessler Veloz
Director of Title IX/EEO

Simon Croom
Professor of Supply Chain Management

Steffanie Hoie
Senior Director, ERP Technologies

Trey McDonald
Director of Sustainability

2018-2019 Strategic Goal Committee 4 (SGC4)
Elevating Faculty and Staff Engagement

SGC4 Co-Chairs

Jennifer Zwolinski, PhD, Associate Provost for Faculty Research & Development, Professor, Psychological Sciences
Karen Briggs, PhD, Associate Vice President and Chief Human Resources Officer, Human Resources

Members

Sean Horrigan, PhD
Director of University Centers and Staff Development

Mark Peters, PhD
Director for Mission

Lisa Fernandes
Executive Assistant to the Vice President for University Advancement

Eileen Fry-Bowers, PhD, JD
Associate Professor, Hahn School of Nursing and Health Science

Bryan Cornwall, PhD
Associate Professor, Mechanical Engineering

Janice Evelyn
Director of Learning and Development, Human Resources

Cheryl Getz
Associate Professor, SOLES Faculty Liaison, Associate Professor, Director of Leadership Studies Minor

2018-2019 Strategic Goal Committee 5 (SGC5)
Amplifying Local & Global Engagement and Reputation

SGC5 Co-Chairs

Christopher Nayve JD, Associate Vice President for Community Engagement & Anchor Initiatives
Denise Dimon, PhD, Associate Provost for International Affairs, Professor of Economics

Members

Andrew Blum, PhD
Executive Director, Institute for Peace and Justice, Professor of Practice

Bridget Gramme, JD
Administrative Director, School of Law

Charles Bass
Senior Director, Alumni Relations

Derrick Cartwright, PhD
Associate Professor and Director of University Galleries

Erin Bishop
Director for Mission and Center for Christian Spirituality

Jaime Gomez, PhD
Dean, School of Business

Marc Lanoue
Sr. Associate Director of Athletics for External Affairs

Viviana Alexandrowicz, PhD
Associate Professor, School of Leadership and Education Sciences (SOLES)