



GEMNASIUM

WELCOME TO THE GEMNASIUM

A collaborative hands-on 'test lab' that provides spaces for UD students, faculty, staff and regional partners to prototype new teaching and learning models for servant-leadership and social innovation.

We wanted to create an authentic and immediate home for the development of “transdisciplinary faculties” (Vision for the Common Good, 2017) that would deepen the engagement of our campus and our city through a real and needed high-impact mission.

In doing so, we prototyped a social innovation approach and curriculum through a radical new integrated student experience, while developing shared scholarship of research “stacks” across the University of Dayton and inter-institutional partners for greater humanity impact.

Through an experimental process that is mutually beneficial to community partners, more opportunities for undergraduate research and experiential learning are cultivated. This is accomplished through active efforts of teaching, researching and partnering with the core ethos of the University at mind:

LEARN

Teaching - Prepare servant-leaders through comprehensive academic and residential curricula and extraordinary experiential learning opportunities.

LEAD

Researching - Perform research that leads to deeper understanding, addresses critical issues, and supports economic growth.

SERVE

Partnering - Engage in mutually beneficial partnerships to strengthen our communities in Dayton and around the world.

UNIVERSITY OF DAYTON
GEMNASIUM
GROWTH · EDUCATION · MINDSET


GIVING JOBS FOR E.W. DAYTONIANS TO MEET

THIS INTEGRATED LEARNING COMMUNITY IS DRIVEN BY CROSS-UNIVERSITY "TRANSDISCIPLINARY FACULTIES" THAT ENCOURAGE A 'FAIL FAST, FAIL FORWARD' MINDSET SURROUNDING HUMANITY-CENTERED GROWTH. THE PARTICIPATING EDUCATORS AND STUDENTS FOCUS ON A UNIFIED GRAND CHALLENGE, CONTRIBUTING THEIR OWN KNOWLEDGE AND EXPERTISE TOWARDS A COLLECTIVE EFFORT.

WHERE IT BEGAN

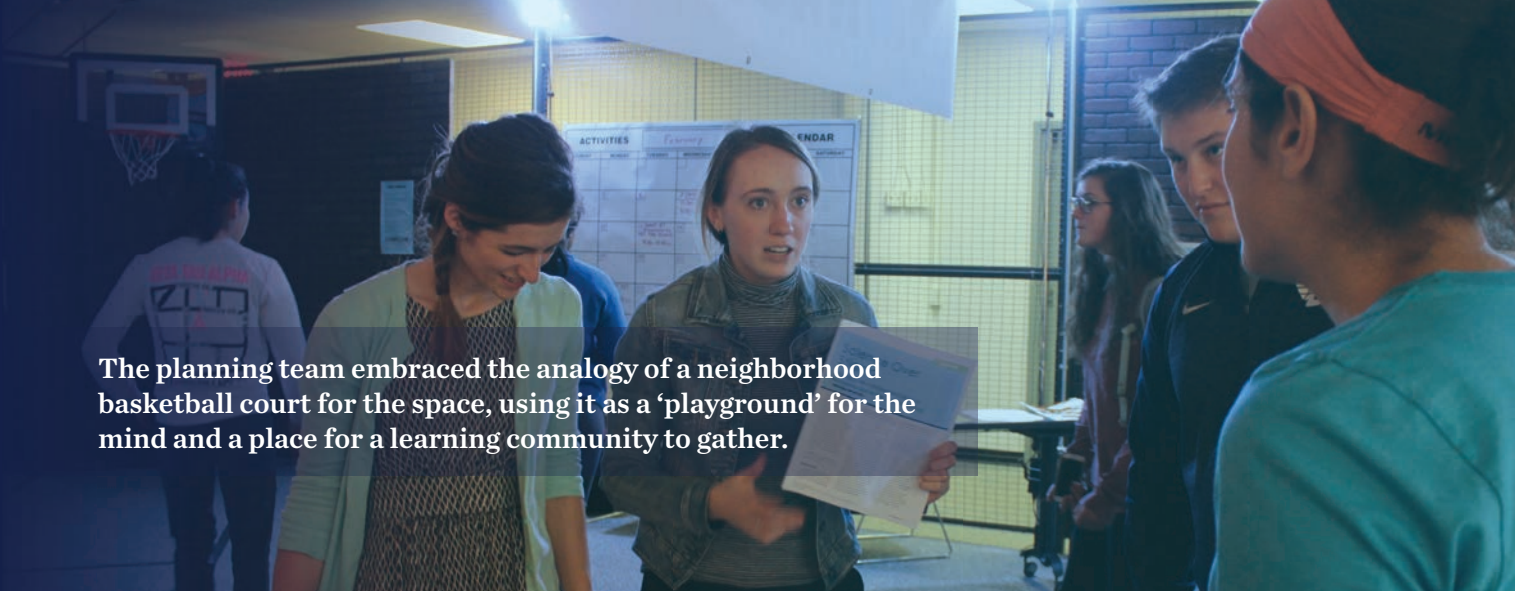


The development of the GEMnasium was led by the Institute of Applied Creativity for Transformation (IACT), with support from the Office of the Provost.



Planning meetings with a transdisciplinary cohort of educators began in November of 2017.

3,280 sq. ft. of former storage space on the 4th floor of Fitz Hall was physically converted into the GEMnasium in 3 weeks in January of 2018.



The planning team embraced the analogy of a neighborhood basketball court for the space, using it as a 'playground' for the mind and a place for a learning community to gather.

A COLLECTIVE OF EDUCATORS

All of the faculty involved in this pilot project were committed to examining complex, real-world issues from transdisciplinary perspectives in a way that engages us with the 'ways of knowing and doing' associated with other disciplines. This team of collaborative educators were integral to the initial planning and development of the GEMnasium:

PHILIP APPIAH-KUBI
Engineering Management, Systems and Technology

JACKIE ARNOLD
Teacher Education

ADRIENNE AUSDENMOORE
IACT

JANA BENNETT
Religious Studies

BECKY BLUST
Innovation Center, School of Engineering

CONNIE BOWMAN
Teacher Education

ANNE CRECELIUS
Health and Sport Science

LORI ERION
Families of Addicts

KEVIN HALLINAN
Mechanical and Aerospace Engineering



MICHELLE HAYFORD
Theatre, Dance and Performance Technology

BRIAN LADUCA
IACT

SUSIE LADUCA
Nutritionist

MIKE PUCKETT
IACT

CASTEL SWEET
Fitz Center

ANDREW WHITE
Indigo Life

LAUREN WHITE
Indigo Life

CHRIS WIRE
Real Art Design Group/IACT Innovator-in-Residence

JEROME YORKE
Theatre, Dance and Performance Technology

THE SPACE



DINNER TABLE
A centerpiece to foster family-style conversation.



CLASSROOM ZONE 1

"ALL SEMESTER, WE'VE BEEN USING DIFFERENT ASPECTS OF THE SPACE... COLLABORATING WITH DIFFERENT CLASSES. IT'S OUR COLLECTIVE AREA TO ATTACK THIS QUESTION AND THIS PROJECT."

- JOSHUA PASEK, BIOLOGY '19

CLASSROOM ZONE 2

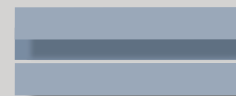
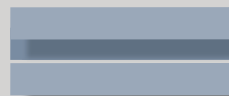
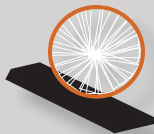
REBOUND WALL

REBOUND WALL
A designated wall in the GEMnasium to display work-in-progress, using one of the prompt cards to indicate the question or feedback request. Anything posted on this wall is an invitation for feedback and response.

DINNER TABLE

COMMUNITY AREA

WELCOME BOARD

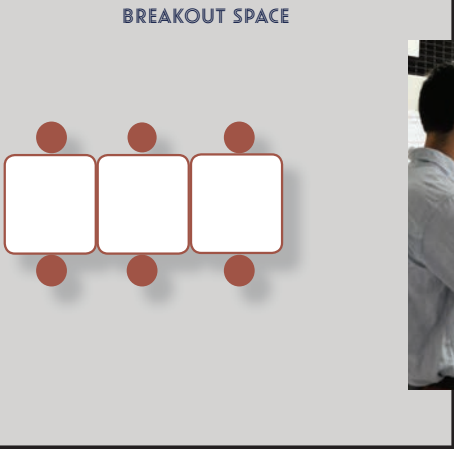
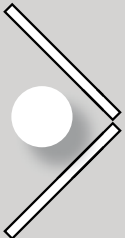
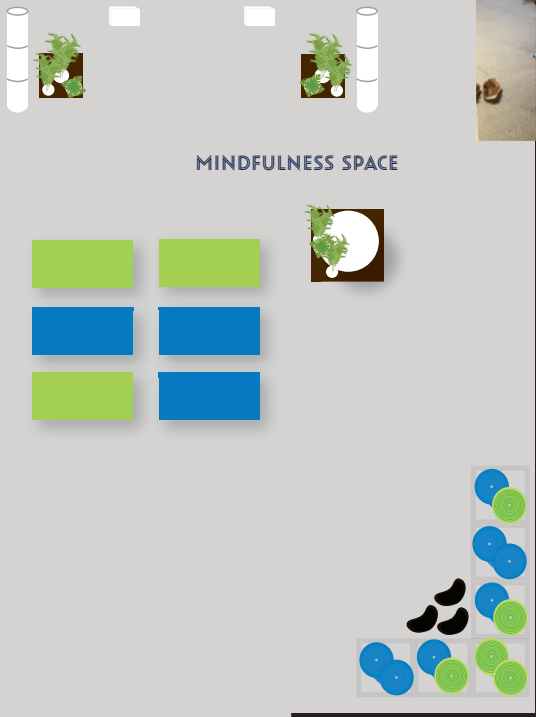


MINDFULNESS SPACE
 An area to debrief vulnerable topics or practice mindfulness.



“PEOPLE WERE DOING YOGA WHILE MY CLASS WAS MEETING, AND THAT ADDED A CERTAIN ELEMENT THAT ISN’T USUALLY THERE. I THINK IT MADE PEOPLE THINK MORE ABOUT ‘HOW DO I CONNECT THESE THINGS TO MY REAL LIFE. HOW DO I CONNECT THESE THINGS BEYOND THE CLASSROOM.’”

-JANA BENNETT



TROPHY CASE

TROPHY CASE
 A designated wall in the GEMnasium to share research and showcase “completed” work.



OUR VOCABULARY

TRANSDISCIPLINARY

Contributing your own knowledge and expertise towards a collective effort, most often a Grand Challenge.

GRAND CHALLENGE

A large-scale humanity-based issue. “Grand Challenges are ambitious but achievable goals that harness science, technology, and innovation to solve important national or global problems, and that have the potential to capture the public’s imagination.” - Barack Obama’s Strategy for American Innovation

COURTESY FACULTY

Community members who are invited to work collaboratively with GEM educators, serving an active role in GEMnasium curriculum development and the educational experience.


COLLISION

The interaction of ideas among students and courses.

OPEN SESSIONS

Informal sessions (outside of formal class meeting time) where GEM students and educators can meet to collide and collaborate.

ONE GRAND CHALLENGE

100+ 
IDEAS

500 
STUDENTS

10 DIFFERENT
DISCIPLINES 

24+ 
EDUCATORS

17 
COURSES

 NUMEROUS
COMMUNITY
PARTNERS

9 
SUMMER
ACCELERATORS

3,280⁷
SQUARE FEET

GEM BY THE NUMBERS

YEAR ONE AT A GLANCE

Oct. 2017
Plan approved

Jan. 17, 2018
*Spring semester
begins*

Mar. 26, 2018
Alley Oop

Nov. 1, 2017
*First planning session; Grand
Challenge #1 introduced*

Feb. 26, 2018
BEEF night

April 27, 2018
Summit Slam

GRAND CHALLENGE FOR THE CALENDAR YEAR

How might we disrupt the pattern of opioid addiction for the next generation?

The GEMnasium's pilot focus was the application of experimental, transdisciplinary approaches to disrupting the generational pattern of addiction expectancy within Dayton's youth community. This is not about compounding the amazing strategies to confront opioid addiction occurring in our city in 2018, but to develop a deep, tangible strategy for confronting the horrific patterns that will certainly keep our next generation of great thinkers, innovators and educators from impacting our city and region in 2028 and beyond.

*June-July 2018
Collaboration
Accelerator*

*August 2018
Continue Grand
Challenge #1*

*Oct. 29, 2018
Alley Oop*

*July 25, 2018
Creative Summit*

*Sept. 5, 2018
Pep Rally & Tip O~*

*Dec. 10, 2018
Summit Slam*

“RIGHT NOW, IN DAYTON, OHIO, IT’S THE OPIOID CRISIS, BUT NEXT YEAR IT COULD BE SOMETHING DIFFERENT. WHEN YOU MOVE AND GO TO GRAD SCHOOL IN ANOTHER CITY, IT COULD BE SOMETHING ELSE, BUT WE’RE GOING TO LOOK AT IT FROM THE TOOLS AND THE SKILL BASIS TO SAY, ‘WHAT ARE THE THINGS THAT WE NEED TO DO? WHAT ARE STRATEGIES THAT WE CAN TAKE IN ORDER TO TRY TO UNDERSTAND REALLY BIG, COMPLICATED, MESSY PROBLEMS THAT IMPACT PEOPLE?’”

-ANNE CRECELIUS

PERSPECTIVES FROM THE GEM

KEVIN HALLINAN

Who I Am and Why I Am Doing This?

Agaytha Corbin of CDCRC, an economic development organization seeking to incubate businesses in West Dayton, has long repeated this to me, “Dr. Kevin, my people, they just need hope and work!” Ms. Corbin has been tireless in trying to create opportunities for entrepreneurs to emerge in West Dayton, but she’s had few successes. She and others in our community have inspired my passion for looking for ways for sustainability to be a driver for jobs and opportunities in underserved communities. Regrettably, my conclusion has been that without societal commitment to sustainability, it cannot be the balloon that provides livelihood for people needing jobs with dignity. It just cannot provide enough economic value to provide people living wage jobs without subsidy.

But, in the summer of 2017, thanks to my involvement in IACT, I was exposed to the addiction crisis in Dayton. I had never imagined that I could connect my Mechanical Engineering curriculum to this problem. Moreover, I feared connecting to it. Four of my cousins died of heroin overdoses. Ten of my cousins have been incarcerated. Brothers, sisters, parents, aunts, uncles, cousins, grandparents... nearly everyone in my family has struggled with addiction. I believe they did it to mask other problems. I haven’t had such masks, so I’ve struggled with stress in my own life. So, I feared this problem. But I took it on, and I learned. I learned how important life purpose is. And without life purpose, it is easy to get lost. While addiction is not confined to poor urban areas, the fact is that there are more people struggling with addiction in underserved areas than in affluent areas period. Purpose. Choice. Equity. It is not always there.

I learned also that there is funding to support addiction services, funding to support workforce training, development, and work. I learned about funding available to support businesses in opportunity zones. I learned about social impact investing.

I considered foremost how sustainability related jobs could serve as sources of support for people in recovery initially, and then also people recovering from addiction.

It was apparent that we could leverage other sources of support to make sustainability related jobs for people in recovery not only a source of purposeful jobs, but also be economically sustainable, particularly if we could benefit from a ‘pay it forward’ mentality. This means that we are already spending money on addiction and reentry on the tail end when people return to addiction and jail, but also when they can’t hold jobs down. Workforce retention in the Dayton area is a serious problem.

In spring, my students in MEE 460 developed a recycling and wellness enterprise for people in recovery or reentry. There was immediate need from Montgomery County for this enterprise. My students helped to design the holistic enterprise and evaluate its economic viability, when all sources of support were considered. Their overall systems model showed that “yes” it could be economically viable, to the extent that it would actually save our county, state, and federal government significant money.

At the spring 2018 GEMnasium Summit Slam, students, faculty, and visitors could vote on the top three ideas to move forward into the summer IACT Collaboration Accelerator transdisciplinary internship. The recycling and wellness enterprise concept was picked to move forward. What emerged at the end of the summer was an idea for Freedom Enterprises - any enterprise that would hire people in recovery and reentry within a co-op type company where they would have ownership and voice on products and services with social impact. So, yeah, I am excited about engaging my classes this fall. I’m all in. All of my teaching is in for this project.

“GEMNASIUM HELPED TO ENABLE DIFFERENT THINKING AND DIFFERENT SOLUTIONS, THAN I THINK THEY WOULD HAVE BEEN ABLE TO COME UP WITH ON THEIR OWN.”



KEVIN HALLINAN
MECHANICAL AND AEROSPACE ENGINEERING

MAKE AN
IMPACT

SPRING 2018

PARTICIPATING COURSES AND FACULTY:

EDT 406 Education and Allied Profession Capstone with Connie Bowman

EDT 453 Literacy in Early Childhood with Jackie Arnold

HSS 428 Health and Sport Science Research Capstone with Anne Crecelius

IET 323 Project Management with Philip Appiah-Kubi and Becky Blust

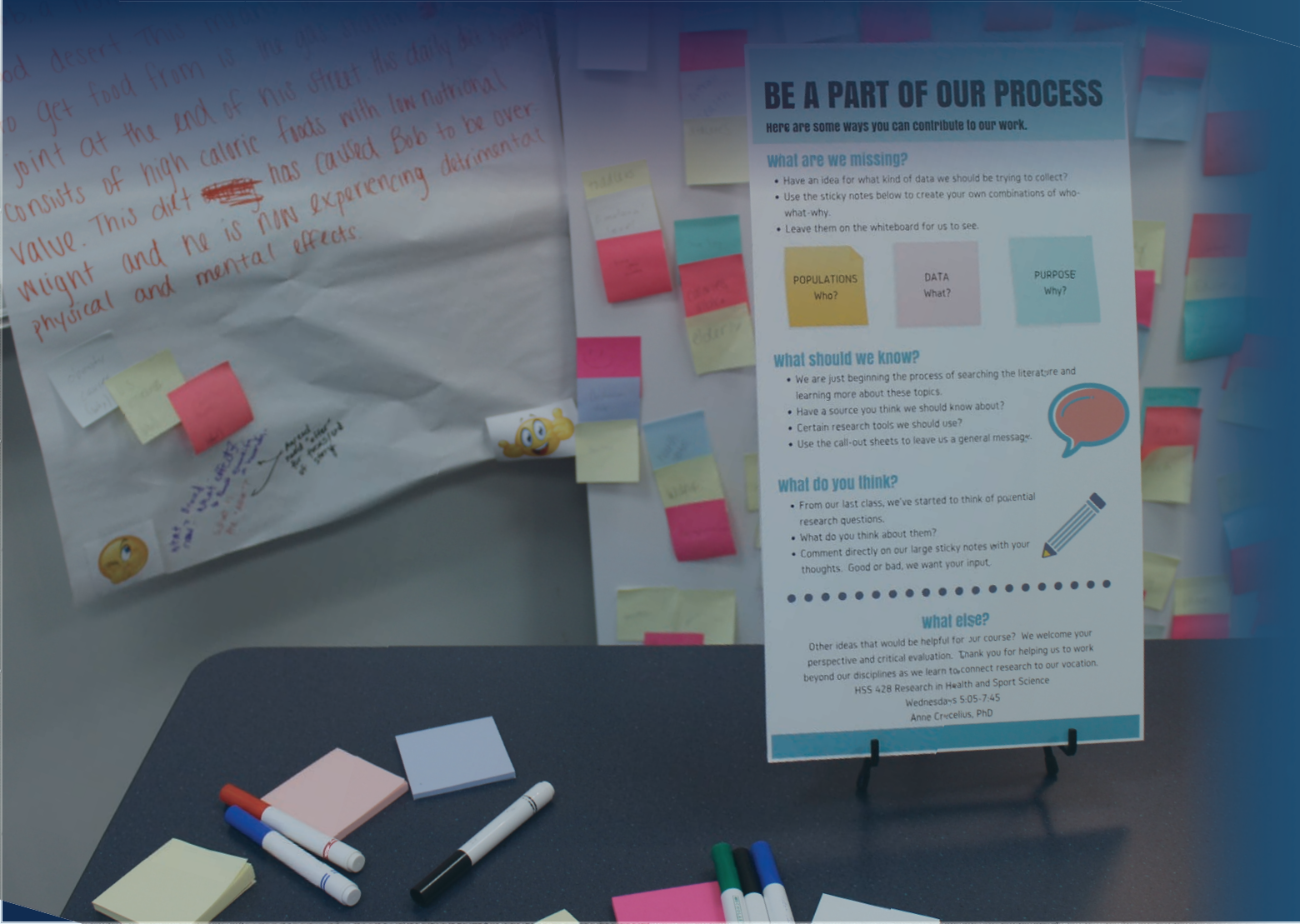
MEE 460 Engineering Analysis with Kevin Hallinan

REL 367 Christian Ethics and Health Care with Jana Bennett

THR 352 Applied Theatre with Jerome Yorke and Michelle Hayford

UDI 372 Act II: Innovative Practice Through Creative Confidence with Brian LaDuca

UDI 393 Semester of Service with Castel Sweet



A LETTER TO STUDENTS

Dear Student,

I wanted to give you a heads-up about the course that you are registered to take with me this term. I hope that you will be as excited as I am about what is in store.

My course, along with others from Applied Theatre, Health and Sport Science, Industrial Engineering, Mechanical Engineering, Religious Studies, Semester of Service, Teacher Education and the Institute of Applied Creativity will be taught in what we are calling the GEMnasium, a 3,280 sf space on the 4th floor in Fitz Hall that will serve as a flexible space for teaching, learning and research.

All of the faculty involved in this project are committed to exploring the problem of opioid addiction in our community from transdisciplinary perspectives, in a way that engages us with the ways of knowing and doing associated with the other majors. Additionally, we will be engaging with local community partners.

As much as anything, what we will be doing with you will be an experiment in education. We are asking questions like: Can we improve our disciplinary knowledge through interactions with others through a common humanity-centered design problem? Can we improve our ability to collaborate across disciplines (something the professional world sees as very important)? Can we improve our ability to critique the world of others? How important is student ownership of space in the learning process?

I hope you will be excited about the opportunity to both contribute as a member of the campus community to this important opioid addiction problem and to an education that offers students more control of their learning and more opportunity to learn from their peers.

Looking forward to embarking on this experience with you,

Your Professor

TRANSDISCIPLINARY EDUCATION

Overview of transdisciplinary education process employed in the GEMnasium over a semester

EXAMPLES IN ACTION:

TRANSDISCIPLINARY PLANNING
Theme is defined and faculty discuss approach strategies

GEMnasium educators gathered in January 2018 to complete a transdisciplinary mapping process. Faculty whose classes overlapped in day/time worked together to integrate individual course outcomes into curricular collisions for action.

**DISCIPLINARY IMMERSION /
TRANSDISCIPLINARY OBSERVATION**
Classes immerse in their own disciplinary requirements and the theme for the course

THR 352 students led a story circle with members of Families of Addicts.

EDT 463 students focused on literature that can support early childhood students with personal experiences related to addiction.

DISCIPLINARY CONTENT DEVELOPMENT
Students develop research, designs and questions from disciplinary perspectives

MEE 460 students examined the national treatment for addiction database using machine learning, then developed a "What If" forest for other classes to engage with.

TRANSDISCIPLINARY COLLISION
Students identify what they do not know about their ideas, and other students respond

ACT II and HSS 428 students worked together on a study of food, communication and isolation stigma in the context of addiction.

EDT 436 role played with THR 352 on a "day in the life of an addict," then developed word boards about feelings, beliefs and strategies to use with students.

**TRANSDISCIPLINARY INFORMED
INNOVATION**
Students incorporate other students' ideas into their own class/prototype

THR 352 students created and performed "Highjacked," a car play that students created about opioid addiction. Audience members moved from car to car, revealing the connections between characters.

FINAL DESIGNS
Students present their projects/designs/prototypes to community partners and the University community


Student groups in REL 367 developed a prototype to present their imagining of one thing, for one particular audience, that might aid in the opioid epidemic.

ACT II students designed a collaborative deliverable exploring applied creativity as a tool and mindset for innovative change.


BEEF NIGHT

2/26

BALANCE, EYES, ELBOW GREASE, FOLLOW THROUGH
A night to unleash the potential of research, teaching and application of transdisciplinary education



MINDFULNESS:
Meditation and Yoga with Andrew White,
co-founder of Indigo Life



EDUCATION:
Five Myths of Addiction: A Story-Share with Lori
Erion, Director of FOA (Families of Addicts)



DISCOVERY:
The Power of the #VoicesProject with
Lauren White, co-founder of Indigo Life



HEALTH:
Dinner, Family and Conversation with
Brian and Susie LaDuca

ALLEY OOP

3/26

Event for educators and students to share feedback towards final ideas, projects, research and deliverables.



Because everyone needs an assist before they can score.

SUMMIT SLAM

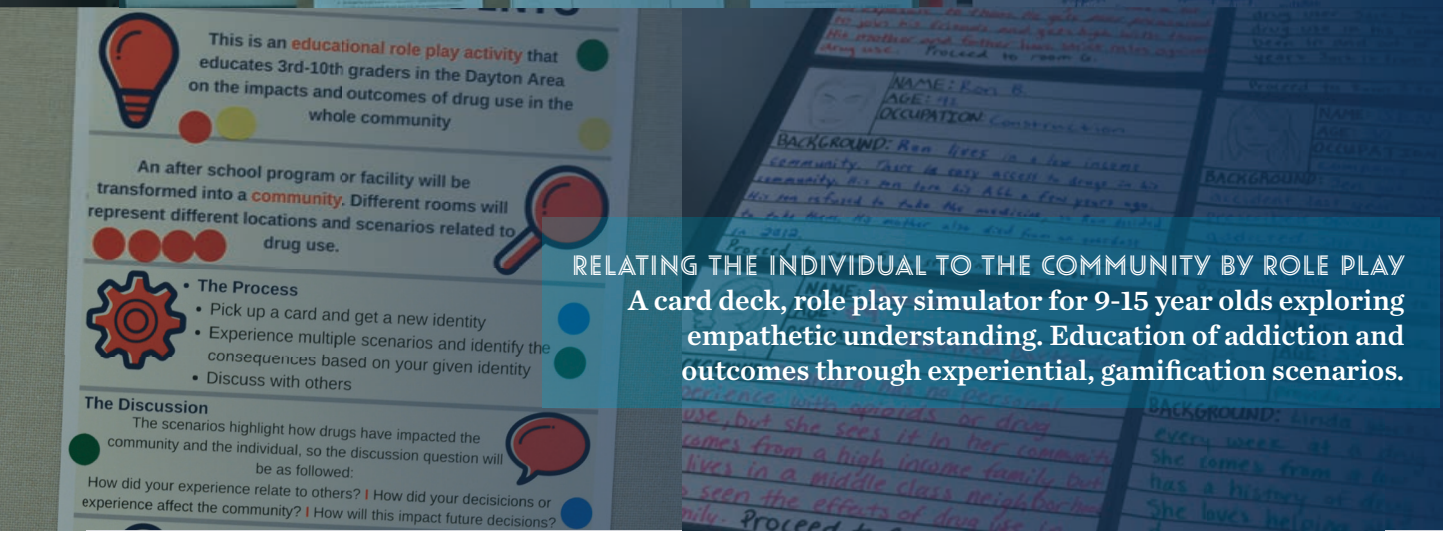
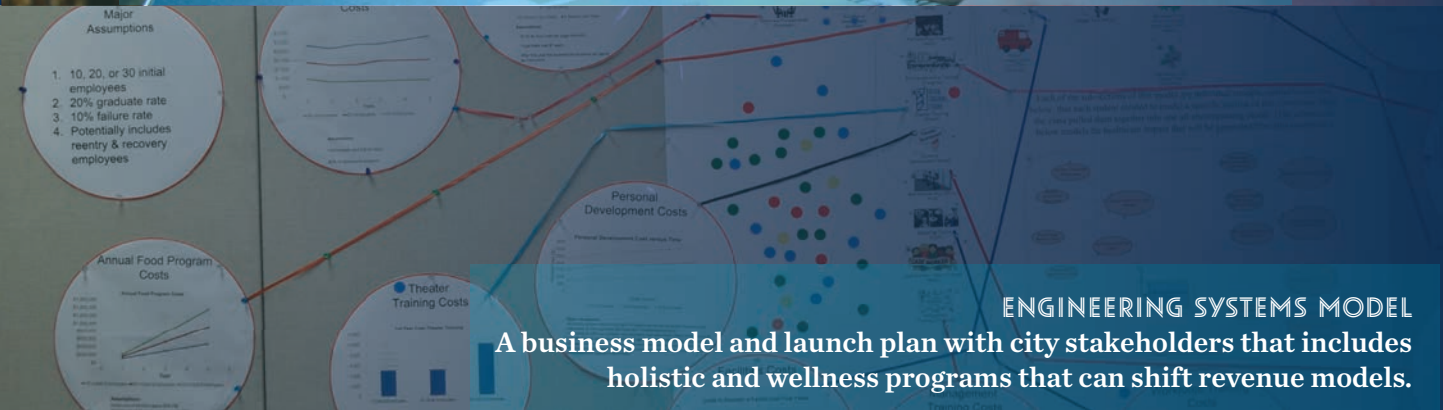
4/27

The Summit Slam is the culminating experience for all of the courses where the students present their ideas and engage in dialogue with other students, educators and community members. The goal is not to have perfect ideas, but to have ideas that these dialogues can build off of to spark inspiration in others. Over 200 students shared nearly 100 innovative ideas and strategies that can reshape how our region looks at the future of addiction and the opioid epidemic.

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SUMMIT SLAM RESULTS

The goal of the Summit Slam was not only to showcase the radical new ideas that can come out of a collective effort of transdisciplinary learning and teaching but to also give the University of Dayton and the City of Dayton a chance to choose the ideas and strategies they would like to see accelerated in the IACT's Summer Collaboration Accelerator. Each attendee was asked to tag the 3 ideas that they wanted to see move forward. Here are the projects that were selected through the crowdsourcing process:



OBJECTIVE

an intentional living community that reduces stigma, provides care and educates children about the opioid crisis. Our goal is to provide a sanctuary for children impacted by addiction and help these children understand addiction as a disease.

IDEATION

What don't we know?

How do we set up a society for children impacted by the opioid crisis for success instead of failure?
How do we address the overwhelming amount of children getting displaced into the foster system?
How do we educate these children about the realities of their parents addiction?

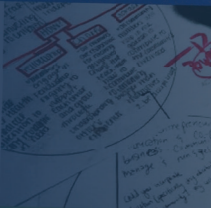
DISRUPTION

How do we get people who were children of addicts out of the foster care system.

How do we create a safe space for these kids?

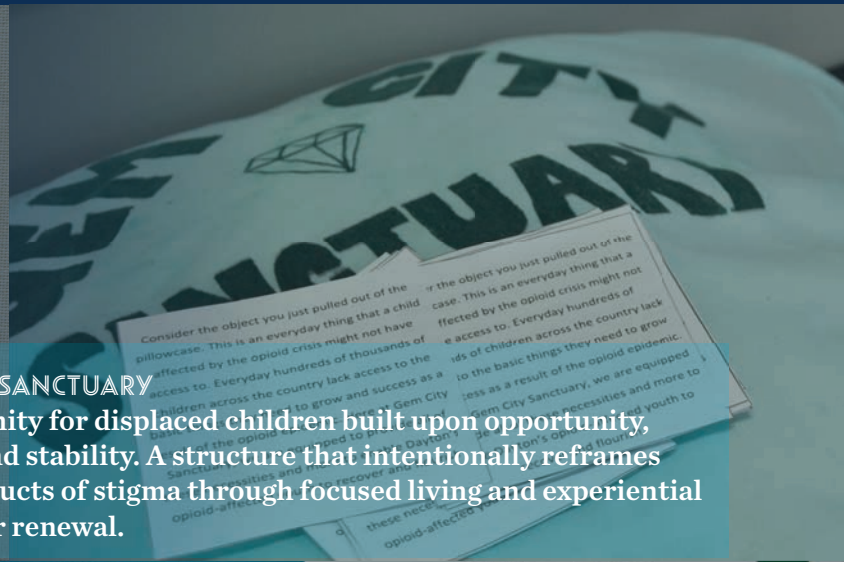
How do we help them?

How do we help them and still feel working?



GEM CITY SANCTUARY

A community for displaced children built upon opportunity, success and stability. A structure that intentionally reframes the constructs of stigma through focused living and experiential models for renewal.



Consider the object you just pulled out of the pillowcase. This is an everyday thing that a child affected by the opioid crisis might not have access to. Everyday hundreds of thousands of children across the country lack access to the basic things they need to grow up as a result of the opioid epidemic. At Gem City Sanctuary, we are equipped to provide these necessities and more to help our youth recover and thrive. Our mission is to help these youth recover and thrive. Our mission is to help these youth recover and thrive.

WHAT

Children starting at the beginning to learn about drug use at the individual level and their own maturity.

OVERDOSE AFTER THAT IT WILL SHOW THE ROAD IMAGINARY FRIEND WOULD HAVE GONE DOWN IF DRUGS NEVER BECAME A PROBLEM EX COLLIGATE ATHLETE RENOUNCED SINGER ARTIST.



OUR GEM

We had two GEMs in the process this pamphlet below and our dinner table talk with Brian and his wife.



MATURITY VR EXPERIENCE

A VR Experience designed to explore maturity, communication and conversation.



THE BATTLE AGAINST NAS

IDEATION
DISRUPTION
AHA

Ideation: concepts and ideas
Disruption: challenging existing ideas
AHA: aha moment

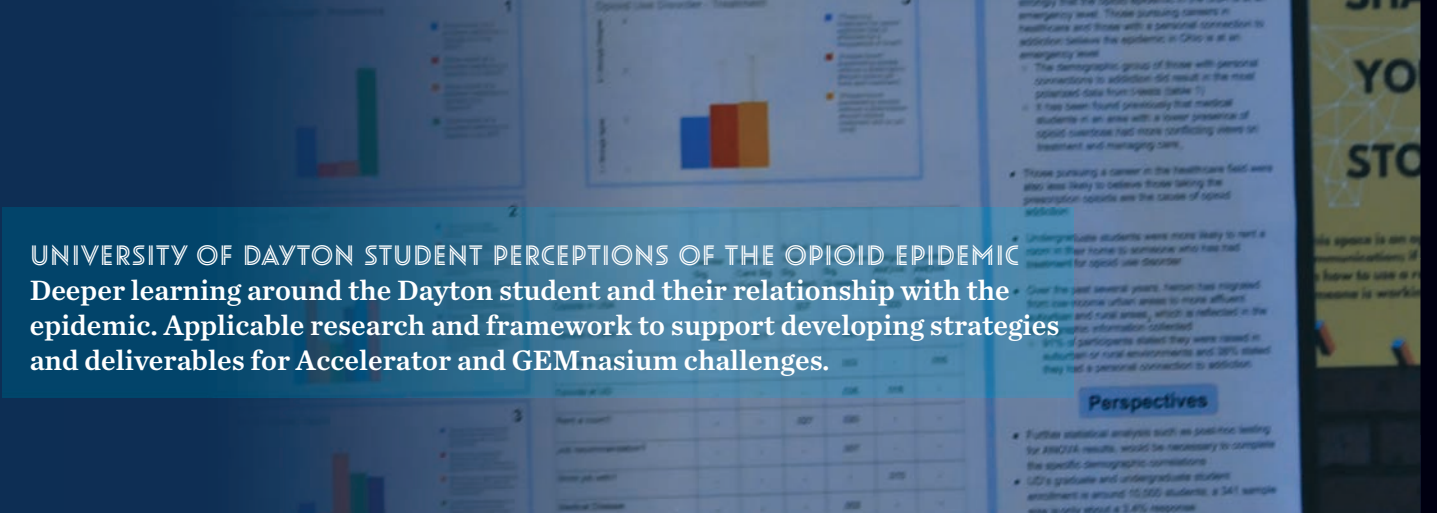


THE BATTLE AGAINST NAS

A humanity-forward program exploring creative art and mindfulness therapies between mother and child. Challenging existing programs for Neonatal Abstinence Syndrome (NAS) through individualized and active experiences focused on the therapy of mind, body and soul.

UNIVERSITY OF DAYTON STUDENT PERCEPTIONS OF THE OPIOID EPIDEMIC

Deeper learning around the Dayton student and their relationship with the epidemic. Applicable research and framework to support developing strategies and deliverables for Accelerator and GEMnasium challenges.





The Collaboration Accelerator is a unique, 8-week professional summer internship opportunity that consists of cross-sector collaborative challenges that integrate applied creativity, innovative perspectives and community development.

GEMNASIUM CHALLENGE, SUMMER 2018

How might we create a workforce enterprise for people in recovery who are reentering society from addiction and/or incarceration?

COLLABORATION ACCELERATOR 4.0
WHAT IS IT?

The 9 Collaboration Accelerator students started with the Grand Challenge from the GEMnasium, and the 7 prototypes hand-chosen from the spring Summit Slam. Immediately the students were drawn to the concept of Freedom Kitchen in conjunction with the process of the Engineering Systems model.

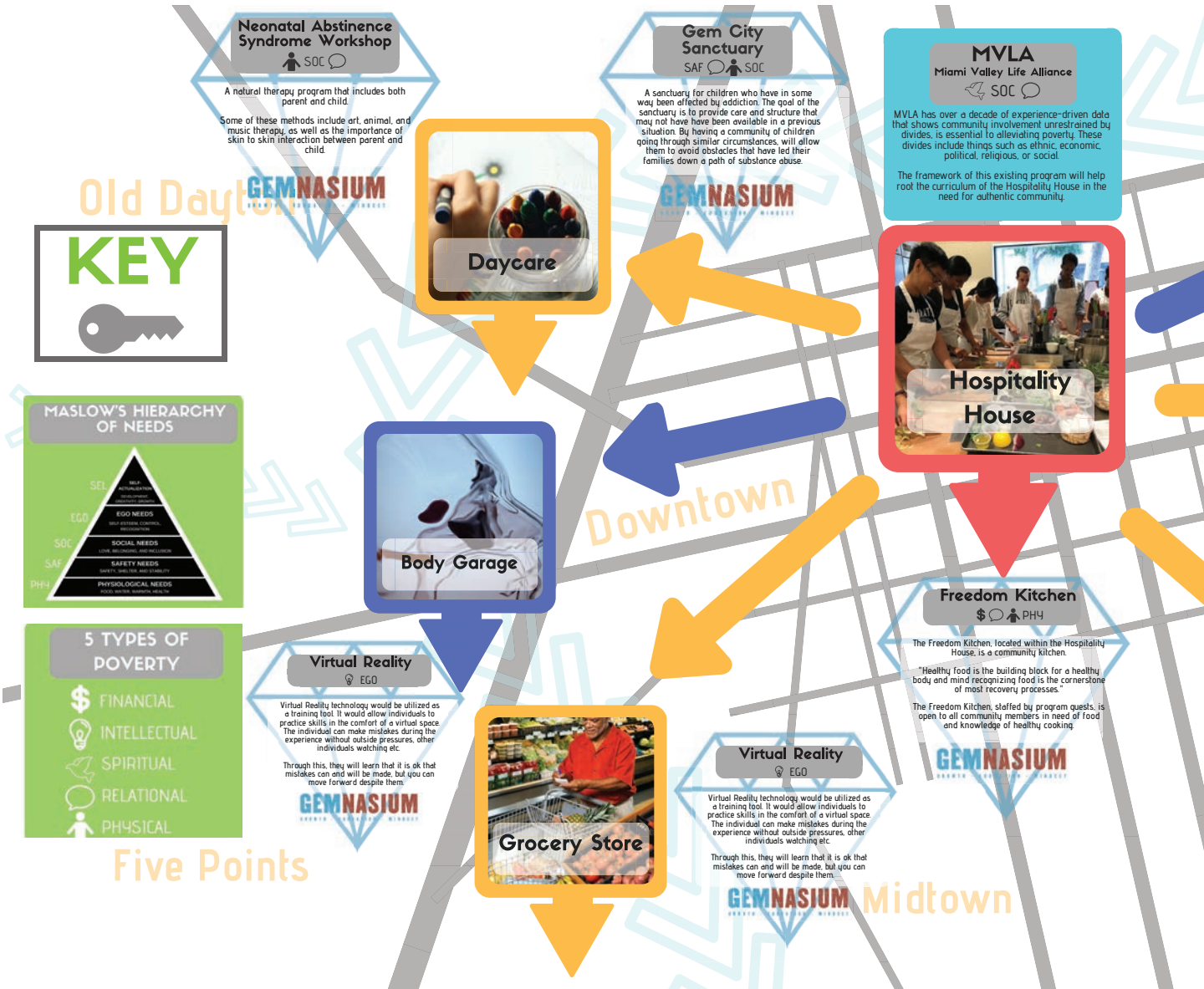
The students formed new connections, including a partnership with Charlie Carroll and his team at City Church/Miami Valley Life Alliance. They were presented with the need for hospitality and service centered work, especially in Dayton. They had many conversations about how these types of jobs are not treated with the value and respect that they should be given — leading them to realize that Freedom Enterprise needs to have an aspect that promotes dignity in this line of work. The students worked with Miami Valley Life Alliance to explore creating a curriculum that teaches the gift of hospitality in an empowering and safe environment. From there, businesses would hire them knowing they are coming out of a restorative and impactful program.



From Left: Abby Almanrode, Abby Hines, Sarah Richard, Rowen Grey, Logan Zinkhon, Matthew Stevenson, Tessa Jatczak, Gavin Wolking, Lauren DeClark & Brian LaDuca

CA 4.0 RESULTS

The deliverable that emerged from the summer Collaboration Accelerator was Freedom Enterprise: a workforce development strategy for people in recovery and formerly incarcerated individuals that would provide a dignified process for economic impact through Dayton's rapidly growing hospitality and service industry.





HOSPITALITY HOUSE CURRICULUM

A curriculum will be designed for program guests that teach, through experiential learning, hospitality skills. While here, not only will they learn these crucial skills for most employment options. But will also tend to their mental and physical well-being. Whether attending addiction support groups or life skills workshops, all parts of the mind and body will be taken care of.

STEP 1 HOSPITALITY HOUSE



STEP 2 COMMUNITY PARTNERS

The Hospitality House is not permanent, rather a stepping stone. After someone is done with the program, and feeling confident to be on their own, they can be fed into other enterprises based on their interests. The hope would be to have an array of community partners for people coming out of the Hospitality House to work at while living out in the community.



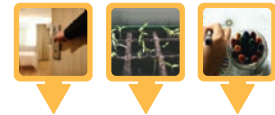
STEP 3 SUPERVISORS

Hospitality House will have to be run by a variety of supervisors. The idea is someone, after working out in the community for however long, can apply for a supervisor role back at the hospitality house. They will be able to train, oversee, and mentor those who are in the same position they were once in.



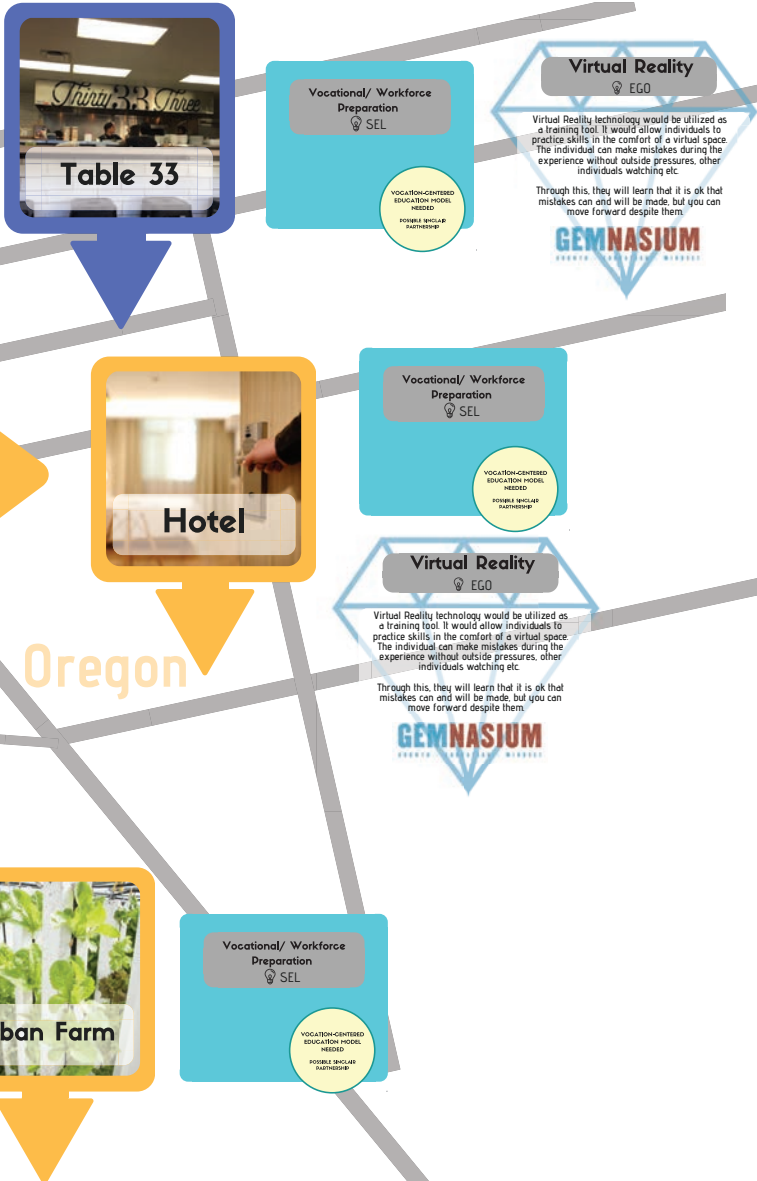
STEP 4 VISIONING MEETINGS

Supervisors will have weekly visioning meeting discussing the future progression of Freedom Enterprises. They have lived and struggled in the community, and are the best people to take action on what's needed. They will come up with new sectors to Freedom Enterprises for people coming out of the Hospitality House to work at. Supervisors will volunteer to take over new sectors, which opens up supervising positions, and constantly keeping the flow moving.



ONGOING FREEDOM APP

An app will be created for program guests to document their time involved with Freedom Enterprises. App submissions will translate into data that can then be implemented into improvements. It will also prompt daily journaling, which will stay private to the user.



PERSPECTIVES FROM THE GEM

LAUREN DECLARK

This past summer, I was fortunate enough to be a Collaboration Accelerator at the Institute of Applied Creativity for Transformation and be a part of finding creative solutions to real-world challenges: focusing on education innovation. We were challenged to shift culture for Centerville School District, High AIMS Consortium, UD's First Year Experience Coordinating Team, and the GEMnasium. During this time, and in the months following, I got to see the real world impact of applied creativity and experiential learning.

In the last couple weeks of the summer, I had the pleasure of taking lead on the deliverable for the GEMnasium challenge; creating a workforce enterprise for people who are in recovery from addiction and/or incarceration.

Our response: Freedom Enterprise, a network of hospitality and service-centered enterprises, providing developmental support and opportunity for individuals re-entering society from addiction and/or incarceration. With the support of existing businesses and resources, Freedom Enterprise will pull together hospitality-centered work and a growth mindset to form meaningful work experience.

IACT's humanity-centered design stretched my mind to think about the humanity and dignity of each and every person, regardless of their circumstances. Surface level, people need work. But I came to realize that it is so much more than that. People need support, belonging, and growth. People need people. That is why our ideation of Freedom Enterprise has a foundation in developmental support and growth, and uses that growth to enhance empowerment in hospitality work.

This semester, we have continued moving forward with Freedom Enterprise, adding more students to the mix by offering a mini-course that focuses on the development: most specifically the development of how hospitality and a humanity-centered approach fit into all of this. Each week, 10 students gather in the GEM to deep dive into a single word—such as empathy, trust or failure—and pull out the meaning that we see fit for Freedom Enterprise.

Our fearless leaders each week consist of community members of the city of Dayton, who over the past couple months have become highly invested in the creation of Freedom Enterprise, including, but not

limited to: Susie LaDuca (Vertical Resident in Health and Wellness at IACT), Charlie Carroll (Pastor at City Church, Co-Owner of Table 33, and founder of Miami Valley Life Alliance), Chris Harrison (Co-owner of Table 33), Mallory Redmond (Pastor at City Church), and Lauren and Andrew White (Indigo Life and UpDayton). When we all meet on Thursday evenings, it feels less like a class and more like a gathering of Dayton citizens working to give back to our city.

This course continually reminds me why I fell in love with the IACT mindset. We sit down each week and have real, vulnerable conversations that are lacking immensely in most of my other courses. We go beyond the surface level of everything; ourselves, the city, the world, and talk about the real issues that lie before us. It is refreshing to be apart of a group of people who so strongly believe in this city and the people living in it.



LAUREN DECLARK
PSYCHOLOGY, CLASS OF 2019

FALL 2018

WITH THE SAME CHALLENGE, NEW CLASSES MAKE THEIR WAY INTO THE GEM TO FURTHER DEVELOP EXISTING IDEAS, AND CREATE NEW ONES.

OUR NEW TEAM MEMBERS

CHARLIE CARROLL
Miami Valley Life Alliance/City Church

CHRIS HARRISON
Miami Valley Life Alliance/City Church

TAYLOR HUDSON
IACT

MARTHA HURLEY
Criminal Justice Studies

RAE OH
Communication

MALLORY REDMOND
Miami Valley Life Alliance/City Church



PARTICIPATING COURSES AND FACULTY:

CJS 408 Criminal Justice Studies
Senior Seminar with Martha Hurley

This was the preparation class for the criminal justice capstone course which is taught in the spring. Students developed the foundation for either a workable research project or a community-engaged project with a community partner.

EDT 415 Teacher's Education Seminar
with Jackie Arnold

Students investigated and developed ways that they can support the social emotional learning experiences of their students with particular focus on those students who have experienced or are experiencing trauma.



MEE 460 Engineering Analysis with Kevin Hallinan

Students designed and analyzed holistic enterprises linked to needs within our community. These enterprises aimed to be economically sustainable, inclusive of partners not normally at the table, linked to job opportunities with voice and meaning within neighborhoods, and accessible without requiring experts to step in on behalf of community members.

SSC 200 Social Science Integrated with Rae Oh

Students utilized multiple social science and social theory methods to create games that critically examine human issues.

UDI 393 Semester of Service with Castel Sweet

Students attempted to use their experience working with local non-profit organizations to explore the ways in which social issues are addressed in Dayton and to develop meaningful relationships with the local community.

UDI 374 Freedom Enterprise with Susie LaDuca and courtesy faculty

Students worked to develop an assessment tool measuring poverty in many different aspects of life to help support individuals re-entering society from addiction and/or incarceration.

REL 367 Christian Ethics and Health Care with Jana Bennett

Students focused on building projects that enable community and individual practices aimed toward healing addiction. These projects were focused in health care, religion or both.

HSS 428 Research in Health and Sport Science with Anne Crecelius

Students utilized their growing knowledge of research and the health sciences to complete self-directed small-scale research projects related to recovery, from addiction or incarceration.

FALL TIP OFF AND PEP RALLY


9/5

"I KNOW IF I CONTINUALLY SHOW UP AND SHARE WHAT I'M PASSIONATE ABOUT AND ALLOW THEM TO SHARE WHAT THEY'RE PASSIONATE ABOUT, WE ALL ARE CONTRIBUTING TO SOMETHING BIG."

-ANDREW WHITE

Beginning of the semester tip off event in the GEM for all GEM students and educators.

ALLEY OOP
10/29

A photograph of two women sitting at a wooden table. The woman on the right is smiling and looking down at the table. She has long brown hair and is wearing a light-colored sweater and a cream-colored scarf. A name tag is pinned to her sweater. The woman on the left is wearing glasses and a white sweater, looking down at the table. There are several cards on the table, some with logos. The background is slightly blurred, showing a red wall and a green plant.

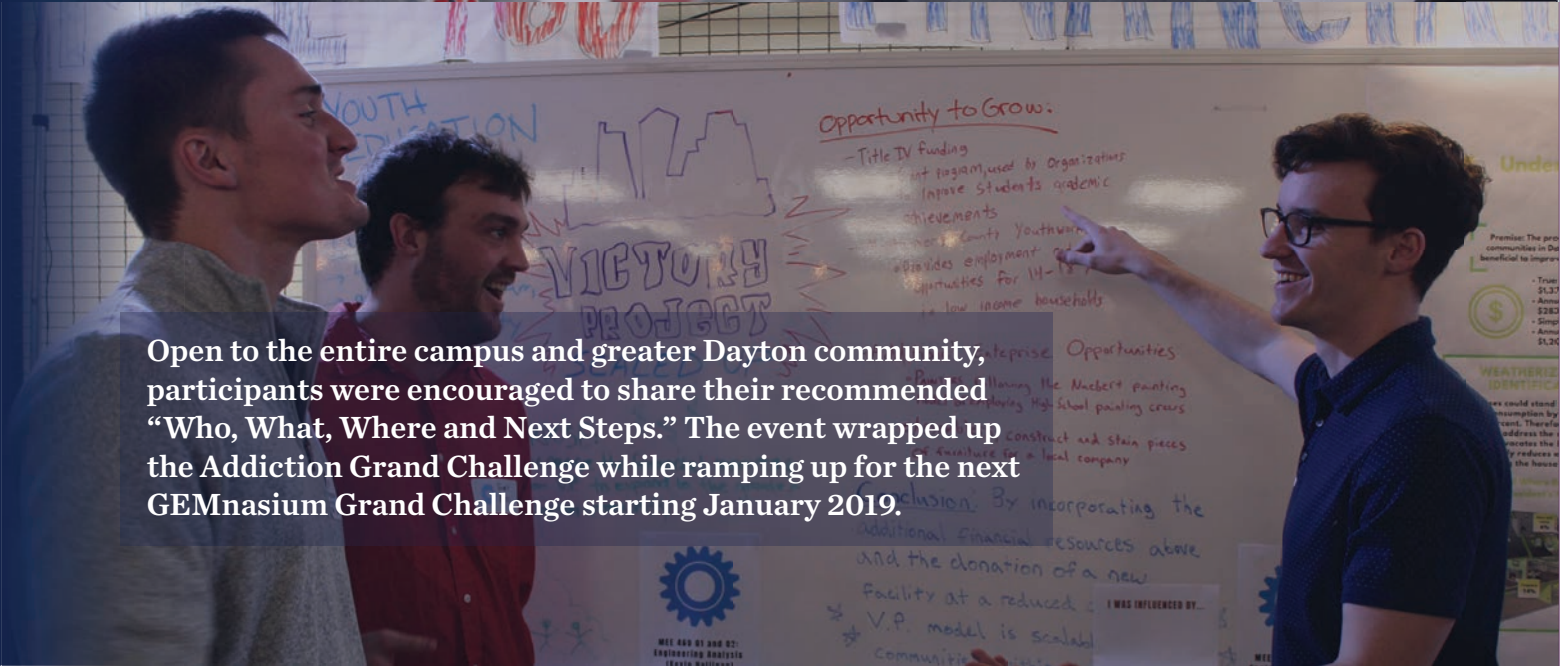
Because everyone needs an assist before they can score. All GEM students and educators came together to exchange feedback toward the final ideas, projects, research and deliverables to the proverbial “finish line.”

SUMMIT SLAM

12/10



The culminating event of Year One in the GEMnasium, highlighting the work done by the GEM educators and students in the fall semester.



Open to the entire campus and greater Dayton community, participants were encouraged to share their recommended “Who, What, Where and Next Steps.” The event wrapped up the Addiction Grand Challenge while ramping up for the next GEMnasium Grand Challenge starting January 2019.

PERSPECTIVES FROM THE GEM

LEIGH ROBERTS

Walking into my first Freedom Enterprise class as a second year, IACT certificate student, I was faced with a colossal question: how do we facilitate the re-entry of the formerly incarcerated and those recovering from addiction into society? As someone who could not even begin to understand the reality of someone in the criminal justice system who may struggle with addiction and gainful employment, I was immediately lost in how I could possibly help answer this question.

Addiction, incarceration, treatment, parole, re-entry. In the Dayton community, there is a mad cycle for individuals struggling with opioid addiction and substance abuse in general. This is also the cycle that the Freedom Enterprise course seeks to disrupt and turn on its head. With the guidance of our educators from Miami Valley Life Alliance, City Church, and Table 33 our class looks to continue the work that came out of IACT's summer Collaboration Accelerator program and promote positive workforce development.

While I may never fully understand the realities of someone who has attempted to re-enter into society, I do understand trust, empathy, communication and leadership. These words, among others, may play a key role in developing a stronger workforce development system. The Freedom Enterprise course recognizes that these concepts influence the five capitals of life. The "five capitals of life" refers to assets we possess that we invest in a variety of ways, primarily financially, spiritually, physically, relationally and intellectually. Our class focus is to analyze these five capitals and explore how we can implement positive growth by answering one question: where do you find poverty in your life?

For me, the easy answer is, I don't find poverty in my life. However, there are no easy answers at IACT. When we really look at ourselves, are we happy with our physical and mental health?

Are we passionate about the work we are doing? Do we feel genuine connections with the people we surround ourselves with?

In Freedom Enterprise we understand that poverty is not one-dimensional. To address these various forms of poverty, our class is creating a survey that assesses where an individual experiences poverty in their life. Next, we will analyze the results and use this survey to implement positive workforce development. In Dayton, this cycle of addiction, incarceration, and re-entry is getting larger, not smaller: More teens and adults are at risk, and more resources are needed to combat this epidemic. Our survey also aims to help businesses better understand where their employees struggle. Perhaps an employee is struggling financially

or is unable to find the dignity in the work that they do. This survey is looking to help people of all socioeconomic levels better understand where there is space to grow.

Our class developed positive and inclusive statements that participants can rank themselves on a scale of 1 to 5 (1 being they completely disagree with a statement and 5 being they agree entirely). Examples include statements such as, "I am capable of being vulnerable with those I am closest to," or "I make an effort to understand and be proactive about my finances." The survey aims to garner information that benefits both workforce development and personal development and has the opportunity to address poverty on all levels.

The Freedom Enterprise course, to me, is the embodiment of humanity-centered design. Our class is creating a product that's main goal is not profit but promotion of change. While our survey is a tangible item, the purpose of our deliverable is to help those who are caught up in the cycle of poverty. Every class I am continually inspired by my educators to give people a second chance and not allow their past struggles to determine their future. There is much work to be done, but we are up for the task.

"HOW DO WE FACILITATE THE RE-ENTRY OF THE FORMERLY INCARCERATED AND THOSE RECOVERING FROM ADDICTION INTO SOCIETY?"



LEIGH ROBERTS
PRE-MEDICINE, CLASS OF 2020

INSIGHTS

LESSONS LEARNED:

Leaving content in the space for other classes to respond to and build from is crucial, especially when class times do not overlap.

The GEMnasium's current campus location limits the campus community's willingness to go beyond borders to truly engage with the community.

Pace and application of the transdisciplinary process varies by course and faculty; recognizing and embracing that mentality is integral to the overall collaboration.

There will always be more questions, and that is ok. It's how we move through that ambiguity and tension that truly matters. All GEMnasium educators are empowered to make changes along the way.

THOUGHTS FROM OUR EDUCATORS:

"TRANSDISCIPLINARY EDUCATION IS ABOUT WORKING WITH OTHERS TO BUILD A RESULT GREATER THAN THE SUM OF THE PARTS."

- ANNE CRECELIUS

"THERE'S ALSO AN ABILITY TO BE REALLY NIMBLE WHEN YOU'RE ONLY PUTTING A COUPLE THOUSAND [DOLLARS] INTO A SPACE — WITH THE ABILITY TO PROTOTYPE AND THE OPPORTUNITY TO MESS UP. WHEN NOTHING'S PRECIOUS, THE POWER BECOMES NOT IN THE ABILITY TO SAY, 'I KNOW SOMETHING HERE,' BUT IN THE ABILITY TO SAY, 'I HAVE NO IDEA. LET'S TRY IT OUT. LET'S BREAK IT. LET'S BUILD IT BACK UP. LET'S BREAK IT AGAIN.'"

-BRIAN LADUCA

A man with glasses and a bun is pointing at a document titled 'SUMMARY' on a wall. The background is a wall with various papers and sticky notes. The text 'WHAT'S NEXT?' is overlaid on the right side of the image.

WHAT'S NEXT?

The Freedom Enterprise mini-course is taking the poverty assessment created in the fall semester out of the GEMnasium and into a eastside community in Dayton that is battling particularly high levels of addiction and unemployment. They are offering hospitality-centered training while also learning from the residents, making it an effort that uses “we” rather than “us and them.”

Montgomery County is working to create a call for proposals for a recycling enterprise targeted to people in recovery from addiction. The enterprise integrates wellness opportunities, and the RFP relies heavily on the design developed by the Engineering Analysis course.

As we transition into year two in the GEMnasium, some of the materials, research and deliverables from the 2018 challenge segue into a new grand challenge, while offering an opportunity for fresh perspectives and new content. All of the courses and educators working in the space will work together to contribute to the 2019 Grand Challenge: *How do we grow and sustain a just and resilient community food system?*



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