NEW PROGRAM PROPOSAL

Please use this form if you are adding a new degree program, major, concentration, minor. If you are changing an existing program, use a “Changes to Existing Programs” form. If you are proposing a new degree or if the proposal involves more than one school or college, please notify the Office of the Provost early in the Fall Semester of the year in which you submit this proposal.

Before you proceed, please review the approval process in advance and leave time for each involved person or committee to review the proposal.

DATE: April 2, 2007
DEPARTMENT/SCHOOL: Jacoby Center, College of the Pacific
CONTACT PERSON: Robert Benedetti
PHONE: 209-946-7478
BLDG & ROOM NO: Wendell Phillips Center, 242-3

1. Title of program:
   Minor in Civic Leadership

2. Provide a rationale for introducing this program (attach additional paperwork, if applicable). Include goals and a statement of learning objectives and their relationship to the mission and strategic goals of the University. See Attached Application for University CVT support

3. Will the program seek accreditation or certification?
   [x] No  [ ] Yes
   If yes, please indicate the agency:

4. Are additional faculty or additional capital equipment, space modification, library resources, or operational funds needed?
   [ ] No  [x] Yes
   If yes, please describe:
   The budget for this program is included. Funds for start-up have been provided by IPC. Continuing funding for the program will be generated by tuition from community enrollments. See attached budget

5. Are other instructional departments/schools in the university affected by this proposal?
   [ ] No  [x] Yes
   If yes, please indicate the department(s)/school(s):
   Division of Student Life
   Center for Professional and Continuing Education

Please ensure that signatures of department chairs appear on the Program Approval Sheet.
6. What is your plan for marketing the new program to current and prospective students?

Our target audiences are discussed in the proposal. We have conducted focus groups in the community and on campus to determine interest. We have begun advertising with a kick-off event and multiple contacts across the campus and community. We will attempt to register currently enrolled students into JCTR 193a and JCTR 193b for the fall which will pilot Leadership: Theory and Practice and Public Outreach: Public Relations and Fundraising. We currently have a list of students recommended by faculty for the program and are soliciting more.

See attached flyer and brochure for the content of the marketing effort.

7. Please attach an outline of the new course requirements using a format similar to that shown in the table below:

These courses are not designed to meet general education requirement, nor requirements for other majors. However, the program should meet the requirements for a certificate and a minor in Civic Leadership.

<table>
<thead>
<tr>
<th>Certificate and Minor PROGRAM REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Program</td>
</tr>
<tr>
<td><strong>Subject &amp; Course #/Title</strong></td>
</tr>
<tr>
<td>Leadership: Theory and Practice</td>
</tr>
<tr>
<td>Public Outreach: Public Relations</td>
</tr>
<tr>
<td>Human Capital: Building Capacity and</td>
</tr>
<tr>
<td>Organizations</td>
</tr>
<tr>
<td>Public Finance</td>
</tr>
<tr>
<td>Research Methods: Analysis, Program Design</td>
</tr>
<tr>
<td>&amp; Evaluation</td>
</tr>
<tr>
<td>Independent Projects: Field Study</td>
</tr>
<tr>
<td>Internship</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

8. Please attach the program copy as it is to appear in the catalog. This includes the following:

Currently our plan is to have the text of the brochure used in the catalog so that there will not be any confusion (see attached) with annotations in regard to currently enrolled students as below:

- Admission criteria
  
  "A high school diploma of GED is required for admission. Participants should be committed to completing the program with their cohort group in one year."

- Program degree requirements
  
  "The program of study is comprised of six courses, there units each for a total of 18 units" In addition, currently enrolled students wishing as minor as well as a certificate will have to complete an internship in a governmental or non-profit agency for at least 2 units.

- Research requirements or comprehensive examinations
  
  "Independent Projects: Field Study is the capstone course which consists of a research project focused on a particular governmental or non-profit organization. The project will demonstrate the practical application in a working agency setting of materials considered throughout the curriculum. Project findings will be discussed in seminar class sessions."

- Prerequisites or required sequence of course offerings by semester, if applicable

Leadership: Theory and Practice and Public Outreach & Fundraising are typically taken together in
the Fall semester. Human Capital: Building Capacity & Organizations and Public Finance will be typically
taken in the Spring semester. Students may elect to take Research Methods: Analysis, Program Design and Evaluation and Independent Projects: Field Study in either the Summer or following Fall Semesters.

It is anticipated that students will stay with their cohort group; however exceptions for hardship cases will be made. If students have not completed a two or more unit internship, that may be scheduled any semester during the year.
- Typical program of study
  See outline in brochure.

Please attach new and revised course forms for each new or revised course.

Please remember to make the corresponding changes to your program's catalog copy when you receive page proofs for next year's catalog.
NEW PROGRAM PROPOSAL
APPROVAL SHEET

DATE: April 2, 2007
DEPARTMENT/SCHOOL: Jacoby Center, College of the Pacific
CONTACT PERSON: Robert Benedetti
PHONE: 209-946-7478
BLDG & ROOM NO: Wendell Phillips Center 242-3

Please obtain signatures in the order they appear below, as applicable.

1. [X] DEPARTMENT CHAIR:
   Robert Benedetti
   DATE: April 6, 2007

2. [ ] CHAIRS OF OTHER INVOLVED DEPARTMENTS (if applicable):
   (Signatures needed for new courses and deletions)
   DATE:

3. [ ] CHAIR, SCHOOL/COLLEGE CURRICULUM COMMITTEE:
   DATE:

4. [ ] DEAN OF SCHOOL/COLLEGE:
   DATE:

5. [ ] PROVOST (Major/Minor/Degree):
   DATE: 5-18-07

6. [ ] GENERAL EDUCATION COMMITTEE (if applicable):
   (Signature needed for new courses and deletions)
   DATE:

7. [ ] DEAN OF THE LIBRARY:
   DATE: 4-19-07

8. [ ] DIRECTOR, EDUC. TECH. SERVICES (if computer lab, software needed):
   DATE:

9. [ ] GRADUATE STUDIES COMMITTEE (if applicable):
   DATE:

10. [ ] REGISTRAR:
    DATE: 4-30-07

[ ] ACADEMIC AFFAIRS COMMITTEE:
    DATE: 5-03-07
A Collaboration Initiative Proposal/ As revised March, 2007

Certificate in Civic Leadership

Submitted by Civic Leadership Collaborative
(Jacoby Center for Public Service and Civic Leadership, Division of Student Life, Center for Professional and Continuing Education)

1a. Brief Description

The third paragraph of the draft Values, Aspirations, and Commitments underscores that two of the core values of the University are “preparing responsible leaders” and “community engagement”. This proposal from the Civic Leadership Collaborative implements these values by introducing a new curricular element, the Certificate in Civic Leadership. The Certificate program would be available to currently enrolled students in every school and major as well as to members of the San Joaquin Valley community. It would provide practical preparation for leadership in governmental and non-profit organizations over the course of a calendar year with an option for completion in two years. For enrolled undergraduate students, the program would result in a Minor in Civic Leadership; all those completing the program’s eighteen unit curriculum would receive a Certificate.

1b. Sustainability

After start-up, this program would become self-sustaining. Pacific undergraduates will pay only their usual tuition. See revised budget attached for the number of positions available each year for enrolled undergraduates. Community participants will pay tuition of $5,400 This assumes a rate of $300 a unit for eighteen units. These calculations are for Extension Units (EXTN). A mature program would attract twenty-five students annually (eight from the undergraduate population and seventeen from the community.

2a. Convener’s Names

Robert Benedetti, Executive Director of the Jacoby Center for Public Service and Civic Leadership/ Professor of Political Science, College of the Pacific
Joanna Royce-Davis, Associate Vice President of Student Life
Barbara Shaw, Assistant Provost and Dean, Center for Professional and Continuing Education

2b. Program Partners
Jacoby Center for Public Service and Civic Leadership
College of the Pacific
Division of Student Life
Career Resource Center
Center for Professional and Continuing Education
City of Stockton
Stockton Unified School District
People and Congregations Together (PACT)
San Joaquin Community Data Cooperative
San Joaquin A+

2c. Key Faculty

Roy Childs, Department of Sociology
Marcia Hernandez, Department of Sociology
Harvey Williams, Department of Sociology, retired
Robert Benedetti, Department of Political Science
Dari Sylvester, Department of Political Science
George Condon, Jacoby Center
David Frederickson, Department of Communication
Qingwen Dong, Department of Communication
Carol Ann Hackley, Department of Communication
William Herrin, Department of Economics
Joanna Royce-Davis, Division of Student Life
Jason Velo, Division of Student Life
Ray Sylvester, Eberhardt School of Business
Newman Peery, Eberhardt School of Business
John Carvana, Career Resource Center

2d. Future Faculty Partners

Jeff Miles, Eberhardt School of Business
Will Price, Eberhardt School of Business
Paul Lanning, Corporate and Foundation Relations
Patrick Cavanaugh, Division of Finance
Rick Morat, Division of Student Life
Dennis Brennan, Benerd School of Education
Fred Muskal, Benerd School of Education

2e. Key Community Partners

Roger Storey, City of Stockton, retired
Christine Tien, City of Stockton
Dennis Kita, Great Valley Center
Judith Beuthe, Public Relations Consultant
Carrie Sass, Public Relations Consultant
Susan dePolo, San Joaquin A+
Suzanne St Claire, Non-profit Human Resources Consultant
Campbell Bullock, San Joaquin Community Data Cooperative
Tim Viall, Emergency Food Bank and San Joaquin County Non-Profit Directors Network
Robina Asghar, Community Partnership for Families

2f. Thought Leaders

The Civic Leadership Curriculum reflects a survey of curricula developed for non-profit and governmental leadership at the Masters level at a cross section of universities nationally conducted by Professor Roy Childs. In addition, it was informed by a seminar brought to Stockton by Assembly Member Greg Aghazarian as part of a national attempt to educate local organizations on governmental support of faith-based initiatives. Further, the initiative rests on the realization that the non-profit and governmental sectors provide growing career opportunities for graduates of Pacific; the non-profit sector in San Joaquin County alone generates over $200 million annually as reported in March, 2006. Finally, it was informed by the results of focus groups composed of public agency and non-profit leaders who reviewed the program prospectus and have advised on its implementation (see Appendix A).

3a. Curriculum

The purpose of this curriculum is to prepare participants for leadership in governmental and non-profit organizations. The audience is currently enrolled students and community members interested in governmental and non-profit leadership. The curriculum includes six new courses of 3 units each (45 contact hours per course) for a total of 18 units. Students would be encouraged to take two courses each semester and two additional courses over the summer, thus proceeding through the program as a cohort. However, at their option, the program could be completed at a slower pace over the period of two years. In other words, the total time from beginning to the award of the certificate is twelve months with an option to complete over 24 months. Courses are to be taught as seminars, meeting once a week (Tuesday or Thursday) in the evening for 3 hours. Enrollments will be managed through Center for Professional and Continuing Education.

Core Courses:

Fall Semester

Leadership in Theory and Practice
An overview of pertinent literature, this course will survey writing on leadership from Political Science, Business, Psychology, Sociology, Communication, History, Philosophy, and Anthropology. It will address the relationship between the leaders and followers, the role of social institutions and culture in providing context for leadership, and the mediation of leadership by staffs, groups, media, and other leaders.
Public Outreach; Public Relations and Fundraising
This course outlines the reciprocal relationships between the public and non-profit or governmental agencies. On the one hand, these organizations are regulated by established legal frameworks. On the other, they are responsible to report back to the public regularly and to supplement their revenues with the fruits of fund raising. Both of these aspects will be investigated.

Spring Semester

Human Capital: Building Capacity and Organizations
This course will provide a strong grounding in organizational theory, emphasizing relevant insights from sociology and public administration. It will apply this body of theory to the structural alternatives available to agency and non-profit groups. The course will pay attention to models of human resource management.

Public Finance
Financial management of non-profits and public agencies, including budgeting and accounting practices will be the topic of this class. The linkage between strategic planning and budgets, the establishment of payroll and expense systems, and the development of investment policies will be discussed.

Summer School

Research Methods: Analysis, Program Design and Evaluation
This seminar will provide participants basic research designs relevant to needs assessments, organizational analysis, and outcomes assessment.

Independent Projects: Field Study
Each participant in the program will be asked to undertake a research project focused on a particular agency or non-profit group. This project is the capstone exercise for the certificate/minor and should demonstrate depth understanding of the material presented in the curriculum. These projects will be discussed in a seminar setting, but individual mentorship will be provided by instructors.

Additional requirement
Participants will be required to join faculty at six regularly scheduled lectures (September, October, November, February, March, and April) on leadership held on the Pacific campus. Speakers will present topics of particular relevance to the curriculum. Reflection on these lectures will be integrated into the courses.

Faculty Assignments
Faculty will be drawn from several academic disciplines, schools and administrative assignments. The teachers will include faculty currently at the University, members of the University’s administrative staff, and members of the Stockton community. Course will be team taught, partnering on campus instructors with community leaders. Courses will be taught as an overload assignment and faculty will be appropriately compensated. In general, faculty will be assigned only one course in the program each year. These courses would not duplicate courses already in the University curriculum.

The program will be directed by a part time administrator who will be available to recruit and advise students through the process as well as to assist in the appointment of teachers and arrange for the regular lecture series.

3b. Research

The capstone research conducted by participants and supervised by faculty will be collected and made available to the community through the Jacoby Center website. To the extent possible, these projects will be defined as “action research” and designed to meet immediate needs of the participants’ non-profit or public employers. Where appropriate, the research projects will also be circulated for presentation at professional meetings and journal publication.

3c. Service

The lectures organized for the program will be open to the public and widely advertised. They will, therefore, provide a service to the campus and community as well as a vehicle by which prospective students may learn of the program and graduates may continue their identification with the University.

On a deeper level, the program will provide a vital service to the San Joaquin Valley during a period of remarkable population group. Typically the burdens of accommodating growth fall on non-profit and governmental agencies. Clearly they need to become both more efficient and more effective if they are to respond to the social and cultural demands of newcomers and old-timers. This program will prepare current employees to take leadership and will train a new generation of employees who can respond to an explosion in need.

4a. Links to University Mission, Vision, Values, and Planning Criteria

The draft Values, Aspirations, and Commitments of the University (2/15/06) contains the following Core Values: Close student-faculty interaction, Rigorous personalized learning, Passion for teaching and learning, Student centeredness, Educating the whole person, Mutual respect, Preparing responsible leaders and Community engagement. The Certificate in Civic Leadership focuses on the final two of these eight values. On its face the certificate links leadership and community engagement.
However, the initiative reflects additional values in the manner of its implementation. The cohorts will be maintained at twenty-five to promote close student-faculty interaction and a capstone research component reinforces the rigor of the curriculum. The provision for advising and personalized projects reflects the commitment of the program to student centeredness. The inclusion of Student Life professionals in the planning and presentation of the curriculum insures attention to the whole person. The recruitment of seasoned teachers and professionals and their willingness to accept an overtime assignment suggests the passion for teaching and learning inherent in the mission of the curriculum. Finally, the explicit cooperation between academic units, administrative divisions, and the local community which grounds the program symbolizes the bonds of mutual respect which have developed between and among those on campus and those nearby.

Turning to the University’s aspirations, the draft highlights eleven. The Certificate in Civic Leadership addresses nine. The program is innovative as detailed below. It is collaborative as reflected by its interdisciplinary courses, instructors, and curriculum. Both the teacher and the scholar are served by the curriculum as it provides an opportunity for research, both pedagogical and community focused, as well as fresh instructional strategies. The curriculum is learning centered in that it focuses on the mastery of skills necessary to complete the capstone project. Each course integrates liberal and professional or applied learning and values instructors from both the academy and the community. The design of the program insures transparent and efficient relationships between offices at the University charged with student life, continuing education, and academic curriculum. The capstone research project is, by definition, an experiential learning opportunity. Since the Stockton community is even more diverse than the University student body, this program will provide an additional opportunity for students to develop intercultural competences by working closely with community members in the classroom and the field. The fact that the students will be drawn both from those currently enrolled at the University and from active professionals in the community signals the importance of learning as a lifelong process.

Finally, the draft discusses six commitments: innovation, integration, multidisciplinary, education of the whole student, institutional strength, and partnerships. The Certificate in Civic Leadership responds to all six. As detailed in the next section, the program is distinctive and innovative. Its design integrates professional and liberal learning and reinforces this integration by hiring two instructors for each class, one from the academy and the second a practicing community professional. The curriculum draws from many disciplines including economics, political science, sociology, psychology, business, communications, statistics, history, public administration and anthropology. The focus on civic leadership addresses more than the academic and career needs of students; it addresses their wider public lives as members of community groups and as citizens in a democracy. The support provided by Student Life for the project underscores the breadth of the initiative and its attempt to educate the public aspect of a whole person. This project will generate a revenue stream not currently available to the University and the program costs will not consume that stream; therefore the overhead generated is available
to further strengthen the institution. In addition, the project is a partnership on two levels. It features university collaborations and community collaborations in its staffing and in the selection of students. Further, the results of the research generated by the capstone seminar may further widen the impact of the program in the community.

4b. Distinctiveness

The Certificate in Civic Leadership is distinctive in five ways.

First, the program merges theoretical reflection and practical application. Participants will learn both principles of leadership and applications to specific organizations, namely governmental agencies and non-profit groups. The courses are theoretical enough to prepare participants for future challenges and further academic study, but applied enough to help them with current work. This merger has been made intrinsic to the design of the program with the incorporation of co-teachers in each class. One teacher will be a community practitioner and the other a practicing academic.

Second, the program integrates community participants with enrolled students, particularly undergraduates. The dialogue the program stimulates between these groups is beneficial for at least two reasons. The enrolled students learn career and citizenship options from the community participants. Members of the community learn the vision and aspirations of the next generation from the enrolled students. The class provides both a conversation across generations and a meeting of those steeped in the theories of a liberal education with others who have learned the lessons of practical experience.

Third, the program is condensed and easily completed without disruption of an academic or work schedule. It can provide more depth than the weekend seminars currently offered on similar topics without the burden of a master’s degree program. Further, the extension units gained help enrolled students complete their degrees and are of potential worth to community member who may pursue degrees at the University in the future; in other words, the units have transfer value between University programs.

Fourth, the fact that students will proceed through the program as a cohort, while not unique, is clearly a distinctive feature. It should promote interaction between community and campus based students as well as provide a support structure for students who have not recently been enrolled in a university program. This support structure was particularly valued by members of the focus groups who reviewed the program (Appendix A).

Fifth, the program is in keeping with the national trend toward improving the “sustainability” of governmental and non-profit organizations by improving their administration. Reports from the Great Valley Center and other observers suggest that there is a particular need for professionals to guide non-profit and governmental agencies in the San Joaquin Valley. However, this program also addresses the current concern that young people are not prepared to devote sufficient energy to America’s “civil society”. Thus it brings together two challenges for educators sensitive to the state of the American democracy: the need to improve the efficiency and effectiveness of the governmental and
non-profit sectors and thereby ease the fiscal burdens of democracy with the need to better socialize youth to retake the public square and concern themselves with issues beyond those dictated by the market. Typically, these two issues are addressed by different initiatives and different programs. Therefore, because this program suggests that the two concerns should be addressed together; its implementation is itself worthy of research and publication.

4c. Foundation of Program in Current University Strengths

The Certificate in Civic Leadership draws on the experience of three University programs: the leadership training seminars held by the Division of Student Life, the interdisciplinary and community service initiatives of the Jacoby Center, and the several certificate programs offered through the Center for Professional and Continuing Education. The commitment of Student Life provides needed assistance in both curricular design and the recruitment of current undergraduates to the program. The commitment of the Jacoby Center insures the academic rigor, practical orientation, and interdisciplinary focus of the program. The commitment of the Center for Professional and Continuing Education contributes the necessary expertise in administration and marketing for the program to reach potential community participants.

4d. Engagement of University Stakeholders

The Certificate in Civic Leadership builds an additional bridge between three key parts of the University: the College of the Pacific, the Division of Student Life, and the Center for Professional and Continuing Education. The student, faculty, and staff stakeholders involved in each will be engaged anew by the project.

However, even more significant may be the bridge that this program may forge between the University and the San Joaquin Valley community. The program has the potential of vitalizing non-profit and governmental agencies which play a critical role in the civic life of the city and county. In addition, this program makes more likely that graduates of Pacific will be appropriately prepared to take vacancies in this sector when they occur. In other words, community graduates of the program can contribute to a more efficient and effective civil society immediately whereas, undergraduates who complete the curriculum help insure that the governmental and non-profit sector will continue to flourish in the future.

Through the appropriate selection for the lecture series that plays an integral role in this program, alumni of the University who have distinguished themselves in governmental and non-profit service can be returned to campus and participate in the educational process here. Thus, the initiative offers an opportunity to extend the Citizen Leader program which has proved successful in a new and different way.

Alumni will also be given a tuition break if they enroll in the program after it matures and is able to offer differential rates.
4e. Generates New Revenue

Assuming that a mature program would be capped at twenty-five students annually (eight from the undergraduate population and seventeen from the community) to preserve close student-faculty and student-student interaction, the program will create a modest return to the University. See attached revised budget

4f. Assessment and Evaluation

The curriculum will include three levels of learning assessment from its outset.

First, each course will include a major project which will allow reviews to assess the ability of students to manipulate the concepts provided in the course in an applied context. These projects will be collected and a sample reviewed by a panel selected by the program administrator which applies a rubric developed by program faculty to determine the collective strengths and weaknesses of the preparation students have received.

Secondly, a similar procedure, including the development of a scoring rubric, will be developed to review capstone projects. However, here the projects will be retained and place in an archive so that they can ground future research into the trajectory of the program. At regular intervals, the results of these assessments will be discussed by program faculty and the administrator, and appropriate curricular adjustments made.

Third, the program administrator will track graduates of the program and monitor the depth and success for their civic engagement. The lecture series and a website will be maintained to rally graduates on a regular basis and to provide opportunities to investigate what aspects of the program have been most useful. This information will be communicated at regular intervals to program faculty for discussion.

The program, at its implementation, will benefit from the combined experience of Professors Robert Benedetti and Roy Childs in regard to assessment. Professor Benedetti has worked for WASC since 2002 overseeing educational assessment reviews at a wide variety of colleges and universities in the region as well as attending seminars in current assessment theory and practice. Professor Childs has regularly been selected to undertake the assessment of learning outcomes in public schools and program outcomes in a variety of agencies.

5a. Timeline for Implementation

Spring, 2004

- Discussions with Division of Student Life and Jacoby Center concerning a leadership minor begins

Summer, 2004

- Survey of programs nationally for non-profit and governmental service by
Professor Childs with initial Certificate proposal

Assembly member Greg Aghazarian brings conference on faith based initiatives to the University of the Pacific which emphasizes the need for educational programs offering strategies which foster sustainability to non-profits and governmental agencies

Fall, 2004 and Spring, 2005
Jacob Center staff and Board discusses alternative curricular options for civic leadership education

Jacob Center and Division of Student life affirm the goal of a curriculum for civic leadership as part of their strategic plans

Fall, 2005
With support of its board, Jacob Center prepared Certificate for Civic Leadership proposal for discussion with Division of Student Life

Winter, 2006
A joint Division of Student Life and Jacoby Center proposal is discussed with Center for Professional and Continuing Education

Spring, 2006
Division of Student Life, Jacoby Center, and Center for Professional and Continuing Education commit to the Certificate for Civic Leadership and undertake focus groups (see Appendix A) on campus and in the community to evaluate program design options. Obtain clearances from appropriate curriculum committees

Summer, 2006
Refinement of curriculum in light of focus groups. Commence advertising for Certificate in community and among current student

Fall, 2007
Initial Program begins with two courses

Spring, 2007
Initial Program continues with two courses

Summer, 2007
Initial Program concludes with last two courses and graduates
Assessment of Initial Program and preparation for continuing cycle

Fall, 2007

Certificate Program as revised continues

5b. Staffing Requirements

The program will require twelve instructors annually, a part time program administrator, and a fourth time staff member.

All six courses will be co-taught. One faculty member in each class will be drawn from the University faculty and the second faculty member from the community. Currently, the University has several faculty qualified to teach each of the courses listed.

The program administrator will work jointly with the Jacoby Center, the Center for Professional and Continuing Education and the Division of Student Life. These partners have suggested that George Condon, currently a Senior Lecturer in the Jacoby Center, be appointed to this position because of his knowledge of University procedure and his experience with off-campus programming. The administrator will have the responsibility to market the program, to recruit students and faculty, to advise participants, to organize the lecture series and to investigate scholarship and loan programs for participants as well as to guide learning assessment and the fulfilling of other administrative requirements.

5c. Demand

While informal observations in the community and on campus (specifically with members of ASUOP) indicate interest in leadership training, the program partners have initiated a formal set of focus groups to test interest among both populations. Initial data from these focus groups held during March, 2006, is positive and indicates general agreement with the goal and the design of the program (Appendix A). More analysis will follow during the late spring and summer of 2006.

5e. Estimated Ongoing Costs

See attached Budget

6a. Next Steps, Administrative

See attached update

The summer of 2007 will provide adequate time for hiring, marketing, and other preparation. As the result of focus groups with potential community participants, it is clear that some students will require financial assistance to enroll in the program. Therefore, the program administrator will begin to investigate the availability of scholarship and loans for participants. As the program matures, it is anticipated that it
will adopt the policy of reducing the registration of alumni by 15% to encourage participation of this key group. Further, the program administrator will attempt to negotiate with employers the financial support for employees that undertake the program.

6b. Next Steps, Financial

See attached budget projections

#

Appendix A

List of Community Participants in Focus Groups Reacting to Design of the Certificate in Civic Leadership

Nagina Akbar, East Lodi Community Center
Ann Chrimle, Family Resource Network
Dillon Delvo, Little Manila Association
Jackie Flowers, San Joaquin County Office of Education
Russ Hayward, YMCA
LaCresia Hawkins, CUFF Family Resource Center, and People and Congregations Together
Ping Lo, Lao Family Center
Elena Mangahas, San Joaquin County WorkNet
Mike Miller, San Joaquin County WorkNet
Linda Moro, El Concilio
Frank Navalta, Family Resource and Referral Service
Tina Reed, Valley Mountain Regional Center
John Solis, San Joaquin County WorkNet
Patricia Tovar-Picon, San Joaquin County WorkNet
Jenri Thao, Lao Khmu Association
Scott Webb, Charterhouse Center
Allet Williams, San Joaquin County WorkNet
<table>
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<th>Budget, 2007 Revenue</th>
<th>Budget, 2008 Revenue</th>
<th>Budget, 2009 Revenue</th>
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<td><strong>Director 1/2Salary</strong> 25,750</td>
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<td>1/1-6/30 12,500</td>
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<td><strong>1/2Salary</strong></td>
<td></td>
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<td><strong>Director</strong></td>
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**Tuition**
- Community 9/300/18 5,400
- Community 15/300/18 5,562
- Students up to 16
- Students up to 10

**Return to CPCG**

**Return to CPCG**

***3% adjustment for inflation and merit***
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<td>***3% adjustment for inflation and merit</td>
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Progress Report
Certificate for Civic Leadership

March 2007

This project proposes an 18 unit, 6 course curriculum focused on leadership in governmental and non-profit organizations. Students will be recruited from current undergraduates at Pacific and from the local community. A cohort for the program will rise to 25 participants over two years, split between these two constituencies. This joint initiative is supported by the Jacoby Center for Public Service and Civic Leadership, the Center for Professional and Continuing Education and the Division of Student Life.

Since learning of the preliminary acceptance of the project proposal, these units have cooperated to hire a Program Director, George Condon. Dr. Condon is a political scientist with a doctorate in public administration and public policy; he served as an administrator with the California State University System over many years; recently he has co-supervised the Jacoby Center’s Sacramento Experience program. He has experience with adult education including his leadership of the CSU-Stanislaus Stockton Center.

With his help, a brochure for the certificate has been prepared and has been distributed widely. He, working with staff from the three cooperating units, organized a rollout event of the program on March 8th. It was well attended (100 people) and was the occasion for the presentation of citations by local political officials, praising the conception of the program.

Preliminary meetings have begun with university and community faculty who have shown a willingness to participate in teaching the program. After further negotiations, they will be formally contracted to continue the curriculum planning phase of the project.

The Center for Professional and Continuing Education is designing a course numbering paralleling the numbers to be used by the Jacoby Center and registration system for the certificate for community participants The Division of Student Life is investigating venues in which to present this opportunity to enrolled and enrolling students who may be able to designate this program as a minor. The process of hiring an administrative assistant has begun.
Interested in non-profit or governmental organizations?

The Certificate/Minor in Civic Leadership is for YOU!

The program features the cohort model; students take all six required courses together, two each semester starting Fall, 2007. The classes are each taught once a week, on Tuesday and Thursday, for 3 hours, 6-9 PM. See George Condon in WPC 128 (209-946-7405, gcondon@pacific.edu) immediately for applications. Your fall schedule needs to accommodate six units and be approved to enroll.

The curriculum includes:

- Fall, 2007: JCTR 100 Leadership: Theory and Practice
- Fall, 2007: JCTR 110 Public Outreach: Public Relations & Fundraising
- Spring, 2008: JCTR 125 Human Capital: Building Capacity and Organizations
- Spring, 2008: JCTR 135 Public Finance
- Summer, 2008: JCTR 145 Research Methods: Analysis, Program Design & Evaluation (Also available Fall, 2008)
- Summer, 2008: JCTR 197c Independent Projects: Field Study (Also available Fall, 2008)
- Internship: JCTR 187c Internship for 2 or more units

The internship can be taken at any time and the program counts any internship in governmental or non-profit settings even if they are taken to satisfy major requirements. The last two required courses may be taken during the Summer or Fall, 2008.

The Certificate in Civic Leadership is seeking to be transcripted as a minor for students enrolled at Pacific. There will be no additional cost for the program. Like all minors, it will require the completion of 20 units, 6 three-unit courses and at least a two unit internship. Students are drawn from the campus and from area non-profit and governmental agencies. This mix will encourage the transfer of insights across generations and experiences.
University of the Pacific Faculty  
Certificate for Civic Leadership

The following faculty will be participating in co-teaching Certificate for Civic Leadership courses with community leaders

Robert Benedetti (Leadership: Theory and Practice)

Robert Benedetti is the Executive Director of the Jacoby Center for Public Service and Civic Leadership and Professor of Political Science at the University of the Pacific. He came to the University in 1989 as Dean of the College, a post he held until 2002. Prior to his appointment at Pacific, he was Provost of New College, the honors college of the Florida state system, in Sarasota, Florida.

Professor Benedetti is also an Adjunct Associate Director of the Western Association of Schools and Colleges. He is a member of the Board of Directors of the Federation of State Humanities Councils, having served previously as the chair of both the Florida Endowment for the Humanities and the California Council for the Humanities. He has been president of the Florida Political Science Association and the Northern California Political Science Association. He was twice elected to the Board of the American Conference of Academic Deans.

His research includes publications in the fields of civil rights, urban politics, state government, political theory, and higher education. Currently he is conducting a comparative analysis of mayors in sixteen California cities as well as applying the insights of urban political analysis to higher education.

Professor Benedetti is on the board of directors of the Haggin Museum, The Brubeck Institute and O’Connor Woods Retirement Community in Stockton. He is the co-facilitator of the Mayor’s Taskforce for the Midtown Magnolia District. He has just completed an assignment as project director for STOCKTONspeaks, an oral history project documenting the transition from childhood to adulthood for three generations of Stocktonians in nine ethnic communities.

Roy Childs (Human Capital: Building Capacity & Organizations)

Professor Roy Childs joined the Sociology Department in 1973. He earned a BS in mechanical engineering from the University of Denver in 1963, and an MBA from that institution in 1964. He holds an MA (1970) and Ph.D. (1973) from Stanford University. Professor Childs served as a postdoctoral fellow at the University of Southern California (research focus on urban decision making patterns) and taught briefly there and at Occidental College before coming to the University of the Pacific where he founded and directed an undergraduate program in Urban Affairs.
In 1978 he became Director of the Center for Integrated Studies, an interdisciplinary curriculum development unit at UOP. He established and headed the Laboratory for Social Research between 1985 and 2001, and served as Chair of the Sociology Department between from 1992 and 1995. The activities of the Laboratory for Social Research were merged with the Jacoby Center for Community and Regional Studies at its inception in 2001. Professor Childs currently serves as the Center’s Director of Research.

Professor Childs has conducted research on workforce issues and trends, customer satisfaction, and strategic organizational development for San Joaquin County WorkNet which have guided the allocation of job training resources. He has also completed studies of housing quality, the employability of welfare recipients, work satisfaction and the quality of work life, and the neighborhood and family characteristics of delinquent adolescents. He has served as a consultant and trainer for the State of California Employment Development Department, and writes and presents frequently at the professional level having authored or co-authored about a dozen papers during the past decade. He is currently Principal Investigator and Project Director of a Stockton neighborhood development project funded by the U.S. Department of Housing and Urban Development, and is a consultant to San Joaquin County WorkNet on the implementation of its Malcolm Baldridge Performance System.

Professor Childs has been active in the community since his arrival in Stockton on a variety of committees, task forces and boards concerned with employment and urban development. He is a founding board member of the San Joaquin Community Data Cooperative, a non-profit community research organization. Professor Childs has a long history of working with community leaders in defining and researching in areas of local community concerns, and in the fall of 2003 received an Executive Leadership Award from San Joaquin A+, a regional educational support organization. He currently also serves on the Governing Council of the California Sociological Association.

David W. Frederickson (Public Outreach: Public Relations & Fundraising)

Director of the GrassRoots Global Institute and Visiting Professor at Pacific, David W. Frederickson, brings to the Jacoby Center more than 35 years of national experience in public affairs and government service. Most recently, he served as Counselor for Communications and Associate Administrator for Field Operations at the U.S. Small Business Administration, in Washington, DC. During his tenure in Washington, he also served as Director of Communications at the Federal Highway Administration in the U.S. Department of Transportation; as Deputy Assistant Secretary of Management and Administration for the U.S. Department of Energy; and as Special Assistant to the Assistant Secretary of Education for Elementary and Secondary Education at the U.S. Department of Education. His Federal service began as a Staff Assistant to the President in the Ford White House. He also served as Director of Advertising and Promotion for the 50th American Inauguration; and as Press Director of President George H. W. Bush’s Education Summit.
J. Farley Ordovensky Staniec (Public Finance)

Professor Farley Ordovensky Staniec received her BS in Economics with a minor in Business from the University of Delaware. She earned both a Masters and a doctorate in Economics from Duke University. After serving for one year as a visiting professor at Wake Forest University, and began teaching on the Stockton campus in the fall of 1993.

Dr. Staniec has taught Introductory Microeconomics, Economic Principles and Problems, Intermediate Micro Theory, Public Finance, Econometrics, Labor Economics and a course entitled the “Economics of Sin.” In addition, she has taught both Pacific Seminar I and Pacific Seminar III in the General Education program.

Her research is primarily in the Economics of Higher Education. Her dissertation examined the role that community colleges play in the college enrollment decision and, ultimately, the educational attainment of recent high school graduates. She has also conducted empirical analyses of the college enrollment behavior of first and second generation immigrants to determine if their institutional choice differs by generation or by ethnicity. Her most recent publication examines the choice of college major, focusing on the question of whether and why women and minorities are less likely to choose majors in science and engineering.

Dari Sylvester (Leadership: Theory and Practice, Research Methods: Analysis, Program Design & Evaluation)

Professor Dari E. Sylvester is an Assistant Professor of Political Science and Senior Research Fellow at the University of the Pacific. Her research and personal background are in civic leadership, volunteerism and state and local politics. She has volunteered extensively from serving as a team lead at the Special Olympics to serving on the Advisory Council of the Stony Brook University Hospital Blood Bank to campaigning for state and federal officials. She is currently co-chairing the University-wide Community Service Committee which raised over $1000 for local charities at Thanksgiving time and co-sponsored the Residential Housing’s Safe Trick or Treat for community children.

Along with Prof. Marcia Hernandez and four faculty members from UC Merced and CSU Fresno, she was awarded $39,000 for the first year of a 10 year longitudinal study ordered by the Partnership for San Joaquin Valley, created by Governor Arnold Schwarzeneggar to assess quality of life issues in the Central Valley of California. The Partnership for Assessment of Communities was created when the Governor’s office approved and funded their proposal in early 2007. By monitoring a series of indicators in targeted communities employing the strengths of our various disciplinary research traditions, PAC aims to track the changes resulting from the implementation of the Partnership’s recommendations over a span of 10 years.
Sylvester has published in *The Encyclopedia of American Parties and Elections* and has presented original research at the annual meetings of the Midwest Political Science Association, the Southern Political Science Association and the International Conference on Civic Education Research. She has earned numerous distinctions including earning the Best Graduate Student instructor of the year at Stony Brook, earning a presidential scholarship for graduate studies at Stony Brook and being inducted into Pi Gamma Mu and Phi Beta Kappa.