

## SUMMARY OF COLLABORATION VISION TEAM PROSPECTI (4/6/2006)

1. *Bioinformatics and Biotechnology Collaborative Initiative.* This proposal for a new undergraduate program in bioinformatics seeks enrollment gains, may lead to a master's degree, and requires investments of \$390,000 of University funds over five years (additional costs offset by other sources, revenue generating in five years). The CVT includes Engineering, Pharmacy, Dentistry, and the College.
2. *Business Innovation and Entrepreneurship* This proposal for a new initiative seeks to foster a climate for creating and commercializing new ideas and making Pacific a catalyst in regional economic development and requires \$6,000 as startup (ongoing expenses for future phases will be sought from external sources). The CVT includes Business, Pharmacy, and Engineering to start.
3. *Center for Digital Media Arts.* This proposal for a new undergraduate major in digital media seeks to establish a Center for Digital Media and Arts and requires \$400,000 in startup funding over three years (revenue generating in three years). The CVT includes Engineering, the College, Conservatory, Library, and ETS.
4. *Center for Health Promotion & Advocacy.* This proposal for a center for underserved populations seeks activities in research, education, service and advocacy, and requires \$30,000 in startup (full budget not yet available). The CVT includes Dentistry, Pharmacy, Speech-Language Pathology, Physical Therapy, Law, Education, and Music Therapy.
5. *Center for Inter-American Understanding.* This proposal for a center seeks to increase activity across Americas, a living and learning facility on campus, and requires approximately \$400,000 per year to fully operate (proposal does not yet include offsetting revenue). The CVT includes International Studies, the College, and professional programs.
6. *Certificate in Civic Leadership.* This proposal for a new certificate program in civic leadership seeks to prepare participants for leadership in governmental and non-profit organizations and requires \$78,000 in one-year startup funding (self-sustaining after that). The CVT includes the Jacoby Center, Student Life, and CPCE.
7. *Ethics Across the Curriculum.* This proposal for Pacific Center for Ethics seeks to offer Ethical Fitness Training, an Ethics Tool Kit, Ethics Across the Professions, host speakers, and requires approximately \$100,000 in yearly expenses (partially reallocated from current funds). The CVT includes the University's nine units and Student Life.
8. *First Year Experience: Building a Culture of Student Success.* This proposal for a new program for freshmen seeks to implement a comprehensive first year experience and requires \$65,000 in ongoing funding with no offsetting revenue. The CVT includes General Education, Student Life, Advisors and Pacific Seminar Faculty, Enrollment Services, and the Educational Resource Center.
9. *Global Security Law & Policy.* This proposal for a new graduate program seeks to focus on Global Security Law and Policy on the Stockton and Sacramento campuses and requires \$330,000 over five years in startup funding (revenue producing after that). The CVT includes the Law School, the College, and International Studies.
10. *Graduate Programs in International Development.* This proposal for relocating programs from Tulane University seeks interdisciplinary Masters and Ph.D. programs in International Development and requires minimal investment (revenue generating within one year). The CVT includes International Studies, Law, Pharmacy, and the College.
11. *Nanotechnology Initiative.* This proposal for a nanotechnology initiative seeks to install a distinctive teaching and research program, increase revenue through enrollment, grants, and industry support, and requires at least \$178,000 per year to operate. The CVT includes Engineering, Pharmacy, Dentistry, and several departments in the College.
12. *Social Entrepreneurship Initiative.* This proposal for new activities seeks experiential learning opportunities for students with social entrepreneurs and requires approximately \$100,000 in ongoing funding with undetermined offsetting revenue. The CVT includes International Studies, International Programs & Services, and Career Services.
13. *Undergraduate Concentration in International Law.* This proposal seeks to develop a new concentration in international law for any undergraduate student, lead to a minor and student internship opportunities, and requires \$40,000 in annual funding. The CVT includes International Studies, Law School, the College, and Dentistry.

## **Prospectus for the Bioinformatics and Biotechnology Collaborative Initiative**

### **Description of initiative (include the units that are actually involved)**

Over the past 30 years, there has been a steady increase in the interaction of traditional domains within science, medicine, and engineering which has produced new opportunities and synergies for multidisciplinary research, and led to the development of multidisciplinary professions. Examples include Bioinformatics and Biotechnology, which combine elements of biology, chemistry, computer science, engineering, pharmacy, and medicine. We propose a Bioinformatics and Biotechnology Collaborative Initiative which will engage faculty in the School of Engineering, Long School of Pharmacy, Dugoni School of Dentistry, the Eberhardt School of Business, and the College of the Pacific to promote interaction between these units, to increase student enrollment by developing a bioinformatics and biotechnology curriculum, and to foster synergistic research collaborations in these areas.

### **Argument for distinctiveness**

A number of objectives of this collaboration will increase academic distinctiveness of the University and its Schools and Colleges:

- **Reputation of Excellence** - Our initiative will support excellence in teaching and increase funding to create outstanding undergraduate research opportunities, leading to increased publication and presentation of our work to the scientific community, all of which will contribute to the image of Pacific as a portal to the future.
- **Preparation for Success** – Build and improve skills relevant to career and professional roles to prepare students for success in specific academic, medical, or professional disciplines.
- **Focus on Achievement** - Reducing barriers between Departments and between Schools and Colleges so as to exploit the academic and entrepreneurial opportunities to be found at the intersection of multiple disciplines.
- **Outstanding Alumni** – Our graduates will have outstanding interdisciplinary skills and experience, and will represent the quality and potential of the University as they become leaders in their fields.
- **Tradition of Service** - We are particularly interested in increasing contact between our students and recent alumni, to provide mentoring and networking opportunities, and to provide valuable longitudinal assessment data to guide and support program development.

### **Primary activities listed and explained**

We propose to create and sustain the following resources:

- Develop a curriculum in bioinformatics and biotechnology which will significantly increase enrollment with a minimum of additional course offerings;
- Develop a research program in bioinformatics and biotechnology which will attract external funding, provide substantial undergraduate research opportunities, and produce publications and patents, all of which will improve the reputation of Pacific;
- Create positive, constructive, and synergistic relationships between participating faculty, which will make Pacific more attractive to the best candidates for faculty positions; and
- Build the foundation for an interdisciplinary professional program in bioinformatics and biotechnology, leading to a Master's degree in five years.

### **Budget scope of implementation**

We project that this program will lead to increased enrollment of approximately 50 students per year, yielding \$1 million per year in net tuition revenue alone. In addition, we expect to generate \$150,000 per year in external R & D funding from industry and Federal and State agencies. Ongoing costs for the program are estimated at \$188,333 per year. An investment of approximately \$65,000 per year is requested from the University to support this effort..

## Prospectus for Business Innovation and Entrepreneurship

### Description

The Business Innovation and Entrepreneurship CVT has designed a four phase plan, with overall objectives of fostering a vibrant climate for students interested in creating and commercializing new ideas and of making Pacific a catalyst in regional economic development. The four phases, which will cover April, 2006 through Fall, 2008, involve: (1) Information Gathering on Incubators; (2) Establishment of a Pacific Innovation and Entrepreneurship Network; (3) Implementation of a Health Care Innovation Symposium; and (4) Implementation of a Health Care Innovation Incubator. To date the initiative has been driven mainly faculty and administration in the Eberhardt School of Business, Long School of Pharmacy and Health Sciences, and the School of Engineering and Computer Science. However, the proposed programs will benefit the entire campus.

### Argument for distinctiveness

The four phase plan of the Business Innovation and Entrepreneurship CVT will:

- Create an ongoing climate of innovation throughout the campus
- Forge highly interdisciplinary relationships, linking professional schools among one another and with the sciences, and the arts
- Serve the community of inventors and entrepreneurs beyond the campus
- Benefit regional economic development by fostering new enterprises
- Establish Pacific's visibility and reputation in Health Care Innovation
- Leverage strengths of Pacific's academic programs, while building on existing innovation/entrepreneurship efforts
- Offer opportunities for both students and faculty as sources of inventions and/or as service providers

### Primary activities

Phase One: <i>Information Gathering</i>	Inform Pacific's efforts in entrepreneurship/innovation by visiting the Hinman Program at University of Maryland; and the McClellan Technology Incubator outside of Sacramento.	April, 2006 through Sept. 2006
Phase Two: <i>Entrepreneurship and Innovation Network (held annually)</i>	Establish an ongoing opportunity for students and faculty in all disciplines across campus with an interest in innovation/entrepreneurship to network early in their curricula.	October, 2006
Phase Three: <i>Health Care Innovation Symposium</i>	Provide a forum for discussion on health care entrepreneurship/innovation and establish Pacific as a "home" for this activity.	Spring, 2007 or Fall, 2007
Phase Four: <i>Implementation of Health Care Innovation Incubator</i>	Open an incubator facility centered on health care innovation/entrepreneurship	Fall, 2008

### Budget scope of implementation

Phase One: Information Gathering	\$3250
Phase Two: Networking	\$2262
Phase Three: Health Care Symposium	
Phase Four: Incubator	

## **Prospectus for Center for Digital Media Arts**

### **Description of initiative (include the units that are actually involved)**

Pacific's Center for Digital Media and Arts (CDMA) will explore the intersections of technology, media, culture, and the arts. The CDMA will offer an undergraduate major in Digital Media Arts and involve the participation of the following academic departments/units: Computer Science, Art, Communication, English, the Benerd School of Education, the Conservatory of Music, the Library, the Center for Teaching Excellence, and Educational Technology Services.

### **Argument for distinctiveness**

The CDMA endeavors to fuse the practical and analytical thinking skills of technology with the expressive and critical-thinking skills of the arts and humanities. Digital technology is a catalyst for integrating traditionally unrelated disciplines and is changing the essential nature of the media produced in and studied by those disciplines. These changes require an interdisciplinary approach to understand the commonalities between different fields and to foster collaboration between technology, the arts, and humanities. The CDMA proposes shared lab space to produce innovative media and support the critical study of such media. Because the discipline itself is in its infancy (globally), the opportunity presented by a program like CDMA at Pacific is considerable. The main arguments for distinctiveness are:

- The CDMA will establish Pacific as an innovator in this emerging area of study.
- Many opportunities for practice-based research and artistic production exist since the discipline itself is rapidly evolving.
- Faculty at Pacific possess exceptional academic capacity in this area and have demonstrated a strong interest in forming the CDMA.
- An interdisciplinary program that emphasizes digital media is a timely response to changes in student interests and needs.
- Teaching approaches and assessment philosophies in the CDMA will be innovative and constructivist in nature (i.e., project-based learning, team-teaching, e-Portfolios, and research initiatives that emphasize student-faculty collaboration).
- By combining experience in digital media production, design, and theory, the CDMA will produce graduates who are uniquely prepared for the 21<sup>st</sup> century working environments.

### **Primary activities listed and explained**

With interdisciplinary collaboration at its core, the CDMA has the following primary objectives:

- apply new media in collaborative, original, interdisciplinary projects
- critically evaluate artifacts produced through digital technologies,
- develop an understanding of the impact of such technologies on society and culture, and
- disseminate scholarship concerning the pedagogical applications of digital media.

Through service and experiential learning, the CDMA will forge new ties with the local and regional business community.

### **Budget scope of implementation**

The budget for a CDMA will fall into the "medium" range (up to \$500K). Two faculty lines coupled with course "buy-outs" for existing faculty will be needed for teaching salaries. An administrative assistant will be needed to coordinate activities and cross-departmental interaction of the program. A multimedia lab, hardware and software for faculty, and stipends for student workers are also planned expenses. Ongoing training costs and conference travel monies would be needed on an annual basis to keep faculty informed of current trends and to promote dissemination of scholarship. Depending on space availability, certain one-time renovation costs (cabling, electric, etc.) may be incurred to establish the CDMA lab. Possible sources of revenue include tuition, grants, funding from the local community for projects completed (in conjunction with the ESB's Center for Entrepreneurship), and possible revenue from adult learners who could attend proposed technical workshops required of CDMA students (in conjunction with the CPCE). Educational Technology Services (ETS) will provide a Media Specialist to oversee the CDMA multimedia lab. ETS may also be able to provide some financial support to CDMA student workers working in the lab.

## **Prospectus for the Pacific Center for Health Promotion & Advocacy**

### **Description of initiative (include the units that are actually involved)**

The vision for this proposal is to create a Center which will be recognized as an important source of research, consultation, education, service and advocacy in California, dedicated to improving health for underserved populations. Multiple units of the university have extensive experience in this area including the Schools of Dentistry and Pharmacy which have collectively received over \$9 million in funding for health promotion and advocacy projects. This proposal would leverage that experience and expertise by involving Dentistry, Pharmacy, Speech-Language Pathology, Physical Therapy, Law, Education, Music Therapy, and others. The Center would focus on activities that provide service to underserved populations and in the process develop opportunities for policy development, advocacy, scholarship and education.

### **Argument for distinctiveness**

There are a number of universities with centers for health policy. Most of these are focused on theoretical practices. They study health law and practice, produce policy briefs, and prepare reports on workforce, services and underserved areas. While all these activities could be undertaken by the Center, its focus will be primarily on consultation and advocacy concentrating on service projects that more directly improve health of the populations it is addressing. This focus will be unique in California and more directly address the needs of potential donors for this Center.

Additionally, the Center will provide a resource for teaching patients, caregivers, students, and clinicians how to advocate for health services with medical providers, insurance companies, government and elected officials.

### **Primary activities listed and explained**

The Center will apply for grants and contracts for community services and advocacy projects. The target populations for these projects will be people with underserved health needs. Initially, because of the expertise and experience of the Schools of Dentistry and Pharmacy & Health Sciences, projects will be directed toward people with disabilities including those with developmental disabilities, complex medical problems and semi-dependent or dependent elders. It is expected that the types of projects to be pursued and funded initially will parallel those projects previously funded at the Schools of Dentistry and Pharmacy & Health Sciences with a more comprehensive approach made possible by the multi-discipline nature of this Center.

### **Budget scope of implementation**

The Center will be managed by a Director and staff. Professional expertise will come from faculty of the involved units of the university. An Advisory Council composed of government and community members will provide input and operational and fundraising direction for the Center. This Center will require modest allocations of staff and space. As projects are funded, additional staff, operational budget for materials, and space requirements may develop. The initial staff will consist of a director and an administrative assistant with appropriate office space.

The first step of implementation is to develop the Advisory Council. This group will help better define opportunities and priorities for the Center. A start-up package of \$30,000 is requested to hire a part-time consultant to begin to organize the center (staff) and to hold two meetings for the Advisory Council between July 1 and December 31, 2006. The monies would be used for wages of the consultant and expenses for the Advisory Council.

## **Prospectus for the Center for Inter-American Understanding**

### **Description of initiative (include the units that are actually involved)**

The Center will sponsor a variety of programs that will emphasize dramatically increasing Pacific's engagement with the Latino community in the U.S. and Latin America. Together with the revival of a Spanish language living and learning facility on campus, inspired by the Elbert Covell College experience, the Center will promote language learning, inter-cultural skills and the acquisition of the specialized knowledge and experience needed so graduates of any of the University's programs can serve the inter-American community. By creating a culturally open environment and a bridge between the diverse Hispanic populations in the U.S. and abroad, the Center will promulgate cooperative initiatives and dialogues with hemispheric leaders here. The new campus environment and program activities will create the needed magnets for attracting more Latino students to Pacific and reverse the currently declining University involvement with our region's rapidly emerging plurality population. In time the Center's activities will be broadened beyond the Hispanic connection to highlight all the Western Hemisphere's diverse peoples, countries and immigrant cultures. SIS will sponsor the Center as a University-wide service facility with a broad advisory board.

### **Argument for distinctiveness**

In contrast with the many U.S. Latino and Latin American studies programs in the U.S. which treat the two communities and their study separately, the Center will draw on the inter-American focus pioneered by Elbert Covell College and engage the two communities simultaneously. Rather than emphasize majors and specialized degree programs, the Center will promote interest in and opportunities for students in all of Pacific's units to become bilingually and biculturally competent. Our Spanish language living and learning facility, that might appropriately be called "Casa Covell", would differ from traditional language houses by making the Hispanic students on campus the focus for a variety of substantive, cultural and social activities. It would also house as many native speakers of Spanish from the U.S. and Latin America as it does native speakers of English or other languages who want a bicultural and bilingual experience. In sum, it is inter-American, promotes knowledge of language and culture for living and working, and will create a multi-cultural living experience on campus that will create a dynamic new University interconnectivity with U.S. Latino and Latin American communities.

### **Primary activities listed and explained**

Besides directly supporting the Casa Covell inter-American living and learning facility, the Center will organize a series of forums and events and projects to involve the University in policy dialogues, exchange programs, and research projects simultaneously with the Hispanic and Latin American communities. It will assist all academic units in developing courses, programs and partnerships, identifying program resources, attracting new faculty and supporting current faculty in developing specialized expertise, new courses and experiential learning tailored to their specific interests in increased inter-American engagement; that is, enabling Pacific graduates to become the lawyers, educators, entrepreneurs, pharmacists, engineers, musicians dentists and policy leaders of the Americas. The Center will also work to serve as a bridge for increasing the interaction of the Hispanic community in the U.S. with Latin America to promote mutual interests in trade, immigration, social problem solving and other policy dialogues through advocacy of increased inter-American cooperation. Through outreach and partnership programs, the Center will assist in recruiting students from U.S. Latino communities and Latin American countries, at the same time that it works to secure funding for scholarships and in promoting the development of new career opportunities. It will also organize distinctive programs to increase student and community access to the cultures, people, problems and ideas of the Americas, such as the Model Organization of American States .

### **Budget scope of implementation**

The medium to high budget commitment would lay the groundwork for the launching of the initiative, building needed connections, staffing the Center and supporting Casa Covell, funding key events and programs, and funding outreach efforts by all interested academic units. During the two years 2006-08, the costs of getting the program ready for launching would be \$277,000. Perhaps 15 additional students from the U.S. and Latin America might be recruited for the Fall of 2007, but costs would still clearly exceed projected revenue from students. By 2008-09 with the formal launching of the Center and Casa Covell, income from at least 50 new students would begin to offset fully operational costs. Annual costs are expected to reach \$288,000 in 2008-09, \$320,000 in 2009-10. We project that at the point that 100 new students are reached, we will need to fill the associate director position and expect the 2010-11 budget to reach \$433,000 budget to cover the additional costs.

## Prospectus for the Certificate in Civic Leadership

### **Description of initiative (include the units that are actually involved)**

The Collaborative for Civic Leadership includes three on campus partners and, informally, several off campus collaborators. The three on campus partners are the Jacoby Center for Public Service and Civic Leadership, the Division of Student Life, and the Center for Professional and Continuing Education. The purpose of the Collaborative is to structure a curriculum which prepares participants for leadership in governmental and non-profit organizations. The target audiences are currently enrolled Pacific students and members of the local non-profit and governmental organizations. The result of the Collaborative's deliberation over several years is the Certificate in Civic Leadership. The Certificate requires six three unit courses (18 units), offered in the evening at the rate of two each semester, including the summer. The program can be completed in one or two years. A pilot is scheduled for 2006-07.

### **Argument for distinctiveness**

The Certificate in Civic Leadership is distinctive in five ways. First, the program merges theoretical reflection and practical application. For example, in each class, one teacher will be a community practitioner and a second a practicing academic. Second, the program integrates community members with enrolled students. The class provides a conversation across generations and a meeting of those nurtured by a liberal education with others who have learned the lessons of practical experience. Third, the program is condensed. It provides more depth than a weekend seminar without the burden of a master's degree program. Fourth, the fact that students will proceed through the program as a cohort, while not unique, is a distinctive feature. Fifth, the program is addressing a national concern about the "sustainability" of governmental and non-profit organizations by retraining administrative leadership. It also addresses a concern that the young are not prepared to devote sufficient energy to America's "civil society". Because this program addresses both concerns, its implementation is itself worthy of research and publication.

### **Primary activities listed and explained**

The Certificate in Civic Leadership requires a coordinated curriculum of six courses and an administrative system for recruiting, advising, and tracking participants. In addition, the program envisions a lecture series and a learning assessment cycle. The courses include Leadership in Theory and Practice, Human Capital, Public Finance, Public Outreach, Research Design and Ethical Dimensions, and Field Work (a capstone project). All will be co-taught by community practitioners and academic scholars. They will be interdisciplinary and require a final project to indicate mastery of the material.

### **Budget scope of implementation**

The annual budget for the program once mature (enrolling 15 community members and 10 undergraduates) will be \$103,500. The actual expense for a mature program is \$86,500 with the remaining \$17,000 available for CPCE administration and overhead. However, the pilot for 2006-07 anticipates only 5 community students and 5 undergraduates as well as start-up expenses of \$29,000. Therefore, a gap of \$77,250 between revenue and expenses arises for this year only. It is funding to cover this gap that is requested at this time.

## Prospectus for Ethics Across the Curriculum

### **Description of Initiative (include the units that are actually involved)**

The Ethics Across the Curriculum Initiative has been in existence since September 2004 when Provost Philip Gilbertson appointed a task force to examine the ways in which Ethics is currently taught at the University of the Pacific. This task force strategically included faculty participants from both the liberal arts and sciences, as well as professional schools (Dental, Law, Pharmacy, SIS and Political Science, Education, Philosophy, Business, Engineering, Library, Music and Student Life) in an attempt to investigate if the teaching of Ethics could become a unifying thread in the integration of liberal and professional education at Pacific. An inventory of Pacific courses focused on Ethics was completed along with recommendations on how to strengthen the teaching of Ethics across the curriculum, in order to better prepare our students for ethical leadership in a diverse society. This initiative has expanded to include a series of annual multi-disciplinary workshops to focus on ethics across a number of professions, sponsored by the Capital Center for Government Law and Public Policy (Pacific McGeorge), Ethical Fitness Workshops, which could be further customized for businesses and marketed by CPCE, the development of an Ethics Tool Kit and a renewed focus on ethics in the General Education Program. Additional activities may include a speaker series on ethics and healthcare, especially focused on the issue of health disparities in racial and ethnic communities (pending grant approval). Given all of these activities focused on the topic of Ethics, it is now time to propose the “Pacific Center for Ethics” to house and coordinate all of these important activities.

### **Argument for Distinctiveness**

While there are a number of universities nationally which house Ethics Centers, no such entity exists in the California’s Central Valley. As the only private University in the Central Valley, with its wealth of liberal arts and sciences and professional programs, Pacific would be well situated to educate its student body and surrounding community in the areas of personal and social responsibility, thus promoting ethical excellence. This initiative supports Pacific’s mission to “prepare individuals for lasting achievement and responsible leadership in their careers and communities” and to develop citizen-leaders. Furthermore, a major goal of this initiative would be to promote applied, rather than just theoretical ethics, through the University of the Pacific’s community engagement and civic participation in its region.

### **Primary Activities Listed and Explained**

- Continue a multi-disciplinary faculty seminar focused on ethics across the curriculum (Provost)
- Integrate the teaching of Ethics more intentionally in the curriculum, especially General Education
- Provide “Ethical Fitness Training” for business and higher education sectors (CPCE)
- Refine and market an “Ethics Tool Kit” (CPCE)
- Organize annual “Ethics Across the Professions” Workshops (Pacific McGeorge)
- Host speaker series focused on ethics and healthcare (Provost, Dentistry, PHS)
- Coordinate community engagement/experiential learning activities for Pacific’s students (CRC)
- Develop a values statement about the importance of Ethics on campus (Student Life/Judicial Affairs)

### **Budget Scope of Implementation**

Several items are already being covered by the Provost Office, such as the cost of the “Ethics Across the Curriculum Faculty Seminar.” The costs for training on the topic of “Ethical Fitness,” as well as stipends for the faculty members who became trainers were paid for by the James Irvine Foundation Diversity Grant. These faculty trainers trained over 2000 individuals in the “Ethical Fitness” model. Pacific McGeorge has received a \$250,000 grant (\$25,000 per year over a period of 10 years) from the Sierra Health Foundation to present its “Ethics Across the Professions” workshops. A grant proposal has been submitted to fund the “Ethics and Healthcare Speaker Series.” The Ethics Tool Kit could generate income.

## **Prospectus for the First Year Experience**

### **Description of initiative (include the units that are actually involved)**

This cluster will organize, promote, and evaluate an intentional, comprehensive first year experience for Pacific students that will build a foundation for their academic success and persistence. The research on successful first-year programs calls for an institutional structure for oversight of both the curricular and co-curricular components. Because of the spirit of collaboration at Pacific, we are in a unique position to bring together all of the key players involved in all aspects of creating the first year experience. Shared accountability for the identification and facilitation of learning outcomes will be the tool to integrate these components successfully. Ultimately, this initiative will include all University staff and faculty who interact with first-year students.

The first year experience program is built on Pacific's tradition of innovation in general education and relationship-based learning. The membership of the planning and implementation group currently includes: General Education, Student Academic Support Services, Student Advisors, Orientation staff, Learning Communities, Housing, First-year Faculty Advisors, Pacific Seminar Faculty, Council of Associate and Assistant Deans, Enrollment Services, Student Leadership and Involvement, Educational Resource Center, Center for Community Involvement.

### **Argument for Distinctiveness**

While many institutions recognize the value of common first year experiences, Pacific has the opportunity to be truly distinctive in this regard. Many of the programs that currently occur in the first-year at Pacific, even as stand alone programs, reflect best practice as documented in the literature. The opportunity for distinction lies in our ability to begin the first year experience at the point of admission and our ability to facilitate academic and social integration through means that engage with Pacific's specific diversity of millennial students. By combining new and existing first year learning activities into a comprehensive relationship-based experience, the groundwork for greater depth in subsequent learning experiences at Pacific is established. The portfolio project currently under discussion is an example of a foundation built in the first year providing the scaffolding for future learning experiences. Building this comprehensive experience in the complex environment of Pacific will also be distinctive. Additionally, the strength and breadth of Pacific's partnership between Academic and Student Affairs in providing a seamless learning experience is beginning to be externally recognized. This initiative will enhance our growing reputation for effective collaboration and promote wider recognition of Pacific's model.

### **Primary activities listed and explained**

Linked courses in general Education (including Pacific Seminar), targeted first-year co-curricular programming (Housing, Student Leadership and Involvement, Campus Recreation, Student Academic Support Services, and others), first-year Pacific seminar courses, enhanced faculty advising, University 101 seminars with student advisors as teaching assistants, enhanced use of portal for communication and community building, community service, increased supplemental instruction in first-year courses, peer advising, Intercultural competence, diversity and leadership development activities.

### **Budget scope of implementation**

Ongoing costs are in the medium range. Budget items currently in place include: Stipends for faculty advisors, Stipends for student advisors, some administrative costs. Additional costs will include: IT expenses related to development of an IT infrastructure to support data sharing/analysis and continued portal development; faculty development and planning grants for first year courses; additional administrative costs, and assessment costs. Consultation with thought leaders will inform our planning process.

## Prospectus for Global Security Law & Policy

### **Description of initiative (include the units that are actually involved)**

Create a new advanced degree program in Global Security Law and Policy supported by joint efforts by McGeorge School of Law, College of the Pacific and School of International Studies. The program will respond to urgent needs at the local, state, national and international levels to develop, educate and implement new national and international policies and laws to support dramatically changing security demands in the Post Cold War Era

#### Preliminary Curriculum Proposal

Administrative Law - 3 Units  
Bioterrorism and Public Health Law - 2 Units  
Issues in Government Lawyering - 3 Units  
International Organizations - 1 Unit  
International Protection of Human Rights - 3 Units  
Legislation - 2 Units  
Local Government Law - 2 Units  
National Security Law - 3 Units  
Public Policy Development - 3 Units  
State Constitutional Law - 2 Units  
[NEW] Emergency Services Law - 2 Units  
[NEW] Intelligence Techniques and Practices - 2 Units  
[NEW] Law of War - 2 Units  
[NEW Elective] Advanced Intelligence — 2 Units

### **Argument for distinctiveness**

1. National Leadership - Relatively few schools have yet to introduce comprehensive national security programs and even fewer offer the law and policy focus we contemplate; with faculty input and collaboration from the proposing schools, and building on our existing work, the program has the opportunity to become a national leader.
2. State Leadership - The University's leadership position within the State will be further enhanced by the Law School's location in Sacramento and well-established connections with California state government. In this regard, a Law School alumnus serves as Deputy Director of the California Department of Homeland Security. We have established a close working relationship, chairing both on the State Terrorism Threat Advisory Group and beginning to place student interns at DHS.
3. Builds on Existing Strengths - The program will enhance the leadership role the Law School has already established in national security activities including a new journal in national security law and policy, spearheading a new AALS section, research, speaking and out-reach activities.

### **Primary activities listed and explained**

A year-long program of study will be directed to graduate level students and include an internship component which will lead to an advanced degree at the LLM or Masters level.

### **Budget scope of implementation**

The proposed program is designed to be independently sustained over time, relying on a combination of student tuition revenues and grant support. University support is thus requested only as a "start up" fund to initiate the program.

## **Prospectus for Graduate Programs in International Development**

### **Description of initiative (include the units that are actually involved)**

In the late fall of 2005, Tulane University approached Pacific about moving a well established and innovative graduate program from Tulane to Pacific. Why? One of the consequences of Hurricane Katrina is that many universities in New Orleans, including Tulane, cut numerous academic programs. Tulane fired 300 tenured faculty members in health sciences, closed a women's college and cancelled twenty graduate programs. The programs that we are considering moving have existing students who would transfer to Pacific. The move to Pacific would require moving two core faculty members as well as numerous adjuncts already associated with the program around the world. Linkages would be developed with faculty in the following units (SIS, McGeorge School of Law, TJL School of Pharmacy, and COP, particularly economics). Ten senior faculty in these units have expressed interest in being a part of this innovative program.

The Masters and PhD in International Development are interdisciplinary covering economics, political science, environmental science and studies, anthropology, statistics, health, and disaster prevention and mitigation. The core courses for the MA are in an online format so that students can do these courses at a distance. Extensive digital libraries have been developed during the past five years that are on CD-ROMS as well as Internet sites. Students in the program are living and working in Asia, Latin America and Africa and faculty travel to regional centers to teach courses in intense short course formats, with continued interaction over the Internet. It is a model that has been very successful at Tulane with 60 students currently in both the Masters and PhD. Programs.

### **Argument for distinctiveness**

Pacific's Board of Regents have asked the units to develop programs that are: interdisciplinary, international, innovative, oriented toward the future, have a reputation for excellence, are exciting, and that use technology in new and innovative ways. This graduate program exemplifies all of these. Faculty come from numerous disciplines and often co-teach courses. It is innovative in its delivery method using technology effectively to reach students worldwide. Pacific has a long heritage and history of innovative international education going back to the cluster colleges and continuing with the SIS as well as our K-12 program for teachers around the state in history, geography, economics and international studies. This program would add to Pacific's already distinctiveness in international education but also make it the only university in the country with a focus in this key international area from K- PhD. Currently, there is only one other PhD program like this one in the country. It was developed with funding from NSF and is at Columbia University. It is traditional, however, in its delivery with students coming to New York for classes and going out to the regions for internships.

### **Primary activities listed and explained**

If Pacific decides to move this program it would be in phases. The first task would be to have the Masters and PhD accredited through WASC. If this is approved, then the program would need to be marketed and students who are currently in the program moved through their admissions process at Pacific.

## Prospectus for the Nanotechnology Initiative (NTI)

### **Description of the initiative:**

On September 26, 2005, three deans (Engineering, Pharmacy, Dentistry) and 10 department chairs of Pacific (Physics, Chemistry, Biology, Mathematics, Mechanical Engineering, Bioengineering, Computer Science, Pharmaceutics and Medicinal Chemistry, Physiology and Pharmacology) supported by the Dean of the College decided to start the NTI in recognition of the importance of this field for research and teaching, the future of the USA and our society. Nanotechnology deals with systems and devices as small as a billionth of a meter. This is the size where special quantum mechanical forces become active leading to extraordinary material properties, which are exploited in NT. It is also the size, at which human diseases need to be fought and defeated. - Objectives of the initiative are a) to install a teaching program of excellence in NT (already started), b) to bundle the nano-research projects already in place to a strong research program, c) to include Social Sciences, Humanities, Business, Law and other parts of Pacific into the NTI, d) to make Pacific visible and distinctive on a national and international scale, and e) to increase Pacific's revenue by attracting more students, obtaining grant money, and directing industry support to Pacific.

### **Arguments for distinctiveness**

NT is our future because it will decide on the prosperity and wealth of the USA as a nation. NT will decide on health care and life quality, energy, water and food sustainability of this world as well as on national security, war and peace. The work force (by 2015, 2 million nano-workers predicted, 7 million workers in supporting industries for a 1 trillion \$ annual world market in NT) needed for the rapidly growing industries based on NT has to be educated. Despite the huge investments in NT, the education in this field is erratic and unorganized. Pacific can gain within 2 or 3 years a reputation in NT and become visible on a national and international scale by setting up a NT teaching program of excellence that is backed up by strong research efforts (already started). The NT initiative will be distinct in so far as it will embrace different Schools and many Departments across the three campuses, will create new approaches to interdisciplinary teaching and research, will educate students for many roles rather just one, and will open up the university to local communities. It will be exciting and electrifying for students, faculty, alumni, and friends of Pacific.

### **Primary Activities**

1) October, 2005: Start of 5 research projects at Pacific in connection with the NT initiative; 2) Winter 2005: Installment of a new Nanotechnology track within the PCSP graduate program starting fall 2006; 3) January, 2006: NSF Application for High Performance Computing resource submitted by the Computational Sciences, Engineering, and Nanotechnology Association (CSENA); 4) January, 2006: Start of the first undergraduate teaching course in NT; 5) Spring, 2006: Discussions with representatives from Law, Business, and International Affairs on NT; 6) Spring, 2006: Setting up a NT discussion group focusing on new developments in NT and the NT research carried out at Pacific; 7) Spring, 2006: Setting up a NT lecture series for Pacific that is given beyond college or school borders; 8) March, 2006: A top representative of the Chemistry Department of the M.V. Lomonosov Moscow State University, Russia, will visit Pacific to discuss a common NT program with leaders of Pacific's NT initiative; 9) Summer, 2006: Advertising initiative to attract students interested in a NT education of excellence to Pacific; 10) Fall, 2006: Extension of the NT discussion group to the Social Sciences and Humanities; 11) Fall, 2006: Invitation of well-known speakers in NT to Pacific for presenting seminars; 12) Fall, 2006: Initiative to establish contacts to NT industry operating in the Bay area; 13) Winter, 2006: First report on NT research in form of a Mini-Symposium; discussion of the steps to be carried out to get external grants for research funding.

### **Budget scope and implementation**

1) Director of the NT initiative (including social benefits)	120,000
2) Post-doctorial student	38,000
3) Operations	10,000
4) Foundation of a Nano-Library	10,000
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Total	\$ 178,000

## **Prospectus for Social Entrepreneurship at Pacific**

### **Description of initiative (include the units that are actually involved)**

What is social entrepreneurship? The Skoll Foundation defines social entrepreneurs as social change agents who combine creating well being and improving lives with income generation. ...”if the last century was one of economic growth, the 21<sup>st</sup> century has the prospect of coupling wealth with well-being and bringing to the fore the people and processes by which we can sustain social resilience.” (Skoll World Forum, 2006) This first phase of the social entrepreneurship initiative will lead to the development of experiential learning opportunities for Pacific students locally, nationally and internationally with social entrepreneurs and their organizations. To date social entrepreneur-oriented organizations that are willing to consider internships have been identified that could be available for the following units: engineering, conservatory, pharmacy, education, law, biotechnology, and economics. Examples of such organizations are included as a PowerPoint attachment. Units that have been involved in the cluster initiative include education, pharmacy, law, SIS and International Programs and Services.

### **Argument for distinctiveness**

Pacific is in a unique position to develop this program which does not exist at other universities around the world: Two Pacific alums are at the forefront of this new field that is gaining worldwide attention: Martin Burt from Paraguay who has developed the first sustainable farm/high school and has reoriented junior achievement toward poverty reduction and Sakeena Yakoobi who has formed an organization focused on girls and women’s education in Afghanistan. Probably no other university in the country (or the world) has alumni like this who have been identified and awarded at international forums. They want to help build these learning opportunities for students Pacific’s mission includes creating opportunities for students to apply what they are learning; specifically the development of practice-ready graduates. The new field of social entrepreneurship involves building organizations that are creating social change with a sustainable financing or business model. The field itself is multidisciplinary and applied. These learning opportunities will expose Pacific students to innovative people and organizations around the world.

### **Primary activities listed and explained**

The primary activity is to develop and coordinate internship opportunities and develop a marketing plan to ensure that all Pacific students know about these opportunities. There are three units that will need to be involved in this initial process: International Programs and Services, SIS and Career Services. It is envisioned that the first eighteen months will involve identifying the internships, writing descriptions and developing a catalog of these options that will be put on the web as well as in a pamphlet.

### **Budget scope of implementation**

This first phase will require extending Martin Burt’s position as Visiting Professor of Social Entrepreneurship from two years to five with a cost of \$60,000 per year. (\$180,000 for three additional years) Currently he has been hired for the 2005-6 and 06-7 academic years. He is the primary person who will be identifying and contacting key leaders of these organizations. His current travel budget is \$10,000 which barely covers a bi-monthly trip from Paraguay to Stockton. This budget needs to be supplemented to include international travel for his as well as to bring social entrepreneurs to campus. The budget includes \$10,000 for video conferencing equipment so that Martin Burt can interact more frequently with students and faculty and to bring others from around the world to Pacific on a regular basis, “virtually.” Finally, an assistant would be hired who would coordinate the internship opportunities, at \$30,000 per year for five years, \$150,000.

## Prospectus for Undergraduate International Law Specialization

The international law concentration of four courses will allow any Pacific student to participate in four classes which will be coordinated by two Visiting faculty in SIS with guest lectures by McGeorge faculty. The proposal is to extend the involvement of the McGeorge faculty and support their efforts as well as the key SIS faculty members. This is the first instance we can find of an international law concentration at the undergraduate level offered in conjunction with law school faculty.

**Involvement** Convener: Margee Ensign. Programs involved: COP, (, Political Science and Modern Languages), McGeorge School of Law, SIS, International Programs and Services. Key McGeorge faculty involved in the international law curriculum include: John Sims, Linda Carter, Omar Dajani, Steve McCaffrey

This initiative links the School of International Studies and McGeorge School of Law in an innovative distinctive program. In fact, *it marks the first undergraduate program in the United States offering an international law concentration with a law school.*

The primary activities at this point are curriculum development and teaching. Two courses have been developed and one taught in the fall of 2005. Over time a minor in international law and internships for undergraduates will be developed. During the 2006-07 academic year two additional required courses will be developed and team taught by SIS Visiting Faculty and McGeorge faculty. Some classes will be held at the law school in Sacramento as well as in San Francisco. Video conferencing will also be used to facilitate involvement of the McGeorge faculty. In addition, the faculty have proposed an innovative "Saturday Academy" to be held at the dental school in San Francisco. This once a month activity for students in the UN and International Law classes will expose students to professionals working in international law in San Francisco. Planned activities also include allowing students to attend relevant World Affairs events in San Francisco.

### **BUDGET**

Five stipends annually for law school faculty of \$5000 totaling \$25,000

Video conferencing equipment for classes \$10,000

Transportation costs associated with Saturday Academy  
in San Francisco for two semesters for 25 students=  
(100 X 25 X 2)= \$5000

Total budget: **\$40,000 per year**