

**JACOBY CENTER REVIEW COMMITTEE
REPORT & RECOMMENDATIONS FOR THE DEAN**

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Executive Summary

The Jacoby Center Review Committee recommends refocusing the center's mission to support College students' participation in experiential learning opportunities during completion of their degree programs. Taking many forms and defined broadly, experiential learning in the College will engage students in applied learning that deepens their disciplinary and general education, engages them in interdisciplinary "liberal" thinking to solve real-world problems, and ensures that they are career-ready. The center will be the hallmark and realization of the College's experiential liberal arts focus.

Recommendations:

- 1. Refocus the center on experiential learning across all disciplines in the College;**
- 2. Develop a robust, clearly delineated, competitive Jacoby Faculty Fellows program to encapsulate long-standing success with community-based research (grow from 1 faculty fellow to as many as 7 long-term);**
- 3. Invest in 1 full-time PhD Staff Director, 2 full-time Coordinators, 1 full-time Administrative Assistant, ½ time Grant Writer (on contract basis);**
- 4. Generate \$517,700 annual budget and grow to expand Jacoby Faculty Fellows program long-term;**
- 5. Move the Sacramento and Washington Experiences back into the Center and generate corollary programs to provide local (Stockton, San Francisco) and international internship opportunities;**
- 6. Incentivize expanded faculty and student engagement in experiential learning through high-access and -visibility training and support;**
- 7. Support existing experiential learning programs in the College by committing staff and resources to ensure efficiencies and best practices;**
- 8. Create College-level expertise in best practices for experiential learning by identifying models, disseminating information, building skills, providing resources;**
- 9. Commit to 85% student participation in high-impact experiential learning in College;**
- 10. Champion the liberal arts through applied, real-world learning.**

Summary of Key Findings

Key Opportunity Areas as Identified by the Committee

- capitalize on long-standing engagement in experiential learning
- build on successful partnerships with community
- leverage center's long-standing vision for championing the liberal arts
- develop a more robust and competitive model for faculty fellows
- envision center as a resource for all students and faculty of College

Key Challenges for Future of the Jacoby Center as Identified by Committee

- must have sufficient funding to free center from dependence on grants
- must have sufficient personnel to sustain bold agenda
- must have long-term administrative commitment (10 years)
- must have dean-level commitment to robust fundraising campaign for endowment including possibility of center re-naming [though of course this involves careful stewardship of relationship with Jacoby family members]
- must have clear and sustained mission/vision
- must develop collaborative ties to all disciplines in the College
- must have broad buy-in from College faculty
- must achieve high visibility internally and externally
- must approach expansion of experiential learning in the College with a "carrot" rather than "stick" approach to generate broad-based faculty enthusiasm and participation
- must address barriers to expansion of experiential learning including faculty workload, inadequate resources, and inefficiencies
- must have commitment to collaborate with other relevant units on campus and play coordinative role in service of the College and the community

For a list of key strengths and challenges of the Jacoby Center as identified by the committee, please see Appendix C: Background.

OVERVIEW

The two key focal points of the Jacoby Center during its fifteen year history—experiential learning and community-based research—have generated rich opportunities for community engagement and real-life learning for students and faculty in several effective projects in partnership with the community. These projects, including most recently the “Vote Smart Project” (2012), were interdisciplinary and impactful, providing insights and services of value to Stockton residents and leaders. Jacoby’s strong track record attracting competitive local, state and federal grants and contracts highlights both the potential and the challenges of reliance on external funding. Overall, inadequate budget, staffing and visibility for its programs, as well as changing administrative priorities, impaired the center’s efforts and curtailed its ability to realize its ambitions. A future Jacoby Center must be structured and supported in ways that address these challenges. With adequate long-term investments, we believe that a more narrowly focused center can be the nexus of a College-wide emphasis on the experiential liberal arts.

It is our recommendation that the Jacoby Center evolve to have a focus on experiential learning, college-wide, delivered through staff, funding, and programs that leverage and expand existing faculty-led efforts to move the college toward offering a rich variety of experiential learning opportunities for one hundred percent of its students. Community-based research, though not eliminated, would be subordinated to the concentration on experiential learning and would become one of several ways for students to engage in applied learning in the college.

The center would complement and collaborate with existing services and programs on campus and be a core element of the college’s experiential liberal arts mission offering an undergraduate experience that is multidisciplinary, has real world linkages, and results in job ready graduates. Center staff would work independently and in conjunction with college faculty to envision and implement experiential learning opportunities for students utilizing best pedagogical practices to ensure deep and integrated learning.

We recommend that in its first three years in new form, the center focus 85% percent of its time and resources on developing and supporting experiential learning opportunities widely across the college through direct consultation with individuals and departments. The remaining 15% of its resources would be focused on developing deeper experiential learning opportunities such as those provided through existing community based research projects (see also the Jacoby Fellow program outlined later in this report). Once degree programs in the college have meaningful, well-organized, and well-supported experiential learning components in them then the center can begin deepening experiential learning opportunities even more and expanding opportunities for community based research in alignment with faculty interest.

There are many ways to engage students in experiential learning, including: classroom assignments, course field experiences, undergraduate research opportunities, community-based participatory action research projects, and internships and practicums. Each of those forms of experiential learning can be very large or very small in terms of time and other resources. In addition to size, two key qualities that can enrich but also complicate experiential learning are: involving students and faculty from multiple disciplines; and involving the community beyond campus. College faculty are often interested in participating in experiential learning opportunities but reluctant because it is generally time consuming and, when it involves engaging students in research, often delays scholarly productivity and consumes limited research funds. Additionally, faculty participation in experiential learning opportunities outside the classroom is sometimes done as uncompensated overload. The center can play a key role

in generating a robust examination of these barriers and coordinating adequate and strategic responses.

The center will enhance existing experiential learning programs established in the College by disseminating information and providing resources and support for implementing best practices in the field. One model for this is offered by the National Society for Experiential Education (NSEE) which has developed “Eight Principles of Good Practice for All Experiential Learning Activities” and offers a variety of trainings [<http://www.nsee.org/8-principles>]. A variety of other institutions have developed robust models for ensuring that their faculty and students make the most of experiential learning. University of California San Diego hosted a conference on this topic in 2014 [<http://sixth.ucsd.edu/experiential-learning-conference/>], for example, for its faculty and students. In the Appendix, we provide a variety of institutions that are already involved in experiential learning efforts. These are among the many resources that would be consulted by a center focused on expanding and enhancing experiential learning programs in the College.

Finally we recommend that the center play a key role in internationalizing the College, an effort spearheaded by the School of International Studies under the leadership of its Director and carried on in a variety of college programs including the Department of Modern Language and Literature’s Intensive Summer Language Programs. Experiential learning opportunities abroad including internships, service-learning opportunities, community-based research, civic engagement projects and immersive foreign language programs could all be supported and enhanced by the efforts of a robust, fully staffed and resourced center for experiential learning.

Programmatic Tools

The re-envisioned Center would be the hub for experiential learning in the College. Experiential learning would be promoted through the following:

- Jacoby Fellows and center staff would lead workshops on experiential learning and how to incorporate it into classrooms across COP.
- Staff persons would work one-on-one with faculty to weave field trips, undergraduate research opportunities, and other forms of experiential learning into existing courses using best practices and supported by a robust infrastructure of expertise and resources.
- Staff persons would work with the community to develop partnerships for community-based research and placements for student internships.
- Resources (equipment, information, and training) for writing grants for undergraduate research programs, community-based research, and other experiential learning opportunities would be provided.
- A physical space for groups to meet to develop interdisciplinary seminars, community-based projects, and summer programs that would engage in real world issues outside of the classroom, including interdisciplinary, project-based, and group undergraduate research projects would be supported.
- Staff would work with faculty currently overseeing experiential learning and community-based programs to troubleshoot ways to support and enhance such opportunities.

As a hub for experiential learning at COP, the Center would help provide real world training for undergraduate students. That is, it would help them make the leap from classroom to workplace, where they will be expected to collaborate with others, apply research skills and knowledge, and innovate new programs, policies, and products. To this end, we envision a realignment of some COP programs under the Center’s oversight. For example, both the Sacramento Internship Experience and Washington Semester Internship programs would go

back under the Center because they have historically served a diverse group of students from a variety of disciplinary backgrounds, not just Political Science.

In addition to the Sacramento and Washington experiences, the Center might develop a complementary “Stockton (or San Joaquin County) Semester Experience” or “Stockton Summer” in which an undergraduate student could participate in an internship or community project in the local area. A “San Francisco Experience” might follow. In this way, COP could offer students one of three experiential learning tracks – (1) a national level track through the Washington Experience, (2) a state-wide track through the Sacramento Experience, or (3) a local or city-level track through Stockton-based or San Francisco-based projects. A strong relationship between the center and the School of International Studies and International Programs and Services would also allow students to opt for a fourth “global track”. Finally, a collaborative relationship with the Director of Undergraduate Research would help to broaden college students’ exposure to existing and expanded opportunities to conduct research under the supervision of faculty as an additional opportunity to engage in experiential learning.

Such programs would be designed to address the variety of disciplinary interests of our students and also to coax them beyond disciplinary boundaries to think broadly and “liberally” about applying their learning in the real world. Ideally, all students would come through the Center at least once in their undergraduate career. The re-envisioned center would be charged with making the connection between the liberal arts and the real world for students and faculty alike.

Leadership and Staffing

Permanent and robust staffing for the Jacoby Center is critical. Our recommendation is one full-time director and two full-time coordinators.

We believe that the Jacoby Center needs a full-time, academically credentialed, charismatic individual with very solid experience in all types of experiential learning to lead the Jacoby Center in its new configuration. Primary responsibilities of the director will be to:

- assemble information on best practices in experiential learning, resources for dissemination to faculty;
- identify peer institutions with expertise in this area;
- assemble information on use of experiential learning for degree programs in the College;
- consult with faculty and departments on the different forms of experiential learning, how to use them well, and how to assess their impacts;
- work with the Jacoby Center Program Coordinators to offer faculty seminars and workshops on issues of interest and concern related to experiential learning;
- work with the Jacoby Center Program Coordinators to administer logistical support for field experiences;
- work with the Jacoby Center Program Coordinators to administer an internal fund for capacity building;
- build relationships with the community beyond campus in areas where deeper forms of experiential learning could have both student and community impact;
- mentor the Jacoby Center faculty fellow(s) in their projects; and
- collaborate with university staff in Advancement to build long range funding for the center, including for the faculty fellow model and other more resource intensive types of experiential learning projects in the longer run.

We are recommending that the Jacoby Center Director be coupled with two full-time program coordinators: an Experiential Learning Academic Coordinator (ELAC) and an Internship Coordinator (IC). The role of the ELAC would primarily be inward-focused, working with faculty

to develop experiential learning programs in the classroom and at the program-level. They would assist the Director in establishing direct contact with academic programs across the College (e.g. attending one of their Department meetings) and detect specific areas where Experiential Learning would be crucial for that particular discipline. For example, the Modern Languages Department has a program on Spanish Pedagogy where students need “real world” practice volunteering in a class. The ELAC would work with the Public School System to find specific schools that could be a good fit for our students and would connect these schools to the department and its students. The ELAC would also assist the Director in coordinating with other programs at the University that focus on community involvement and experiential learning, such as: Latino Outreach Program, Beyond Our Gates, Community Involvement Program, Center for Community Involvement and the recently disbanded Experiential Learning Oversight Committee (ELOC) whose reports are available in the link below.

<http://www.pacific.edu/About/Pacific/AdministrationOffices/Office-of-the-Provost/Shared-Governance/Standing-Committees/Faculty-Experiential-Learning-Resources.html>

The role of the Internship Coordinator (IC) would be more outer-directed and would focus on reaching out to future employers to identify the particular skills they are seeking in recent graduates. The IC would work with the ELAC to ensure that those skills are being taught in the classrooms. The IC would be in charge of the paperwork required for students to gain credit for their Experiential Learning, provide administrative assistance in their fieldwork placement, and monitor student internship success. This person would serve as a Site Supervisor in collaboration with the Faculty Sponsor and document student experience (debriefing) via a final oral review. The IC would also analyze and compare other institutions’ successful efforts with Internships, design particular programs specific to our region, and work closely with the Career Resource Center and the Alumni Office to identify possible employers and internship possibilities. The CRC offers an Internship Guide that the IC can help to revise and expand:

<http://www.pacific.edu/Documents/student-life/crc/CRC%20ELOC%20Internship%20Guide%203%2015%2007.pdf>

Both the Experiential Learning Academic Coordinator and the Internship Coordinator would be in charge of creating a publicity strategy in collaboration with the Communications Office to give visibility to events organized by the Jacoby Center. And in conjunction with a full-time Administrative Assistant, they would maintain an active social media presence, email list, and directory of community leaders, institutions, and employers where our students might find field, internship and job opportunities.

The Jacoby Fellows Program

In support of deepening experiential learning (EL) with 15% of its initial resources the committee recommends that the center fund (at least) one Jacoby Fellow in its first year of operation. Overseen by the Center Director, the Jacoby Fellow will be charged with the development, implementation and assessment of discipline-specific and interdisciplinary EL opportunities within the COP curriculum and their research agenda. We propose that the Fellowship last 2-3 years (depending on the goals of the specific fellow). The position can be extended to a total of 5 years, in the event that grant funding is obtained to cover extension costs. We envision a competitive application process to recruit from within our tenure-track and tenured COP faculty (see considerations below).

In line with the three faculty areas of responsibility, the Jacoby Fellow will have clearly delineated teaching, research and service expectations. The distribution of these requirements will not, however, mirror the COP expectations of 60/30/10% of time respectively. *Teaching:* The Fellow will be expected to teach 2-3 catalog classes per academic year. Where possible, these

classes should connect to their fellowship content and goals (e.g. a PACS 2 class involving EL & one departmental class with an EL component). Their remaining contracted class-load will be bought out by their Jacoby Fellowship. *Research*: This requirement will be the central focus of the fellowship. The Fellow will be expected to engage in EL-related research and produce EL-related scholarship for the duration of their fellowship. The scope and focus of the research expectations will be defined by the Fellow in conjunction with the Center Director. The procurement of external grant monies will be an optional, but not required element of the Fellowship. *Service*: The Fellow will be expected to lead a series of teaching and assessment workshops (in conjunction with the university's Center for Teaching and Learning and the Assessment Director) and contribute to an annual Center Symposium on EL (similar to the recent Writing in the Disciplines symposium) to share best practices and their research findings. These events are designed to maximize the impact of the Jacoby Fellowship and to help broaden COP engagement in EL.

Considerations: Given the resource-intensive nature of EL scholarship (e.g. community-based action research), the committee recognizes the need for flexible and adaptive expectations and explicit acknowledgement of these in Promotion & Tenure processes. To this end, we recommend a clear and comprehensive set of promotion and tenure guidelines/criteria be established for the Jacoby Fellow prior to their recruitment. In addition, we recommend pre-tenure fellows receive a year extension on their tenure clock, contingent on their acceptable progress towards their Fellowship goals. This assessment would be overseen by the Center Director and be conducted at the end of their first fellowship year so that alternative plans can be made if sufficient progress has not been achieved.

Long-Term vision: In order to create and sustain a robust pedagogical and research *culture* committed to experiential learning, we recommend increasing the number of Fellows over time to create a cohort of Center Fellows (pending evaluation of initial position & fiscal support). Each additional Fellow would follow the model outlined above. Driven by the call to champion the Liberal Arts, we recommend a representative cohort, containing Fellows from the four broad disciplines (Humanities, Social Sciences, Natural Sciences & SIS) and three areas of specialized focus (International, Domestic & Local). In order to develop national and international recognition of the Center and to diversify the academic perspectives on EL housed within the Center, we recommend that a maximum of 2 fellowships be open to non-Pacific candidates working in these fields. The remaining positions will be reserved exclusively for tenure-track and tenured COP faculty (see considerations above).

Evaluative Criteria

This proposal implies several objectives that could be used to evaluate the success of the reimagined Center over a three- to five-year review period. Most significantly the new Center would seek to increase participation in experiential learning at the student and program level. The most significant evaluative criteria would be the change in participation in experiential learning.

As described above, the Center will be charged with providing academic programs with technical support and assistance in developing and managing experiential learning opportunities.

This proposal also envisions that the new Center will contribute to the enhancement of Pacific's "College-to-Career" approach to undergraduate education. It will be meaningful to evaluate the

effectiveness of the Center in contributing to the preparation of students in the College for the transition from undergraduate studies to the first stages of their careers.

Finally, the creation of a Jacoby Fellow(s) program aims to stimulate faculty scholarly attention to experiential learning and enhance community discussion about experiential learning in the College.

Please see Appendix B: Criteria for Assessment for a more detailed list of evaluative criteria.

Conclusion

In sum, the Jacoby Center Review Committee envisions a new center that both encapsulates Jacoby's successful record of community-based research in the form of a new Jacoby Fellows Program and refocuses it on the mission of engaging every student in the experiential liberal arts as preparation for career readiness, application of disciplinary training, realization of deep learning, and embodiment of the College's core strength and identity across all of our disciplines.

APPENDIX A: Budget

Personnel		Base	Base+benefits	Total
Director	full-time, Ph.D. position with benefits	75,000	97,500	97,500
Coordinators	2 full-time coordinators	60,000 each	78,000 each	156,000
Administrative Assistant	1 full-time	40,000	52,000	52,000
Grant Writing	1/2 time grant writing			30,000
Fellow	1 fellow (# of fellows to expand over time)			19,000
Work-Study	\$11/hr, approx 6.39 hrs/wk/semester, assuming 2/3 of student hours will be work-study	1,500		1,500
Personnel Total				356,000
Marketing/Communication				
Graphic Design				2,500
Printing	Should tie into an existing administrative hub			1,000
Mailing				200
Marketing/Communication Total				3,700
Technology Needs				
hardware	Minimum of 4 computers			3,000
software				5,000
Technology Total				8,000
Operating Budget				

Discretionary funds	Workshops, course buyouts, field trips, buses, etc.					150,000
Grand Total						\$517,700

APPENDIX B: Criteria for Assessment

- **Criterion 1** -- At graduation, at least 85% of College of the Pacific students will have participated in a (semester-long) experiential learning opportunity, such as undergraduate research, internship, or education abroad.
- **Criterion 2** -- At least 85% of undergraduate degree programs in the College of the Pacific will provide students the opportunity to offer an experiential learning opportunity in fulfillment of degree requirements.
- **Criterion 3** -- At least one degree program in each of the College's divisions will include an experiential learning opportunity as a degree requirement.
- **Criterion 4** -- A majority of academic program chairs and directors surveyed indicate that they are highly satisfied/satisfied with the Jacoby Center's technical support and assistance with experiential learning programs.
- **Criterion 5** -- On CIRP Senior Year surveys, College of the Pacific students will indicate that they are highly satisfied/satisfied with career advice and preparation in their academic programs at levels at least equal to the mean for comparison institutions.
- **Criterion 6** -- Members of the College of the Pacific faculty are engaged in productive scholarship (or creative activity) around experiential learning themes.
- **Criterion 7** -- The Jacoby Center presents regular programming to promote community conversation around experiential learning themes.

APPENDIX C: BACKGROUND

Charge:

On March 10, 2015 the Dean of The College of the Pacific constituted a faculty and staff committee and charged it with the following: "Recommend whether the JC mission is still relevant given Pacific 2020/and most especially, our Academic Plan. If so, how should the mission be realized--in academic or co-curricular programming." Four 2-3 hour meetings were scheduled from March through May for the committee to complete its work. The committee was charged with submitting its report by June 15th.

Research:

The committee undertook to research the background and accomplishments of the Jacoby Center as a first step in our process. Individual interviews were conducted with the following people by the chair of the committee: Dari Sylvester (Interim Dir and former Research Fellow), Bob Benedetti (former Dir and founder), Roy Childs (Director of Research), Dave Fredrickson (consulted in the context of a public discussion), George Condon (Dir of Sacramento and Washington experience), former Research Fellows: Marcia Hernandez, Ethel Nicdao and Paul Turpin, and Lydia Fox (as Dir of Undergraduate Research). Additionally, the committee distributed a form to faculty (both electronically, at the Spring Assembly, and at a Chairs/Directors meeting) soliciting input on the twin missions of the Center. The questions asked were: 1) Is support for experiential learning a commitment that you would like to see the Jacoby Center continue and if so in what capacity?; 2) Is the Jacoby Center's engagement with community-based learning by faculty and students a commitment you would like to see the Jacoby Center continue and if so in what capacity?; 3) What is your personal interest and commitment to both of these?; 4) Is there another broad need/opportunity among COP faculty and students that you would like to see addressed that the Jacoby Center might play a role in?; 5) Any other comments about the Jacoby Center and its future that you'd like to share?. We received five completed forms as well three direct email responses from faculty. Finally, the committee hosted two forums for faculty to directly submit their input. These attracted small groups of interested faculty members. The first luncheon meeting attracted five faculty (besides committee members) and the second afternoon meeting attracted three faculty (besides committee members). Input from faculty was extremely valuable in all cases and during the two open meetings inspired lively discussions. The low response rate most likely reflected the end of year rush for all faculty as well as the many competing surveys and initiatives all of which requested faculty input. Additionally some of those we did hear from reported that they were ignorant of the JC's activities and so were reluctant to provide input. It is likely that others withheld input for this same reason.

The committee also reviewed the following documents pertinent to the Center, its history, and its activities: Jacoby Center Mission Statement (date), Draft Mission-Vision Statement (10-15-2012); Self-Study (2012); Advisory Board Minutes (3-22-2012); Strategic Plan Strategies; Focusing on Our Future Report (12-18-2013); Draft Center for Community and Global Affairs (12-11-2013); Future Mission Statement proposed by George Condon (4-22-2015); Petition to the University Board of Regents to Establish the Harold S. Jacoby Center for Community and Regional Studies; Robert Benedetti, ed., *More Votes that Count: A Case Study in Voter Mobilization* (Berkeley Public Policy Press, Institute of Governmental Studies, University of California, Berkeley, 2012); Jacoby Center Budget; Harold Jacoby, Education in the Liberal Arts College in 1975.

Summary of Center's Chief Accomplishments & Strengths as Identified by Committee

SUCCESSFUL GRANT APPLICANT: 90% success rate, 78 grants/contracts submitted/pursued, over \$1 million brought in through 2012 including federal, state and local grants and contracts.

COMMUNITY IMPACT: ongoing tutoring program under contract with Stockton Unified School District; "Vote Smart" project made a difference in the 2008 election; Stockton Stories Project recorded community stories for successive generations of city residents; through the Magnolia Project, the center provided a variety of services to Stockton civic and non-governmental organization leaders and residents.

BRIDGE BUILDER: Stockton and San Joaquin County leaders and residents continue to contact current and former faculty and staff members associated with the Jacoby Center for help with addressing challenges because of the center's longstanding role in the community as a partner and problem-solver; led organization of successful "Beyond Our Gates" campus-community conversations highlighting opportunities for Pacific to play a role in addressing regional needs; provided opportunities for Pacific students to help "build the bridge."

INTERDISCIPLINARY COLLABORATION: the Vote Smart project, Stockton Stories project, and Magnolia District Project all brought together faculty from across disciplines to work collaboratively to address community needs and to provide rich learning and leadership opportunities for Pacific students;

LONG-STANDING INTERNSHIP PROGRAM: initiated and operated Sacramento and Washington Experiences and sponsored many student interns in Stockton area nonprofit organizations and public agencies; Pacific students from a broad range of disciplinary backgrounds within and outside of the College gained valuable internship opportunities;

ENDURANCE & AGILITY: ability to adapt to shifting circumstances, inadequate support, shrinking resources, ambitious ideas, and significant needs and endure in spite of it all. Some call this lack of focus. Others call this leadership.

Summary of Center's Chief Challenges as Identified by Committee

BUDGET: JC was founded with a corpus of approximately \$350,000 to support its activities as well as a goal and plan for raising substantial additional money to support its efforts. The pressure to fund the Biology Building fundraising campaign eventually sidelined these plans and additional fundraising for JC was shunted. The Center has existed primarily on the yearly distribution (approximately \$13,000) that this original investment produces. This has put enormous pressure on the center to fund its activities through grants. Some have suggested that the dependence on grant monies has forced the center to pursue any and all grant opportunities even to the detriment of its ability to stay focused on a core mission and set of priorities. The perspective that the center had an insufficient budget for its operations was universal.

INADEQUATE STAFFING: the departure of the center's Administrative Assistant put a heavy burden on existing center staff and faculty who thereafter bore responsibility for fielding phone calls, managing mail, event organizing details, and required campus paperwork on top of their regular responsibilities; administration of the Sacramento and Washington Experiences

depended on volunteer labor for much of their existence; the Director of Research never had any release time for his work associated with the center.

LOOSELY STRUCTURED RESEARCH FELLOWS PROGRAM: need to more clearly delineate roles and expectations and responsibilities of faculty fellows as well as resources dedicated to support their work; three out of four faculty fellows assigned to the center, each of whom had the equivalent of a one-course appointment to Jacoby, requested reassignment full-time to their disciplinary departments; all three cite primarily the difficulty of conducting the work required of them by the center in conjunction with being untenured faculty in their departments with busy teaching loads and high research expectations;

FOCUS: Because JC pursued many different research agendas and grants, their resources (primarily human) were divided among many efforts. To some this made the center's mission diffuse and its focus weak. Multiple individuals commented on this and asserted that a clearer, even more narrow focus would have aided the center both because it would have made its purpose more transparent to those outside it and because it would have led to greater synergy between its activities. However this view was not universal. For a center focused on serving the needs of the local community one person pointed out, its activities were necessarily diffuse (and could appear disconnected to some observers) because the community's needs were diffuse. From this perspective, the focus was clear and unified--serve the Stockton community.

POOR VISIBILITY: poor visibility reinforced inability to develop sustained engagement of more faculty; many faculty reported having no idea what the center did;

LACK OF COORDINATION WITH OTHER CAMPUS UNITS: criticism that the left hand doesn't know what the right hand is doing is a long-standing problem at Pacific and a university-wide weakness/challenge; this was an ongoing challenge at the Jacoby Center according to several sources; some suggested that better coordination between the various programs and participants within the center was also necessary.

INCONSISTENT/SHIFTING ADMINISTRATIVE SUPPORT: in its 14 years, Jacoby operated under the purview of 5 different College Deans, 3 different Provosts, and 2 different Presidents; this pattern of changing leadership meant that the center was regularly refining its focus partly because it was gauging its level of administrative support and making an effort to incorporate the input and ideas of an ever-changing group of college and university leaders; this was especially important for a center which organized high-profile community events.

**APPENDIX D:
OTHER UNIVERSITY PROGRAMS/CENTERS
WITH WHICH CENTER WOULD COLLABORATE BUT WHOSE AREAS OF
RESPONSIBILITY DO NOT MIRROR THOSE PROPOSED FOR THE CENTER**

This is a list of potential connections/collaborators for a new Center Director but is not all-inclusive. It is meant to demonstrate the reach that is possible for a new Center Director. Of course the director that is chosen will have the responsibility/latitude to build these connections.

1. **The Center for Teaching and Learning**
2. **The Career Resource Center**
3. **Undergraduate Research Program**
4. **Humanities Center**
5. The **Community Involvement Program** is a need based scholarship program for first generation college students from Stockton. It was established in 1969, and has helped 1,000 students to graduate. This would be a good resource to engage the CIP students from the community in projects in conjunction with the Jacoby Center.
6. **The Latino/a Outreach Program** is a “bridge for the local community and Latino based community organizations”. They organize the Latino Heritage Month, among other events (Bilingual Financial Aid Workshop, Hispanic College Fair, etc).
7. **The John Muir Center** is also interested in the region with a focus on environmental studies and out of classroom learning experiences.
8. The **Latin American Studies Minor** (grew from the Inter American Initiative) and part of their mission is “to engage with the community to help shape and understand their role as the leading demographic group in the present century.”
9. The **Beyond Our Gates Initiative** has the purpose to “improve the social and economic vitality of our region” (with a concentration in early Education). “Beyond Our Gates Community Council” is an advisory board of local leaders that focuses on partnerships to solve urgent needs in the community. I think this would be a great resource of knowledge and opportunities for the JC.

It would be of great benefit for these different entities to meet regularly to share contacts, resources, and event audiences.

The Center would be the engine that coordinates and energizes experiential learning (including community based research) efforts related and relevant to the College and would collaborate with any and all groups on campus relevant to that endeavor. Certainly the diverse student body of the College and the diverse community of Stockton require many fronts and approaches.

APPENDIX E: OTHER INSTITUTIONS EXAMINED ONLINE DURING RESEARCH RELATED TO RECOMMENDED DIRECTIONS FOR JACOBY CENTER

Experiential Learning

Northern Illinois University, Faculty Development and Instructional Design Center

http://www.niu.edu/facdev/resources/guide/strategies/experiential_learning.pdf

Document with potentially useful overviews of:

- principles of experiential learning;
- the experiential learning process (two citations given)
 - experiencing/exploring – doing
 - sharing/reflecting – what happened?
 - processing/analyzing – what’s important?
 - generalizing – so what?
 - application – now what?;
- instructor roles in experiential learning;
- student roles in experiential learning; and
- experiential learning opportunities in higher education (three citations for list)
 - apprenticeship experiences
 - clinical experiences
 - cooperative education experiences
 - fellowship experiences
 - field work experiences
 - internship experiences
 - practicum experiences
 - service learning experiences
 - student teacher experiences
 - study abroad experiences
 - volunteer experiences.
- useful article on changes in the concept and approach to “service-learning” across higher education in the last two and a half decades
 - LIEBERMAN, D.. The ABCDs of Service-Learning: Who is Serving Whom?. Journal of Higher Education Outreach and Engagement, North America, 18, dec. 2014. Available at: <<http://openjournals.libs.uga.edu/index.php/jheoe/article/view/1339>>. Date accessed: 18 May. 2015.
- examples of how experiential learning at a university level is often presented in narrative menu to students
 - Linfield College - Oregon
 - <http://www.linfield.edu/catalog/reqs/experiential-learning.html>
 - Austin College - Texas
 - <http://www.austincollege.edu/academics/experiential-learning/>
 - University of Washington – WA – Center for Experiential Learning and Diversity
 - <http://expd.washington.edu/about-us/center-for-experiential-learning-and-diversity-facts.html>
- example of how experiential learning is often offered at the school or department level
 - Babson College – MA
 - <http://www.babson.edu/academics/centers/cutler-center/teaching-and-research/pages/experiential-learning.aspx>

Davenport	Pepperdine	§ citizen	https://publicpolicy.pepperdine.edu/davenport-
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Center	University	<p>participation and civics focused</p> <p>§ very focused on local elected officials, leaders, and citizen participation</p> <p>§ technical assistance, training, and competitive grant funds for improving local governance and participation</p>	institute/
Office of Experiential Learning	Berklee College of Music	<p>§ interesting in that this unit is not career services but focused on internships within a discipline specific school</p>	https://www.berklee.edu/experiential-learning

resources and organizations of note

- Campus Compact
 - national higher education association dedicated to campus-based civic engagement
 - <http://compact.staging.wpengine.com/>
- Social Action and Integrative Learning (SAIL) Program, George Mason University
 - unit recently formed from consolidation of Center for Leadership and Community Engagement and Center for Field Studies – parallels to Jacoby and Muir Center potentially
 - <http://sail.gmu.edu/>
- Journal of Higher Education Outreach and Engagement
 - <http://openjournals.libs.uga.edu/index.php/jheoe/index>