

Jack H. Brown College
Business and Public Administration

Proposed Jack H. Brown Endowment Stewardship Plan 2018-2025

1. Proposal Abstract

This proposal discusses the following:

- The challenge posed by the endowment
- The context of Jack H. Brown's leadership values and our College values, and a path forward for alignment
- The timeframe for the first Jack H. Brown endowment stewardship plan
- Opportunities for stepping up the Jack H. Brown College experience
- Financial and cultural implications
- Recommendations to the College's Senior Leadership Team

The proposal should be viewed as a green paper for prompting open dialog, which should not be constrained by the possibilities identified in this draft plan.

2. Executive Summary

The Challenge

How will we leverage the Jack H. Brown endowment to *STEP UP* the excellence of our academy, the engagement in our space and the experience of our students? How would be the differentiated excellence, engagement and experience of Jack H. Brown College of Business and Public Administration (JHBC), as compared to the former College of Business and Public Administration? What values should Jack H. Brown add to our identity? What does that mean for how our College will be perceived in the future by our stakeholders? What initiatives might accelerate our path towards the possible College vision of aspiring to be a model of "*more than a degree*" and the Campus vision of aspiring to be a model of "*transforming lives*"? This proposal addresses these questions and more.

In addressing these questions, the thrust is to build upon the existing strengths and initiatives of the College. The emphasis is on identifying those existing strengths and initiatives that might and possibly should become "signature promise" of the Jack H. Brown College experience. The intent is that the implementation of most – if not all – the identified initiatives would reside with JHBC academic departments and centers / institutes of excellence. Additional implementation conversations will occur. The hope is faculty, staff, students and alumni, and community leaders and supporters, would collaborate in not only shaping this proposal, but also supporting implementation governance.

3. Background

In July 2016, the College received the largest in-cash gift in the history of CSUSB — a

\$10 million endowment from Jack H. Brown, the late Chairman of Stater Bros. Starting fall 2018, we expect to receive about \$400,000 annually in expendable funds from the interest accrued on this endowment. College endowments typically promote stepping up excellence, engagement, and experience, which help to enhance the possibilities of inspiration, innovation and impact.

It is a good practice to align flagship endowments with the values of a College. Five leadership values are of note from the life of Jack H. Brown, which this endowment honors and celebrates:

- **INNOVATION** – Jack, the chief, recognized that innovation thrives where there is love for diversity. When there is support for diversity of perspectives, mindsets and actions then it becomes possible to be the best in what one does. In a culture where transcending boundaries is a norm, inclusive excellence promotes innovation through knowledge-based applications. Then, even local organizations will thrive and withstand competition from national and global organizations without joining the me-too race.
- **INSPIRATION** – Jack, the executive, was passionate about the love of purpose – offering a blue sky to every team member. Purposeful leadership to him meant infusing hope for achievement and ambitions in life, and he infused this hope through various local, national and international linkages. The linkages opened the door to vast opportunities and inspired members to strategically upgrade themselves and design their blue sky.
- **IDENTITY** – Jack, the mentor, had a deep love for learning and discovery. He was committed to enabling grassroots acumen, leadership and lifelong accomplishments for each unique member, and modeled this through his own life experience. He believed that the best way for learning and discovery is through engaging targeted members through direct contact, even if it meant bagging groceries to secure that special moment of connection and identity alignment.
- **IMPACT** – Jack, the hero, demonstrated an unconditional love for the place – to the neighborhood where he belonged and that was his hometown. He was fully committed to enhancing the vibrancy of this place, through contributions and support for its socio-economic, cultural and natural well-being.
- **ENGAGEMENT** – Jack, the citizen, loved the communities he belonged to and in return was loved by the communities engaged with him. He was committed to designing connections that touched lives of the members in the community personally, showing an authentic sense of compassion, servitude, and ownership.

Figure 1 - Overview of Jack H. Brown's Leadership Values.



Note: This figure layout was designed by Management Assistant Professor Crystal Huang.

In the past, as the College of Business and Public Administration, we operationalized our values in terms of major constituencies – students and alumni, faculty and staff, community, region, and programs and curriculum. We saw students and alumni as distinct, valuing student success and career readiness on the one hand, and alumni leadership and lifelong accomplishments on the other. We also saw community and region as a single factor, valuing partnerships with local community and valuing being a resource for our local region.

The Jack H. Brown endowment offers us an opportunity to consider realignment of our values.

- **Does it make sense going forward to take a holistic perspective on our students and alumni, having an integrated identity as life-long learners and self-discoverers?** Our enhanced funding gives us the possibility to upgrade our capacity to support our students in building a wholesome integrated identity for success and accomplishments that transcend their life on campus, making the JHBC experience truly more than a degree.
- **Does it make sense to expand our partnership horizon beyond our local community, where mission appropriate?** By mandate, our service area is our local region — the Inland Empire. However, to serve our local region more effectively in a global world, JHBC already has some great national and international partnerships through Centers and Institutes, as well as faculty and students. Over the past few years, we have expanded our partnerships to many global communities – including Latin America, Europe and Asia.
- **Does it make sense to strengthen the support for our faculty and staff and our capacity to impact our local region in more substantive and meaningful ways?** As we develop a holistic approach for supporting our students and alumni, and mobilizing multi community collaborations, we should also make appropriate investments for supporting our faculty and staff, and for strengthening their capacity to innovate support models for our students and impact models for our local region.
- **Does it make sense to adapt our physical space to be more befitting to our new standing and the needs of the next generation professional higher education?** This funding gives us the resources to continue to adapt and repurpose existing space to more effectively reflect and support current and future activities.

Figure 2: Possible Realignment of Jack H. Brown College Values.



Note: This figure was designed by Management Assistant Professor Crystal Huang. Elements in the figure may need further development.

It is also important to select a timeframe for bringing about the value alignment and stepping up the College experience. Our current 5-year College strategic plan will end in 2020, and the next plan will have a timeframe of 2020-25. Given the strategic significance of the endowment, it would be appropriate to consider a timeframe of seven years, up to the next strategic plan horizon. This will allow the College to consider how to leverage the initiatives under the next strategic plan for developing a follow up Jack H. Brown endowment stewardship program for AY 2025 and beyond. Since seven years is a lengthy period, there should be a two-year program evaluation cycle, at the end of AY 2020, AY 2022 and AY 2024, for any mid-course adjustments within the spirit of the overall College values and vision.

4. Proposed 7-Year DRAFT Program

Based on the brainstorming within the College until now, an integrated program comprising of four inter-related areas, a draft 7-year stewardship plan is proposed. These four areas are: *student support, career support, faculty and staff support, and growth mindset*. An additional fifth area, *open supplemental ideas*, was added on the advice of our College Senior Leadership Team to help bring forward additional ideas from our members as part of an open consultation and conversation process based on this draft proposal. Student support is focused on region, with an emphasis on the city and county of San Bernardino. Career support is focused on enhancing our curriculum and programs, and strengthening partnerships with our communities. Faculty and staff support is focused on supporting innovative ideas proposed, led and executed by JHBC faculty and staff, and enhancing our capacity to attract and develop diverse faculty that are engaged with both local regions as well as the global community. Finally, growth mindset is focused on designing flexible and immersive academic and physical learning and teaching spaces. These spaces are essential to enable members of our community, both local and global, to collaborate on themes that matter to us as a College. The teaching spaces can help nurture growth mindset among our students and encourage our faculty and staff to engage in personal and professional development opportunities. Such themes could vary by year, and could be based on: the emerging and forward-facing priorities, strengths of our departments and centers of excellence, and aligned with the personal and professional development investments in our faculty and staff.

I. STUDENT SUPPORT (budget \$100K annually)

Jack H. Brown had a deep love for the city of San Bernardino and for the residents of the city. He was an inspirational neighborhood hero, and considered the most influential local resident ever. To celebrate Jack H. Brown and inspire future generations through his inspirational life-story, two student assistantship programs could be launched: one for lower division students and another for upper-division students. As our graduate programs and students are currently supported through the graduate business professional fee and MPA online fees, it would be desirable to use the Jack H. Brown endowment return funds to bring similar support for our undergraduate students and build the faculty and staff capacity to support all students.

a) Jack H. Brown College Leaders Scholarship for lower division students - \$50K

Five (5) first-time freshman joining the College could be recognized every year with an award of five annual grants of \$5,000 each. Recipients would have the following eligibility criteria:

- First-time freshman, excluding President's Academic Excellence Scholarship (PAES) awardees
- Residents of San Bernardino County
- Students pursuing a JHBC degree with a 4-year graduation pledge

- Leaders in high school student government, student clubs, or athletic teams
- High school GPA of 3.0 or higher

The grants would be automatically renewed for the second year if the recipients achieve sophomore status at the end of the first year, have a first-year college GPA of 3.0 or above, and continue to make progress toward successfully completing the lower-division requirements for the JHBC degree.

At least three of the five new scholarships every year will be reserved for San Bernardino City residents.

b) Jack H. Brown College Internship Assistantship for upper division students - \$50K

Up to forty (40) upper-division undergraduate students pursuing a JHBC degree could be supported each year with assistantships of \$1,250. The assistantships will be for unpaid or underfunded internships with leadership responsibilities, for credit or otherwise, with organizations in the City of San Bernardino. At least twenty (20) of these assistantships will be reserved for leadership-oriented internships with the Centers/Institutes/ Departments/Offices within JHBC.

II. CAREER SUPPORT (budget \$100K annually)

A good practice at all leading colleges of administration is a robust career and professional leadership program led by industry experts. Besides assessments and experiences on campus, career academy also offers opportunities for volunteering in professional fields. Students also participate in competitions on campus, regionally and nationally, and receive expert feedback on their professional project. Additionally, students often have an opportunity to receive career-advancing micro credentials to round off their career and professional leadership experiences. The proposed Jack H. Brown College career and professional leadership initiative will have three components, differentiated by ten disciplinary groups:

- 1) Management
- 2) Entrepreneurship
- 3) Human resources
- 4) Marketing
- 5) International business
- 6) Information systems and cybersecurity
- 7) Supply chain management
- 8) Accounting
- 9) Finance
- 10) Public administration

a) Career Academy - \$50K

Effective career academies are typically led by executives, giving students a direct understanding of the professional expectations of their major. One highly successful model is the executive-in-residence model deployed at CSU San Marcos. In the JHBC proposal, ten executives may be appointed, one for each of the ten disciplinary groups in the College. Executives-in-residence will visit the College for one day a week for thirty weeks during the academic year. They would career coach students in small groups and individually, and offer expertise, practical ideas and insight into the executive's industry through career workshops and etiquette dinners. An honorarium of \$3,000 per year would be set aside for each executive-in-residence, for a total budget of \$30,000 per year.

Executives may work with the JHBC career and internship staff to launch collaboratively Career Academy, offering structured workshops such as the following possible ten as part of the co-curricular passport program:

- 1) Harrison Career Navigation Assessment System
- 2) Leadership development, using a comprehensive extended transcript system, leveraging learn-do-teach model. (Draft framework and elements developed and available as Blackboard course)
- 3) Buzzfile – Research companies and employers
- 4) Focus Suite of Burning Glass Technologies – Research careers and career pathways
- 5) Vmock – Resume writing
- 6) Handshake / LinkedIn - Networking in the professions
- 7) Interview stream – Mock interviews and interpersonal presentation strategies
- 8) Evaluating job offers and negotiation techniques
<https://wp.quintcareers.com/quintessential/Content-Index/Salary-Raise>
<https://wp.quintcareers.com/quintessential/Content-Index/Career-Development>
- 9) TalentMarks: Developing an effective career-management strategy and strategies for leveraging your degree to advance in your current organization and to activate leadership roles and/or positions; while navigating culture, gender, age, and diversity issues, and difficult moments
<https://wp.quintcareers.com/quintessential/Content-Index/Women-Careers>
- 10) Professional etiquette breakfasts or dinners

Additionally, as part of the Career Academy, \$20K could be set aside for the Harrison Career Navigation Assessment System that includes four career reports:

- Career Enjoyment Analysis: Compares your career preferences and interests to the tasks and interests related to work satisfaction and success for most jobs within a given career.
- Career Development: Helps guide a career seeker to a more satisfying career by identifying the tasks the person enjoys, their interests, suitable types of work environments, interpersonal skills, motivations, decision-making tendencies and characteristics related to leadership.
- Career Options: Provides a list of careers and an indication of how likely the person would enjoy each career. The careers are listed in order of the level of enjoyment.
- Your Greatest Strengths: Describes your greatest strengths. Some of the strengths described are paradoxical pairs of traits where two strengths seem to be opposite or contradictory, but in fact are complementary or synergistic.

b) Student Competitions - \$20K

Student competitions offer a platform for students to engage and challenge themselves, discover and demonstrate their talent, adopt innovative mindsets, connect with employers and experts, build their portfolio, and gain scholarships and exposure to real-world issues. Engaging students in regional and national competitions is a high-impact practice. Presently, the College has an ad hoc

approach to competitions, except in select disciplines such as entrepreneurship and strategy. A systematic student competition initiative may be developed and connected with courses, student clubs, and centers. Each of the ten disciplinary groups in the College may hold campus competitions, and then send select or all members of the best team to a regional or national competition. A total of \$2,000 could be allocated to each disciplinary group. The following table lists some notable student competitions in which our peer/ aspirant/competing institutions participate:

Management	The International Business Ethics Case Competition http://ibecc.net/ International Collegiate Business Strategy Competition http://icbsc.org/
Entrepreneurship	IECE Fast Pitch Global Student Entrepreneur Competition http://gsea.org/ U.Pitch Business Pitch Competition https://futurefounders.com/startup/upitch/
Human Resources	SHRM Student Case Competition https://conferences.shrm.org/2017-student-summits/student-case-competition
Marketing	American Marketing Association Competitions https://www.ama.org/students/pages/awards-and-competitions.aspx IDM Student Marketing Competition https://www.theidm.com/employability-schemes/for-students/idm-student-marketing-competition Western States Collegiate Sales Competition http://www.csuchico.edu/cob/students/beyond-classroom/professional-sales/western-states-collegiate-sales-competition.shtml#registration
International Business	Global Enterprise Experience https://www.geebiz.org/
Information Systems and Cybersecurity	National Collegiate Cyber Defense Competition http://www.nationalccdc.org/index.php/competition/about-ccdc US Cyber Defense Challenge http://www.uscyberchallenge.org/
Supply Chain Management	Supply Chain Management Case Competition http://scma.com/national/en/events/student-case-competition/2017-student-case-competition Cool Connection - Supply Chain Competition https://www.globalstudentchallenge.org/about/competition/ APICS Supply Chain Case Competition http://www.apicscasecompetition.org/current-competition
Accounting	AICPA (the American Institute of CPAs) Annual Accounting Competition - https://competition.thiswaytocpa.com/ PWC Accounting Case Competition http://www.pwc.com/us/en/careers/campus/programs-events/challenge.html
Finance	CFA Institute Research Challenge https://www.cfainstitute.org/community/challenge/Pages/index.aspx Chicago Mercantile Exchange Trading Club http://www.cmegroup.com/education/trading_challenge.html
Public Administration	NASPAA Student Competition https://studentcompetition.naspaa.org/

Note: It may be useful to use a single platform to run all the competitions. Pasadena-based skild.com is the world's largest platform for running student innovation challenges (<https://www.skild.com/>). Centers, Executives-in-residence, faculty teaching specific courses and/or student clubs may take on the role of organizing these competitions on campus and preparing students.

c) Professional Volunteer Program - \$20K

Professional volunteer programs are a great way for students to learn how to apply knowledge and skills from their major to address real world issues, and to develop a sense of confidence, empathy, collaboration, ownership, and leadership in designing innovative solutions. The College's most prominent volunteer program is VITA: a voluntary income tax assistance program that has been offered for nearly three decades and engages our accounting students in making a real impact on our in-need members of the community.

JHBC students are also involved as volunteers through our Entrepreneurship Center, cybersecurity center and global management center. An integrated volunteer program will cut across different disciplines and involve center and faculty mentors, student volunteers and clubs.

The budget proposed for the Professional Volunteer Program is \$20K per year. As the following table notes, many engagement opportunities exist.

Management	Endeavour Volunteer Consulting for Nonprofits http://www.endeavourvolunteer.ca/non-profit/what-we-offer/organizational-strategy/
Entrepreneurship	Already exists in College.
Human Resources	NC Center for Nonprofits Human Resources Volunteer Program https://www.ncnonprofits.org/pro-bono/human-resources/volunteer
Marketing	American Marketing Association Volunteer Program http://www.amatriangle.org/ama-membership/volunteer/marketing-assistance-program/ Endeavour Volunteer Consulting for Nonprofits http://www.endeavourvolunteer.ca/non-profit/what-we-offer/marketing-strategy/
International Business	Already exists in College.
Information Systems and Cybersecurity	Already exists in College.
Supply Chain Management	Endeavour Volunteer Consulting for Nonprofits http://www.endeavourvolunteer.ca/non-profit/what-we-offer/marketing-strategy/
Accounting	Already exists in College.
Finance	Financial Planning Association Volunteer Program https://www.onefpa.org/advocacy/Pages/ProBonoProgram.aspx
Public Administration	Volunteer Public Policy and Legislation Impact Advisory Program http://www.fticonsulting.com/services/economic-consulting/public-policy

d) MicroMasters Certifications for Honors Students - \$10K

Industry-recognized micro credentials are becoming valuable mechanisms for deepening industry relevant skills, and for jump starting careers. Several leading platforms offer industry recognized micro credentials, especially Udacity and Edx. Professional industry associations also offer specialized credentials. For the credentials on Udacity and Edx visit <https://www.edx.org/micromasters>. The courses are free of cost, but there is a cost to take the

assessment and earn credentials. There is no industry experience required. For the industry association certifications, preparation is needed and often industry experience is also required. Both of these types of certifications would be of immense value to our honors students in developing a distinctive identity and degree leverage. The cost of credentials of up to \$600 per student would be supported for around twenty (20) honors students per year. Certificate possibilities are listed below.

Management	Certified Organizational Resilience Manager http://theicor.org/credentialing.html
Entrepreneurship	https://www.edx.org/micromasters
Human Resources	SHRM Certified Professional https://www.shrm.org/certification/about/aboutshrmcertification/pages/shrm-cp.aspx
Marketing	AMA – Professional Certified Marketer – Digital Marketing and Marketing Management Options https://www.ama.org/events-training/Certification/Pages/us-pcm.aspx Certified Hotel Administrator https://www.ahlei.org/Products/Certifications/Certified-Hotel-Administrator-(CHA%C2%AE)/ Certified Hospitality Accountant https://www.hftp.org/hospitality_professional_development/certifications/cha/
International Business	NASBITE Certified Global Business Professional http://nasbite.org/?page=cgbpcredential
Information Systems and Cybersecurity	Systems Security Certified Professional https://www.isc2.org/sscp/default.aspx Certified Information Systems Security Professional https://www.isc2.org/cissp/default.aspx
Supply Chain Management	APICS Credentials for Supply Chain Professional and for Transportation and Logistics Professional https://www.apics.org/credentials-education/credentials International Institute of Business Analysts http://www.iiba.org/Certification-Recognition.aspx
Accounting	CPA http://www.calcpa.org/
Finance	National Association of Realtors https://www.nar.realtor/designations-and-certifications CFP Certified Financial Planner Professional http://www.cfp.net/become-a-cfp-professional CFA Professional https://www.cfainstitute.org/programs/cfaprogram/Pages/index.aspx
Public Administration	EdX MicroMasters https://www.edx.org/micromasters

III. FACULTY AND STAFF SUPPORT – budget \$100K annually

a) New faculty hires - \$25K

The diversity of our faculty should continue to improve in order to provide a more well-rounded experience to our students and to foster new ideas and innovation. In order to strengthen the diversity of faculty hire pools, it is a good practice to give special additional term appointments to the new hire tenure-track or tenured faculty members for integrating the dimensions of diversity in their teaching, research and/or advising. The cost of offering such term appointments to one new hire on average per year would be \$25K, distributed over a two to five year period as appropriate.

This amount will be in addition to the other incentives and support currently available to all our new hires.

b) International Doctoral Program/ JHBC Case Series - \$25K

Since diverse faculty are quite under-represented in business recruitment pools, one effective strategy to diversify a faculty applicant pool is to create a diverse internal pipeline. An exemplar is CSU Northridge that has recently formed a partnership with Grenoble School of Management in France for an international doctoral program focused on business innovation, technology management and the organizational dimensions of technological change. Grenoble School of Management does not have a residency or course requirement for its accredited doctoral programs and allows students to be co-supervised by faculty members of its university.

Using the CSU Northridge model, the PhD candidates, selected from CSUSB students, alumni, staff and adjunct / non-tenured faculty, would be admitted to a partner university's doctoral program, and attend, say, a 1.5 semester credit equivalent workshop on the introduction to the field at the partner university over a one-week period. Thereafter, they will complete their studies and dissertation research at the Jack H. Brown College, taking, for instance, 1.5 semester credit equivalent workshop per trimester and co-supervision by JHBC faculty and Centers, over the next five trimesters. Possible workshops could include:

- *Workshop 1 / Introduction to the field*
- *Workshop 2 / Research Design and Literature Review*
- *Workshop 3 / Qualitative Data Collection*
- *Workshop 4 / Qualitative Data Analysis*
- *Workshop 5 / Quantitative Data Collection*
- *Workshop 6 / Quantitative Data Analysis*

Details of the program, including tuition fees and cost-sharing, would need to be negotiated with the partner university.

Besides receiving a 20-hours GA appointment from Graduate Business Professional Fee funds, JHBC students could receive an assistantship of \$5,000 per year plus travel and a data budget of \$1,250 per year for two years. We could support two new students per year with a budget of \$25K per year.

The initiative will help JHBC strengthen the diversity and quality of our faculty recruitment pipeline, given the distinctive profile of CSUSB students. It will also help JHBC faculty develop aspirational research projects in collaboration with the doctoral candidates and international faculty.

- **JHBC Case Study Series:** In order to prepare aspiring candidates for the doctoral program, some of the internship assistantship funds under student support will be used for research internships. The research internships will engage aspiring candidates, particularly seniors, but also possibly fresh graduates, staff members, adjunct/ non-tenured faculty, in developing case studies on our local industry and/or executives. The research internships will be supervised by JHBC faculty, especially through JHBC centers of excellence. The work will become part of a JHBC local case study series.
- **JHBC Grant Writing Service:** JHBC Strategic Plan 2016-20 calls for forming a community of scholars in order to write grants. Using the budget process for the strategic plan, a

partnership may be formed with a professional grant scouting and writing organization. Such partnership will be of value to the doctoral students and would help secure grants for their doctoral research beyond the second year.

c) JHBC Innovation Grant - \$50K

Every year, proposals for one major innovation initiative would be solicited from the faculty and staff through JHBC departments and/or Centers/ Institutes. The proposals should be for a significant project that cannot be funded through other sources (such as vital technologies funding or Student Success Initiative funding), or for projects that supplement funds from other sources. An example would be organizing a CLADEA type of conference in collaboration with a major association, organization or institution. The College's Business Alliance Advisory Board and representatives from the College's Senior Leadership Team would evaluate the proposals. The winning proposal will receive the JHBC innovation grant of \$50K, to be expended over a 3-year period.

IV. GROWTH MINDSET – Budget \$100K annually

JHBC has an aging and tired physical space, that is in urgent need for transformation aligned with the programmatic and academic transformation that is underway as part of the Q2S and other complementary special projects. While a \$10 million endowment is not sufficient for us to address our critical capital updating needs, we could be creative in leveraging it. Additionally, JHBC has a need to offer an augmented level of personal and professional development support to our staff and faculty, in order for them to continue to help build new capabilities and strengthen existing capabilities in the programs, departments and centers, and the College, to serve our students and alumni, our region, and our communities with excellence.

a) Flexible Learning and Teaching Classroom and Public Speaking Studio– \$40K annually

Plans are underway to extend the first floor of Jack Brown Hall, to offer space for a larger Cybersecurity Center and to add a flexible learning and teaching classroom equipped with zoom video conferencing. Existing space for the Cybersecurity Center on the second and fifth floors of Jack Brown Hall will be repurposed for other College uses (JB 504 for a Public Speaking Studio to help our students practice public speaking and interviewing, skills critical to self-confidence and growth identity of first generation and diverse students in particular). A flexible classroom could be designed to allow our faculty to experiment with new interdisciplinary and transdisciplinary learning and teaching pedagogies and technologies. Similarly, the Public Speaking Studio would be designed to allow an increasing proportion of our faculty to embrace emerging teaching models, such as video recording of mini lectures, which some of our faculty have already successfully adopted. We could set aside \$40K for seven years from the JB endowment (portion approximately related to the classroom and Public speaking studio space), and additional budget from the self-support funds (portion approximately related to Cybersecurity) for this purpose.

b) Growth Village @Home – \$20K annually

Four distinguished professors would be invited every year to offer modules in a collaborative growth course, as identified by JHBC departments and Centers of Excellence, in September, after the end of summer quarter over a two-week period. Building on JHBC's emerging relationship with Latin America through CLADEA collaboration, at least two of the invited faculty would be from Latin America or experts in Latin American business and public administration. The *Growth Village* would offer a flexible, collaborative academic space, where the use of our existing physical space

would be reimagined and our students grapple with futuristic global and societal challenges in collaboration with the exchange students from other universities, joining us physically and/or virtually. CSUSB students would be able to register and use any of these courses as part of their fall schedule without paying additional fees if they are full-time resident students. Exchange students will be able to take classes at no cost, while earning credits from their home campus based on a certificate of completion issued by us. Visiting distinguished professors will receive an average compensation of \$5,000, including travel, boarding and lodging; with a total budget of \$20K per year.

c) Growth Campus @Oversees – \$20K annually

Students would register for a summer school course in a growth area of academic and community interest, as identified by JHBC departments and Centers of Excellence, at CSUSB and as a group will visit an overseas university campus for the final week of their course. The growth areas may be either within the traditional disciplinary boundaries, transcend disciplinary boundaries, and/or connect with the grand challenges of our communities. They could receive a scholarship of \$1,000 toward their ground cost overseas to cover the entire ground cost of the visit. One destination would be chosen per year. Up to 16 students could be supported, along with the travel costs of their faculty plus a staff member seeking professional development. Total budget would be \$20K per year.

d) Growth Academy for the Staff - \$10K annually

It is important that our staff also have the opportunities to grow and effectively engage with the growth areas for the College. We could set aside \$10K annually for staff personal and professional development projects, over and above the professional development funds already available through the annual budget process.

e) Semi-Annual Distinguished Speaker Series - \$10K annually

In addition to inviting four distinguished professors in early fall for the Growth Village, we could set aside \$10K to invite two distinguished speakers each year, in an area of growth in the disciplines connected to our academic departments/Centers of Excellence.

V. OPEN SUPPLEMENTAL IDEAS

When reviewing this stewardship proposal, our College Senior Leadership Team expressed concerns that members of our community might perceive the draft proposal as definitive and a done deal. Since the true intent of this draft proposal is to be a conversation promoter, not conversation stopper, we decided to include an additional area identified as *Open Supplemental Ideas*. All members of our community are invited to share their ideas, however big or small, that they believe would enhance their experience, engagement and success, and/or experience, engagement, and success of other members in our community. Although we anticipate a budget of only about \$400K annually from the Jack H. Brown endowment, the College leadership will strive to work with the campus and community leaders to package all supplemental ideas, and access additional fundraising.

It is a good practice to try to leverage signature gifts for additional friends and fundraising. The key to this leverage is to establish an authentic forward-looking and forward-moving stewardship plan that is grounded in the demonstrated academic and institutional capabilities of a College. This plan is therefore based on the stretch annual budget of \$500K, that will be transitionally filled using the additional self-support funds we expect to generate in AY 2016 and beyond. The proposed

initiatives are expected to enhance the entire Jack H. Brown College experience, for both state-side and self-support students, and enhance both state-side and self-support programs. This is expected to provide greater resiliency and robustness to our self-support initiatives. This integrated costing of the self-support programs allows us to work with a well-rounded annual budget of \$500K as a transitional measure until we are able to raise our unrestricted endowment. Any savings or unspent funds on an annual basis may be rolled over to the following year. That would allow us to set aside some reserves to ride out any temporary future budgetary challenges in the future.

5. Budget Summary

Figure 3 - Summary of Annualized Budget, 2018-2025

AREA	PROGRAM	ANNUAL AMOUNT	TOTAL
Student Support	Inspiring Leaders Scholarship (Lower division students)	\$50K	\$100K
	Professional Leadership Experience (Upper division students)	\$50K	
Career Support	Career Academy	\$50K	\$100K
	Student Competitions	\$20 K	
	Professional Volunteer Program	\$20 K	
	MicroMasters Credentials for Honors Students	\$10K	
Faculty & Staff Support	New Faculty Hire	\$25K	\$100K
	International Doctoral program/ JHBC Case Study Series	\$25K	
	Innovation Grant	\$50K	
Growth Mindset	Flexible Learning and Teaching Classroom and Public Speaking Studio	\$40K	\$100K
	Growth Village @Home	\$20K	
	Growth Campus @Oversees	\$20K	
	Growth Academy for the Staff	\$10K	
	Semi-Annual Distinguished Speaker Series	\$10K	
Open	Supplemental Ideas	\$100K	\$100K
TOTAL			\$500K/ year

6. Consultation

The following individuals and groups were consulted before or during the writing of this decision paper:

- JHBC department chairs and center directors, faculty leaders, staff leaders, student leaders, Business Alliance and advisory board members who attended the annual College Strategic Planning Retreat in November 2016,
- JHBC Strategic Planning Committee reviewed Jack H. Brown values and their alignment with Jack H. Brown college values,
- Informal conversations with concerned members of the university community,
- Senior Leadership Team of the college

It is proposed that further dialogs be held, under the overall direction of the Senior Leadership Team and support from the office of the Associate Dean – Innovation & Collaborations, with

various constituent groups. Feedback and suggestions should be sought through surveys of different constituencies including Business Alliance, other advisory boards, faculty, staff, students, campus, Stater Bros. and the Jack H. Brown family over the next two months. It is also proposed the final plan be ready by June 1, 2017 for presentation to the University Cabinet.

7. Link to JHBC Mission and Strategic Plan

The proposed Program is aligned with the JHBC mission and values (<https://jhbc.csusb.edu/mission-values>) and strategic plan (https://jhbc.csusb.edu/sites/default/files/CBPA_Strategic_Plan_2016-2020.pdf).

8. Financial and Cultural implications

Financial Implications **Yes** *No*

See the budget summary in section 5.

Cultural Implications **Yes** *No*

The proposed program should enhance the diversity, inclusion and engagement experience at the Jack H. Brown College.

9. Recommendations to the JHBC Members

- Recognize that Jack H. Brown endowment is a transformative gift and a moment for College leadership and community to bring about a fundamental step up in the Jack H. Brown College experience and differentiated positioning.
- Acknowledge that we have an opportunity to meaningfully align our existing CBPA values with the Jack H. Brown leadership values, given the expanded resources that this endowment affords us.
- Agree that Jack H. Brown endowment stewardship is a collective responsibility, and therefore we should make an effort to reach out and include all members of our various constituencies in the feedback and suggestion process.
- Invite all members to share their voice through the survey - http://csusb.az1.qualtrics.com/jfe/form/SV_djpB4jlQqJyDfiB
- Organize stakeholder dialogs to solicit additional inputs.
- Charge the College Senior Leadership Team (SLT) to review all feedback received in a follow up SLT meeting, and finalize the stewardship plan for presentation to the University Cabinet by June 1, 2017.

Associate Dean Vipin Gupta
Dean Lawrence C. Rose
First Draft: March 31, 2017
Second Draft: April 11, 2017