

UNIVERSITY OF THE
PACIFIC

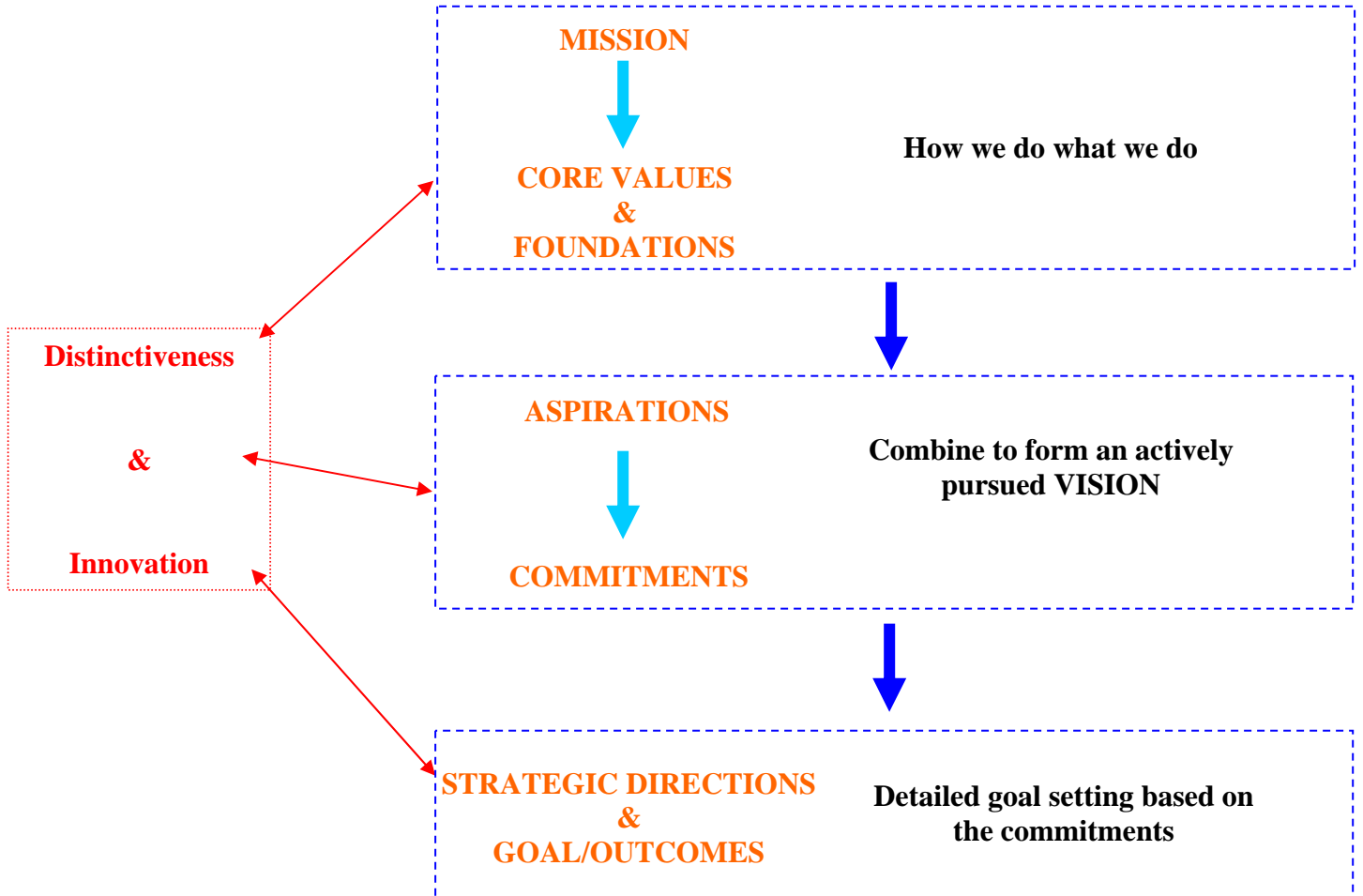
Pacific Rising: 2008-2015

Planning Update and Timeline

- January 2005* The Board of Regents affirms Pacific's mission statement and states priorities for the next planning process. Sixteen planning criteria are determined as well as five priorities to be accomplished by 2007. A schedule is determined for the planning process that requires the new planning documents to be ready in early 2007. IPC will lead the planning process.
- Spring 2005* The President holds an open faculty meeting to discuss the Regents' direction and to lay out the steps in the planning process. The community is asked to further comment on what can make Pacific more distinctive. Additional input is gathered on the readiness for change for revisions to the program review process. Multiple retreats are held with University constituent groups to further communicate the planning schedule and gain additional feedback on distinctiveness and readiness for change. Collectively, the forums show that the community is ready for change, in favor of increased distinctiveness, and would like to see more of the shared ideals of the community stated in the next plan.
- June 2005* The academic leadership meets at a three day retreat that focuses on the integration of liberal and professional education, program review options, and program innovation. An initial list of university core and aspirational values is generated.
- Summer 2005* Academic administrative leadership continues to refine core and aspirational values and community forums continue. Fall retreats are planned.
- September 2005* A university-wide retreat is led by Bill Weary, an external consultant who has worked with Pacific for many years, that focuses on the refinement of the university values and the identification of collaborative and innovative program possibilities. Unit level planning is generated that creates feedback for each academic unit and provides material for early drafts of the next University Plan.
- October 2005* Bill Weary leads an academic retreat to provide additional feedback to academic units on their planning and 18 clusters of collaborative programs meet, critique, and refine ideas for potential new programs. A drafting team is identified and meets for the first time; this team will support IPC in the drafting and redrafting of the University Plan.
- November 2005* Collaboration clusters meet to refine program plans; 14 teams emerge. The drafting team begins work on the core and aspirational value statements.
- December 2005* Stan Gryskiewicz, former VP at the Center for Creative Leadership, leads a retreat for cluster participants to help them organize and think more boldly. He leads another retreat with IPC to solidify the innovation process and design next steps. IPC affirms the value driven planning approach and refines the core and aspirational value statements. The drafting team begins work on the vision and commitment statements. Clusters are named Collaborative Vision Teams (CVTs) and conveners are identified. A call for proposals for innovative programs is distributed with submission dates throughout the spring.

- January 2006* The drafting team completes the initial draft of the University Plan that adds vision and commitment statements to the core and aspirational value statements. CVTs continue to meet and generate proposals. Some teams will be ready sooner than others and two additional clusters are identified. *Pacific Rising* is selected as a theme and possible replacement for the shorthand MVP.
- February 2006* IPC reviews three drafts of the University Plan (a flow model of the plan is shown below) and strengthens the document. Scheduled are 22 community meetings to discuss the document and receive feedback. A meeting of the CVT conveners is planned to support proposal development.
- March 2006* Community feedback continues on Draft Two of the planning document. Input is collected on specific goals. Draft is prepared for additional community review and discussion by the Board of Regents.
- May 2006* Goal statements are received from the community in mid May. Draft Three is initiated including Strategic Directions and specific goals and outcomes. IPC, Cabinet, Deans, and Directors share additional goals and shape Strategic Direction statements.
- June 2006* Draft Three is reviewed by academic leadership and university divisions. The draft is edited and prepared for external consultant's review (mailed in mid-June). Cabinet meets to review planning process and add additional perspectives. Leadership and external consultants critique and discuss the draft at the Academic Retreat on June 28.
- August 2006* Draft 4 of full document is prepared and shared with community. Open community meetings, one on each commitment, are announced.
- September 2006* Final round of community meetings and feedback.
 Meeting 1. Noon, Sept 5, Commitment One
 Meeting 2. Noon, Sept 6, Commitment Two
 Meeting 3. Noon, Sept 7, Commitment Three
 Meeting 4. Noon, Sept 12, Commitment Four
 Meeting 5. Noon, Sept 13, Commitment Five
 Meeting 6. Noon, Sept 14, Commitment Six
 OR, possibly in some other grouping.
- October 2006* Draft 5 reviewed by Regents. Final draft is written.
- January 2007* Plan is approved and distributed.

Flow of the Planning Document



Values and Aspirations, and Commitments

The University of the Pacific has a long tradition of innovation and educational excellence. Pacific is unique in higher education given our wide range of high quality programs and varied disciplines across nine colleges and schools in a smaller, more personal environment. The distinctive learning opportunities that this provides will form a base on which we grow our reputation. To aid this, the University continually engages in dynamic planning and periodically generates a document to reaffirm the mission, refresh the vision, and map out strategic directions. This document reflects the shared work of the University community and articulates our mission, core values, aspirations, and commitments. We, the Pacific community, believe that this vision will create a harmony of purpose for all University members and guide our collective efforts.

The University of the Pacific's mission is to provide a superior, student-centered learning experience integrating liberal arts and professional education and preparing individuals for lasting achievement and responsible leadership in their careers and communities.

Pacific's mission is realized through the following CORE VALUES. They are behind everything we do and cannot be compromised. They are stated to be inclusive of the entire University community from undergraduate to graduate and professional students, from staff to faculty, from alumni to friends.

Passion for teaching and learning. We share enthusiasm for discovery; our active pursuit of scholarship, creative expression, and new perspectives enlivens learning. Meaningful and measurable learning remains preeminent to teaching. **Learner focus.** Our environment is inspired by the needs of the learner as we create rigorous experiences that respond to individuals' strengths and interests. We ensure that students are at the center of our work believing that all campus activities should enhance their growth and development.

Relationship based learning. We foster meaningful relationships through close interaction among learners and teachers to create powerful learning. **Whole person education.** We are concerned with all aspects of growth and development, seek the integration of curricular, co-curricular, and post-curricular activities, and take pride in our accomplishments. **Responsible leadership.** We develop leaders who effect positive change. Through diverse learning experiences, we cultivate the knowledge and skills to become ethical leaders in career and community and to understand the economic, social, and environmental impacts of our efforts. **Community engagement.** We have a deep consciousness of the world around us, and as a part of a multitude of communities, join together with them to serve and to learn. These partnerships create a synergy which raises the achievements of both the communities and the University.

As FOUNDATIONS to our work, the following underlie Pacific's success. We cannot exist without them, but they are not why we exist.

Financial stability allows Pacific to invest in excellence and *integrity* allows us to act with honor and virtue. Our *safe and beautiful campuses* provide attractive environments for learning. We are a community based on *mutual respect* that treats each individual with dignity and appreciates the contributions of each member. We foster relationships between faculty and administration as *shared governance* strengthens institutional decisions. We use the processes of *program review and accreditation* to strengthen programs and to learn more about how best to teach and learn. Through *accountability and assessment* we seek to understand the effects of our actions and share the results with our constituents and communities. The *application of technologies* allows us to improve our processes, maintain integrity in university records, communicate more fully, and enhance the learning environment.

Pacific, where innovation is tradition... While never wavering from our traditions and core values, we know that ASPIRATIONS help us articulate our vision for the future. These aspirations will guide students, staff, faculty, and alumni as they strive for excellence.

We aspire to broaden our culture of **innovation**, exploration, and creativity. Complex problems often require multidisciplinary approaches to solutions and **collaborative learning** will bring together our teacher/scholars and students from different disciplines to find meaningful answers. We will support our **teacher/scholar community** so our vibrant scholars, researchers, and artists continue to bring distinction to themselves and the University. We will more fully **integrate liberal and professional learning** and will balance skills, knowledge, integrity, ethics, vocation, and avocation in the curricula and learning experiences. We will be increasingly **service centered**. The creation of a user-friendly environment with transparent and efficient services, systems, and technologies will give learners increased time to focus on the pursuit of knowledge as well as academic and social development.

We aspire to be more fully engaged with the changing world and will broaden and strengthen connections to Pacific to ensure that all are well served. Because practice invigorates learning, students will apply their knowledge through an enhanced and more diverse set of **experiential learning** opportunities. We will fortify our commitment to **learning as a lifelong process** and will augment professional learning opportunities and nurture partnerships with alumni. We will pursue **diversity** to transform and enliven our community, curricula, programs, and policies. We aspire to prepare leaders who understand, affirm, and utilize their **global orientation** to fulfill our obligation to intercultural understanding in our interdependent world.

Commitments and Strategic Directions

We live our mission and values. We are dedicated to realizing our aspirations. A vision of innovation, of collaboration, and of making the most of the distinctive richness of our many disciplines brought alive in smaller, more personal learning communities emerges from our aspirations and commitments. These COMMITMENTS guide our planning, decisions, and resource allocation and will earn us a national and global reputation. Each Commitment (**bold**) includes a narrative that more fully describes Pacific in the future as well as Strategic Direction statements (**blue**) that further give clarity to Pacific's pursuits through 2015. Each Strategic Direction is supported by specific goals and outcomes (**green**) that will be regularly updated.

1. Pacific is committed to fostering a culture of innovation across the University.

The Vision: Following the call of the Regents, Pacific has built on the dramatic strengthening of the University in the prior decade, 1996-2006. Pacific has become more distinctive by becoming more flexible and inventive, especially by creating innovative and integrative academic programs, by developing creative solutions to provide better service to students and all clients, and by becoming more engaged with innovative organizations outside the University. By focusing on experiential learning and learning outcomes, all students are engaged in learning beyond the campus and many in research projects with their faculty. Launching the "Collaboration Vision Teams" in 2005 energized cross-unit collaboration that has generated many innovative programs, both on the campus and around the world. A distinctive blend of interdisciplinary programs linking undergraduate teaching with applied masters programs has led to increased undergraduate and graduate enrollment, especially in science, engineering, and the health sciences, leadership development and entrepreneurship, as well as in international programs here and abroad. Centers and institutes serving public needs in Business, Education, Law, SIS and the College are incubators for innovation as well as revenue sources. The robust restructured School of Education is responsive to changing regional needs through more varied degree programs that are added and ended. Other schools have found that flexibly adding and subtracting programs is easier through increased collaboration with other units. Significant revisions of administrative technologies and ways of working have allowed innovation to take hold both in academic programs and in services to students, employees, and external clients.

1.1. Enhance university structures, processes, and resources to better support innovation and to enable faculty and staff to take advantage of new opportunities. Specific structures include horizontal integration and collaboration across units; administrative, accounting, budgeting, and enrollment systems; improved communication; and new educational and service delivery models.

- 1.1.a. Enhance planning processes by 1) establishing an ongoing planning process to allow for the annual submission, development, critique, and recommendation for funding of innovation proposals, and 2) enhancing administrative program review to align expectations of service units with the core and aspirational values of the University.
- 1.1.b. Fund innovation by identifying external funding sources for innovative programs, projects, and services and by expanding revenue allocation models to stimulate entrepreneurship within academic and support units. Examples of new models may include flexible fiscal management systems, incubator programs, and technology transfer mechanisms.
- 1.1.c. *Business Innovation and Entrepreneurship CVT* – Establish a business incubator program for creating and commercializing new ideas and making Pacific a catalyst in regional economic development. The CVT includes Business, Pharmacy, and Engineering to start.
- 1.1.d. Add instructional activities in non-traditional modes that include evenings, weekends, remote sites, and through innovative delivery methods to support enrollment growth in areas of high market demand and to maximize use of resources.
- 1.1.e. Develop a comprehensive system to ensure all the resources necessary to successfully implement an innovation are identified and provided for, including business and administrative processes, space and equipment needs, and human and fiscal resources.
- 1.1.f. Create flexible business and administrative systems to respond to innovative educational delivery models and improved customer relationships. Specific attention should be paid to Banner term and campus codes, services that directly impact student learning, programs that span across current budget structures, and innovative technological applications.

1.2. Expand innovation in academic programs.

- 1.2.a. Innovative programs are listed throughout the plan; those listed here are especially innovative in higher education.
- 1.2.b. *Graduate Program in International Development CVT* - Adapt a world-wide, interdisciplinary Masters and Ph.D. program in International Development from a major university. The CVT includes International Studies, Law, Education, Pharmacy, and the College.
- 1.2.c. *Social Entrepreneurship Initiative CVT* - Develop experiential learning opportunities for students with social entrepreneurship organizations world-wide and integrate into the International Development graduate program. The CVT includes International Studies, International Programs & Services, Career Services, and potentially all schools.

- 1.2.d. *Inter-American Program CVT* - Create a certificate program for US and Latin American students in any academic major to develop “inter-American professionals” through a one-year Spanish-speaking residency, inter-American studies courses, cross-cultural training, and an internship requiring Spanish-language in an inter-American context. The CVT includes International Studies, the College, and professional programs.
- 1.2.e. *Center for Digital Media Arts CVT* - Create a new undergraduate major in digital media and a Center for Digital Media and the Arts. The CVT includes Engineering, the College, Conservatory, Library, and Educational Technology Services.
- 1.2.f. *Global Security Law & Policy CVT* - Create new masters and certificate programs on Global Security Law and Policy on the Stockton and Sacramento campuses. The CVT includes the Law School, the College, and International Studies.

1.3. Create incentives for staff and faculty to be innovative.

- 1.3.a. Formally recognize innovative activity in faculty and staff evaluations and in promotion.
- 1.3.b. Enhance support for faculty research, publication, and professional presentations through seed, bridge, and development funding and through the commercialization of University based research and innovation.
- 1.3.c. Increase opportunities for faculty and staff to develop and apply innovative ideas such as a pre-tenure faculty development leave program, an administrative staff sabbatical leave program, and staff innovation awards.
- 1.3.d. Communicate a culture of innovation through telling the stories of innovative people and programs, seeking significantly increased exposure in regional, national, and international publications.

1.4. Enable units to revise, restructure, or phase-out less current, low-demand programs and services.

- 1.4.a. Implement a revised academic program review process that facilitates development of more distinctive and high quality academic programs.
- 1.4.b. Include in the revised administrative program review process a mechanism to refresh and/or replace services across all divisions.
- 1.4.c. Restructure the organization and staffing of academic units to better respond to innovative program opportunities, beginning with the Benerd School of Education.

2. Pacific is committed to supporting collaborative, multidisciplinary programs and to integrating liberal arts and professional education.

The Vision: The General Education Program has become renowned for its strong core and its integration of liberal arts education with the broad aims of the professional programs. It is reinforced by a model program for first-year undergraduate students that links academic programs to leadership development, experiential campus learning, and alumni mentors. Residence halls are defined by collaborative learning communities focused on specific interdisciplinary themes that respond to community needs or are spin offs of innovative academic programs. New multidisciplinary programs continue to emerge through the innovations generated a decade earlier, and these programs continue to involve several schools as well as the College. The three campuses of the University are well integrated through efficient and effective administrative and student services. Several Stockton based units have active satellite programs on the Sacramento and San Francisco campuses, and students frequently shuttle among the three campuses to pursue expanded experiential learning opportunities. Undergraduate research is often linked to interdisciplinary undergraduate and graduate programs within the region. The focus on collaborative graduate programs has spawned innovative, field-based, capstone projects rather than traditional theses and dissertations. Professional masters programs dominate graduate studies led by the Vice Provost for Graduate Studies, Research, and Collaborative Programs. Alumni are engaged in many of these endeavors, especially through the “Alumni College Online” non-degree programs for professional and personal development that keep alumni engaged in a “lifelong learning community.”

2.1. Support and promote a General Education program and integrated first-year undergraduate experience to be a national model.

2.1.a. Building on past innovations, attain a model general education program that supports the integration of the liberal arts with professional education and supports the development of the whole student (see Commitment 4).

2.1.b. *First Year Experience: Building a Culture of Student Success CVT* – Develop, organize, and administer a comprehensive first year experience for Pacific students to support their academic integration and success through innovative approaches to orientation, mentor advising, residential learning communities, leadership development, Pacific Seminar first year courses, and e-portfolio assessment that includes reflective learning on leadership development and achievements, residential learning communities’ outcomes, and life/career planning. The CVT includes many offices in the Student Life division, the General Education program, and Academic Support Services.

2.1.c. Develop and sustain a structured program of writing across the undergraduate curriculum.

2.1.d. Integrate alumni into the program using the Pacific Seminars and by creating a living resume for alumni as an extension of their electronic portfolios.

2.2. Advance collaborations and multidisciplinary approaches for undergraduates.

2.2.a. Promote current collaborative programs of distinction, such as expanding accelerated programs with Law.

2.2.b. Target specific programs for increased collaboration, such as College science with health sciences and engineering, the visual and performing arts, and integrated leadership programming.

2.2.c. *Undergraduate Concentration in International Law CVT* - Develop a new concentration/minor in international law for any undergraduate student. The CVT includes International Studies, Law School, and the College.

2.2.d. Develop undergraduate student learning experiences on all three campuses.

2.2.e. Collaborate among academic units and the Office of Alumni Relations to educate alumni and students on alumni programs and philanthropy.

2.3. Leverage collaboration in graduate and professional education.

2.3.a. *Bioinformatics and Biotechnology Collaborative Initiative CVT* - Establish an undergraduate program in bioinformatics with a plan for a master's degree. The CVT includes Engineering, Pharmacy, Dentistry, and the College.

2.3.b. *Nanotechnology Initiative CVT* - Establish an undergraduate teaching emphasis and research program in nanotechnology tied to graduate programs and industry. The CVT includes Engineering, Pharmacy, Dentistry, and several departments in the College.

2.3.c. Develop other new professional and integrated fifth-year masters programs, such as in Civil Engineering

2.3.d. Design and implement affordable, customized graduate/professional degree and non-degree programs in partnership with other agencies to meet emerging needs, such as in professional leadership.

2.3.e. Strengthen international education in every academic unit.

2.3.f. Develop collaborative three-campus alumni programming, including a comprehensive travel program.

2.3.g. Achieve wide recognition for our Academic/Student Life collaborations, including the masters program in student affairs.

3. Pacific is committed to developing highly distinctive programs that are widely recognized for their exceptional quality, design, and learner-centered approach.

The Vision: Pacific has had continued success in recruiting and retaining high quality faculty and staff who continue to develop innovative programs and services through competitive compensation and development opportunities. The balance of teaching, scholarship, and service is well understood; teaching and scholarship are well-supported with endowments that fund a wide array of faculty development programs in the Center for Teaching Excellence and provide a tenfold increase from a decade ago in financial support for faculty and student research and scholarship. The addition of 2-3 endowed faculty positions in each of the schools, keyed to innovative interdisciplinary initiatives, has added stature and reputation to these distinctive programs. The three professional schools of Dentistry, Law, and Pharmacy are all nationally prominent and recruit students from broad geographic areas. The College has leveraged its Phi Beta Kappa recognition to intensify undergraduate research linked to distinctive interdisciplinary programs. Distinctive applied and professional master's (and some doctoral) programs in each of the schools have brought both students and distinction to the units. Business, Engineering, Education, International Studies, and the Conservatory all have at least one thriving, distinctive, master's program, tied both to the undergraduate program and at least one other academic unit.

3.1. Focus on initiatives that broadly support distinctive programs.

- 3.1.a. Endow new faculty positions in each unit that strengthen distinctive and collaborative programs.
- 3.1.b. Advance undergraduate research as a hallmark of the College of the Pacific experience in all disciplines and feature undergraduate research and creative work in one campus-wide event.
- 3.1.c. Design appropriate field-based capstone projects in lieu of dissertations and theses in selected professional graduate programs in Education and International Studies to develop leadership and influence the practice of the professions.
- 3.1.d. Invest in faculty development programs to develop master teachers and promote the best pedagogical practices and the scholarship of teaching.
- 3.1.e. Develop innovative library and information technology services to support research skills at undergraduate through graduate levels.
- 3.1.f. Expand the University's capability to support high quality doctoral level research.
- 3.1.g. Showcase Pacific's highly-distinctive programs to national audiences through exposure, such as faculty interviews on television and radio news programs.

- 3.2. Identify specific distinctive academic programs for development and enrichment, with special attention to selected “CVT” initiatives that are most distinctive and show the greatest promise.
- 3.3. Ensure that selected co-curricular programs achieve distinction.
- 3.3.a. Achieve national recognition for student civic and community engagement programs.
 - 3.3.b. Establish distinctive study abroad programs.
 - 3.3.c. Achieve international recognition for the University Library's distinctive special collections including the John Muir Papers and Brubeck Collection through expanded promotion, outreach, and programming.
 - 3.3.d. Continue transforming the chaplaincy program into a student-centered multi-faith model.
 - 3.3.e. Fully fund the Brubeck Institute and use the model to identify and develop additional distinctive programs for special fundraising efforts.
 - 3.3.f. Focus on key alumni programs, such as Mini-University, Alumni College, lecture series, and Continuous Lifetime Involvement Program to better connect alumni to the University.

4. Pacific is committed to educating the whole student by providing learning opportunities that address all aspects of a student’s growth and development to prepare students at all levels for leadership and service.

The Vision: The focus of educating the whole student is anchored in experiential learning, ethical citizen leadership, rich intercultural opportunities, and links to lifelong learning through alumni. For undergraduates, structured residential life and athletic/recreational engagement are added. Experience-based learning has been described in earlier sections. A strong program central on all three campuses educates students on the benefits of working with people of different ethnic, socioeconomic and other diverse backgrounds. Through curriculum, programs, policies, and community outreach, students are actively engaged in activities that reinforce a positive engagement with diversity. At the same time, every student achieves a broader intercultural education through specific learning competencies that draw on the wide range of cultural and religious backgrounds of the student body, with 15% international students, many from developing countries that have enrolled through contacts with academic programs established abroad. A Center for Leadership Development engages students from all the campuses at all levels in advanced training for ethical leadership in professions and in communities to develop the whole professional. At the undergraduate level, 75% of the students participate in a structured service learning experience to foster citizen leadership and virtually 100% participate in a structured term-long experiential learning/internship experience. An endowed artist and lecture series and increased travel support for students have broadened

cultural opportunities. Division I Athletics and a wide range of recreational activities throughout the region are important strengths.

4.1. Elevate experiential learning to a hallmark of a Pacific education.

- 4.1.a. Achieve virtual 100% participation in undergraduate Experiential Learning, especially through undergraduate research, increased classroom regional travel, expanded international internships, and regional/national/international service learning through social entrepreneurship organizations.
- 4.1.b. Establish a residential learning community program for first year students to increase faculty/student interaction, enhance learning opportunities, and increase new student yield and retention rates.
- 4.1.c. Enhance intramural and sport club programs and maintain a strong Division I athletics program.

4.2. Achieve a fully deployed and distinctive citizen-leader model of leadership development.

- 4.2.a. Establish a center for leadership development that connects academic programming (especially in Business, Education, SIS, and the College), student development efforts, enrollment planning, student/faculty research, and community partnerships.
- 4.2.b. Provide the opportunity and support for all students to participate in service learning or volunteer activity to promote service leadership.
- 4.2.c. Expand interdisciplinary learning and training in ethics through general education and the professional schools.
- 4.2.d. *Certificate in Civic Leadership CVT* - Develop a new certificate program in civic leadership to prepare participants for leadership in governmental and non-profit organizations. The CVT includes the College's Jacoby Center, Student Life, and the Center for Professional and Continuing Education.

4.3. Ensure the health and welfare of the Pacific community.

- 4.3.a. Increase support for the Pacific Women's Center, alcohol education, eating disorders treatment, sexual health, and sexual assault education programs.
- 4.3.b. Expand health services and preventive health care programs to include service provision of faculty and staff with the implementation of third-party billing.
- 4.3.c. Integrate further the three campuses by increasing joint counseling services.
- 4.3.d. Encourage social, ethical, and intellectual development through the development of a student-run Greek standards program.

4.3.e. Provide for child care services for students, staff and faculty.

4.3.f. Provide food services on the south Stockton campus.

4.4. Develop a culture which values, recognizes, embraces, and cultivates diversity.

4.4.a. Increase the applicant pool, financial aid, enrollment, academic performance, and retention of students from diverse backgrounds, orientations, and geographic origins.

4.4.b. Expand students' exposure to diverse cultures by increasing study abroad by 77%, an increase of approximately 10 new students per year.

4.4.c. Infuse diversity content into the University's undergraduate, graduate, and first-professional curricula. Areas for focus include the General Education program, campus-wide diversity requirements, learning outcomes related to diversity, diversity in the practice of their discipline or profession, and linking Gender Studies and Ethnic Studies programs to professional schools.

4.4.d. Infuse diversity content into the co-curricular programming to complement academic offerings. Examples include new faculty-led, short-term international excursion courses, a Multicultural Summer Bridge program, and additional support to multicultural student organizations.

4.4.e. Vigorously maintain the "Diversity Hiring Plan for Faculty," create a diversity hiring plan for staff, and continue to enhance retention and professional development for diverse faculty and staff.

4.4.f. Provide professional development for administration and staff on how to effectively manage diversity in the workplace, thus linking diversity to leadership development.

4.5. Ensure that students understand the value of life-long learning and lasting relationships with the University specifically by building support for career planning and lifelong learning by connecting alumni with current students and learning activities.

4.5.a. Enhance four-year career planning through a "Preparing Pacific Professionals – P³" Program, a series of 1 unit classes designed to parallel and support the unique stages of career development during freshman through senior years, and regional conferences for student, alumni, faculty, employers and Career Center professionals.

4.5.b. Increase the percentage of our graduates who enroll in graduate/professional school.

4.5.c. Engage alumni in all aspects of the University to contribute to student learning and to the career placement of graduates and develop regional alumni leadership in Pacific Clubs, Admissions, Career Resource Center, and a young alumni student recruitment program.

4.5.d. Explore the “Education for a Lifetime” concept whereby ongoing electronic access to content is accessible upon completion of the course, and offer more CPCE opportunities via the web.

5. Pacific is committed to institutional strength and service excellence.

The Vision: Pacific continues to be known as a university that is affordable to disadvantaged students of high potential, and is particularly known for its holistic assessment of applicants as part of the admissions process in all the schools. While the SAT is no longer primary in the determination of undergraduate academic potential, other measures have proved to be more effective. All of the schools have become highly selective (50% selectivity at the undergraduate level), while enrollment has continued to grow steadily over the past decade to 7,500 students. Latino enrollment is now 30%. Graduate enrollment has doubled world-wide, and undergraduate enrollment has grown by at least 600 students. Tuition increases have been moderately higher. WASC’s recognition of the University’s model program to assess student learning has brought increased visibility.

Rising student expectations have urged the University to focus with discipline and perseverance on improving service excellence, administrative efficiency, and client relationships. Painful though the transition has been, the administrative processes of the University have been transformed through focusing on serving students and other clientele and employing technologies to serve University priorities, optimize opportunities, and enliven learning. Long hampered by siloed units and functions, Pacific has finally, since 2010, developed a culture of cross-unit teamwork that has improved morale, increased efficiency, and fostered innovation. Many academic programs now operate on flexible scheduling with modular components. The traditional semester format constitutes only about half of the academic enterprise. Systematic training programs among the three campuses—many online—have improved service and efficiency that accompany the classic Pacific strength on close student-staff interaction.

Each of the campuses is implementing a facilities master plan that continues to improve service and respond to growing regional and national expectations. The new wing at the Dental School provides for global professional development in all programs; a conference center in Sacramento attracts world-wide events; a new theatre and auditorium complex is planned for the Stockton campus as the University has increasingly become a cultural center for the region. The third stage of the science facilities project is under development, and the School of Education, occupying the former Mormon Church property, has had to expand. The School of International Studies anticipates a new living learning unit, and the Business School is designing a new facility. Each of the campuses has added residence halls, even as more students are mobile throughout the region, in clerkships, internships, and other experiential learning among the campuses, and the entire university depends heavily on world-wide interactive video technologies for learning, research, and service.

Meanwhile, through strong Board leadership and a dramatic rise in alumni engagement and alumni giving (up to 30% in 2015), the University's endowment has grown to \$600 million, its bond rating has moved up to 1A, and two more schools were recently "named" through endowments. A successful comprehensive campaign was just completed and another is planned. In addition the University's external marketing, funded through innovative non-degree programs, has captured the imagination of the Western United States and many countries in the Pacific Rim, who look to Pacific as an innovative leader, especially in practice-oriented higher education.

5.1. Enhance administrative systems to center services on students, faculty, staff, and external clients.

- 5.1.a. Ensure key administrative support systems and services are adequate to maintain and increase innovation and adaptable programs.
- 5.1.b. Assign leadership accountability for cross-divisional deployment of highly efficient institutional business processes, data management, and operations.
- 5.1.c. Review for currency the Cost Allocation Model and the indirect allocations currently made to auxiliaries and other similar operations.
- 5.1.d. Develop services to support the information needs and learning goals of non-traditional and remote (distant) learners.
- 5.1.e. Ensure the underlying IT infrastructure is robust, up-to-date, secure, continuously available, and appropriately staffed.
- 5.1.f. Provide information based services via the web in a customer-centric fashion through integrated portal experiences from prospects to alumni to parents to high school counselors.
- 5.1.g. Provide high quality support for the scholarly information needs of all academic disciplines at both undergraduate and advanced research levels by expanding resources and enhancing networked delivery of information.

5.2. Manage enrollment to raise quality, optimize resources, and support investment.

- 5.2.a. Increase undergraduate enrollment from 3400 to 4000, graduate enrollment from 600 to 1200 (triple the average number of doctoral degrees awarded) and generally maintain first-professional enrollments.
- 5.2.b. Increase the number of international students from 150 to approximately 400, 10-15 new incoming freshmen per year.

- 5.2.c. Move toward more holistic admissions criteria in appropriate programs while continuing to increase the academic quality profile of undergraduate and graduate students.
 - 5.2.d. Establish a transfer student center to facilitate admission and enrollment.
 - 5.2.e. Extend professional and continuing education, such as an international professional development program, online extension and certificate programs, and programs focused on alumni needs.
 - 5.2.f. Enhance current enrollment planning activities to support the above goals.
- 5.3. Develop facilities and optimize master planning to support institutional priorities and enhance student learning and development.
- 5.3.a. Upgrade facility technologies to include learning and meeting spaces to include expanded use of one-card for access for new educational delivery models, an IT training center, and distance learning capabilities.
 - 5.3.b. On the Stockton Campus, relocate the School of International Studies, remodel the Benerd School of Education, and expand science and engineering facilities in the vacated Biology wing. Additionally, ensure completion of the Knoles Hall renovation, Multi-Purpose Recreation/Athletic Center, Library renovation, Technology Center, OIT relocation/expansion, additional residence halls, and WPC and Classroom Building renovations.
 - 5.3.c. On the Sacramento Campus, complete renovation and expansion of the Law Library, instructional and faculty office facilities, Fuller Hall Advocacy and Conference Center, McGeorge Alumni House, the construction of additional student residential units, improvements in campus signage and beautification, and location of an adequate IT facility.
 - 5.3.d. On the San Francisco Campus, construct an addition to the Dugoni School of Dentistry and provide additional student residential facilities.
 - 5.3.e. Plan for long-term capital projects such as the replacement of Long Theater, art gallery spaces, a new Business School facility, Conservatory rehearsal facilities, pharmacy/health sciences rotunda, appropriation of the Mormon Church, and a Sacramento administration center and Institute building.
- 5.4. Build capacities to advance the institution through investments management, fundraising, and marketing.
- 5.4.a. Maintain high endowment performance and achieve a bond rating of ---.

- 5.4.b. Complete a successful comprehensive fundraising campaign of approximately \$500 million, including endowments for distinctive programs, such programs as General Education and Honors, and at least two faculty positions in each school.
- 5.4.c. Develop a funding model to increase gift support for approved existing/new distinctive programs.
- 5.4.d. Increase undergraduate school alumni giving to 25% annually and professional school alumni giving appropriate to each school.
- 5.4.e. Improve internal and external communication programs by developing the use of email and portals, emerging technologies, and online communities.
- 5.4.f. Improve accountability to current and prospective donors through improved endowment management and reporting.

5.5. Strengthen and integrate assessment, accreditation, and program review.

- 5.5.a. Extend the Pacific Rising 2008-2015 planning process to detailed unit level planning incorporating innovation planning, assessment, accreditation, program review processes, and student involvement.
- 5.5.b. Align university planning to regional accreditation guidelines for 2010 site visit and achieve reaffirmation of regional accreditation through a self-study process that builds on university priorities.
- 5.5.c. Incorporate more fully the assessment of university-wide and program specific learning objectives into the University's assessment plan, in part by enhancing expertise in learning assessment in each academic program and integrating academic and student life learning outcomes.
- 5.5.d. Implement a revised program review process that leads to the development of distinctive and high quality academic programs. Implement a similarly improved process for academic support programs and programs in all divisions.

5.6. Recruit, hire, and develop the best staff and faculty.

- 5.6.a. Develop models that more fully identify and reward staff productivity, accomplishment, innovation, and community leadership and service.
- 5.6.b. Continue a competitive Stockton Campus salary plan for faculty and staff and develop and implement faculty and staff salary plans for the San Francisco and Sacramento campuses.

5.6.c. Increase employee recruitment and retention through the development, implementation, and evaluation of a Peer-to-Peer coaching program.

6. Pacific is committed to expanding and enriching partnerships in its local, regional, national, and global communities.

The Vision: Ten years earlier, Pacific decided that a key choice was not “either-or”—either focus on the Central Valley or on our national/international presence—but rather how to link the two, because great universities are both local and global at the same time, because the dynamic, growing Central Valley of California called the university to leadership, because global interconnectedness through technology and travel enables Pacific to have close interaction with both arenas, and because regional challenges to achieve diversified economic and social development, improved health care and K-20 education, and a richer cultural life required the University’s engagement. Pacific works closely with higher education consortia (key is UC-Merced) funded by state and federal programs that serve California and is deeply involved in high school reform locally, regionally and nationally. Pacific’s partnerships with corporations and industry include beta test sites on the campus. In addition, each of the schools has a three-way partnership to promote global, civic engagement with a social entrepreneurship organization in northern California and a developing nation. These partnerships provide faculty and student research, internship, and exchange opportunities. The Central Valley is linked to the world through Pacific’s distinctive social entrepreneurship program. The University’s professional development centers in the Pacific Rim, based in partner universities in San Francisco, Santiago, Singapore, and Seoul, provide unique interdisciplinary leadership programs for professionals around the world. The national marketing of the University has broadened its reputation and brand value.

6.1. Support the region through institutional strengths in economic and social development, health care, science applications, K-20 education, professional leadership, and cultural enrichment.

6.1.a. *Center for Health Promotion & Advocacy CVT* - Establish an interdisciplinary center for underserved populations with activities in research, education, service and advocacy for health issues and delivery systems. The CVT includes Dentistry, Pharmacy, Speech-Language Pathology, Physical Therapy, Law, Education, and Music Therapy.

6.1.b. Support economic development and partnerships through local investments and venture capital and pursue stronger governmental relations to enhance funding for regional partnerships and identify additional corporate and governmental partners for synergistic opportunities.

- 6.1.c. Continue to develop the Natural Resource Institute for the University to be an “honest broker” to help resolve regional resource issues related to water, air, and land. This institute includes the College, Business, Engineering, and Law.
- 6.1.d. Strengthen and coordinate the many K-12 and K-20 partnership programs.
- 6.1.e. “Re-invent” the preparation and professional development of high school teachers in pursuit of high school transformation through collaboration with area high schools.
- 6.1.f. Strengthen community relations and enhance student recruitment through local/regional organizations that serve under-represented and underserved populations.
- 6.1.g. Strengthen academic unit advisory boards and increase their geographic representation.
- 6.1.h. Establish a public artist-lecture series for the region.
- 6.2. Connect our strongest regional initiatives with national and global partnerships.
 - 6.2.a. Ensure that the Social Entrepreneurship CVT links student and faculty participation in regional organizations to global organizations.
 - 6.2.b. Ensure that the Inter-American CVT is adequately represented with regional and international students.
 - 6.2.c. Strengthen the “Diversity Pipeline” projects in Law and Dentistry to become national models.
 - 6.2.d. Partner with institutions in the Pacific Rim to deliver multidisciplinary professional development programs and to link economic and social development, entrepreneurship, health care, and professional leadership.

Next Step for Planning

This plan must be dynamic to be sustained through 2015. The Commitments should be relatively stable through the planning period with minimal change. The Strategic Direction statements should be periodically reviewed by the Institutional Priorities Committee with recommendations for revisions forwarded to the President. The Goal and Outcomes statements should show a high degree of change as accomplishments are achieved and as the institution responds to a changing environment. The Goals and Outcomes find their source in the plans of the units and divisions of the University. Initially, the units should begin to amend their strategic and tactical plans as they find ways to accomplish the goals and outcomes of this plan. Then, through annual planning, the units will propose new University Goals and Outcomes.

To accompany this document, an additional assessment plan will be generated that specifies measures of the goals and outcomes. These should be tracked and periodically reviewed to determine progress. Specific learning outcomes are not articulated in this document, and outcomes must be present in the unit plans, as many are unit specific.

An ongoing innovation planning process will be developed based on the criteria and processes developed to support the 2005-06 Collaboration Vision Teams. Some of the first CVT's will continue proposal planning in a second year and some new ideas will surely come forward. The innovation planning process will be overseen by the IPC, which will make recommendations annually to the President for modifications and funding.