San Francisco

Stockton

Sacramento
Why Universities Need to Change
To the University Community:

Since 1851 Pacific has been innovative and progressive, educating our students with an eye to the future. Consider the audacity of our founders, who bestowed the name “University of the Pacific” on a school with one building! We’ve demonstrated our pioneering spirit many times over the years...now it is time for Pacific to innovate again. Higher education is going through tremendous changes in front of our eyes. We must prepare to succeed in this “new normal.”

A college degree has always been a wise, albeit large, investment for a student; yet we may be reaching the limits of affordability. In recent years we have seen a loss of wealth, the collapse of home values, and the inability of our state or federal governments to maintain financial aid to students. While there has been growth in the number of young people who know education is important and want a degree, many are struggling to afford college, and are increasingly worried about taking on debt.

At the same time, technological and global economic changes are leading some people to ask, “Why go to college at all?” Why pay for knowledge that appears to be available online for free? Or, why pay the costs associated with a brick and mortar campus when online schools offer a cheaper “no frills” path to a degree?

University of the Pacific must make sure we are providing value to our students that justifies their investment. We must plan a future for the University that makes it crystal clear to a prospective student: why Pacific?

It is time to ask ourselves:

• What value will we provide that makes it worth a student’s financial investment of $150,000 or more to get a degree from our University?

• What confidence can a student have that, upon graduation from Pacific, she will have the knowledge, skills and abilities she needs to succeed at her first job and be ready to be an effective citizen and leader?

• How certain can a student be that he will gain the knowledge, skills and abilities he needs to be prepared for his third or fourth jobs…the ones in fields that don’t even exist yet?

• How can we ensure that the educational opportunities at University of the Pacific are compelling enough that prospective students with many options will choose to attend Pacific over any other school?

We have good reason to be optimistic. We have a clear mission, steadfast values, a long history and beautiful campuses. Nevertheless, it is time for Pacific to address these questions of relevance, value and competitive edge straight on. We must be bold and think big. It is time to create an unambiguous case for “Why Pacific?”

Thank you for working to ensure our fine University is ready for its next 160 years.

Sincerely,

Pamela A. Eibeck, PhD
President
Pacific’s Strategic Planning Process
# Pacific’s Strategic Planning Process

<table>
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<th>Phase One: Scanning</th>
<th>Phase Two: Divergent Thinking</th>
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- **How do we best design a planning process?**
- **What is happening now around us?**
- **What is the future in 10 years?**
- **How does this affect us?**
- **What assumptions will be made about Pacific’s future?**
- **What “big ideas” might form the basis for new strategy?**
- **What specific strategies should Pacific pursue?**
- **How do we accomplish the strategies?**
Pacific’s Strategic Planning Process

Board of Regents

- Council of Deans
- Institutional Priorities Committee
- Academic Council
- Staff Advisory Council
- ASUOP
- Institutional Effectiveness Committee
- Alumni Association Board

President & Cabinet

Strategic Planning Committee
10-12 members

- Strategic Working Group
- Strategic Working Group
- Strategic Working Group
- Strategic Working Group

External Stakeholders
- Alumni and Employers
- Friends and Others
Planning Criteria & Assumptions
Planning Criteria & Assumptions

**Regents’ Planning Criteria** are used to:

- Provide a vision for setting strategy
- Set intent about directions the new strategic plan will take the University

**Cabinet Planning Assumptions** can be used to:

- Set broad directions
- Establish more specific boundaries or limits for new strategies
**Regents’ Planning Criteria**

1. Be innovative and bold with the power to positively transform the University and its contexts.

2. Redefine the role of Pacific's three locations to create a single distinctive brand for Pacific.

3. Strengthen and diversify Pacific's revenue streams.

4. Be powerful enough to establish our competitive edge for "Why Pacific?"

5. Enhance Pacific’s global engagement.

Cabinet Planning Assumptions

1. **Mission**: Our mission has served us well, differentiating us from our competition through a commitment to providing a superior learning experience that is student centered, integrating liberal arts and professional education, and preparing responsible leaders. We plan no change to the mission statement at this time, although it may require refinement once the new strategies take form.
Cabinet Planning Assumptions

2. **Student quality**: Pacific is proud of the education we provide our diverse student body and the powerful ways our alumni use their education to better themselves and the world around them. We must continue to ensure that the students we attract to Pacific arrive prepared and able to be successful in a university that holds high standards for both teaching and learning.
Cabinet Planning Assumptions

3. **Student success**: Our institution’s future depends on our students’ success in achieving their learning outcomes; in affording their education; in completing their studies in a timely manner; in finding a job; and in forming a lifetime bond with their alma mater.
4. Institutional growth: Our goal is to offer academic degree programs that compel students to choose Pacific over our competitors. These programs could serve students similar to those we already serve, or expand in growth segments such as adult, part-time and international students. The specific locations for growth (one of the three campuses or on-line) will be determined by the programs and the students they are designed to attract. Given the opportunities to serve new student market segments in San Francisco and Sacramento, it is likely enrollments will grow in those regions.
Cabinet Planning Assumptions

5. **Revenues**: Pacific is currently highly dependent on tuition revenues from a small number of programs. In order to remain financially robust, we must diversify our revenue streams. We should offer a larger number of high-demand academic programs; build a strong culture of philanthropy; and attract external funds to support programs, services and initiatives.
Cabinet Planning Assumptions

6. **Change**: Pacific has a long tradition of changing in response to the needs of the times. The issues of affordability, competition from for-profits, and a changing job market mean Pacific must have high value for prospective students. We must be focused, efficient, and offer compelling, high quality academic programs that can attract targeted students. This may require changes in our academic program mix, how we operate, and how we allocate resources. Specific changes will be determined to a large extent by the strategic directions we adopt.
Setting Strategy
Setting Strategy

6 Strategies

Implementation:

Consider Our Values

Mechanisms/Modifications

Key Strategic Indicators/Outcomes
Strategies

One University, Three Campuses
Multidisciplinary & Expanded Health Programs
Global/International Engagement
Accelerated Options
Experiential & Community Learning
Lifelong Pacificans
One University, Three Campuses

The university has a presence in the three major hubs (Stockton, Sacramento, and San Francisco) that make up the outer boundaries of the “Northern California Megaregion” (NCM). The NCM is recognized as a global leader in information technology, health sciences and biotechnology, green technology, agriculture, and policymaking. The “one university” strategy seeks to coordinate programs and activities across our three campuses in order to act as one institution serving the higher education needs of the NCM. Pacific will be able to offer programs that best fit the economic and civic activities near each campus location, in turn facilitating collaboration with regional leaders and access to new student populations.
Multidisciplinary & Expanded Health Programs

Advances in technology, personalized medicine, and diagnostics will increase the impact of health-related fields on the future economy. This strategy seeks to leverage Pacific’s strengths in the health sciences by building multidisciplinary programs that combine health disciplines with other fields, such as law, business, engineering and the liberal arts. The strategy would further strengthen Pacific’s reputation as a leading university in health-related fields and would help attract highly prepared entering students throughout the university.
Global/International Engagement

This strategy will establish Pacific’s international reputation and prepare graduates to compete in a globally interconnected world. The strategy will encompass increased study abroad participation by domestic students, increased enrollment of international students, increased applications for international fellowships, and enhanced intercultural competencies of faculty in their disciplines. Global/international engagement will expand the potential student pool, maintain student quality, and enrich the cross-cultural understanding of all.
Accelerated Options

Pacific has been a pioneer in offering accelerated programs that reduce the time required to attain a degree for interested and motivated students who are capable of completing such programs. Accelerated programs have already earned Pacific distinction and a strong competitive position in health sciences and engineering. This strategy will provide students an option to complete undergraduate, graduate, or professional programs in an accelerated timeframe through a combination of greater scheduling flexibility (e.g. year round education), admitting academically prepared students carrying heavier course loads, trimming requirements where possible, and streamlining pathways between undergraduate and graduate or professional education. It is recognized that some programs may be difficult to accelerate and that some students may choose on their own to decelerate to enhance their learning.
Experiential & Community Learning

Experiential and community-based learning is important to developing students as leaders, a central part of Pacific’s educational mission. It can also lead to new research and course development for faculty. This pedagogical model places students in structured learning experiences in community-based or professional settings where they can apply and test their classroom-based knowledge and skills. Pacific would identify experiential learning opportunities across the institution and explore ways to develop these opportunities with the goal of providing every student with experiential options in their major field of study.
Lifelong Pacificans

The “Lifelong Pacificans” strategy would change the focus of the relationship between students and the university from one based primarily on degree completion to one based on ongoing personal and professional development throughout the life course. Both Pacific and its students would recognize the value such a lifelong relationship offers through networking opportunities, discounted programs and services, and follow-on advising and education designed to enhance career and personal development. Such a lifelong perspective would serve the institution by reducing the costs of acquiring students for follow-up degrees, enhancing the success of students and alumni through the university-based network created, and encouraging alumni giving.
Implementation

Consider Our Values
• humanistic, holistic learning
• integrated liberal and professional learning
• teacher-scholar model
• serving the community (scholarship, service)
• relationship based (individualized) learning

Key Strategic Indicators/Outcomes
• net revenue
• revenue diversification
• new populations of learners
• student success
• increase and leverage collaboration
• philanthropy/fundraising

Mechanisms/Modifications
• revised learning model
• year round learning
• individualized/self-directed learning
• organizational capacities and change
• academic program mix
• resource allocation models
• faculty/staff learning and development
• technical capabilities
Please Give Us Feedback

http://go.pacific.edu/planning/

Thank you!