University of the Pacific seeks an innovative and inspiring leader to serve as Founding Dean of the School of Health Sciences. This is an exciting opportunity to serve and lead during a new era of transformational growth.

UNIVERSITY OF THE PACIFIC
A leading Northern California university

University of the Pacific is a nationally ranked private university with three distinct campuses united under one common goal: to educate and prepare the leaders of tomorrow through intensive academic study, experiential learning and service to the community.

The University’s distinctive Northern California footprint includes its Stockton campus in the heart of the state’s important agricultural region, widely recognized as one of the most beautiful campuses in the west. The Stockton Campus is home to the College of the Pacific, Conservatory of Music, Benerd College, Eberhardt School of Business, Graduate School, School of Engineering and Computer Science, School of International Studies and the Thomas J. Long School of Pharmacy. The San Francisco campus, situated in the South of the Market (SoMa) hub, the nexus of high-tech and finance, is home to the renowned Arthur A. Dugoni School of Dentistry and graduate programs in health care and technology.

Pacific’s endowment is at $453 million as of June 30, 2018, and the $300 million Leading with Purpose campaign has raised $238 million to date. In February 2019, Moody’s confirmed Pacific’s stable fiscal outlook with an A2 rating.
STRATEGIC PLANNING

The University of the Pacific has been striving through multiple strategic plans to grow enrollments, increase health care educational opportunities for students and ensure outstanding program quality and educational experiences in health sciences (Pacific 2020, Academic Strategic Plan, Pacific 2020R and the Strategic Enrollment Plan). Since 2012, when the Pacific 2020 strategic planning taskforce was charged, there have been ongoing conversations focused on expanding health care program offerings. The Academic Strategic Plan “Crossing Boundaries” addresses the need for infrastructure to support new and existing health care and health-related programs by calling for the exploration of developing a health sciences school. Pacific 2020R specifically calls for the development of an innovative health school to house Pacific’s expanding health care program portfolio. In February 2019, the Board of Regents (BOR) requested that a plan for the health school and its academic portfolio be brought forward at the April 2019 BOR meeting. The School of Health Sciences is the culmination of these efforts.

DEMAND FOR HEALTH PROGRAMS

The national landscape for health care jobs continues to grow, offering Pacific opportunities to leverage its stellar reputation in health care education, to grow enrollments in existing programs and to add new health care professional programs. According to the U.S. Bureau of Labor Statistics, employment in all health care occupations is projected to grow 18% from 2016-2026, considerably faster than the average occupation growth rate of 7%. Pacific’s academic health care program portfolio (existing, new and proposed) includes its premier and highly enrolled programs in dentistry and pharmacy (with entering classes of 150 - 200 students), and a suite of programs with smaller enrollments and high growth potential. Projected employment growth rates for these health care programs are shown on the right. Student demand in each of these nine programs is high nationally and in California, providing excellent potential for sustained enrollment growth.
<table>
<thead>
<tr>
<th>Program</th>
<th>USBLS Job Outlook 2016-2026 Growth</th>
<th>CA EDD State/ Regional Outlook Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Training</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Audiology</td>
<td>21%</td>
<td>18%</td>
</tr>
<tr>
<td>Clinical Nutrition</td>
<td>15%</td>
<td>21%</td>
</tr>
<tr>
<td>Nursing</td>
<td>15%-31%</td>
<td>23%</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>Physician Assistant Studies</td>
<td>37%</td>
<td>34%</td>
</tr>
<tr>
<td>Social Work</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>Speech-Language Pathology</td>
<td>18%</td>
<td>16%</td>
</tr>
</tbody>
</table>
CURRENT ADMINISTRATIVE STRUCTURE

Audiology, Speech-Language Pathology, Physical Therapy and Athletic Training are currently administered in the Thomas J. Long School of Pharmacy (formerly Thomas J. Long School of Pharmacy and Health Sciences). Occupational Therapy and the Physician Assistant Studies programs are currently administered in the Arthur A. Dugoni School of Dentistry. Three additional graduate programs in nursing, social work and clinical nutrition (approved by the Board of Regents in April 2019) are also housed in the Arthur A. Dugoni School of Dentistry.

Both schools and their faculty have been enormously helpful in shepherding these new programs through the shared governance process. However, the seven new programs have placed an administrative load on oversight, budget and operations that is growing beyond both schools’ capacities. In addition, new administrative staffing is needed to support these programs’ shared pedagogies, student learning experiences, student success, fundraising and alumni support at the level of excellence that Pacific expects of all of its programs. With the addition of these new health care programs, as well as programs in development, the administrative structures of both the School of Dentistry and the School of Pharmacy can no longer support these programs appropriately without the addition of significant new resources and staff.

A review of institutions with professional health care programs indicates that the concept of a School of Health Sciences housing a suite of similar programs to those of Pacific, distinct from Schools of Pharmacy and Dentistry, is common. In California, only two (Pacific and Touro University) of the fourteen schools of pharmacy offer non-pharmacy degrees. Similarly, dental schools in California overwhelmingly focus their efforts on dental education including dental hygiene, dental specialties, and opportunities for international dental education. At other institutions, programs with large student enrollments (e.g., Pharmacy and Dentistry programs at Pacific), are generally organized into schools that focus on a singular discipline, while other smaller programs are co-located in a “health school.” Best practices suggest that co-locating smaller health care programs with much larger programs is not in the best interest of the students, faculty or institution. As delineated below, there are significant benefits to students and faculty at Pacific in bringing these similar programs together in a single administrative unit (i.e., the School of Health Sciences).
PROPOSED ADMINISTRATIVE STRUCTURE

The suite of nine health care professional programs identified above (Athletic Training, Audiology, Clinical Nutrition, Nursing, Occupational Therapy, Physical Therapy, Physician Assistant Studies, Social Work and Speech-Language Pathology) are anticipated to be administratively housed in the School of Health Sciences. The School, with several new programs beginning in similar time frames, and in collaboration with two programs with long institutional history (Physical Therapy and Speech-Language Pathology) will provide novel opportunities for these programs to develop synergistic pedagogies, some shared courses and learning experiences, curricular innovations that cross programs and inter-professional education (now a standard accreditation requirement for health care professional programs). The School of Health Sciences will provide opportunities for its faculty to shape the culture and identity of their programs through greater relative shared governance representation, to have a strong voice in decision making with other programs of similar size, to create collaborative learning and student support experiences for students who will practice together in health care settings, and to build a cohesive school identity for its students and graduates reflecting the team based learning and experiences and culture that the faculty and their students establish. The School of Health Sciences will ensure that programs, students, faculty, and staff are appropriately supported administratively to achieve their shared vision for the school.
POSITION SUMMARY

The ideal candidate for Founding Dean of the School of Health Sciences must have a terminal degree in a health science discipline and a strong understanding of health care systems.

The Founding Dean should be qualified to provide leadership in professional health science education and practice including research, scholarly activities, and service.

The Founding Dean will be the chief administrative and academic officer of the School and will have direct access to the Provost or other university officials who are delegated with final responsibility for the University and the School. The successful candidate will find an extraordinary opportunity to bring the School of Health Sciences and its programs to national prominence. He/she will be operationally astute, highly knowledgeable about opportunities in service and research between clinical professions and health practitioners, and familiar with recent advances and challenges in all disciplines housed within the School. The Founding Dean will have the opportunity to shape and expand the School through targeted recruitment of high impact faculty members, investments to support growth in extramural research grants, build community engagement by joining efforts with an expansion of participatory research, and articulate a vision that inspires philanthropic funding.

The successful candidate must be an innovative, collaborative, dynamic leader who is able to unite and inspire administrators, faculty, staff, preceptors and students toward achievement of the mission and goals of the School while enhancing and building the culture. The Dean will be responsible for ensuring that all accreditation requirements of the programs are met, including the timely submission of all reports and notices of planning for substantive changes.
Qualified candidates should also possess the following background and skills:

- Knowledge of curricular development, assessment, experiential education and Interprofessional Education (IPE); preferred candidates would have knowledge of entrustable professional activities
- Significant experience in strategic planning and developing new programs
- Knowledge of responsibility center management budgeting
- Significant experience and success with fundraising and developing relationships with benefactors and philanthropists
- Experience with accreditation
- A high degree of confidence, with humility and a servant leader mentality
- The credentials to be a tenured professor, demonstrating excellence in teaching, scholarship and service to both the institution and the profession
- A commitment to enhance diversity, equity and inclusion
- Strong recruitment and retention skills to continue to attract high quality faculty and staff
- Active leadership in state and national health care professional organizations
- Experience in overseeing patient clinics and/or service
- Strong communication and relationship-building skills, with a student-centric and servant leadership approach
- Excellent advocacy, negotiation and conflict management skills on behalf of the School while remaining committed to the University’s overall success
- Visibility, transparency, honesty and trustworthiness and flexibility
The focus of the School of Health Sciences is to prepare students for patient care across the lifespan with emphases in rehabilitation, mental/behavioral health, and aging. Pacific will succeed in this focus by establishing innovative, collaborative curriculum and pedagogies, empowering students to contribute to the lifelong wellness of the communities it serves through their professional practice.

While the School will be administratively located on the Sacramento campus, programs anticipated for inclusion will be located on all three Pacific campuses. The School of Health Sciences will empower faculty and students to thrive in ways that current administrative structures cannot support. Faculty will be supported through increased opportunities for collaborative and interdisciplinary teaching, scholarship, and clinical service for Pacific’s communities by enabling faculty of these smaller programs to have a more pronounced voice in shared governance affecting their programs and students, and through centralized, focused support of programmatically similar assessment, accreditation needs, and shared clinical affiliations. Further, co-locating these programs allows faculty to build intentional, interconnected curricula merging subjects of vital interest (e.g., cultural competence and evidence-based practice and research methods). Students will benefit from these faculty empowerments as their academic programs will be more robust and engaging, and they will be additionally empowered through increased school identity and the School’s focus on IPE.

Historically, students at Pacific identify as much, if not more, with their school affiliation as with Pacific itself. Students in current programs are overshadowed by the much larger pharmacy and dentistry cohorts and alumni bases. By embedding these similarly sized and subject-matter related programs under one administrative umbrella, students will have greater feelings of identification with their school and greater potential for interaction as alumni. This identity not only supports greater student success, but it also builds a more impactful relationship between students and the School, setting the stage for greater alumni interaction and fundraising potential in the future.

Additionally, through the School of Health Sciences, IPE can be intentionally embedded into combined and collaborative curricula. In clinical settings, health care professionals work together as a team to provide patient care. Intentional alignment and arrangement of interprofessional opportunities can mirror this natural intersection through curriculum, simulation and objective structured clinical examination. Embedding IPE across the curricula for all these health care programs will provide students with a unique perspective and prepare them to step into their health care team roles seamlessly, giving them a competitive advantage upon graduation.
Audiology

The Doctor of Audiology (AuD) program is housed primarily on the San Francisco campus along with the Pacific Hearing and Balance Clinic situated in Stockton and San Francisco. There are typically 65 full time students enrolled in the program. There are four tenure-track faculty and one full time non-tenure track academic faculty. There are three full time and one part time clinical faculty members. The program also has several visiting faculty for teaching in the clinical specialties. The degree offered is the Doctor of Audiology. The Doctor of Audiology program has graduated two cohorts of students with a 100% pass rate on the boards for both cohorts. Graduates typically have accepted job offers prior to graduation.

Athletic Training

The Master of Science in Athletic Training (MSAT) program is seeking accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). The program’s Self-Study is due October 1, 2019 with a Spring 2020 site visit. The first cohort of two students will graduate in May 2020 and will be eligible to sit for the National Athletic Trainers’ Association Board of Certification examination once the program achieves accreditation. The second cohort of seven students began the program in Summer 2019. The MSAT program is located in the Main Gymnasium on the Stockton campus. The facilities include offices for three faculty members and an Athletic Training lecture/laboratory space. The program also uses the Athletic Training Facility in the Intercollegiate Athletics building as its main clinical site. Currently, the program employs two full-time non-tenure track faculty members, who also serve as the Program Director and Coordinator of Clinical Education. Accreditation standards require a third full-time faculty be hired by 2023. Four part-time faculty also teach within the program, and a part-time Administrative Assistant is housed in the School of Pharmacy. The only degree offered is the Master of Science in Athletic Training.
**PHYSICAL THERAPY**

The Doctor of Physical Therapy (DPT) program at University of the Pacific functions in the context of a Carnegie doctoral/professional institution located in Stockton, California. With a program length of 25 months since transitioning to the DPT program in 2002, the DPT program at Pacific is the best-established accelerated DPT program in the United States. Pacific has demonstrated a sustained track record of success in preparing practice-ready graduates, who are prepared for careers marked by excellence in clinical practice, distinction in leadership, and fulfillment through service to the community. The ultimate pass rate on the National Physical Therapy Examination by candidates from the program who have taken the exam is 100% for the past 10 years. The program’s nine full-time faculty and 36 students per cohort have made consistent, substantial and sustained contributions to the body of knowledge of physical therapy as they advocate for the health and wellness of all persons in society. The program has been continuously accredited by the Commission on Accreditation of Physical Therapy Education since 1988.

**PHYSICIAN ASSISTANT STUDIES**

The Master of Physician Assistant Studies (MPAS) Degree Program, located on the Sacramento campus, is a full-time graduate level program in the Department of Physician Assistant Education within the Arthur A. Dugoni School of Dentistry. The integrated 27-month long curriculum of both didactic and clinical educational experiences contains 114 units across seven academic semesters. The first class of 45 students matriculated in January 2017 and graduated in April 2019. The program has 86 first- and second-year students currently enrolled, and the admission cycle is currently open for class number four. The program has six full-time and four part-time faculty and utilizes faculty from other health science programs who teach in courses on a regular basis. The mission of the program is to provide students with a superior, learner-centered educational experience that will produce compassionate health care professionals committed to lifelong learning and leadership in their careers and communities. The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) initially granted Accreditation-Provisional status to the program in September 2016.
OCCUPATIONAL THERAPY

The Doctorate in Occupational Therapy (OTD) is a newly approved graduate health care program to be located on the Sacramento campus. The OTD program will prepare students to become reflective practitioners who promote integrated health and wellness behaviors across the lifespan for people, populations and diverse communities. Graduates will be ready to sit for the National Board of Occupational Therapy (NBCOT) certification examination required for California state licensure. The program is an entry-level occupational therapy doctoral degree program and has applied for accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association. The founding program has been hired and is in the process of hiring initial faculty. The academic and clinical space for the new health sciences programs are under architectural review and anticipate beginning construction in the Fall 2019. The first cohort of students will enroll during the Spring 2021 semester (pending ACOTE approval). The program was funded for eight FTE faculty positions and 3.5 FTE staff positions for an eventual annual student enrollment of 122 by year five of the program.

NURSING

The Master of Science in Nursing (MSN) program was approved by the Board of Regents in April 2019 as a new graduate health care program to be located on the Sacramento campus. The MSN program is a post-licensure program designed for working nurses who have a bachelor’s degree in nursing. The goals of the program are to develop nurse clinicians and leaders who promote the health of the population through organizational and system change and who promote interprofessional practice and research in rehabilitative nursing and diabetes care management. The 32-unit program can be completed as either a full-time (four trimesters over 16 months) or part time (six-eight trimesters over 24-30 months). All courses will be primarily online with students only needing to be on-campus in Sacramento for two to four days per trimester for activities including classroom instruction, interprofessional education and skills examinations. The MSN program will seek national accreditation through the Commission on Collegiate Nursing Education (CCNE), an arm of the American Association of Colleges of Nursing (AACN). The program was developed based on the national accreditation standards. The founding program has been hired and is in the process of hiring initial faculty. The first
cohort of students will enroll during the Fall 2020 semester. The program was funded for 3.0 FTE faculty positions and 1.0 FTE staff position for an eventual annual student enrollment of 78 by year five of the program.

**SPEECH-LANGUAGE PATHOLOGY**

The Department of Speech-Language Pathology at the University of the Pacific is located on the Stockton campus in the Thomas J. Long School of Pharmacy (formerly Thomas J. Long School of Pharmacy and Health Sciences). There are six full-time, tenure track faculty members and two full-time, non-tenure track clinic directors. In addition, there are approximately 12 part-time clinical instructors who are hired each semester to supervise students in their on-campus clinical placements. There is one Program Support Specialist staff member for the department, and one Administrative Assistant staff member for the Scottish Rite Language Center Clinic.

A Bachelor of Science degree program in Speech-Language Pathology is available for undergraduate students, and there are typically approximately 80 undergraduate students enrolled in this program. A Master of Science degree program in Speech-Language Pathology is available for graduate students, and there are typically approximately 60 graduate students enrolled.

In the graduate program, there are two tracks: a 15-month program for students who have a bachelor’s degree in the field, and a 24-month program for students who have a bachelor’s degree in another field. Both graduate tracks are accelerated programs, and there has been a 100% passage rate on the national ETS Praxis Examination in Speech-Language Pathology for over two decades. The graduate program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association until October 31, 2019. A reaccreditation application report has been submitted, initial observations have been received and a site visit will take place on November 11-12, 2019.

**CLINICAL NUTRITION**

The Master of Science in Clinical Nutrition (MSCN) program was approved by the Board of Regents in April 2019 as a new graduate health care program to be located on the Sacramento
campus. The MCSN hybrid program offers an entry-level graduate degree that combines in-person academic coursework, distance education coursework, and supervised clinical practice rotations. Twelve hundred (1200) experiential learning hours are included in the 59-unit, four-trimester (16 month) program, which fulfill the required clinical practice hours for eligibility to take the Commission of Dietetic Registration’s RDN examination. The MSCN program has been approved by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) as a Future Education Model Demonstration Program. The program is continuing with the accreditation timeline by submitting a self-study in Fall 2019 and hosting a site visit in Spring 2020. The program is in the process of hiring its founding program director and initial faculty. The academic and clinical space for the MSW program is under architectural review and will begin construction in Fall 2019. The first cohort of students will enroll during the Fall 2020 semester (pending ACEND approval). The program was funded for 3.5 FTE faculty positions and 1.0 FTE staff position for an eventual annual student enrollment of 54 by year five of the program.

SOCIAL WORK

The Master of Social Work (MSW) program was approved by the Board of Regents in April 2019 as a new graduate health care program to be located on the Sacramento campus. The profession of social work centers on improvement of the quality of life for people and the enhancement of human potential for full, productive participation in society. The program’s hybrid curriculum is designed with two options: a 32-unit, 12 month (three trimester) advanced standing option for students with a BSW from an accredited program or a 55-unit, 16 month (four trimester) program for students with any other undergraduate degree. The curriculum is cohort based, full time with significant embedded experiential learning and interprofessional education opportunities. The program has applied for accreditation from the Council on Social Work Education (CSWE) and has hired the founding program director and is in the process of hiring its initial faculty. The academic and clinical space for the MSW program is under architectural review and will begin construction in Fall 2019. The first cohort of students will enroll during the Fall, 2020 semester (pending CSWE approval). The program was funded for 6.0 FTE faculty positions and 1.0 FTE staff position for an eventual annual student enrollment of 91 by year five of the program.
### STOCKTON

<table>
<thead>
<tr>
<th>Program</th>
<th>Faculty (FTE)</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>Athletic Training</td>
<td>2.0</td>
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<tr>
<td>Physical Therapy</td>
<td>9.0</td>
<td>72</td>
</tr>
<tr>
<td>Speech-Language Pathology</td>
<td>8.0</td>
<td>80/60</td>
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### SACRAMENTO

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<td>Physician Assistant Studies</td>
<td>7.0</td>
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<tr>
<td>Nursing</td>
<td>3.0</td>
<td>78 (by 2025)</td>
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<tr>
<td>Nutrition</td>
<td>3.5</td>
<td>54 (2025)</td>
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<tr>
<td>Occupational Therapy</td>
<td>8.0</td>
<td>122 (2026)</td>
</tr>
<tr>
<td>Social Work</td>
<td>6.0</td>
<td>91 (by 2025)</td>
</tr>
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</table>

### SAN FRANCISCO

<table>
<thead>
<tr>
<th>Program</th>
<th>Faculty (FTE)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Audiology</td>
<td>9.0</td>
<td>65</td>
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</tbody>
</table>
The School of Health Sciences will house nine distinct, yet collaborative health care programs.

Six of the nine programs were/are funded by Strategic Investment Funds (SIF) and developed with the understanding that administration in either Pharmacy or the Dental School would be transient in nature until a permanent new health sciences school could be established. Faculty in the other three programs (physical therapy, audiology and speech-language pathology) agree with the transition to a new health sciences school, recognizing the opportunities for benefits and synergies. The addition of new health care programs together with student enrollments of existing programs is conservatively projected to be almost 800 hundred students when newly proposed programs are fully enrolled by FY25. These enrollments would make the School of Health Sciences the third largest school at Pacific based on student enrollment, behind only the College of the Pacific and the School of Pharmacy (PharmD and pre-pharmacy projected enrollments).

Funding for this new administrative structure has been identified without recourse to SIF funding. In alignment with strategic plans, the Academic Division has strategically planned and set aside one-time funding over the years to support the implementation and several years of administrative costs for the School of Health Sciences until it becomes net revenue positive. Additionally, donor funds have been identified and committed to support the development of the School of Health Sciences. These funds, in addition to net revenues from existing programs, are anticipated to fully resource necessary expenditures until the School is net revenue positive in FY23. Budget projections provide reassurance that, beginning in FY23, the School of Health Sciences will be completely self-funded and contribute significant revenue to the University by way of indirect contributions. An organizational chart of the proposed administrative structure is outlined in on page 5.
LIVING IN SACRAMENTO

The position of founding dean of Pacific’s School of Health Sciences will be based in Sacramento, California — a vibrant and engaged community located in the heart of California’s Central Valley, at the confluence of the Sacramento and American Rivers, with more than 300 days of sunshine each year and beautiful tree-lined neighborhoods. Time magazine lauded it as “America’s most diverse city,” while SFGate called it the Fastest Growing City in America.

The Sacramento campus is a 90-minute drive from the San Francisco Bay area and the Napa Valley, and a 2-hour drive from Lake Tahoe and the Sierra Nevada ski resorts.

#1 1st 7th 8th
Game Changing Places to Live
Sunset Magazine

1st
Happiest Workers in a Midsized City
Career Bliss

7th
Best City for Happiest Young Professionals
Career Bliss

8th
Healthiest City in the U.S.
Fit Cities Index

1 of 5
Fittest Cities in America
American Fitness Index

1 of 6
Nation’s Greatest Cities for Food Lovers
Wall Street Journal

1 of 10
Fastest-Growing Retirement Cities in the U.S.
Realtor.com

1 of 10
Best Cities in the United States
Newsweek
APPLICATIONS, INQUIRIES AND NOMINATIONS

The search committee will begin its review of candidates in October and continue until the successful completion of the search.

Inquiries, nominations and CVs with cover letters should be sent to: Pacific-Health@kornferry.com

For first consideration, please submit by October 7, 2019.

The anticipated start date is no later than July 2020.
All candidate materials will be held in strict confidence.

University of the Pacific is an affirmative action and equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, protected veteran or disabled status, or other legally protected characteristics.