

*Pacific Rising*  
*2008-2015*



# Values and Aspirations

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 elaborate the context in which Pacific exists as well as STRATEGIC DIRECTION statements (**blue**) that further give clarity to Pacific's pursuits through 2015. Examples of Goals/Outcomes (**green**) are given for each Strategic Direction. These in the end will be dynamic and updated frequently.

## **1. Pacific is committed to resource growth and management to support ongoing improvements in the quality of education and service.**

*Pacific's higher education environment will intensify in the years ahead as the trajectory of college-bound high school graduates plateaus, as competitor universities (especially UC-Merced) threaten our market share, and as for-profit entities provide more attractive options. Keys to our continued success include balanced enrollment with modest growth based on competitive tuition levels through attractive programs (some non-degree), stronger marketing, increased flexible use of technology, increased alumni engagement to assure fundraising success, and continued investment growth.*

Specific strategies to support this commitment include:

### **STRATEGIES**

**1.1. Build financial capacity through competitive tuition-setting, investments management, and fundraising.**

### **GOALS: some possible examples**

- 1.1.a.** Set competitive tuition, moderate overall tuition discounting, and increase funded financial aid
- 1.1.b.** Conduct a fundraising campaign of \$\_\_\_\_\_ million and build endowment from \$200 million to \$\_\_\_\_\_ million
- 1.1.c.** Secure endowments for distinctive programs and faculty positions and develop a model for gift support for distinctive programs
- 1.1.d.** Achieve a bond rating of 1A
- 1.1.e.** Increase undergraduate alumni giving from 13% to \_\_\_\_\_ annually, increase professional school alumni giving to targeted levels, and improve accountability to donors.

- 1.2. Manage enrollment to improve student quality and success, enhance student selection, optimize resources, and support investment.
- 1.2.a. Move toward holistic admissions criteria as appropriate and increase selectivity
  - 1.2.b. Increase undergraduate enrollment from 3400 to \_\_\_\_\_, graduate enrollment from 600 to \_\_\_\_\_, and generally maintain enrollments in the first-professional schools
  - 1.2.c. Manage instructional resources to ensure optimal educational outcomes measured through student learning assessment
  - 1.2.d. Increase access for economically disadvantaged students
  - 1.2.e. Establish a transfer student center
- 1.3. Optimize master planning to develop facilities that enhance student learning and support institutional priorities.
- 1.3.a. Expand technologies in learning, meeting, and training spaces and in distance learning to meet new program needs
  - 1.3.b. Ensure completion of renovation, remodeling, and expansion projects on the three campuses
  - 1.3.c. Develop new facilities to support student learning, service, residential, and co-curricular goals
  - 1.3.d. Improve signage and beautification on all campuses
  - 1.3.e. Plan for long-term capital projects
- 1.4. Recruit, hire, develop, and retain the best possible staff and faculty and ensure the welfare of the Pacific community.
- 1.4.a. Ensure competitive salaries for faculty and staff and reward staff for innovation, leadership, and service
  - 1.4.b. Expand training and professional development opportunities for all employees
  - 1.4.c. Enhance recruitment efforts and increase overall retention
  - 1.4.d. Expand health services and preventive health care programs
  - 1.4.e. Enhance safety on all campuses
  - 1.4.f. Provide for child care services for students, staff and faculty
- 1.5. Improve and center services on students, faculty, staff, and external clients.
- 1.5.a. Ensure administrative systems support innovations, cross-divisional accountability, and customer-centric services
  - 1.5.b. Build technology planning systems that serve University priorities and ensure a robust IT infrastructure
  - 1.5.c. Closely link unit level planning to University planning and implement a revised program review process
  - 1.5.d. Expand assessment activities to support planning goals and enhance expertise in student learning assessment
  - 1.5.e. Integrate academic and student life learning outcomes

## 2. Pacific is committed to innovation and creativity across the University.

*Pacific has a rich tradition of innovation. Today, in a world compressed by communications, mobility, interdependence, and an unprecedented pace of change, Pacific must be even more creative, adaptable, and innovative. Major universities must be responsive to the global environment especially in academic programs. Systematic investment in innovation is required to maintain our competitiveness over time because innovation requires dynamic adaptability to change. Graduates will become more effective professionals and leaders through an innovative university culture.*

Specific strategies to support this commitment include:

### STRATEGIES

### GOALS: some possible examples

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| <p>2.1. Expand innovation in academic programs, pedagogy, research, and the creation of knowledge.</p>                        | <p>2.1.a. Communicate a culture of innovation and establish an ongoing innovation planning process</p> <p>2.1.b. Facilitate innovation planning through Collaborative Vision Teams</p> <p>2.1.c. Seek new educational and service delivery models and add instructional activities in non-traditional modes</p> <p>2.1.d. Encourage student innovation and the teaching of innovation</p> |
| <p>2.2. Encourage innovation and creativity in administration by empowering individuals and offices.</p>                      | <p>2.2.a. Establish a program or center for administrative innovation</p> <p>2.2.b. Develop administrative processes to better support innovations such as training and development programs</p> <p>2.2.c. Increase opportunities, incentives, and rewards for faculty and staff to innovate</p> <p>2.2.d. Increase horizontal integration and collaboration</p>                          |
| <p>2.3. Enable individuals and units to revise, restructure, or phase-out less current, low-demand programs and services.</p> | <p>2.3.a. Ensure that program review results in revised or replaced programs and services (innovation criterion)</p> <p>2.3.b. Restructure selected units and offices to facilitate innovation</p> <p>2.3.c. Evolve business process through innovative technologies</p>  |
| <p>2.4. Enhance university structures, processes, and resources that support innovation.</p>                                  | <p>2.4.a. Seek external funding for innovation initiatives</p> <p>2.4.b. Improve internal communication and information flow</p> <p>2.4.c. Establish a business incubator to support University innovations</p>   |

**3. Pacific is committed to collaborative, multidisciplinary programs that integrate liberal arts and professional education.**

*Traditional disciplines are increasingly blurred across most fields of study and professional programs which requires Pacific to foster joint programs that exploit our advantage of nine schools—far more than most universities of modest size. Global trends in commerce, service, and the creation of knowledge demonstrate that innovation typically occurs at the intersections of disciplines and fields. Students respond: significant growth is occurring in new blended programs like bioengineering. All thirteen current collaboration vision team proposals involve several schools or programs.*

Specific strategies to support this commitment include:

**STRATEGIES**

**GOALS: some possible examples**

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| <p>3.1. Advance integrated, multidisciplinary experiences for undergraduates.</p>                          | <p>3.1.a. Attain and be recognized for a national model of General Education</p> <p>3.1.b. Implement a comprehensive first-year experience for freshmen</p> <p>3.1.c. Better integrate alumni into the undergraduate experience</p> <p>3.1.d. Expand collaborative undergraduate research</p> <p>3.1.e. Expand accelerated program offerings such as pre-law</p>                                       |
| <p>3.2. Strengthen the liberal arts core.</p>  | <p>3.2.a. Foster opportunities for cross-disciplinary experiences for faculty and students</p> <p>3.2.b. Develop and sustain a “writing across the curriculum” program</p> <p>3.2.c. Balance enrollment and instructional resource to provide optimum learning environments</p> <p>3.2.d. Better integrate the liberal arts within professional education</p>  |
| <p>3.3. Leverage collaboration for innovative learning experiences that generate growth and resources.</p> | <p>3.3.a. Seek thinking and activities at the intersections of disciplines such as the sciences and humanities, arts and leadership, and professional ethics</p> <p>3.3.b. Implement new collaborative graduate/undergraduate initiatives</p> <p>3.3.c. Design and establish customized graduate/professional programs</p> <p>3.3.d. Support faculty scholarship, research, and knowledge creation</p> |
| <p>3.4. Promote three-campus and alumni collaborations that build a more integrated university.</p>        | <p>3.4.a. Expand three-campus student learning experiences</p> <p>3.4.b. Foster increased administrative collaboration across all campuses and develop collaborative three-campus alumni programming</p> <p>3.4.c. Achieve recognition for Academic/Student Life collaborations</p> <p>3.4.d. Expand collaborative faculty/student research</p>  |

**4. Pacific is committed to distinctive programs recognized for their quality, uncommonness, sustainability, dynamism, and learner-centered approach.**

*In recent years, Pacific has emphasized the value of distinctive programs as a means of differentiating from competitor institutions. Pacific has many distinctive features that demonstrate excellence with uncommonness, but most institutions now lay claim to the label. New combinations are needed. Pacific's best opportunities for distinctiveness may lie in the combination of innovation and collaboration. Talented students are drawn to programs that set Pacific apart.*

Specific strategies to support this commitment include:

**STRATEGIES**

**GOALS: some possible examples**

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|---|---|
| <p>4.1. Focus on building broad institutional strengths that promote distinctiveness.</p>     | <p>4.1.a. Endow faculty positions in each school/college</p> <p>4.1.b. Showcase distinctive programs to national audiences</p> <p>4.1.c. Use the Brubeck Institute to model special investments for other distinctive programs</p> <p>4.1.d. Design distinctive field-based student experiences</p> <p>4.1.e. Develop distinctive information, library, service, and learning technology services</p> |
| <p>4.2. Further enhance academic programs that show the greatest promise for distinction.</p> | <p>4.2.a. Identify innovative academic programs as hallmarks</p> <p>4.2.b. Enhance accelerated professional programs</p> <p>4.2.c. Leverage international opportunities such as professional development and leadership programs</p> <p>4.2.d. Establish distinctive study abroad programs</p> <p>4.2.e. Develop distinctive programs focused on alumni needs</p>                                     |
| <p>4.3. Advance faculty teaching and scholarship.</p>   | <p>4.3.a. Invest in faculty development programs for master teaching</p> <p>4.3.b. Promote the teacher/scholar model</p> <p>4.3.c. Advance undergraduate research as a hallmark</p>   |
| <p>4.4. Ensure that selected co-curricular programs achieve distinction.</p>                  | <p>4.4.a. Achieve national recognition for citizen leadership programs</p> <p>4.4.b. Be among the top NCAA Division I-AAA programs</p> <p>4.4.c. Achieve a model multi-faith chaplaincy program</p> <p>4.4.d. Achieve national recognition for the Library's special collections</p>  |

**5. Pacific is committed to preparing the whole student, especially for responsible professional and civic leadership in a global context.**

*Professions increasingly require what few comprehensive universities can provide: Pacific's emphasis on whole person development that is learner centered, nurtured by campus community life, practice based, and provides for ethical leadership development combining liberal and professional studies. Professions, impacted by global change, require graduates with broad learning amid diverse learning environments that build cross-cultural competence.*

Specific strategies to support this commitment include:

**STRATEGIES**

**GOALS: some possible examples**

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|---|--|
| 5.1. Continue to elevate experiential learning as a hallmark of a Pacific education.                                  | 5.1.a. Achieve virtual 100% participation in experiential learning<br>5.1.b. Expand opportunities for experiential learning through research<br>5.1.c. Expand the undergraduate residential learning community<br>5.1.d. Leverage international opportunities for experiential learning  |
| 5.2. Achieve distinctive citizen-leader development that accents an ethic of service.                                 | 5.2.a. Establish a center for leadership development<br>5.2.b. Promote leadership through service learning and volunteerism<br>5.2.c. Develop new programs focused on civic leadership<br>5.2.d. Expand interdisciplinary ethics programs at all levels  |
| 5.3. Build upon a culture which values and cultivates diversity, intercultural competence, and global responsibility. | 5.3.a. Expand students' exposure to diverse cultures particularly by enriching curricula and co-curricular programming with diversity and intercultural content<br>5.3.b. Increase enrollment, financial aid, and retention to support the diversification of the community; increase international enrollment from 150 to _____<br>5.3.c. Vigorously maintain the "Diversity Hiring Plan for Faculty" and expand the plan to include staff and retention components<br>5.3.d. Increase training on diversity, intercultural competencies, and global awareness in the workplace |
| 5.4. Strengthen wellness, health, and recreation programs.  | 5.4.a. Enhance wellness, recreation, intramural, and sport club programs<br>5.4.b. Increase joint counseling services across the three campuses<br>5.4.c. Enhance Greek life through a student-run standards program   |
| 5.5. Ensure that students understand the value of life-long learning and lasting relationships with the University.   | 5.5.a. Foster a culture of lifelong learning for students and alumni<br>5.5.b. Enhance four-year career planning that is embedded in curricula and conduct regional career planning conferences<br>5.5.c. Increase undergraduates' enrollment in advanced education  |

**6. Pacific is committed to strategically expanding and improving partnerships among its alumni and in local, regional, national, and global communities.**

*Alumni can be Pacific's strongest ally for student recruitment, for opening new learning opportunities for students, and for strong placement of graduates—this partnership with alumni is Pacific's most urgent. But great universities are also great neighbors: community partnerships create the same opportunities for students as alumni do. Pacific's rising prominence requires that we provide leadership to address regional needs. In a global context, Pacific can link local-regional partnerships with national-international partners. The University must market itself broadly with specific focus on institutional strengths and distinctiveness.*

Specific strategies to support this commitment include:

**STRATEGIES**

**GOALS: some possible examples**

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|---|---|
| <p>6.1. Support the region by building on institutional strengths.</p>  | <p>6.1.a. Priority will be given to the Natural Resource Institute and programs in economic and social development, health care, science applications, K-20 education, professional leadership, and cultural enrichment</p> <p>6.1.b. Support regional economic development and identify partners for entrepreneurial opportunities</p> <p>6.1.c. Pursue stronger governmental relations and establish specific outreach, promotion, or advocacy centers</p> <p>6.1.d. Strengthen K-12 and K-20 partnership programs and collaborate with high schools to better prepare teachers</p> <p>6.1.e. Establish a public artist-lecture series for the region</p> |
| <p>6.2. Connect our strongest regional initiatives with national and global partnerships.</p>                         | <p>6.2.a. Partner with institutions in the Pacific Rim and the Americas</p> <p>6.2.b. Deliver global multidisciplinary professional and leadership programs</p> <p>6.2.c. Link social entrepreneurship to regional and global organizations</p> <p>6.2.d. Strengthen "Pipeline" projects to become national models</p>  |
| <p>6.3. Collaborate with alumni to connect alumni, students, and programs.</p>  | <p>6.3.a. Foster regional alumni leadership</p> <p>6.3.b. Engage alumni more deeply in all aspects of the University</p> <p>6.3.c. Enhance alumni programming such as web-based learning and the "Education for a Lifetime" concept</p>   |
| <p>6.4. Invest in marketing initiatives that elevate institutional visibility and showcase distinctive strengths.</p> | <p>6.4.a. Market by strengthening relationships with our partners</p> <p>6.4.b. Build institutional marketing capacities</p> <p>6.4.c. Expand relationships with media outlets</p> <p>6.4.d. Identify distinctive programs for visibility campaigns</p> <p>6.4.e. Target high profile publications for increased visibility</p>   |

## 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 achievements occur 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 and program review, 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 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.