

UNIVERSITY OF THE
PACIFIC

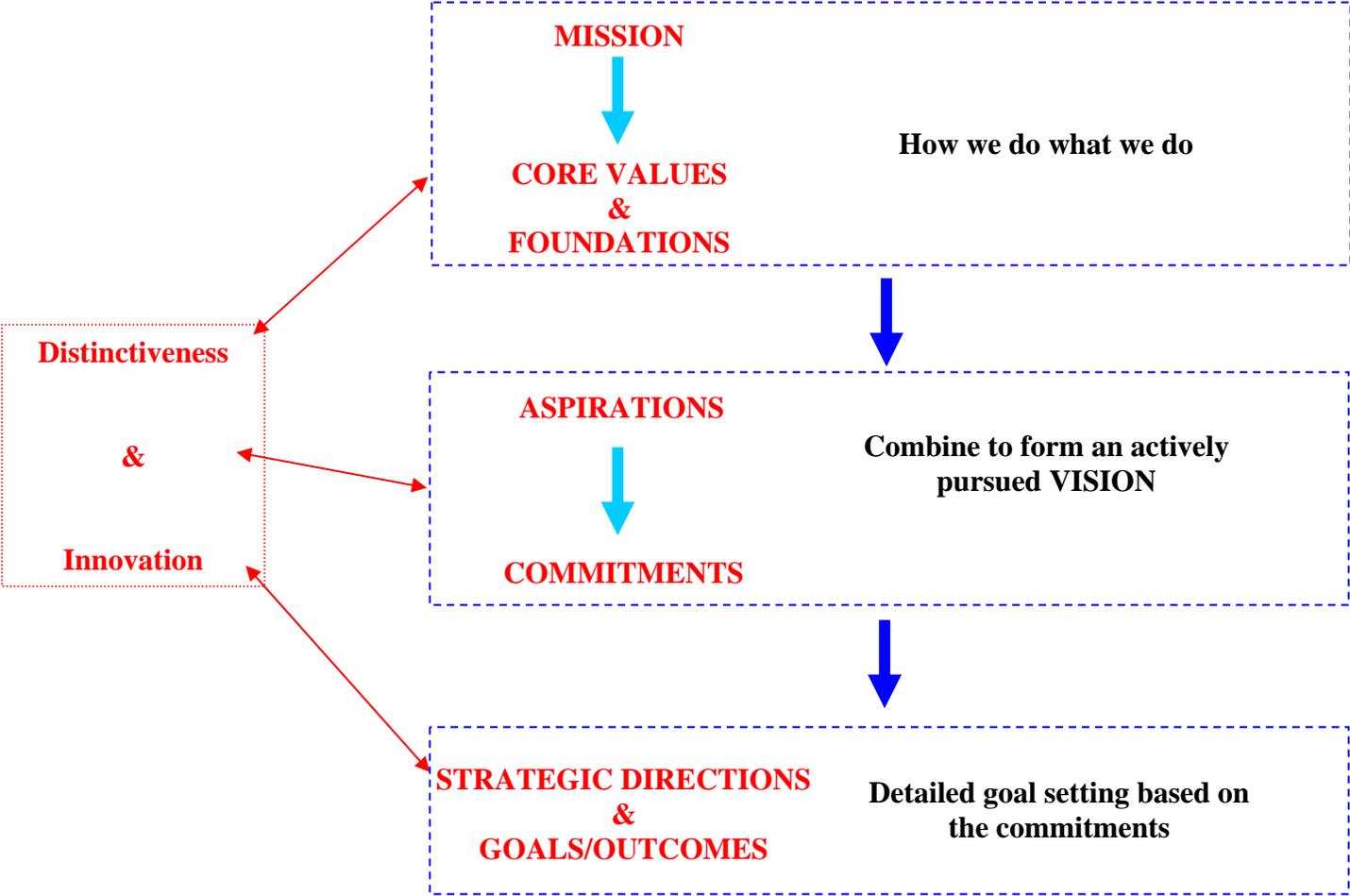
Pacific Rising: 2008-2015

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.

<i>January 2006</i>	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. <i>Pacific Rising</i> is selected as a theme and possible replacement for the shorthand MVP.
<i>February 2006</i>	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.
<i>March 2006</i>	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.
<i>May 2006</i>	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.
<i>June 2006</i>	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 adds additional perspectives. Leadership and external consultants critique and discuss the draft at the Academic Retreat on June 28.
<i>August 2006</i>	Draft 4 of full document is prepared and shared with community. Open community meetings, one on each commitment, are announced.
<i>September 2006</i>	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 12, Commitment Three Meeting 4. Noon, Sept 13, Commitment Four Meeting 5. Noon, Sept 14, Commitment Five Meeting 6. Noon, Sept 15, Commitment Six Library Community Room
<i>October 2006</i>	Draft 5 reviewed by Regents. Final draft is written.
<i>January 2007</i>	Regents approve all sections of the Plan except for goals statements.
<i>April 2007</i>	Regents approve goal statements.
<i>Summer 2007</i>	Plan distributed to all constituencies.
<i>2007-08</i>	Define measurable outcomes for goals
<i>2008-09</i>	Conduct feasibility study for next fundraising campaign

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's potential 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 resource growth and management to support ongoing improvements in the quality of education and service.

A Vision for 2015: Pacific continues to be known as a university that is affordable to disadvantaged students of high potential, and is now known for its holistic assessment of applicants as part of the admissions process in all the schools. All of the schools have become more highly selective, while enrollment has continued measured growth over the past decade to 7,500 students. The University has improved service excellence, administrative efficiency, and client relationships through a culture of cross-unit teamwork that has improved morale, increased efficiency, and fostered innovation. Each of the campuses is implementing a facilities master plan that continues to improve service and respond to growing regional and national expectations. 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, the University has grown its endowment and become less tuition-dependent. A successful comprehensive campaign was just completed, and another is planned. In addition the University's external marketing has expanded a national and international reputation and brand value, especially in practice-oriented higher education.

Specific strategies to support this commitment include:

STRATEGIES

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

GOALS/OUTCOMES

- 1.1.a. Build endowment to \$600 million
- 1.1.b. Achieve a bond rating of 1A
- 1.1.c. Conduct a fundraising campaign of \$500 million
- 1.1.d. Secure endowments for distinctive programs and faculty positions
- 1.1.e. Develop a model for gift support for distinctive programs
- 1.1.f. Increase undergraduate school alumni giving to 25-30% annually
- 1.1.g. Increase professional school alumni giving to targeted levels
- 1.1.h. Improve internal and external communication programs
- 1.1.i. Improve accountability to donors

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| 1.2. Manage enrollment to improve student quality and success, optimize resources, and support investment. | <ul style="list-style-type: none"> 1.2.a. Move toward holistic admissions criteria as appropriate 1.2.b. Increase undergraduate enrollment from, 3400 to 4000 1.2.c. Increase graduate enrollment from 600 to up to 1200 1.2.d. Generally maintain enrollments in the first-professional schools 1.2.e. Set competitive tuition and moderate overall tuition discounting 1.2.f. Increase educational access for disadvantaged students 1.2.g. Increase international enrollment from 150 to 400 1.2.h. Establish a transfer student center |
| 1.3. Optimize master planning to develop facilities that enhance student learning and support institutional priorities. | <ul style="list-style-type: none"> 1.3.a. Upgrade technologies in learning and meeting spaces 1.3.b. Expand distance learning capabilities to meet new program needs 1.3.c. Expand use of one-card for access 1.3.d. Develop an IT training center 1.3.e. Expand science and engineering facilities 1.3.f. Relocate the School of International Studies 1.3.g. Remodel or relocate the Benerd School of Education 1.3.h. Ensure completion of ongoing Stockton Campus renovations 1.3.i. Complete renovation and expansion of the Law Library 1.3.j. Ensure completion of Sacramento Campus renovations 1.3.k. Construct an addition to the Dugoni School of Dentistry. 1.3.l. Provide additional residential facilities as needed on all campuses 1.3.m. Improve signage and beautification on all campuses 1.3.n. Plan for long-term capital projects |
| 1.4. Invest in marketing initiatives that elevate institutional visibility and showcase distinctive strengths. | <ul style="list-style-type: none"> 1.4.a. Build institutional marketing capacities 1.4.b. Expand relationships with media outlets 1.4.c. Identify distinctive programs for visibility campaigns 1.4.d. Target high profile publications for increased visibility |
| 1.5. Recruit, hire, develop, and retain the best possible staff and faculty and ensure the welfare of the Pacific community. | <ul style="list-style-type: none"> 1.5.a. Reward staff for innovation, leadership, and service 1.5.b. Continue a Stockton Campus salary plan for faculty and staff 1.5.c. Implement salary plans for San Francisco and Sacramento campuses 1.5.d. Increase employee recruitment and retention 1.5.e. Assist with housing needs for selected new hires 1.5.f. Expand health services and preventive health care programs to faculty and staff 1.5.g. Improve safety on all campuses 1.5.h. Provide for child care services for students, staff and faculty |
| 1.6. Continue to improve the quality of all programs and services through assessment and program review and through enhanced administrative systems that center services on students, faculty, staff, and external clients. | <ul style="list-style-type: none"> 1.6.a. Ensure that unit level planning is linked to University planning 1.6.b. Align 2010 WASC accreditation to university planning. 1.6.c. Implement a revised program review process 1.6.d. Expand assessment activities to support planning goals 1.6.e. Enhance expertise in student learning assessment 1.6.f. Integrate academic and student life learning outcomes 1.6.g. Ensure administrative systems support innovations 1.6.h. Assign accountability for cross-divisional business processes 1.6.i. Employ cost models to balance institutional resources |

- 1.6.j. Develop services to support non-traditional and remote learners
- 1.6.k. Ensure a robust and secure IT infrastructure
- 1.6.l. Increase the offerings of web-based customer-centric services
- 1.6.m. Enhance the delivery of scholarly and research information

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

A Vision for 2015: 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. Launching the “Collaboration Vision Teams” in 2005 energized cross-unit collaboration that has generated many innovative programs, both on the campus and linked around the globe. 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.

Specific strategies to support this commitment include:

STRATEGIES	GOALS/OUTCOMES
2.1. Expand innovation in academic programs through an ongoing planning process.	<ul style="list-style-type: none"> 2.1.a. Communicate a culture of innovation 2.1.b. Establish an ongoing innovation planning process 2.1.c. Facilitate innovation planning through Collaborative Vision Teams 2.1.d. Implement future initiatives as appropriate
2.2. Enable units to revise, restructure, or phase-out less current, low-demand programs and services.	<ul style="list-style-type: none"> 2.2.a. Ensure that program review results in revised or replaced programs and services 2.2.b. Restructure selected units and offices to facilitate innovation
2.3. Enhance university structures, processes, and resources to better support innovation and to enable faculty and staff to create and implement new ideas.	<ul style="list-style-type: none"> 2.3.a. Seek external funding for innovation initiatives 2.3.b. Develop administrative processes to better support innovations 2.3.c. Increase opportunities, incentives, and rewards for faculty and staff to innovate 2.3.d. Increase horizontal integration and collaboration 2.3.e. Improve internal communication and information flow 2.3.f. Seek new educational and service delivery models 2.3.g. Add instructional activities in non-traditional modes 2.3.h. Establish a business incubator to support University innovations

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

A Vision for 2015: 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 learning, and alumni mentors. New multidisciplinary programs involving several schools continue to emerge through the innovations generated a decade earlier. 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. A strong undergraduate research program is often linked to interdisciplinary undergraduate and graduate programs within the region. The focus on collaborative graduate programs has spawned innovative, field-based professional masters programs.

Specific strategies to support this commitment include:

STRATEGIES

3.1. Advance collaborations and multidisciplinary approaches for undergraduates with specific focus on a General Education program and integrated first-year experience as a national model.

3.2. Leverage collaboration in graduate and professional education for innovation that generates growth and resources.

3.3. Promote three-campus and alumni collaborations that build a more integrated university.

GOALS/OUTCOMES

3.1.a. Attain a model General Education program
 3.1.b. Implement a comprehensive first year experience for freshmen
 3.1.c. Develop and sustain a “writing across the curriculum” program
 3.1.d. Better integrate alumni into the undergraduate experience
 3.1.e. Expand collaborative undergraduate research
 3.1.f. Promote collaborative programs of distinction
 3.1.g. Develop a model accelerated pre-law program

3.2.a. Implement new collaborative graduate/undergraduate initiatives
 3.2.b. Design and establish customized graduate/professional programs

3.3.a. Achieve recognition for Academic/Student Life collaborations
 3.3.b. Expand three-campus student learning experiences
 3.3.c. Expand collaborative faculty/student research
 3.3.d. Foster increased administrative collaboration across all campuses
 3.3.e. Develop collaborative three-campus alumni programming
 3.3.f. Strengthen international education in every academic unit

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

A Vision for 2015: Distinctive programs build on personal approaches to learning. Endowments support distinctive programs, such as the Brubeck Institute established a decade earlier. 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. 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.

Specific strategies to support this commitment include:

STRATEGIES

4.1. Develop and enhance specific academic programs that show the greatest promise for distinction.

4.2. Focus on building broad strengths that support distinctive programs

4.3. Ensure that selected co-curricular programs achieve distinction.

GOALS/OUTCOMES

4.1.a. Identify innovative academic programs as hallmarks
 4.1.b. Enhance accelerated professional programs
 4.1.c. Create an international professional development program
 4.1.d. Develop distinctive online extension and certificate programs
 4.1.e. Develop distinctive programs focused on alumni needs
 4.1.f. Advance undergraduate research as a hallmark

4.2.a. Endow faculty positions in each school/college
 4.2.b. Design distinctive field-based capstone projects
 4.2.c. Invest in faculty development programs for master teaching
 4.2.d. Develop innovative library and information technology services
 4.2.e. Showcase distinctive programs to national audiences

4.3.a. Achieve national recognition for citizen leadership programs
 4.3.b. Be among the top NCAA Division IAAA programs
 4.3.c. Establish distinctive study abroad programs
 4.3.d. Achieve a model multi-faith chaplaincy program.
 4.3.e. Use the Brubeck Institute to model special investments for other distinctive programs
 4.3.f. Achieve national recognition for the Library's special collections

5. Pacific is committed to preparing the whole student, especially for responsible professional and civic leadership.

A Vision for 2015: The focus of educating the whole student is anchored in personal relationships that foster learning, experiential learning, ethical citizen leadership focused on service, and rich intercultural opportunities. Through curriculum, programs, policies, and community outreach, students are actively engaged in activities that reinforce a positive engagement with diversity. A coordinated program on all three campuses educates students on the benefits of working with people of different ethnic, socioeconomic, geographic, and other diverse backgrounds. Nearly all students participate in a

structured service learning experience to foster citizen leadership and a structured term-long experiential learning/internship experience. More students are mobile throughout the region in experiential learning among the campuses and abroad. An endowed artist and lecture series and increased travel support for students have broadened cultural opportunities. NCAA Division I Athletics and a wide range of recreational activities throughout the region are important strengths.

Specific strategies to support this commitment include:

STRATEGIES

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

5.2. Achieve a distinctive citizen-leader development program that accents an ethic of service.

5.3. Build upon a culture which values and cultivates diversity and intercultural competence.

5.4. Strengthen wellness, health, and recreation programs.

5.5. Ensure that students understand the value of life-long learning and lasting relationships with the University.

GOALS/OUTCOMES

5.1.a. Achieve virtual 100% participation in experiential learning

5.1.b. Expand the undergraduate residential learning community

5.1.c. Expand opportunities for experiential learning through research

5.2.a. Establish a center for leadership development

5.2.b. Promote leadership through service learning and volunteerism

5.2.c. Develop new programs focused on civic leadership

5.2.d. Expand interdisciplinary ethics programs at all levels

5.3.a. Increase enrollment of diverse students

5.3.b. Better fund financial aid for diverse students

5.3.c. Expand students' exposure to diverse cultures

5.3.d. Enrich the curricula with diversity and intercultural content

5.3.e. Link Gender and Ethnic Studies programs to professional schools

5.3.f. Enrich co-curricular programming with diversity content and intercultural training

5.3.g. Vigorously maintain the "Diversity Hiring Plan for Faculty"

5.3.h. Create a diversity hiring plan for staff

5.3.i. Enhance development and retention for diverse faculty and staff

5.3.j. Increase training on diversity in the workplace

5.4.a. Enhance wellness, recreation, intramural and sport club programs

5.4.b. Increase joint counseling services across the three campuses

5.4.c. Develop a student-run Greek standards program

5.5.a. Enhance four-year career planning and embed in curricula

5.5.b. Conduct regional career planning conferences

5.5.c. Increase undergraduates' enrollment in advanced education

5.5.d. Foster a culture of lifelong learning for students and alumni

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

A Vision for 2015: Alumni are central to academic programs, graduate placement, and new educational outreach. 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’s entrepreneurial partnerships with businesses, corporations and industry and partnerships with organizations in other nations have grown significantly.

Specific strategies to support this commitment include:

STRATEGIES

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.

6.2. Connect our strongest regional initiatives with national and global partnerships.

6.3. Collaborate with alumni to connect alumni, students, and programs.

GOALS/OUTCOMES

6.1.a. Support regional economic development and partnerships
 6.1.b. Identify partners for entrepreneurial opportunities
 6.1.c. Pursue stronger governmental relations
 6.1.d. Establish specific outreach, promotion, or advocacy centers
 6.1.e. Develop the Natural Resource Institute
 6.1.f. Strengthen K-12 and K-20 partnership programs
 6.1.g. Collaborate with high schools to better prepare teachers
 6.1.h. Strengthen community relations with and student recruitment of underserved populations
 6.1.i. Strengthen academic unit advisory boards
 6.1.j. Establish a public artist-lecture series for the region

6.2.a. Link social entrepreneurship to regional and global organizations
 6.2.b. Strengthen “Diversity Pipeline” projects to become national models
 6.2.c. Partner with institutions in the Pacific Rim
 6.2.d. Deliver global multidisciplinary professional programs
 6.2.e. Deliver global professional leadership programs

6.3.a. Enhance alumni programming including web-based learning
 6.3.b. Engage alumni in all aspects of the University
 6.3.c. Foster regional alumni leadership
 6.3.d. Explore the “Education for a Lifetime” concept

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.