

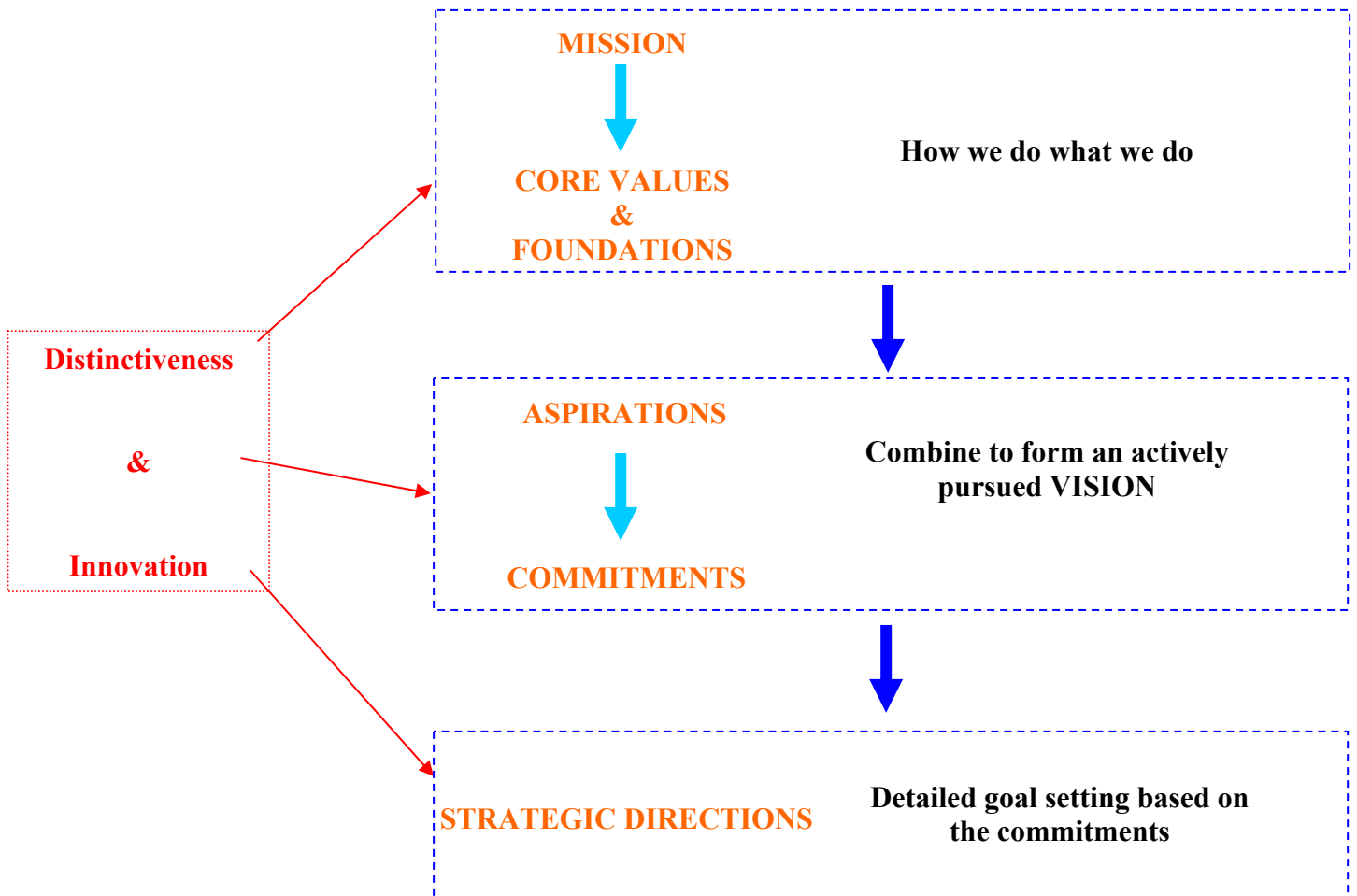
UNIVERSITY OF THE PACIFIC

Pacific Rising: 2008-2015

Planning Update and Timeline

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

- January 2006* The drafting team completes the initial draft of the University Plan that adds vision and commitment statements to the core and aspirational value statements. CVTs continue to meet and generate proposals. Some teams will be ready sooner than others and two additional clusters are identified. *Pacific Rising* is selected as a theme and possible replacement for the shorthand MVP.
- February 2006* IPC reviews three drafts of the University Plan (a flow model of the plan is shown below) and strengthens the document. Scheduled are 22 community meetings to discuss the document and receive feedback. A meeting of the CVT conveners is planned to support proposal development.
- March 2006* Community feedback continues on planning document. Input is collected on specific goals.
- April 2006* Phase II of community feedback is conducted. Drafts are prepared for discussion at the Board of Regents.
- Fall 2007* Final drafts of the next University Plan are formatted.
- Spring 2007* Plan is approved and distributed.



Values, Aspirations, and Commitments

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. These values are behind everything we do. They are rarely if ever compromised. **Close student-faculty interaction.** Students interact with faculty in meaningful ways both inside and outside the classroom. **Rigorous personalized learning.** Our highest priority is developing challenging learning experiences for each student. **Passion for teaching and learning.** We are excited to actively pursue knowledge, seek answers to questions and solutions to problems, explore new perspectives, and develop skills and competencies that enable us to discover, apply, and communicate knowledge.

Student centeredness. We ensure that students are at the center of the learning process and believe that all campus activities should enhance student learning. **Educating the whole person.** We are concerned with all aspects of student growth and development, seek the integration of curricular and co-curricular activities, and take pride in students' accomplishments and personal growth. **Mutual respect.** We are a community that treats each individual with dignity and appreciates the contributions of each member. We honor the perspectives, strengths, and needs of each member of the Pacific community.

Preparing responsible leaders. We develop leaders who effect positive change in the world. Through diverse learning experiences, our students develop the knowledge and skills to become ethical leaders in career and community and to understand the economic, social, and environmental impacts of their efforts. **Community engagement.** As a part of our surrounding communities, we join together to serve and to learn. These mutually beneficial partnerships serve as rich learning opportunities for students and strengthen the ties among the communities and the University.

As foundations to our work, the following values underlie Pacific's success. We cannot exist without them, but they are not why we exist. Financial stability allows Pacific to invest in excellence. Our safe, secure, and beautiful campuses provide rich learning environments. 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 use 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 core values, we know that ASPIRATIONS help us articulate the vision for the future.

We aspire to a culture of **innovation**, exploration, problem solving, and creativity. Complex problems require multidisciplinary approaches to solutions and **collaborative learning** will lead our teacher/scholars and students from different disciplines to come together to find meaningful answers. We will support our **teacher/scholar community** so that faculty will remain vibrant and active scholars, researchers, and artists who continue to bring distinction to themselves and the University. We will be **learning centered** as meaningful and measurable learning remains preeminent to teaching. 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 enhance **relationships** with our constituents as transparent and efficient services, systems, and technologies will give students increased time to focus on academic and social development.

We aspire to be fully engaged with the changing world. Because we know that practice invigorates learning, students will apply their knowledge through a more refined, enhanced, and broader set of **experiential learning** opportunities. We will prepare leaders who understand, affirm, and leverage their **global orientation** to fulfill our obligation to our interdependent world. **Intercultural competence** will be part of what we employ as diversity enlivens our community, curricula, and programming. Our students will value **learning as a lifelong process**. We will enhance professional learning opportunities and nurture partnerships with alumni. We will broaden and strengthen **connections to Pacific** to ensure that all are well served.

We live our mission and values and are dedicated to realizing our aspirations. These commitments guide our planning, decisions, and resource allocation and will earn us a national and global reputation. A clear vision emerges from our aspirations and COMMITMENTS.

1. Pacific is committed to fostering a culture of innovation across the University. This will enable us to better serve students, advance distinctive academic programs, and meet University challenges.

Some examples include:

- a. Ongoing innovation plan linked to a revised program review process supported by assessment.
- b. Recognize, support, and reward scholarship and artistic expression by faculty as an essential component of the University's distinctive culture of innovation.
- c. Identify new revenue streams to support innovation.
- d. Address infrastructure issues that currently limit innovation.
- e. Enhance graduate programming that focuses on innovation, collaboration, and research.
- f. Seek opportunities to further develop centers and institutes.

2. Pacific is committed to fulfilling its mission of integrating liberal arts and professional education. This requires an environment with the richness of many different disciplines brought alive in smaller, more intimate learning communities.

Some examples include:

- a. Further the integration of professional and liberal education through collaborative programs accomplished through the formation of small collaborative teaching learning communities involving faculty and students from across the university working together.
- b. Accent experiential learning including an emphasis on undergraduate research.
- c. Enable a highly personalized learning environment (especially in relationships and services).
- d. Develop leaders as humanistic professionals and professional humanists who show responsible and ethically leadership as they create positive change in their organizations and communities.

3. Pacific is committed to supporting faculty and staff as they develop highly distinctive and multidisciplinary programs that are widely recognized for their exceptional quality, unique design, and student-centered approach to learning.

Some examples include:

- a. Support for collaborative, interdisciplinary programming (such as Collaboration Vision Teams, undergraduate, graduate, and outreach activities).
- b. Enhance professional development for faculty and staff.
- c. Enliven and further scholarship.
- d. Add endowed faculty positions in areas to build on existing strengths.
- e. Promote the general education program as a model in undergraduate education.
- f. Ensure that the dental, law, and pharmacy programs are of the highest quality according to national rankings and sought after in a competitive marketplace.
- g. Target and position specific programs (such as Forensics, Division I Athletics, etc.) for national/international prominence.
- h. Technology is a tool of learning; the best modern technology will be used to enliven learning and support connections among programs.

4. Pacific is committed to educating the whole student. Learning opportunities address all aspects of a student's growth and development.

Some examples include:

- a. Further enhance the learning community through student life, athletics, and campus recreation programming.
- b. Integrate diversity in curricular and program planning as well as hiring and recruitment.
- c. Achieve a broader intercultural focus (domestic and international).
- d. Nurture a vibrant learning community.
- e. Invest in cultural activities (such as public artist/lecture series).
- f. Leadership development.
- g. Complement scholarship with practical experience in the worlds of work, research, and art.
- h. Prominence in Division I Athletics.

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

Some examples include:

- a. Ensure quality with affordability; provide an environment that attracts students of high potential.
- b. Balance enrollment and resources; strengthening through continued modest growth, and prepare for an increasingly competitive market for new students.
- c. Be financially sound and viable.
- d. Focus on service excellence, administrative efficiency, and support services.
- e. Advance the university through fund raising, alumni giving, and endowment growth.
- f. Facilities development (such as the West Wing at the Dental School, student housing, and academic facilities such as classrooms and the Pharmacy Rotunda)
- g. Employ technologies to serve University priorities and optimize efficiencies.
- h. Continue to advance a strong marketing program.

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

Some examples include:

- a. Alumni – Cultivate alumni vibrancy, examples include alumni connections, alumni recruiting, and professional development.
- b. Regional – Pacific is most connected to its region and the state and will make progress in education, economic development, cultural enrichment, and solving social and community problems.
- c. National – A strong national reputation will be supported by leadership in professions, top professional schools, a national context, and partnerships with other institutions.
- d. Global – Partnering with institutions to build innovative programs in other countries.