



LUNDQUIST COLLEGE OF BUSINESS

STRATEGIC PLAN 2024-29 (UPDATED JANUARY 2026)

**BETTER
BUSINESS.**

**BETTER
WORLD.**

OVERVIEW

The Lundquist College of Business is a nationally ranked business school at the University of Oregon, an R1 public university that is a member of the prestigious American Association of Universities (AAU) and Association of Pacific Rim Universities.

We are the leading business school in the state of Oregon and serve over 4,500 undergraduate students and hundreds more graduate students across several rigorous degree programs. Through our dedication to excellence in teaching and research, Lundquist empowers an engaged community of students, faculty, staff, and stakeholders who create, apply, and disseminate knowledge that contributes significantly to their professions, communities, and society. The college delivers a dynamic learning environment where world-class professors engage and educate students, where students work on real projects for real companies, and where graduates go on to high-powered jobs worldwide.

Our mission statement reflects this commitment to excellence in teaching and research, as well as our role in societal impact.

MISSION

The Lundquist College is an integral part of the University of Oregon, a comprehensive public research university committed to innovative teaching, discovery, and service. The college's mission is to

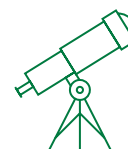
Provide outstanding graduate and undergraduate education that combines a strong foundation in the classroom with experiential, real-world opportunities to prepare our students for strong post-graduate success.

Contribute to the advancement of business knowledge at the highest level through scholarship and doctoral programs in accordance with the research mission of the university.

Impact our community, state, and broader society through distinctive and cutting-edge academic programs that train tomorrow's business leaders; innovative scholarship that informs and transforms business; and applied and engaged expertise that serves as a resource for business and industry..

VISION

Our vision is to become a top-25 public business school in the United States, recognized for our business education and scholarship at the national and international levels. We strive to be a top destination where people come to study and research how to apply business concepts to improve and transform our society.





COLLEGE STATS AND RANKINGS

1ST

SPORTS INDUSTRY PROGRAM
HOUSED AT A COLLEGE OF
BUSINESS: WARSAW SPORTS
BUSINESS CENTER

#5

GREEN MBA PROGRAM IN
THE UNITED STATES (THE
PRINCETON REVIEW, 2025)

#23

UNDERGRADUATE
ENTREPRENEURSHIP
PROGRAM IN THE UNITED
STATES (PRINCETON
REVIEW, 2024)

1.5%

AMONG ELITE BUSINESS
SCHOOLS ACCREDITED
IN BOTH ACCOUNTING
AND BUSINESS

INSTITUTIONAL STRENGTHS

With this strategic plan, we also aspire to leverage our existing strengths to achieve even greater success in delivering our mission and fulfilling our vision. We are proud of the excellent business education and scholarship already provided by our dedicated faculty and staff, as reflected in the following key strengths:

1. A highly productive research faculty that often ranks in the top 20 nationally based on per-capita scholarship metrics. The faculty and our recent new hires are increasing our focus on scholarship into areas of high societal impact, including sustainability and entrepreneurship.
2. A productive student services staff that is seen as a model of efficiency, innovation, and effectiveness on campus and nationally.
3. A college that offers many ways for students to get hands-on learning via an array of student clubs, co-curricular programs, internships, and industry-sourced projects in our classrooms.
4. Four centers of excellence focused on innovation and entrepreneurship, finance, sports business, and sustainable business practices that form the core of our concentration areas in business education.
5. A faculty and staff committed to efforts to offer a community that provides a sense of belonging for all.
6. High-quality graduate programs, including a distinctive, world-class Sport Product Management master's program, the only executive MBA program in the state, and a PhD program that has 100 percent placement.
7. An efficient and results-oriented administrative staff..

Our strategic plan builds on these key assets and our mission statement—as well as the three overarching themes of the Association to Advance Collegiate Schools of Business (Association to Advance Collegiate Schools of Business)



2020 accreditation standards of engagement, innovation, and impact (see Appendix B)—to lay out our goals to achieve our vision. It is an action-oriented plan centered around three main priorities, aligned with our mission statement. For each priority, we identify key actions, and Appendix A provides the key performance indicators (KPIs) and secondary indicators of success (IOS) that follow from these priorities.

OUR FIRST PRIORITY is to influence scholarly discourse, business practice, and policymaking in the field through high-impact research and thought leadership. Lundquist faculty are thought leaders whose research impacts management practice and policy, and benefits society at local, regional, national, and international levels. We also provide our expertise to accelerate research and innovation across our campus and community into viable products to better our world. Our faculty's expertise also provides world-class training of PhD students, who go on to teach at other leading business programs, and helps other researchers, innovators, and entrepreneurs get their ideas into the marketplace.

OUR SECOND PRIORITY is to develop principled, transformative business leaders who are innovative, entrepreneurial, and who embrace lifelong learning, research, and a global perspective. Students are at the center of all that the University of Oregon does. In that spirit, Lundquist defines student success as students' ability to fulfill their goals in education, career, and life—to be both well-educated and positioned for career success.

OUR THIRD PRIORITY is to strengthen engagement with alumni, campus partners, industry partners, and the external community to create mutual value. A significant engine powering the state, region, and world, the University of Oregon and the Lundquist College of Business are places where students, faculty, staff, and alumni make profound and significant contributions to economic and social vitality. We also provide our expertise to the university, industry, government, and other organizations.

Foundational to achieving our priorities is cultivating an environment that attracts, develops, and retains an outstanding and diverse community of students, faculty, and staff, providing all with a sense of belonging and purpose. We have an active Inclusion Council in the college that explores and develops actions to identify and mitigate biases in decision-making, identifies access barriers for any populations and devises ways to improve access, and monitors and promotes a community where everyone is welcome. We measure our progress and success through climate surveys of community members.

This strategic plan is a living document, allowing the college to be nimble and flexible as opportunities require us to pivot to address new priorities and challenges. Overall responsibility for the plan rests with the dean of the college, supported by the faculty, staff, and students through a Strategic Plan Advisory Committee that will annually review, gather feedback from various constituent groups, and provide recommendations for updating the plan. KPIs will be collected, published, and reviewed annually as a critical means to measure progress.



RESEARCH- PRODUCTIVE, TALENTED FACULTY

48

PEER-REVIEWED
ARTICLES ACCEPTED FOR
PUBLICATION IN PAST YEAR

#18

FOR MANAGEMENT RESEARCH
ON A PER CAPITA BASIS
(TEXAS A&M/UNIVERSITY OF
GEORGIA RANKINGS, 2025)

110

PEER-REVIEWED ARTICLES
ACCEPTED FOR PUBLICATION
IN FT50 JOURNALS IN PAST
FIVE YEARS

PRIORITIES AND ACTIONS



PRIORITY ONE

Influence scholarly discourse, business practice, and policymaking in the field through high-impact research and thought leadership. Provide our expertise to accelerate research and innovation across our campus and community into viable products to better our world.

To serve our mission at the highest level, the Lundquist College has defined three priorities that align with the university's strategic framework, the college's mission, and the 2020 AACSB accreditation standard themes of engagement, innovation, and impact.

Lundquist faculty are thought leaders whose research impacts management practice and policy, and benefits society at local, regional, national, and international levels.

Their expertise also provides world-class training of PhD students, who place in leading business programs, and helps other researchers, innovators, and entrepreneurs get their ideas to the marketplace

PRIORITY 1.1: Continue to build upon our intellectual tradition of impactful, award-winning research by nurturing and supporting critical research on problems that matter and are key strengths for the college.

KEY ACTIONS

- Increase faculty summer support and other research support through philanthropy.
- Increase tenure-track faculty (TTF) from 45 to 55.
- Implement a mentoring program for junior faculty to improve retention and tenure success.
- Provide annual workshops on promotion and tenure to all faculty.
- Establish a new UO Olympic Studies Hub.
- Work with our communications team and University Communications to more effectively disseminate our faculty's research through press releases, social media, and other channels.

PRIORITY 1.2: Enhance the PhD program by graduating and placing our students at other leading business schools.

KEY ACTIONS

- Improve compensation packages for prospective PhD students.
- Increase research support and awards for graduate students.

PRIORITY 1.3: Provide the resources and expertise for campus and community partners to develop research discoveries, inventions, and other innovative ideas into viable products and services to impact the marketplace and society.

KEY ACTIONS

- Provide and maintain cutting-edge graduate curriculum in entrepreneurship and innovation for students in both Lundquist and the Knight Campus for Accelerating Scientific Impact (KCASI).
- Provide a robust incubator program, the Oregon Innovation Challenge, that is open to all students and faculty annually. Explore offering such programs to external community partners.
- Provide on-demand market analysis and business plans for promising research ideas as needed for faculty and students in KCASI and the rest of the UO campus, using teams of faculty, students, alumni, and industry experts. Expand to other external communities if capacity allows.
- Provide a robust entrepreneurs-in-residence program to advise KCASI and other campus faculty and students with ideas that have promising market potential.
- Raise private funds to support these activities and to hire staff to coordinate them.





PRIORITY TWO

Develop principled, transformative business leaders who are innovative, entrepreneurial, and who embrace lifelong learning, research, and a global perspective.

Students are at the center of all that the University of Oregon does. In that spirit, Lundquist defines student success as students' ability to fulfill their goals in education, career, and life—to be both well-educated and positioned for career success.

We are committed to preparing students to become leaders in their chosen profession and to helping them develop a passion for positively impacting business and society. Additionally, we aspire to become a top-25 public business school in the United States for both graduate and undergraduate education.

PRIORITY 2.1: Provide high-quality student education and training through innovative curriculum and state-of-the-art teaching practices and technologies, while also generating needed revenue for the college.

KEY ACTIONS

- Hire and retain high-quality TTF and career faculty in our undergraduate and MBA concentration areas.
- Fundraise to increase scholarship dollars for our master's programs and target those scholarships to strategically increase enrollments in programs and our key academic concentrations.
- Evaluate and potentially launch an online MBA degree program.
- Evaluate and potentially launch professional master's degrees in our other areas of expertise for the college.
- Evaluate MS in finance and a possible accelerated option to increase enrollment.
- Pilot corporate and professional education, with particular emphasis on key areas of sports business, sustainable business practices, artificial intelligence, and leadership.

PRIORITY 2.2: Expand experiential and leadership opportunities and engagement for students, including by developing a stronger alumni network.

KEY ACTIONS

- Expand participation of students in Professional Edge by increasing staff in the program.
- Expand opportunities for students to participate in consulting and other real-world projects.
- Revamp our honors program to scale the number of high-performing students who participate, structuring the program to incentivize honors student engagement and leadership at the college.
- Substantially increase alumni networks and engagement with students through the creation of two new positions in alumni engagement.

- Significantly enhance engagement with direct-admit students to encourage participation and leadership in the Lundquist undergraduate experience, including our honors program, student clubs, and other experiential learning opportunities.
- Evaluate the performance of our direct admits and determine the best criteria for direct admission, as well as the incentive structure for excelling in our courses.
- Consider developing communications targeted at direct admits to encourage their success and engagement in the college.

PRIORITY 2.3: Ensure that our students are career-informed and career-ready, so they launch into successful post-graduate careers, achieving at least 90 percent successful career outcome rates within six months of graduation for our undergraduates and professional master's students, as well as maintaining 100 percent placement of our PhD graduates.

KEY ACTIONS

- Use Lundquist Fundamental assignments to double (or more) the number of students interacting with our professional career advisors.
- Continue to develop and curate career pathways and networking opportunities in our majors to prepare students for career success before they graduate
- Increase industry contacts and industry interviews of our students—while also attracting top recruiters—through enhanced corporate engagement strategies.
- Substantially increase our alumni networks and engagement with students through the creation of two new positions in alumni engagement.





PRIORITY THREE

Strengthen engagement with alumni, campus partners, industry partners, and the external community to create mutual value.

A significant engine powering the state, the region and the world, the University of Oregon and the Lundquist College of Business are a place where students, faculty, staff, and alumni make profound and significant contributions to the economic and social vitality of the region and the world.

We also provide our expertise to the university, industry, government, and other organizations.

PRIORITY 3.1: Develop stronger alumni networks to broaden and deepen their engagement with the college.

KEY ACTIONS

- Hire associate and assistant directors for alumni engagement to greatly increase our alumni network and engagement.
- Engage our advisory boards as resources to advance business partnerships, research opportunities, financial support, and student placement.
- Create better internal organization and systems to easily connect alumni with our students through mentoring, speaking engagements, class projects, case studies, and student placement.
- Engage more closely with alumni networks associated with underrepresented populations to increase the diversity of alumni we engage.
- Explore opportunities to provide continuing education opportunities for our alumni that will strengthen their connection to the college—for example, pilot a continuing education workshop for alumni with LinkedIn micro-credentials through the Professional Edge program.

PRIORITY 3.2: Expand and deepen the college's role as a resource for campus partners—as well as local, state, and regional communities—serving as a resource for business-related expertise.

KEY ACTIONS

- Continue to support curricular and co-curricular activities for non-business students across campus, including ensuring student clubs are open to all; minors in business, entrepreneurship, sports business, and sustainable business are open to all undergraduate students; our specialization in innovation and entrepreneurship is open to all graduate students; and Professional Edge is open to the entire campus community.
- Explore and pursue new curricular and co-curricular opportunities with other schools and colleges on campus and externally, including exploring the development and delivery of a real estate minor and entrepreneurship curriculum

for Oregon Health and Science University students.

- Strengthen and deepen our partnership with the Knight Campus for Accelerating Scientific Impact, as well as the rest of campus, to bring ideas and discoveries to market efficiently and quickly.

PRIORITY 3.3: Develop stronger industry partner networks to broaden and deepen engagement with the college.

KEY ACTIONS

- Identify and develop relationships with targeted industry organizations that align with the college and institutional brand and value proposition to improve students' career success, including overall placement and placement with top firms.
- Conduct listening tours with different segments of the sport business industry to understand their workforce needs and develop deeper engagement through internships, projects, and more.
- Investigate and pursue corporate education opportunities with industry partners.
- Engage advisory boards as resources to advance business partnerships, research opportunities, financial support, and student placement with industry partners.
- Develop a corporate sponsorship model for the launch of a real estate program.

PRIORITY 3.4: Increase the brand awareness and recognition of Lundquist at the regional, national, and international levels.

KEY ACTIONS

- Continue to develop branding materials that help students, alumni, and recruiters translate the Lundquist strategy into clearly understood career benefits.
- Analyze the profile of our academic departments in their respective disciplines and develop strategies to further enhance our recognition and reputation.
- Analyze Lundquist's brand recognition associated with innovation and entrepreneurship, sustainable business practices, and sports business to develop strategies to further enhance recognition and reputation across relevant audiences.
- Leverage relationships with alumni and business partners to develop approaches to increase local, national, and global recognition.
- Continue to share details and stories highlighting our centers of excellence to alumni and industry partners, as well as community members.



"THEY SAW MY ROUGH DRAFT AND A WEEK LATER THEY OFFERED ME AN INTERNSHIP."

MEET BELLA MOLAU

This Duck loves data! She recently participated in an immersion hosted by the Lundquist College's Professional Edge program in partnership with Lithia & Driveway, during which she reviewed real data and made recommendations to a panel of Lithia representatives. As a result of her work, Lithia offered Molau an internship, putting her one step closer to her goal of a career in marketing analytics/ecommerce and performance.

APPENDIX A

KEY PERFORMANCE INDICATORS

Our success will be measured by top-level key performance indicators (KPI), as well as more granular indicators of success (IOS) related to each of the three priority areas. These will be tracked at the college level on an annual basis. Departments and other units in the college may have their own unit-level action plans and additional (secondary) KPIs that are consistent with the college's strategic plan.

1. Ranking in U.S. News and World Report.

TARGET: TOP 25 FOR BUSINESS SCHOOLS AT PUBLIC UNIVERSITIES

Actions in all priority areas will contribute to attaining this KPI. Our average ranking has been 30 on this KPI, so we are setting a highly aspirational goal. This is also a KPI that can be hard to drive, as it depends to a high degree on reputation, not just quantifiable data.

2. Survey response by faculty and staff about their overall rating of satisfaction.

TARGET: SURVEY RESPONSES OF AT LEAST FOUR OUT OF FIVE

Inclusion and belonging are foundational principles discussed in the introduction of our strategic plan. In the coming years, we also plan to develop a robust climate survey of our students around inclusion and belonging as well.

3. Per capita production of University of Texas-Dallas 24 (UTD24) and Financial Times 50 (FT50) journal articles by our faculty.

TARGET: 0.6 ARTICLES PER TENURE-RELATED FACULTY MEMBER PER YEAR IN FT50 AND 0.4 ARTICLES PER TENURE-RELATED FACULTY IN UTD24

This KPI directly relates to priority one. A-level journal production is a signature metric of the quality of a

research faculty and fundamental to many rankings of business schools. We have historically done well on this metric relative to other business schools and need to maintain these historical levels.

4. Percent of graduates with a positive placement outcome six months after graduation.

TARGET: 90 PERCENT

This KPI relates to priority two. This is measured by the first destination survey and is often factored into rankings of business schools and universities generally. Historically, we have averaged in the low to mid-80 percent range for this KPI, so this is an ambitious goal.

5. Number of students participating in co-curricular, applied experience activities.

TARGET: DOUBLE THESE NUMBERS RELATIVE TO OUR BASE YEAR, 2023-24

This KPI relates to priority two. Career readiness is vital not only to placing our graduates into the workforce successfully but also to having high-quality outcomes. Our ability to provide these experiences for our students is also critical to attracting great students to Lundquist and the University of Oregon. Co-curricular, applied experience activities are defined as participation in the Lundquist Honors Program, Oregon Consulting Group, UO Investment Group, student clubs, Oregon Innovation Challenge, and Professional Edge workshops, trainings, and immersions.

6. Number of alumni who have had an active engagement with the college through board, donor, and fundraising participation and events (including sports-related [e.g., tailgaters]), guest lectures, provision of projects, and visits to the college.

TARGET: DOUBLE THESE NUMBERS RELATIVE TO OUR BASE YEAR, 2023-24

This KPI relates to priority three. Alumni engagement is vital to elevating so many of our college's priorities from

student career readiness and placement to philanthropy.

7. Annual philanthropic dollars raised.

TARGET: \$20 MILLION

This KPI relates to priority three, though it is obvious that philanthropic support is the fuel necessary to elevate all of the college's priorities. We have traditionally been able to raise \$12-15 million annually, so this is an ambitious goal.

8. Revenues from new online, corporate, and professional educational offerings.

TARGET: \$3 MILLION ANNUALLY

This KPI relates to priority three. Developing new revenue streams is critical for our college to maintain and elevate our excellence.

INDICATORS OF SUCCESS

In addition to our KPIs, we will track a number of other secondary measures related to each priority area. Many of these feed into attainment of our KPI targets.

Priority One

1. Number of editorships, associate editorships, and editorial board memberships by our faculty
2. Number of research recognitions (e.g., best paper awards), selection for membership in an invitation-only academic society, competitive grants awarded by major national and international agencies or third parties, and other recognition by professional and/or academic societies for intellectual contribution outcomes
3. Article production in a) entrepreneurship and innovation, b) sport, and c) sustainability
4. Foundation expenditures on research faculty
5. Average months of summer support for TTF
6. Average time to degree completion for PhD students
7. Placement success of PhD graduates, including percent placed at other academic institutions.
8. Students in entrepreneurship and innovation curriculum

across different levels and units

9. Philanthropic and other funds raised for our entrepreneurship and innovation activities

Priority Two

1. Enrollments in degree programs, particularly in our key areas
2. Revenue generation by professional master's programs
3. Select rankings for our degree programs and specialties (e.g., sport business, sustainability, and entrepreneurship)
4. Student satisfaction scores, including how they feel about their career readiness
5. Number of academic and career advising sessions with students (one-on-one and group tracked separately)
6. Number of recruiter visits to campus or known interviews with our students through other channels (such as Zoom interviews)
7. Average starting salaries of graduates by degree programs

Priority 3

1. Number of (non-business) students in our college's minors
2. Number of industry partners providing monetary support through corporate sponsorships, custom executive education opportunities, or philanthropic gifts
3. Funds generated through corporate sponsorships and executive education programs
4. Rankings in select specialty business rankings (e.g., top Green MBAs in The Princeton Review) that we target
5. Media mentions of faculty scholarship and expertise

APPENDIX B

2020 AACSB GUIDING PRINCIPLES AND STANDARDS FOR BUSINESS ACCREDITATION

STANDARD 1: STRATEGIC PLANNING

- 1.1 The school maintains a well-documented strategic plan, developed through a robust and collaborative planning process involving key stakeholder input, which informs the school on resource allocation priorities. The strategic plan should also articulate a clear and focused mission for the school.
- 1.2 The school regularly monitors its progress against its planned strategies and expected outcomes and communicates its progress to key stakeholders. As part of monitoring, the school conducts formal risk analysis and has plans to mitigate identified major risks.
- 1.3 As the school carries out its mission, it embraces innovation as a key element of continuous improvement.
- 1.4 The school demonstrates a commitment to positive societal impact as expressed in and supported by its focused mission and specifies how it intends to achieve this impact.

STANDARD 2: PHYSICAL, VIRTUAL, AND FINANCIAL RESOURCES

The school manages its (2.1) physical, (2.2) virtual, and (2.3) financial resources to sustain the school on an ongoing basis and to promote a high-quality environment that fosters success of all participants in support of the school's mission, strategies, and expected outcomes

STANDARD 3: FACULTY AND PROFESSIONAL STAFF RESOURCES

- 3.1 The school maintains and strategically deploys sufficient participating and supporting faculty who collectively demonstrate significant academic and professional

engagement that, in turn, supports high-quality outcomes consistent with the school's mission.

- 3.2 Faculty are qualified through initial academic or professional preparation and sustain currency and relevancy appropriate to their classification, as follows: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). Otherwise, faculty members are classified as Additional Faculty (A).
- 3.3 Sufficient professional staff are available to ensure high-quality support for faculty and learners as appropriate.
- 3.4 The school has well-documented and well-communicated processes to manage, develop, and support faculty and professional staff over the progression of their careers that are consistent with the school's mission, strategies, and expected outcomes.

STANDARD 4: CURRICULUM

- 4.1 The school delivers content that is current, relevant, forward-looking, globally oriented, aligned with program competency goals, and consistent with its mission, strategies, and expected outcomes. The curriculum content cultivates agility with current and emerging technologies.
- 4.2 The school manages its curriculum through assessment and other systematic review processes to ensure currency, relevancy, and competency.
- 4.3 The school's curriculum promotes and fosters innovation, experiential learning, and a lifelong learning mindset. Program elements promoting positive societal impact are included within the curriculum.
- 4.4 The school's curriculum facilitates meaningful learner-to-learner and learner-to-faculty academic and professional engagement.

STANDARD 5: ASSURANCE OF LEARNING

- 5.1 The school uses well-documented assurance of learning (AOL) processes that include direct and indirect measures for ensuring the quality of all degree programs

deemed in scope for accreditation purposes. The results of the school's AOL work leads to curricular and process improvements.

- 5.2 Programs resulting in the same degree credential are structured and designed to ensure equivalence of high-quality outcomes irrespective of location and modality of instructional delivery.
- 5.3 Microlearning credentials that are "stackable" or otherwise able to be combined into an AACSB-accredited degree program should include processes to ensure high quality and continuous improvement.
- 5.4 Non-degree executive education that generates greater than five percent of a school's total annual resources should include processes to ensure high quality and continuous improvement.

STANDARD 6: LEARNER PROGRESSION

- 6.1 The school has policies and procedures for admissions, acceptance of transfer credit, academic progression toward degree completion, and support for career development that are clear, effective, consistently applied, and aligned with the school's mission, strategies, and expected outcomes.
- 6.2 Post-graduation success is consistent with the school's mission, strategies, and expected outcomes. Public disclosure of academic program quality supporting learner progression and post-graduation success occurs consistently.

STANDARD 7: TEACHING EFFECTIVENESS AND IMPACT

- 7.1 The school has a systematic, multi-measure assessment process for ensuring quality of teaching and impact on learner success.
- 7.2 The school has development activities in place to enhance faculty teaching and ensure that teachers can deliver curriculum that is current, relevant, forward-looking, globally oriented, innovative, and aligned with program competency goals.
- 7.3 Faculty are current in their discipline and pedagogical methods, including teaching diverse perspectives in an inclusive environment. Faculty demonstrate a lifelong

learning mindset, as supported, and promoted by the school.

- 7.4 The school demonstrates teaching impact through learner success, learner satisfaction, and other affirmations of teaching expertise.

STANDARD 8: IMPACT OF SCHOLARSHIP

- 8.1 The school's faculty collectively produce high-quality, impactful intellectual contributions that, over time, develop into mission-consistent areas of thought leadership for the school.
- 8.2 The school collaborates with a wide variety of external stakeholders to create and transfer credible, relevant, and timely knowledge that informs the theory, policy, and/or practice of business to develop into mission-consistent areas of thought leadership for the school.
- 8.3 The school's portfolio of intellectual contributions contains exemplars of basic, applied, and/or pedagogical research that have had a positive societal impact, consistent with the school's mission.

STANDARD 9: ENGAGEMENT AND SOCIETAL IMPACT

- 9.1 The school demonstrates positive societal impact through internal and external initiatives and/or activities, consistent with the school's mission, strategies, and expected outcomes.



 [BUSINESS.UOREGON.EDU](https://business.uoregon.edu)



**Lundquist
College of Business**

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