



LUNDQUIST COLLEGE OF BUSINESS

STRATEGIC PLAN 2024-29

**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 4,000 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 get to know students, where students work on real projects for real companies, and where alumni go on to high-powered jobs worldwide.

As part of this strategic plan, we are updating our mission and vision statements to reflect our 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

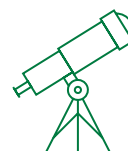
Provide outstanding graduate and undergraduate education that combines a strong foundation in the classroom with experiential, real-world opportunities to prepare our students for strong post-graduate success.

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

#4

GREEN MBA PROGRAM IN
THE UNITED STATES (THE
PRINCETON REVIEW, 2023)

#26

GRADUATE
ENTREPRENEURSHIP
PROGRAM IN THE UNITED
STATES (PRINCETON
REVIEW, 2023)

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 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 distinct concentration areas in business education.
5. A faculty and staff committed to efforts to increase diversity and promote equity, inclusion, and a sense of belonging for all.
6. High-quality graduate programs, including a distinctive, world-class Sports Product Management master's program, the only executive MBA program in the state, and a PhD program that has nearly 100 percent placement.
7. An efficient and results-oriented administrative staff.



Our strategic plan builds on these key strengths and our mission statement—as well as the three overarching themes of the Association to Advance Collegiate Schools of Business (AACSB) accreditation standards of engagement, innovation, and impact (see Appendix A)—to lay out our goals to achieve our vision. It is an action-oriented plan centered around four main goals, each with associated sub-goals, key actions, and key performance indicators (KPIs).

OUR FIRST GOAL is to cultivate an environment that attracts, develops, and retains an outstanding and diverse community of students, faculty, and staff; that fosters and celebrates diversity; and that provides a sense of belonging and purpose. We cannot attain excellence in our other goals without having outstanding diversity in backgrounds and perspectives across our faculty, staff, and students, ensuring that everyone is welcomed and feels they belong.

OUR SECOND GOAL is to influence scholarly discourse, business practices, and policymaking through high-impact research and thought leadership. This includes providing expertise to accelerate research and innovation to help members of our campus and community create and bring viable products to market that better our world. Lundquist faculty are thought leaders whose research impacts management practice and policy, benefiting society at local, regional, national, and international levels. Their expertise also provides world-class training of PhD students, who go on to teach at other leading business programs where they help other researchers, innovators, and entrepreneurs get their ideas into the marketplace.

OUR THIRD GOAL is to develop principled transformative business leaders who are innovative, entrepreneurial, and embrace lifelong learning, research, and global perspectives. 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 FOURTH GOAL is to strengthen engagement with alumni, campus partners, industry partners, and the external community to create mutual value. A significant economic 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 business and society. We also provide our expertise to the university, industry, government, and other organizations.

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 Review Committee that will annually review, gather feedback, and provide recommendations for updating the plan. KPIs will also be collected, published, and reviewed annually as one way to measure progress.



RESEARCH-PRODUCTIVE, TALENTED FACULTY

48

PEER-REVIEWED ARTICLES ACCEPTED FOR PUBLICATION IN PAST YEAR

35

PEER-REVIEWED ARTICLES IN TOP ("A") JOURNALS IN PAST YEAR

0.91

PUBLICATIONS PER TENURE-TRACK FACULTY MEMBER

GOALS AND ACTIONS



GOAL ONE

Cultivate an environment that attracts, develops, and retains an outstanding and diverse community of students, faculty, and staff; that fosters and celebrates diversity; and that provides a sense of belonging and purpose.

To serve our mission at the highest level, the Lundquist College has defined four primary goals that align with the strategic framework of the university, as well as the 2020 AACSB accreditation standard themes of engagement, innovation, and impact.

We cannot attain excellence in our other goals without having outstanding diversity in backgrounds and perspectives across our faculty, staff, and students, ensuring that everyone is welcomed and feels they belong.

GOAL 1.1: Enhance the diversity of the Lundquist College by increasing the share of faculty and staff from underrepresented backgrounds.

KEY ACTIONS

- Require implicit bias training for all search members in TTF and top OA positions.
- Engage in active recruitment for all searches.
- Have diversity work listed as a job skill for each position posted in the college, as appropriate.

GOAL 1.2: Enhance the diversity of the Lundquist College by increasing the share of students from underrepresented backgrounds in our undergraduate and graduate degree programs.

KEY ACTIONS

- Reduce opportunity gaps for underrepresented populations in our introductory courses through targeted tutoring (Encore) and other best practices.
- Expand our bridge program and flight school program.
- Expand our pipeline for diverse doctoral students by strengthening relationships with professional organizations, such as the PhD Project.
- Increase representation of business experts from underrepresented categories who engage with our students, including partnering with external organizations from underrepresented communities—such as the UO Black Alumni Network, Veteran’s Affairs, and Historically Black Colleges and Universities—to increase the number of guest lectures and events with speakers who are from underrepresented groups.

GOAL 1.3: Create and promote an inclusive, welcoming, and equitable community and climate for all to thrive.

KEY ACTIONS

- Establish and implement feedback loops that provide timely information about the sense of inclusion and belonging of our faculty, staff, and students, including annual climate surveys.
- Provide regular diversity, equity, and inclusion training for faculty and staff.
- Encourage faculty to engage students of all backgrounds with their research activities and create opportunities for all students to be involved in faculty projects.
- Improve the physical, digital, and linguistic landscape of the college to be welcoming to all.
- Establish and implement best practices that promote and support inclusive recruitment and community in co-curricular programs (for example, UOIG, OCG, Business Honors).





GOAL TWO

Influence scholarly discourse, business practice, and policymaking through high-impact research and thought leadership, including expertise to accelerate research and innovation to help members of our campus and community create and bring viable products to market that better our world.

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

Their expertise also provides world-class training of PhD students, who go on to teach at other leading business programs and help other researchers, innovators, and entrepreneurs get their ideas into the marketplace.

GOAL 2.1: Continue to build upon our intellectual tradition of impactful, award-winning research by nurturing and supporting critical research on problems that matter and that are key strengths for the college.

KEY ACTIONS

- Increase faculty summer support and other research support through philanthropy.
- Increase the number of tenure-related faculty and other scholarly academics.
- Implement a mentoring program for junior faculty to improve retention and tenure success.
- Provide annual workshops on promotion and tenure to all faculty.
- Hire more faculty in our key societal impact areas of entrepreneurship and innovation, sports business, finance, and sustainable business practices.
- Increase philanthropy for research and thought leadership support in our key societal impact areas.
- Establish a new Olympic Studies Research Hub.
- Explore research opportunities with university partners in the new Global Sport University Network, co-founded by the University of Oregon.
- Work with our communications team and University Communications to disseminate faculty research through press releases, social media, and other channels.

GOAL 2.2: 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.

GOAL 2.3: Provide the resources and expertise for campus and community partners to develop research discoveries, inventions, and other innovative ideas into viable products and services that make an impact in 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). Continue to pilot curriculum delivery to Oregon Health and Sciences University (OHSU) faculty and students.
- Provide a robust incubator program (for example, the Oregon Innovation Challenge) 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 to 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, as well as staff to coordinate them.





GOAL THREE

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

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.

GOAL 3.1: 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 a possible accelerated option for our MS in finance program to increase enrollment.
- Evaluate partnership with OHSU to deliver entrepreneurship curriculum to its students and other partners in Portland.
- Pilot executive and continuing education, with particular emphasis on the key areas of sports business, sustainable business practices, and entrepreneurship and innovation.

GOAL 3.2: Expand experiential and leadership opportunities and engagements for students (especially direct-admit majors), including by developing a stronger alumni network.

KEY ACTIONS

- Expand the participation of students in Professional Edge by hiring an assistant director for 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 in the college.
- Substantially increase alumni networks and engagement with students by staffing two new positions in alumni engagement.
- Significantly enhance engagement with direct-admit students to encourage participation and leadership in the Lundquist undergraduate experience.
- 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.

GOAL 3.3: 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 PhD graduates.

KEY ACTIONS

- Use Lundquist Fundamentals 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.
- Increase industry contacts and interviews with our students—while also attracting top recruiters—through enhanced corporate engagement strategies.
- Substantially increase alumni networks and engagement with students by staffing two new positions in alumni engagement.



“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.



GOAL FOUR

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 where students, faculty, staff, and alumni come together to make profound and significant contributions.

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

GOAL 4.1: 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 and case studies, and more.
- Engage more closely with alumni networks associated with underrepresented populations—such as the Black Alumni Network, UO Pride, and Patos Alumni Network—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.

GOAL 4.2: 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 entrepreneurship curriculum to OHSU 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 the market efficiently and quickly. (Specific key actions are detailed in goal 2.3 above.)
- Explore opportunities provided by the new UO campus in Portland to deliver new curricular and co-curricular programming to Portland communities, especially those in the neighborhood around the new campus and the Albina neighborhood, connecting with leaders and foundations in Portland to understand how the Lundquist College can engage in meaningful ways.

GOAL 4.3: 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's institutional brand and value proposition to improve student career success and placements, including into positions with top firms.
- Conduct listening tours with different segments of the sports business industry to understand workforce needs and to develop deeper engagement through internships, projects, and more.
- Investigate and pursue executive education opportunities with industry partners.
- Engage advisory boards as resources to advance business partnerships, research opportunities, financial support, and student placement with industry partners.
- Consider piloting a corporate sponsorship model for the relaunch of a real estate program.

GOAL 4.4: 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 enhance awareness and renown 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 connections to and engagements with alumni and industry partners, as well as community members.



“I WAS ABLE TO APPLY KNOWLEDGE FROM BOTH OF MY CONCENTRATIONS AND WORK WITH SOME AMAZING PEOPLE ACROSS THE CORPORATE SOCIAL RESPONSIBILITY SPACE.”

MEET JAMES SCHULTE, MBA '24

A natural project manager, Schulte served as the UO Graduate Net Impact Club president, the Master's Investment Group operations manager, a Lundquist College student ambassador, and as a member of the Green Business Initiative at the Knight Law Center. Also during his Oregon graduate experience, Schulte took on consulting roles with top sustainability-focused organizations, including WSP and Bob's Red Mill.

APPENDIX A

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.

APPENDIX B

KEY PERFORMANCE INDICATORS

The following are the primary key performance indicators (KPIs) corresponding to each of the four major goals in the Lundquist College of Business Strategic Plan. These will be tracked at the college level on an annual basis. Departments and other units in the college may maintain their own unit-level action plans and additional (secondary) KPIs that are consistent with the college's strategic plan.

GOAL 1

1. Percent of faculty and staff in underrepresented categories
2. Percent of undergraduate pre-majors, majors, and degrees in underrepresented categories
3. Percent of graduate program majors and degrees in underrepresented categories
4. Number of students in our bridge program and flight school program
5. Opportunity gaps in our introductory courses (differences in DFNW rates between students from majority versus underrepresented categories)
6. Number of guest lectures and other Lundquist activities by women and alumni associated with UO Alumni Association identity groups
7. Climate survey responses by faculty and staff about their sense of inclusion
8. Climate survey responses by students about their sense of inclusion

GOAL 2

1. Publications in A-journals (see University of Texas-Dallas rankings, Financial Times 50, and others), both total and per-capita basis
2. Number of editorships, associate editorships, and editorial board memberships

3. Number of research recognitions (for example, best paper awards), selections for membership in invitation-only academic societies, 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
4. Article production in entrepreneurship and innovation, sports business, and sustainable business
5. Foundation expenditures on research faculty
6. Average months of summer support for TTF
7. Average time to degree completion for PhD students
8. Placement success of PhD graduates, including percent placed at other academic institutions.
9. Students in entrepreneurship and innovation curriculum across different levels and units
10. Philanthropic and other funds raised for our entrepreneurship and innovation activities

GOAL 3

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., sports business, sustainable business, and entrepreneurship)
4. Enrollments in key programs and co-curricular offerings, including the BizARC, direct-admit students, Business Honors, Oregon Consulting Group and related student consulting groups, and Professional Edge
5. Student satisfaction scores, including how they feel about their career readiness
6. Number of academic and career advising sessions with students (one-on-one and group tracked separately)
7. Number of recruiter visits to campus or known interviews with students through other channels (such as Zoom interviews)
8. Number of alumni guest lectures and other engagements, particularly from underrepresented categories

9. Percent of successful placement outcomes six months after graduation by degree program
10. Average starting salaries of graduates by degree program

GOAL 4

1. Number of students engaged in experiential learning, such as the Oregon Consulting Group, with industry partners
2. Number of alumni who engaged with the college (including percentages by women or other underrepresented groups) through board participation, as donors and related fundraising events, including sports-related (e.g., tailgaters), guest lectures, provision of projects, visits to the college, and so forth.
3. Number of (non-business) students in our college's minors
4. Number of non-business students participating in our

- co-curricular groups, such as our student clubs, Oregon Innovation Challenge, and Professional Edge
5. Number of recruiter contacts by the industry engagement team
6. Number of industry partners providing monetary support through corporate sponsorships, custom executive education opportunities, or philanthropic gifts
7. Funds generated through corporate sponsorships and executive education programs
8. Rankings in U.S. News and World Report
9. Rankings in select specialty business rankings (for example, Top Green MBAs in *The Princeton Review*)
10. Media mentions of faculty scholarship and expertise
11. Total philanthropy directed to the college

**AT THE LUNDQUIST
COLLEGE OF
BUSINESS, WE
LEARN, RESEARCH,
AND INNOVATE
TOGETHER.**



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



**Lundquist
College of Business**

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