

# (Updated) Strategic Plan for the Lundquist College of Business: 130/60/250 – An Executive Summary

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To gain recognition as a leading business school in the Northwest and beyond we must urgently address the resource gap that exists between us and our peers/competitor institutions. Specifically, we must target a **\$130M** capital campaign to allow us to increase the size of our tenure-track faculty to at least **60**, add to our non-tenure track faculty, and increase our combined graduate enrollment to at least **250** students. We must differentiate ourselves with outstanding faculty research and focused innovation as we strengthen our commitment to experiential education, global engagement and the Portland business community. Above all, we must focus on excellence in everything we do.

Success on these dimensions will allow (1) our faculty to achieve intellectual leadership positions and develop and disseminate theoretical and practical knowledge relevant to the future of business, (2) graduates to successfully compete in the market place for talent and excel in careers as visionary leaders who drive innovation, think critically, challenge the status quo, and inspire trust, and (3) business, public sector organizations and nonprofit communities to avail themselves of outstanding talent and partnership opportunities that bring significant value to their organizations.

## PREAMBLE

Long-term strategic planning is an ongoing, iterative process that involves multiple constituencies. During the past four years an ongoing comprehensive process of self-assessment and strategic visioning at every level of the Lundquist College of Business (LCB) has produced the outlines of a compelling, distinctive, and feasible long-term strategic plan for the College. It leverages and builds on our heritage and unique current positioning as a highly regarded business school with a mission that draws strength from our links to the Pacific Rim and the distinctive qualities of Oregon culture: innovation and entrepreneurship, sustainability, active lifestyles, financial stewardship, and respect for individuality and diversity within an increasingly global community. At the same time, it challenges all our constituencies to pursue new goals, set high bars and perform at new levels while remaining true to our identity, values and culture.

## PLANNING CONTEXT: CHALLENGES AND OPPORTUNITIES

The plan is crafted to respond to rapidly changing environment. Changes in the global economy and the competitive environment are creating new challenges for higher education in general and for Business Schools in particular. At the same time, the University of Oregon has arrived at a critical moment in its history – with new leadership, greater independence from state funding and governance, the launch of a capital campaign, and growing aspirations

as a member of the elite Association of American public and private comprehensive research Universities (AAU).

*Higher Education is at a Crossroads.* The outlook for US Higher Education for the next decade is challenging. Critical factors include (1) Limited prospects for tuition growth, (2) Diminishing opportunities to develop non-tuition revenue sources due to competition and market saturation, (3) A rising student loan burden, (4) Increased attention to regulatory and accreditation issues, and (5) A growing focus on long-term sustainability. At the same time, overall demand is likely to remain strong for the highest quality programs since there are no proven, viable substitutes for a college education. Price sensitivity is likely to continue to suppress net tuition growth while research funding continues to slow. Finally, new forms of competition – MOOCs, other forms of online education – continue to make inroads and challenge traditional delivery models.

*Implications for our strategy.* Our strategy must recognize that income from tuition and fees is unlikely to grow much in the next five to ten years, that State support is unlikely to grow, and that significant investments in faculty growth, research, scholarships and an enhanced student experience are required to strengthen our competitive position. As a consequence, private support will be a key success factor.

Compared to our peers/competitors, we are small and enroll a proportionately larger number of students with a smaller faculty, budget and endowment. For example, in 2012 the University of Santa Clara served 1,378 undergraduate and 325 MBAs with almost twice the number of tenure track faculty and an even larger non-tenure track faculty (Source: AACSB). Similarly, the University of Colorado, with an undergraduate enrollment of 2,755 and 200 graduate (MBA and PhD) students also boasts a substantially larger faculty (Source: AACSB). Comparisons with larger competitors – the University of Washington or the University of Arizona, for example, show similar disparities. The inescapable conclusion: To become more competitive and achieve the vision outlined in this document, significant resources will have to be added in the coming years.

*New Accreditation Standards for Business and Accounting.* Last year AACSB International—The Association to Advance Collegiate Schools of Business and our principal accreditation agency – enacted new (re)-accreditation standards for Business as well as Accounting education.

The fundamental purpose of AACSB accreditation is to encourage business schools to hold themselves accountable for improving business practice through scholarly education and impactful intellectual contributions. AACSB achieves this purpose by defining a set of criteria and standards, coordinating peer review and consultation, and recognizing high-quality business schools that meet the standards and participate in the process.

AACSB developed a consistent but separate set of standards for Accounting. The new standards recognize that Accounting professionals are playing increasingly critical roles in the collection, analysis, recording, reporting, interpretation, and verification of financial and non-financial information.

*Implications for our strategy.* Having achieved AACSB accreditation, an institution commits to a process of continuous improvement review to demonstrate high quality and alignment with the spirit and intent of the accreditation standards. That process also includes a commitment to complete (1) an annual report of data supporting AACSB's efforts to advance quality management education globally through its research and knowledge services functions; and (2) a periodic five-year review of strategic progress. Significantly, maintaining AACSB accreditation – important to recruiting students, faculty, and research grants as well as placement – requires we meet specific requirements regarding the number of tenure-track faculty we employ, class sizes and curricular content, the nature and frequency of engagement with practitioners, and assurance of learning and other metrics. Our next review is scheduled for January, 2016.

*Forward momentum of the University of Oregon.* On October 22, 2014 Interim President Scott Coltrane shared the following his thoughts about the UO's future with faculty and staff by email (<https://president.uoregon.edu/content/university-update-making-history-oregon-way>). Key items included:

“The University of Oregon is embarking on an important and historic journey. As I shared with you late Friday evening, we have now entered the public phase of our [fundraising campaign](#) and announced our intentions to raise an unprecedented \$2 billion dollars to advance the university's lofty aspirations.

I have called this campaign audacious for good reason. It is the largest fundraising goal ever set by an organization in the state of Oregon. But the amount is not all that is groundbreaking. The campaign also breaks the mold in the way we established our goals. We asked our schools and colleges what they need to advance our mission of academic and research excellence, and student access and success. And we received a long list of important needs and priorities. We also set about benchmarking ourselves against other universities like ourselves, top-tier public research universities. What we learned is that the combination of enrollment growth from past years, and less state funding has created great need for investment in our faculty and research enterprises. We also examined what our students need to afford college, and to thrive and succeed once they get here. Finally, we looked at our current campus, where you work, teach, and conduct research, so that we could set priorities to improve our facilities, infrastructure, and technology.”

(Abridged) “We created our campaign goals from the bottom up. Our fundraising will support all our strategic priorities and those we establish as we renew the academic plan in the coming months. These priorities break down into three areas: (1) Access (principally need and merit-based scholarships to attract high achieving and diverse students and graduate student support), (2) Excellence (e.g. enhanced academic collaboration through the Clusters of Excellence faculty hiring initiative by hiring 150 new tenure-track faculty and building on the UO's already robust research and teaching strengths), (3) Experience (e.g. expand undergraduate research and experiential learning opportunities, create more opportunities for study abroad and international recruitment, provide seed funding for innovation and new ideas, upgrade of IT infrastructure and increased capacity to process “Big Data”, renovate and expand buildings and facilities)”

“The start of our public campaign will mean different things for different members of our campus community. Those who connect our faithful and prospective donors with their passions will kick their efforts into overdrive. Others will notice few changes in their immediate day-to-day work, but should recognize that this campaign will be incredibly important to all of us. It will support our mission, further strengthen our programs and great faculty, and help us provide the benefits of higher education to more students.”

*Implications for our strategy.* There are numerous opportunities for collaboration across the campus. Good examples include (1) A project known as the Regional Accelerator and Innovation Network (RAIN) – the fruit of a visionary collation that includes local and state governments, Oregon State University, the University of Oregon and the region’s business community, among others. The project involves two business accelerator facilities – one in Eugene and one in Corvallis – that house and support local startup ventures. (2) Joint programs with other Schools and Colleges and Athletics in Sports Product Management, Law, the Honors College and others – through the Clusters of Excellence hiring initiative and in other ways – in Eugene as well as Portland.

*United Academics.* In September, 2013 the University announced a tentative agreement with the faculty union, United Academics, on a first-time collective bargaining contract. United Academics was voluntarily recognized by the University and certified as the exclusive representative of the faculty bargaining unit in April 2012. The bargaining unit includes approximately 1800 faculty members, including tenured, tenure track, non-tenure track and adjunct faculty at the university.

*Implications for our strategy.* Key terms of the agreement include pay increases for both tenure-track and non-tenure-track faculty through 2015 based on cost of living, merit and equity, new policies on academic freedom, job security for non-tenured faculty, expanded retirement and healthcare benefits. While the full extent of the financial implications of the collective bargaining agreement (CBA) are not yet fully known, we welcome the opportunities the new contract brings for achieving greater consistency in employment practices across the University, and for promoting openness and transparency in decision making at all levels.

*A New Institutional Governing Board for the University of Oregon.* During the 2013 session, the Oregon Legislature passed Senate Bill 270, establishing institutional governing boards for the University of Oregon and other Oregon universities. The passage of legislation that authorizes an institutional governing board for the University of Oregon effective July 2014 brings great opportunity as well as increased responsibility. The broad responsibilities of this 15-member group are to supervise, coordinate, manage, and regulate the UO, as provided by state statute. The trustees may exercise all powers, rights, duties, and privileges expressly granted by law or that are incidental to their responsibilities.

*Implications for our strategy.* An institutional board dedicated to our campus and students will create opportunities for efficiencies in our operations, support innovation and research, and open the doors to new philanthropic opportunities.

## GUIDING THEMES

The strategy development process was begun in the 2010-2011 academic year with the identification, in consultation with the President and Provost, of three guiding strategic “themes” selected to provide an overarching direction for the Lundquist College of Business in the years to come:

### *Enhancing Experiential Learning*

To gain stronger recognition as a world-class, research-intensive business school that provides a unique, relevant learning experience, we must integrate our educational programs across disciplines and learning platforms. The Lundquist College of Business has five outstanding departments which focus on specific disciplines. In the last ten years, four Centers of Excellence were established to augment this discipline-based structure with an interdisciplinary focus. They provide an important avenue to create brand equity, forge links with business and other organizations, stimulate private giving (e.g. internships, Professors of Practice) and provide differentiating educational dimensions (experiential and global opportunities).

### *Increasing LCB’s Global Posture*

Globalization has increased the demand for business professionals who understand and embrace the new global challenges and realities. Meeting this need requires a global perspective in all our academic pursuits and a commitment to supporting a diverse group of scholars – students, staff and faculty – to create a climate of global awareness and cultural appreciation. Targeting a more global posture is a multi-dimensional challenge. We must explore additional opportunities for meaningful student/faculty experiences abroad at both the undergraduate and graduate levels and enhance the global aspects of our curricula.

### *Creating a Significant Portland Presence*

Beginning in 2011, for the first time in 25 years, LCB assumed sole responsibility for the Oregon Executive MBA (OEMBA) program. This development created an opportunity for LCB to target a broader mission in Portland to include the design of a new Master of Science program in Sports Product Management, and short courses aimed at business, government and non-profits on subjects such as innovation, sustainable business practices, entrepreneurship, and sports product development and marketing.

## AFFIRMING OUR MISSION, VISION AND COMMITMENT TO PROCESS

The *mission* of the Lundquist College of Business, approved by a faculty vote almost ten years ago, has remained unchanged:

“The Lundquist College of Business is an integral part of the University of Oregon, our state’s flagship, AAU University. We are an engaged community of students, faculty, staff

and stakeholders. We collaborate to discover, share and apply cutting edge business knowledge and disseminate innovative research. We commit to providing our students an outstanding learning experience, and preparing our graduates for career success in a global environment.

The University of Oregon is the state’s flagship research university. From this distinctive origin and identity comes our commitment to enhance the scientific, economic, social, legal, and cultural assets of our state, and to develop solutions for complex problems facing society. We deliver on this commitment through focused excellence in teaching, research, outreach, and engagement in a collaborative environment.

Our teaching and learning includes undergraduate, graduate, and professional education. Our educational programs are enriched by the knowledge, collaboration, diversity, and creativity of our faculty, students, and staff. Our scholarly and creative activities promote human and economic development, global understanding, and progress in professional practice by expanding knowledge and its applications in the world of business.”

The *vision* for the Lundquist College of Business, also affirmed by faculty vote, is consistent with its mission:

“We will be a leading College of Business among flagship public universities by promoting an entrepreneurial spirit; embracing the contributions of multiple cultures, identities, and perspectives; and bringing together the talents and enthusiasm of faculty, staff, and students:

- Our faculty will achieve intellectual leadership positions, developing and disseminating the theoretical and practical knowledge necessary to anticipate and capitalize on the challenges the future brings.
- Graduates will successfully compete in the market place for talent and excel in careers as visionary leaders who drive innovation, think critically, challenge the status quo, and inspire trust.
- Business, public sector organizations and nonprofit communities will be able to avail themselves of outstanding talent and partnership opportunities that bring significant value to their organizations.

We will be widely recognized as a creative College that is both environmentally and fiscally sustainable and is an engaged partner in addressing the changing needs of our stakeholders in Oregon, the nation, and the world. Progress toward these goals will be measured by the quality of our teaching, research, recruiting and placement records, our ability to achieve recognition as thought leaders in niche areas, the relevance of our programs to current and emerging global business challenges, and the efficacy of our engagement of alumni and business leaders in fulfilling our mission.”

A *process* for assessing, evaluating, and prioritizing strategic proposals and new ideas is in place. LCB’s governance structure is built around an Academic Council – comprised of the Dean, Associate Deans, the Chairs of the five departments, and representatives from the non-tenure track faculty, and a number of standing faculty committees. Which issues or actions require full a faculty discussion or vote is delineated in the bylaws of the College.

In crafting or shaping strategic initiatives, the Dean or Associate Deans also can seek advice and counsel from LCB's Board of Advisors, one or more of LCB's Center Advisory Councils, student organizations, or other external constituencies. Depending on the issue or initiative, further counsel may be sought from the University Provost, the Vice President for Finance and CFO, the President or other senior administrators.

## ARTICULATING GOALS, OBJECTIVES AND STRATEGIES

Six goals define the essence of our strategic plan:



### **Goal 1 - Faculty/Research:** Grow the faculty and promote excellence in teaching and research

As an integral part of the University of Oregon's position as an elite AAU research institution, the Lundquist College of Business faculty are top scholars in their fields of research who also maintain a unparalleled dedication to student learning in the classroom. The college's reputation for research quality and productivity places it among the top business schools in the country: rated eighth best for marketing research productivity, ninth for tax accounting research during the past twelve years, and more.

The ability to recruit and retain top faculty talent determines the level of academic excellence the college can achieve. Because of our small size and modest salaries, it has been difficult to compete with other universities for both junior and senior faculty. We are proud of the strong teaching and research achievements of our faculty to date and will adopt a campaign theme of academic excellence to emphasize the faculty's paramount role in the future success of the Lundquist College of Business.

To meet student demand on campus, and to share our expertise with national and international business leaders and alumni through programs in Portland, we must hire additional faculty and provide more attractive compensation for existing faculty.



**Objective A:** Increase Faculty Size – To 60 tenure track faculty and 55 non-tenure track faculty over the next five years to better meet current and future teaching obligations and support LCB’s research mission

Increasing the size of the tenure and non-tenure track faculty is a high priority for the Lundquist College of Business. Our goal should be to increase the number of tenure track faculty to 60 over the next five years and to have a corresponding increase of at least 10 new non-tenure track instructors. This would require an annual increase in payroll of \$5,000,000 to \$5,500,000.

For tenure track faculty the College should concentrate its efforts primarily in recruiting individuals with proven research and teaching records (generally advanced assistant professors or recently promoted associate professors), and only opportunistically in recruiting senior faculty with well-established reputations. The marginal cost and risk associated with recruiting mid rank faculty over freshly minted doctoral candidates are relatively small whereas the marginal benefit is very high; mid-rank faculty have all the necessary incentives to be productive in research and to become involved in new academic and professional initiatives in order to advance their careers. They also will become the future leaders of the LCB. Attracting well-known senior faculty has the potential of improving the reputation of the College and is helpful in recruiting. However, the costs associated with attracting chaired professors are very high, while their tenure at Oregon may be limited. Clearly, the greatest return on faculty investment is at the mid-rank level.

Although there will be substantial pressure to hire additional instructors to staff current classes, the College should reserve some its non-tenure track positions (or solicit endowments) to attract new *professors of practice* in areas such as Sports Marketing and Finance who can give the College more national visibility. In order to be allocated non-tenure track positions departments should be encouraged to present proposals which expand functional area offerings and that better prepare students to enter the world of business.

**Objective B:** Faculty Support - Promote excellence in research

To attract and retain tenure track faculty the College must provide summer support for those who are research active. We currently provide the equivalent of 1/9 of salary to those who are research active. Our competitors typically guarantee 2/9 of salary for summer support. Reaching that level of support would require an annual increase of \$1,500,000 to our budget.

**Goal 2 - Program Development:** Align current and new programs with strengths and opportunities, achieve critical mass where necessary, integrate experiential learning and professional development into the curriculum

Our graduates live, work, compete, and prosper in a constantly changing global business environment. Consequently, curricula, co-curricular activities, pedagogy, and assessment must be adaptable to change. Learning experiences drawn from our disciplinary and interdisciplinary strengths will help students develop the ability to identify and address complex problems and opportunities.



**Objective A: Increase quality and competitiveness of current programs through differentiation**

LCB's undergraduate programs – offering courses leading to a BA and BS degree (Accounting and Business Administration) and serving pre-business students and business minors, are fundamentally strong and nationally ranked. However, the recent wave of enrollment increases has created serious challenges to our capacity to deliver a high quality student experience. In 2012-13 LCB enrolled 2,274 pre-business students, 1,204 business minors, 369 accounting majors and 836 business majors. We must (1) adopt more selective admission standards, (2) enhance the student experience with better advising, academic support, career planning and placement, and experiential and global learning opportunities, and (3) improve our infrastructure and technology platforms. The Honors Program, in particular, offers potential for national recognition and distinction.

To meet LCB's future strategic goals for graduate education, we are reinventing the Oregon MBA. This rebuilding effort targets a significant increase in the number of graduate students while preserving or improving the program's quality, and enhanced alumni satisfaction and greater career prospects which in turn should positively affect rankings, recruitment and other key metrics. Enhanced recruiting, professional development, employer engagement and placement are high on the external agenda; internally the focus is on building a high quality support staff, stronger advising and counseling, curricular integration with LCB's Centers of Excellence, and a strong global component. The majority of MBA programs ranked highly by U.S. News and World Report, Business Week and Forbes use three principal metrics known as the 90/90/90 standard: 90% placement three months out from graduation, 90% satisfaction in student satisfaction surveys and \$90,000 starting salary. We adopt these standards as key targets to achieve a national ranking. The goal is to position the program as a world class MBA program poised for substantial growth.

The Master in Accounting (MAcc) degree program was developed to address a regulatory change in the number of academic credits needed to take the CPA exam in the State of Oregon from 180 credits to 225 credit hours. This is equivalent to an extra year of study beyond the baccalaureate degree. 48 of the 50 United States require 225 credit hours to take the exam or to be licensed as a CPA. In Oregon and most other states, a Master's degree is not required to meet this requirement. As a result, the 225 requirement can be met through taking additional undergraduate courses. A challenge in recruiting students for the MAcc is to convince them of the incremental value of the program compared to picking up the additional credit hours through undergraduate courses. We emphasize the hands-on preparation for recruiting and the additional training in accounting in our recruiting. The program is fundamentally strong as evidenced by a strong placement record and a growing reputation. Challenges include price sensitivity, increasing competition from other states and maintaining and enhancing enrollment and placement. A significant opportunity exists to leverage our newly introduced international component and to introduce new course content on data analysis and technology.

The Oregon Executive MBA (OEMBA) is well-positioned as the premier onsite executive MBA program in Oregon with alumni in key business positions, an excellent faculty, and a dedicated staff. The program provides a collaborative, strategic, and integrative business learning experience to aspiring mid-level managers in the Pacific Northwest. In the last few years we have modified the curriculum to include a required global travel experience, leadership

coaching, and more electives open to alumni and others, and now use an IT platform to deliver content. We also have increased UO faculty involvement significantly. Plans call for increasing enrollment over the next three years to 70+ students/year by admitting two cohorts. The OEMBA program is important to LCB's future: Portland is the major business center for the State, a majority of our alumni and donors live in the Portland area, and the Portland market needs a flagship program. In addition, there is considerable potential for launching other initiatives in the Portland area, viz. other graduate programs, short executive programs, professional forums and conferences.

LCB offers PhD degrees in Accounting, Finance, Management, Marketing, and Operations and Business Analytics. Within these broad disciplines, students focus more narrowly on the academic niches that are the strengths of our departments: tax, compensation, governance, investment analysis, technology entrepreneurship, sustainability, consumer behavior, sports marketing, and operations management. With all 5 departments at full strength and an average time-to-degree between 4.5 and 5 years, our steady state enrollment should be around 40 students. In keeping with our objective of preparing specialists for institutions of higher learning, preferably at business schools with doctoral programs of their own, all of our PhD graduates since 2000 have found positions at accredited universities and colleges, both in the United States and abroad. We have three strategic objectives for the program for the next 3-5 years: (1) Growing the size and quality of the applicant pool, (2) Strengthening the professional development of PhD candidates, and (3) Enhancing our placement record.

<p><b>Objective B:</b> Introduce new cutting-edge programs as appropriate</p>
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LCB's strategic plan provides for one major new initiative which we believe will attract substantial donor support – the creation of a Sports Products Cluster that supports research and certificate and degree programs to serve the more than 800 sport product firms in the state of Oregon. A cornerstone of this cluster will be a Sport Products Institute (SPI) built on the model of the Marketing Science Institute (MSI), a learning organization dedicated to bridging the gap between marketing science theory and business practice. MSI is supported by corporate members who facilitate interaction with businesses and organizes conferences and symposia, funds research, puts on workshops, publishes articles, and collects data from its corporate members. With a similar mission, the University of Oregon would become *the* place to study the sport products industry.

The Sport Products initiative also targets the development of *interdisciplinary academic sports products degree programs* at the graduate and undergraduate level. This initiative builds on existing faculty strengths in LCB and elsewhere on campus: LCB faculty currently support the Warsaw Sport Marketing Center (WSMC), which enjoys international recognition. Current faculty strengths in branding, sponsorship, operations, and sport finance would complement faculty expertise in the School of Architecture and Allied Arts (AAA) in product design and the School of Journalism and Communication (SOJC) in branding. Industry participation in the development of these proposals so far has included representatives of Nike, Adidas, Columbia Sportswear, Oakley, Speedo, PENSOLE, Yakima, KEEN, Hi Tec, RYZ, Handful, and the Portland Development Commission.

More modest in scale and scope, we plan to launch high quality/high impact, short *non-degree executive programs* in Portland to (1) meet the needs of business in the Northwest, (2) create

further synergies and critical mass for the Oregon Executive MBA (OEMBA), (3) enhance the Lundquist College of Business' reach in the Northwest, and (4) create a new funding platform for the College.

### **Goal 3 - Experiential Learning:** Enhance experiential education as a key source of differentiation and brand equity

**Objective:** Strengthen Centers of Excellence to create brand equity, forge links with business and other organizations, stimulate private giving (e.g. internships, Professors of Practice) and achieve stronger differentiation for our programs)

Lundquist College students benefit from a distinctive education that combines an integrated understanding of business's role in society with hands-on experiences applying knowledge in sports marketing, entrepreneurship, sustainable business practices, and finance and securities analysis, and other arenas.

Experiential learning is a hallmark of our undergraduate, graduate, and executive programs. We draw on our Centers of Excellence—the Finance & Securities Analysis Center, the Warsaw Sports Marketing Center, the Lundquist Center for Entrepreneurship and the Center for Sustainable Business Practices, the latter two now part of the newly created Business Innovation Institute—to bridge the gap between theory and practice. Centers and institutes provide hands-on learning experiences through case competitions, workshops, targeted projects, internships and job placement opportunities, as well as intimate exposure to leaders in the field. Centers and institutes are an interdisciplinary home for faculty collaboration, course development, and research. All are actively being positioned as “portals” for the entire UO in their respective areas of distinction.

LCB's Centers of Excellence are an integral part of the LCB brand. They facilitate interactions between students and faculty with businesses. The products of these interactions include courses, experiential learning opportunities for students, enhanced placement, and interdisciplinary research. In an increasingly competitive market for business education, LCB has an opportunity to leverage the Centers of Excellence model to clearly differentiate from peer institutions and online competitors.

Of the four Centers, the Warsaw Sports Marketing Center (“Warsaw”) is probably the best-known. The Center has an international reputation for graduating outstanding professionals at the graduate (MBA) and undergraduate (BA) level and research into sponsorship. The center is recognized by ESPN, *Sports Illustrated*, *Sports Business Journal*, and others as the leading think tank and training ground for the sports business industry.

The Lundquist Center for Entrepreneurship (LCE), some 25 years old, has a series of innovative programs and activities for MBA students – the Technology Entrepreneurship Program, and the New Venture Planning and Venture Start Up programs – focused on technology commercialization. It has an experienced leadership team that covers all aspects of entrepreneurship and a Professor of Practice with experience leading and growing companies.

The Finance and Securities Analysis Center (FSAC) is strongly supported by the private sector and offers a range of experiential opportunities. Students manage more than \$1.5 million in investment funds--through the undergraduate-run UO Investment Group and the MBA program's recently launched Emerging Market Equity Portfolio--as well as connect with the latest research and knowledge from the college's faculty, renowned thought leaders in empirical corporate finance, mutual fund analysis, and corporate tax accounting. Add to all this our Pacific Rim location, and the center has a decidedly international focus with an emphasis on East Asia. A promising opportunity exists to slightly reposition the FSAC in a way that will help us to distinguish ourselves more effectively from peer institutions. This repositioning is intended to better reflect LCB's mission values tied to Financial Stewardship and long-term Wealth Management.

The Center for Sustainable Business Practices (CSBP) within the college's Business Innovation Institute builds leaders who know how to balance social, environmental and financial responsibilities. The Center promotes the Lundquist College of Business's research, teaching, and outreach activities in this vital area of inquiry. It is dedicated to preparing students by forging ties between curriculum, research, and practice. *In a recent (2013) Global Green MBA survey of 30 business schools in 11 countries, LCB was ranked third in the world among small schools, and ninth overall.*

Each Center faces unique challenges which are addressed by the Center's individual strategic plans. Importantly, together our Centers have the potential to differentiate our programs from key competitors by providing cutting-edge experiential education and by doing so provide significant brand value. To realize this potential, we must (1) Grow total Center MBA enrollment to 80-100 students per year distributed across four Centers (See MBA discussion), (2) Grow Undergraduate participation in Center affiliated programs to 50% of junior/senior student business school population, and (3) Increase each Center's rankings, in their respective specialties, to increase the rankings and distinctiveness of LCB's overall degree programs. To achieve this, a key element of our strategy for the future is to identify new pathways to provide and expand financial support for Center activities, faculty and staff.

#### **Goal 4 - Student Services and Infrastructure: Strengthen student services from recruiting to professional development to placement for all programs and make associated infrastructure investments**

At both the undergraduate and the graduate levels, need-based and merit-based financial aid is increasingly important to competing effectively for high-achieving students. Our ambition to provide additional scholarship aid for undergraduates also upholds the institutional priority of increased undergraduate student access.

At the MBA and MAcc level, competitive, merit-based scholarships provide a very effective recruiting tool. We envision creating a number of graduate scholarships with discrete application criteria to attract the best students in each of our areas of expertise, align with the diversity objectives of the academic plan, and support the college's goal to increase international enrollment and exchange programs.

Global relevance is a key component of the college's strategic plan. For the last seven years, we have provided MBA students with an opportunity to experience the business and culture of

India, China, and Singapore first-hand through the Engaging Asia study trip. In addition to securing permanent funding for that program, we plan to substantially expand offerings for global study trips and academic projects, international exchange programs, internships abroad, and other global student experiences. We also aim to increase opportunities for the exchange of faculty and research scholars with prominent institutions around the world. MAcc students now have the opportunity to study EU regulation, European accounting and governance practices through an annual visit to Nyenrode Business University in the Netherlands.

The Lundquist College champions the university's diversity objectives. Over the course of the campaign, the college intends to build a broad and extensive program aimed at increasing the diversity of the student body in all of the college's degree-granting programs, and attracting a diverse audience to OEMBA and executive programs in Portland. We have provided initial support for diversity initiatives through the undergraduate "Building Future Leaders" Cohort program. We plan to continue to emphasize diversity and seek opportunities to partner with corporations who have strong diversity programs.

**Objective A:** Create world-class operations platform to enhance branding, applicant pools, professional development and placement for all programs

Detailed plans have been drawn up to improve and enhance career services at both the undergraduate and graduate levels, strengthen strategic communications and branding, improve our IT platforms and services for all stakeholders, and enable our development and external relations capabilities.

**Objective B:** Upgrade infrastructure as required in Eugene and Portland

The last two campaigns have focused on physical facilities for the college: a \$40M campaign to build the world-class Lillis Business Complex and a \$10M drive during Campaign Oregon to complete renovations of Anstett Hall and Peterson Hall, and a portion of the Chiles Center. While we are proud of our success in these facilities-focused campaigns, we still carry approximately \$2M in debt on our current buildings, which we intend to pay down with new philanthropic contributions in the next several years.

In 2012 the College completed an unbudgeted \$800K renovation of the third floor and exterior of the Chiles Center, of which the Lundquist College must contribute approximately \$600K. Unrestricted donations must be used to cover these costs as donors to the prior campaign have already been recognized in physical spaces within Chiles.

The Lillis Business Complex stands as a testament to the transformative power of capital projects and the living legacy of our donors. Since it opened, enrollment in the business school has grown sixty-seven percent. That kind of success brings a new set of challenges. Office capacity is getting tight and if we realize our faculty growth targets will be too small. Classroom space is already constrained while plans to provide additional services – in advising and counseling, placement, professional development, communications, development and external relations, and information technology – all will require additional space. Rethinking our space utilization and planning for new space beyond Lillis therefore are an inevitable component of this strategic plan.

To bolster our Portland initiatives, in early 2016, we plan to locate our Oregon Executive MBA Program and Sports Product Management initiative in a brand new building in Portland's Old Town Chinatown.

UO will be an anchor tenant in a \$37 million, six-story structure, to be located on the corner of Northwest First Avenue and Davis Street, across the street from the White Stag Block, to be developed by real estate development and developer Gerding-Edlen. For the first time, LCB programs will be co-located with other UO academic programs continuing to thrive in Portland including the School of Architecture and Allied Arts (AAA), School of Journalism and Communication (SOJC), School of Law, Academic Extension, and the Library and Learning Commons. Research, outreach, and academic support outlets are all flourishing in Portland as well. Expected occupancy is January 1, 2016.

**Goal 5 - Outreach and Engagement: Enhance relations with the business and non-profit communities, donors and alumni to attain greater visibility and lay the foundation for a major capital campaign**

LCB's future strategic success crucially depends of the efficacy of its outreach and engagement programs in Oregon and beyond.

**Objective A: Create a branding platform to enhance internal and external communication**

Last year the Lundquist College of Business retained Songlines Communications to "create a unifying brand story that succinctly, elegantly, and emotionally communicates the College's unique identity and differentiates our value proposition from those of our competitors" The brief stipulated that "the story should help to answer the question "Why Lundquist?" or "Why Oregon's business school?" relative to all the alternatives. Moreover, it should leverage and blend with the overall University of Oregon brand story/positioning." The primary purposes for this initiative are to (1) provide a clear sense of the Lundquist College's organizational identity based on our mission, values, culture, core competencies and strategic objectives, (2) articulate, in an authentic and compelling way, this identity to external constituencies in a clear and consistent manner, and (3) serve as a guide for long-term strategic planning and a set of guardrails for "moment of truth" judgments and decision making.

LCB's branding initiatives will parallel and leverage the UO's plans to mount a comprehensive, multi-media campaign to "tell the UO story" as part of the UO \$2B capital campaign. The University is assisted by 160over90, a nationally recognized agency that has worked with many private and public sector clients including UCLA, Notre Dame and Michigan State University. 160over90 will assist with direction for the UO's web presence, multimedia advertising and other communications elements to articulate the university's academic and research strengths.

**Objective B: Strengthen and expand mutually beneficial partnerships with all external stakeholders in Oregon and beyond**

The Office of Development & External Relations manages the stewardship of relationships with alumni, donors, leaders, and business partners throughout the state and around the world. By

encouraging investment and cultivating connections, it promotes understanding and enthusiasm for the Lundquist College of Business in the minds of constituents.

**Objective C:** Develop processes, systems, and rewards that foster faculty, staff, and student outreach and engagement

To become more effective in leveraging our external opportunities, we must (1) increase the internal visibility of our outreach and engagement activities to facilitate interaction and develop synergies across the university, (2) develop clear criteria for evaluating outreach and engagement, (3) recognize and reward engagement with communities, businesses, non-profits, and agencies, (4) communicate best practices for development and implementation of outreach and engagement projects.

### **Goal 6 - Culture:** Strive for a purposeful, ethical, vibrant, inclusive and open culture

Our academic community is characterized by openness, trust, and respect. We value all members for their unique contributions, innovation, and individuality. Our community and culture must feel comfortable with change, seek multiple perspectives, and seize opportunity. We are committed to a culture of service, internally and externally. We value a diverse community for enhanced creativity, cultural richness, and an opportunity to apply our full intellectual capacity to the challenges facing the world of business.

**Objective:** Be a community committed to access and inclusion, civility and respect, and committed to productivity, sustainability, and innovation

We implement these values through a deep commitment to (1) recruit and retain a diverse student body, (2) recruit and retain diverse faculty and staff, (3) expand opportunities for cultural competency training, (4) build extended community partnerships to enhance an environment that values diversity, (5) adopt a purposeful diversity plan, (6) reward individuals and units that aim high and capitalize on strengths to advance the overall strategic direction, vision, and values of the College, (7) create efficiencies through innovative collaboration, shared goals, and common experiences, (8) invigorate the community by promoting attitudes of leadership and excellence, (9) steward our financial assets, infrastructure, and human resources to optimize performance, and (10) implement a culture of accountability, transparency and continuous improvement.

*Together, the pursuit of these strategic goals and objectives will help us achieve our overriding goal: To differentiate ourselves from competing institutions and enhance our recognition as a highly regarded business school with a global perspective in undergraduate education, faculty research, and focused graduate programs.*