



Willamette University Strategic Plan

Approved by the Board of Trustees: February 23, 2013

Mission Statement

Willamette University provides rigorous education in the liberal arts and selected professional fields. Teaching and learning, strengthened by scholarship and service, flourish in a vibrant campus community. A Willamette education prepares graduates to transform knowledge into action and lead lives of achievement, contribution and meaning.

University motto

Non nobis solum nati sumus — Not unto ourselves alone are we born

President's Introduction



Founded in 1842 as the first university in the West, Willamette has provided generations of leadership to the Northwest in government, business, education, medicine, and the arts. Willamette has surpassed our early regional ambitions to become a nationally and internationally recognized university known for the quality of our graduates, our academic programs, and for our deep and abiding commitment to the value of liberal learning and our noble motto.

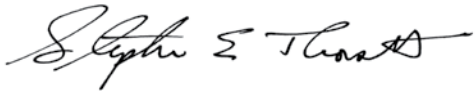
Today, Willamette remains one of the West's most distinctive independent universities, comprising an undergraduate college committed to liberal education and graduate professional schools in law, management, and education. Teaching and learning remain our principal activities, and in all four schools our aim is not simply to transmit a body of knowledge but to prepare students to transform knowledge into action. We seek to prepare students not for a specific vocation but for a successful and meaningful life in a changing world.

Of course, higher education has changed enormously since 1842. Pure and applied research and “knowledge creation” have joined or even supplanted teaching and learning as the fundamental mission of many universities, and indeed have replaced instruction as the dominant area of spending in some cases. Vocational and professional undergraduate programs in public and independent colleges and universities have grown rapidly, as has the for-profit higher education sector. Cost pressures have led to large class sizes, on-line teaching modules, and the use of pre-PhD instructors and contingent faculty. As a result, a diminishing share of undergraduate students selects “traditional” four-year, residential undergraduate colleges, often not fully understanding the trade-offs and differences in quality.

Through these changes, Willamette's clarity of mission and steadfast commitment to excellence in the student experience is increasingly a source of strategic distinction. Today's strategic goal would be recognizable to the founders: to be the Northwest's leader in rigorous, personalized, student-focused, high-impact liberal arts and graduate professional education, attractive to students from across the nation and around the world. We do not measure our success in research grant volume and citation counts. We do not seek to be a high-volume, low-cost provider of specialized vocational programs, or to “franchise our brand” through massive on-line programs. In business terms, our “value proposition” has always been, and will continue to be high-quality, rigorous, intensive teaching and learning, on a human scale.

The strategic plan presented here is a framework intended to guide Willamette's advancement over at least the next decade as we continue to build quality and increase regional, national, and international distinctiveness and recognition. It was developed over the last year in a consultative process that built on the earlier and broadly representative effort encapsulated in the Strategic Statement (May 2010) and the restated University Mission and Values (February 2012).

In addition to guiding our choices of which initiatives we will embrace, and which activities we will not pursue, it includes an agreed-upon set of high-level performance indicators that will measure progress towards our goals. This plan will inform the development of our annual budget, as well as a rolling five-year budget and operations plan that will guide the prioritization and implementation of our strategic objectives. It will also form the basis for a review, in the next year, of our campus facilities master plan and for the future comprehensive fundraising campaign that will be needed for us to reach fully our strategic goals.

A handwritten signature in black ink, reading "Stephen E. Thorsett". The signature is fluid and cursive, with a long horizontal stroke at the end.

Stephen E. Thorsett
President

Preface — “The Big W”

Willamette’s structure — a traditional undergraduate liberal arts college paired with two graduate professional programs — is unusual in American higher education. Each school has its own mission and serves its own students, but all are bound by a common commitment to the university’s vision of rigorous, student-focused education and the values encapsulated in Willamette’s motto. It is an assumption of this strategic plan that each school strengthens and is also strengthened by its affiliation with “the big W”: that the curricula and student experiences, faculty scholarship, and external visibility of each part of the university benefit from the low barriers between the units and the strong coherence of our strategic planning. In short, by capitalizing on this unusual combination of a strong student focus, strength in the traditional liberal arts, and real expertise in law and management, Willamette has exceptional opportunities to build distinctive programs not found in either a stand-alone liberal arts college or in a research university with large, highly-independent schools.

To that end, this strategic plan emphasizes Willamette’s unity. It is structured around a single goal that emerges directly from the university mission statement and is traceable back to an original trustee, Gustavus Hines¹:

GOAL: To become the Northwest’s leading institution for rigorous, personalized liberal arts and graduate professional education, attractive to students and faculty from across the nation and around the world.

To achieve this goal, we will focus on four key objectives. Most important is our commitment to the quality of the student experience, ensuring that we deliver on our core promise with the very strongest curricular and co-curricular programs and an increasingly intentional approach to preparing our students to move from knowledge to action in their post-Willamette lives. We will make student access our fundraising priority, recognizing that all of Willamette benefits when we are able to attract and support the bright and talented students who are best prepared to benefit from and contribute to our diverse learning community. And we will take specific steps to demonstrate the life-long value of a Willamette degree, strengthening ties with alumni and others who share our values and support our mission.

Finally, we seek to take better advantage of our singular location by becoming the independent university most authentically engaged with the Northwest and the Pacific Rim. At a time when many institutions risk becoming bland “universities of nowhere,” we believe that learning contextualized by place—engaged in a particular history, art, culture, environment, politics, and economy—has enormous potential to foster moral and ethical development, critical awareness, social responsibility, and self knowledge.

As one faculty member discovered in her own teaching, “I have found that focusing on a sense of place and critically engaging students with the people, land, food, water, ecosystems, economics, policy, history, and

¹ “destined probably to be the leading institution of [the] Oregon [Territory], at least for the present generation, if not for the present century, and perhaps to the end of time.”

culture of this region, creates incredible energy in the classroom and a strong sense of purpose in students. Things get real, minds get sharper, questions get better and more interesting, ideas become more robust, students engage in more complex and urgent questioning of their own values, and there is enough specificity to allow maximum complexity of thought...it supports precisely the kind of simultaneously bio-regional and global focus that is where students' questions live right now, and where their minds and hearts come alive.” (W. Peterson Boring)

Our three schools each benefit operationally from shared administrative and academic support resources. Being part of a larger institution also allows easier and more efficient control of financial risk, enrollment fluctuations, and investment in new initiatives. But over time, each school must be managed to be self-supporting, without ongoing cross-subsidies, and each school must generate sufficient revenues beyond direct costs to be able to share equitably in common administrative expenses and in maintenance and operation of the physical plant.

Less tangibly, it is important that each of Willamette's schools contributes to a coherent “identity” for the university that helps prospective students, future employers, and alumni understand what is meant by a Willamette degree. Despite the relative financial independence of the schools, their distinct programs, and their varied competitive challenges, we are not adherents of Bunyan's view that “every tub must stand upon its own bottom.” Indeed, each of our schools will benefit from Willamette's unusual structure to the degree that alignment between them allows the whole to be stronger than the sum of its parts.

To that end, this strategic plan outlines the way that the institutional strategic objectives roll down to the level of the individual schools. The alignment is not perfect. Each school has strategic opportunities and challenges that are unique to its particular circumstances. The challenges in developing and managing the remarkably diverse curriculum in the undergraduate college are very different from those faced by the law school, for example, and the international enrollments that are critical in the Atkinson School. But the university-level strategic objectives usefully frame four key objectives for each school: quality, access, life-long value, and the distinctive advantages that arise from connection to place.

Taken together, an authentic sense of “The Big W” emerges. In a time of unprecedented uncertainty and change in higher education, we cannot avoid setting priorities and making hard choices. By focusing on quality, this strategic plan envisions a Willamette that will continue as a place where hearts and minds are awakened, where knowledge becomes action, and where we heed the call to service as the truest path to a life of meaning.



Willamette University Strategic Plan

GOAL: To become the Northwest's leading institution for rigorous, personalized liberal arts and graduate professional education, attractive to students and faculty from across the nation and around the world.

OBJECTIVES

OBJECTIVES:

1. Deliver the highest-quality student experiences, expanding opportunities for all students to:

- a. Partake of a continuum of rigorous academic and co-curricular experiences that foster life-long learning and personal growth, and develop skills and capacities attractive to employers and to graduate and professional schools;
- b. Engage personally with outstanding faculty and staff committed to student success, including individualized academic advising, support, and guidance throughout their Willamette experience;
- c. Graduate on time: Full-time students complete degrees within the allotted time (e.g., four years for a bachelor's degree); or, through Willamette's joint degree programs, earn two degrees in less time than two separate degree programs would require; and
- d. Graduate with a considered plan for their immediate post-Willamette pursuits, whether a career, enrollment in graduate or professional school, or a volunteer service post such as in the Peace Corps.

2. Expand access for bright, talented students who will contribute to a diverse Willamette

community: Recognizing that every student benefits enormously from engagement with a diverse community of academically-talented peers who also may be gifted in other ways (art, music, athletics, leadership), and that a number of prospective students who are most likely to benefit from and contribute to this learning community cannot afford the full cost of their educations, we must:

- a. Apply financial aid resources strategically to comport with established goals;
- b. Increase endowed scholarship support; and
- c. Develop other strategies to reduce student debt at graduation.

3. Demonstrate life-long value: Our continued vitality requires us to better articulate the value of a Willamette degree to prospective students and others, including employers, and to strengthen our ties with alumni and others who share our values and will support our mission. To that end, we will:

- a. Support and promote the achievements of faculty, students and alumni;
- b. Develop strong, life-long institutional connections across all alumni groups, fostering an actively-engaged and committed community of alumni of every age; and
- c. Develop a distinctive Willamette brand based on these strategic elements and appropriate for all three of the university's colleges and schools, and advance it via a comprehensive marketing plan.

4. Cultivate an authentic engagement with place:

Capitalizing on its strong historic and current institutional connections to Salem and Portland, the Willamette valley, area tribes, the state of Oregon, the Northwest region and the Pacific Rim (including both Asia and Latin America) establish Willamette as the independent university most engaged with the Northwest.

- a. Enhance integration of the distinctive artistic, historical, political, cultural and natural elements intrinsic to the Northwest into curricular and co-curricular experiences;
- b. Expand the number and variety of university partnerships and projects with local and regional government agencies, businesses and non-profits, fostering mutually-beneficial long term relationships between these organizations and Willamette and creating leadership and learning opportunities; and
- c. Demonstrate, in ways that are authentic to Willamette, an enduring commitment to the principles of sustainability.



Willamette University Strategic Plan

GOAL: To become the Northwest's leading institution for rigorous, personalized liberal arts and graduate professional education, attractive to students and faculty from across the nation and around the world.

A. STRATEGIC OBJECTIVES: College of Liberal Arts

Today's prospective undergraduate faces a bewildering array of institution types and programmatic options. Whereas at one time a small fraction of young people pursued higher education, primarily in residential liberal arts colleges, today most students have some post-secondary experience and nearly a third finish bachelor's degrees, mostly at institutions very different from Willamette. It is not enough, therefore, that the CLA consider only its strategic positioning within the rarified company of regional and national "peer" institutions. It is also essential that the CLA recognize that it is competing for students with both public and private research universities, and facing a future where students may have an option of assembling low-cost degrees from (perhaps disaggregated) on-line sources. Against lower cost competitors, the CLA must articulate how its focus on quality will sustain its core promise of providing the highest value, as it prepares its students for lives of leadership in an ever-changing global economic environment.

1. Deliver the highest-quality student experiences: Identify and strengthen those high-impact educational and co-curricular experiences that are essential or particularly valuable for our students' intellectual and personal growth and preparation for post-graduate success; better coordinate curricular and co-curricular student experiences; and allocate or re-allocate resources thoughtfully to ensure student access and participation in those experiences deemed most important. We will improve the overall student experience by:

- a. Delivering a coherent curriculum that reflects our high standards for learning outcomes in both general education and major programs, characterized by high-quality teaching by faculty with a long-term commitment to Willamette;
- b. Supporting an intellectual culture that includes more opportunities for student-faculty and student-student scholarly engagement across all academic disciplines in studios, laboratories, and the field, as well as in more informal settings;
- c. Strengthening advising, recognizing the importance of faculty leadership and coordination in academic advising, and the shared responsibility of both faculty and staff in continual career advising and vocational discernment. Those students who are not already employed or accepted to graduate or professional school upon graduation will depart from Willamette with a personalized and considered career plan that informs and supports their post-Willamette pursuits;
- d. Recognizing the importance of the residential experience to Willamette's educational model, as well as the intellectual and cultural value of having upper-class students living on campus, ensure access to on-campus housing to all interested undergraduates, with a long-term goal of requiring all non-seniors to reside on campus. When expanding housing capacity, provide a range of options aligned with student interests (including comprehensive living-learning communities such as Kaneko, 'interest' houses, Greek housing, apartments, etc.); and

- e. Giving high priority to changes in our curricular, co-curricular, and residential programs that improve retention and timely graduation, without sacrificing rigor or lessening the value of a Willamette degree.

METRICS WILL BE CHOSEN to track curricular experience (tenured and tenure-track faculty fraction, faculty scholarly quality, and fraction of students engaged in individualized scholarly experiences), co-curricular experience (on-campus residential fraction, total student participation in internships and a specified subset of co-curricular activities), and summative measures (retention and four-year graduation rates, survey of overall satisfaction at graduation). The Board will monitor progress towards defining and achieving program learning objectives through its engagement with and oversight of accreditation activities.

2. Expand access for bright, talented students who will contribute to a diverse Willamette community:

- a. Actively pursue ways to reduce student debt at graduation;
- b. Align our current financial aid model with our broader strategic goals, reassessing the balance of merit-based and need-based awards and the success of current allocation models in advancing goals for ethnic and racial, socioeconomic, and geographic diversity;
- c. Develop a distinctive and succinct strategic marketing plan for admissions that promotes the lasting value of a liberal arts education, highlights the growing differences in the quality of the student experience between public and private institutions in Washington, Oregon, California and elsewhere, and accurately informs students and their families of the hidden costs of attending institutions with lower graduation rates and longer times to degree;
- d. Assess the current “pipeline” of prospective students, including programs for local high school students, such as the Willamette Academy and the Chemawa Indian School partnership, and recruitment of international students (e.g., Pacific Rim), and transfers, and modify recruitment tactics and practices to align with strategic goals, developing new strategies as needed; and
- e. Raise the awareness among prospective students and their parents about the university’s intra-school partnerships for students, especially the joint degree programs with AGSM and Law.

METRICS WILL BE CHOSEN to measure incoming student profile (median SAT, matriculation rate), diversity (first-generation fraction, multicultural fraction, gender balance), and financial accessibility (median student debt at graduation).

3. Demonstrate the life-long value of a Willamette undergraduate degree:

- a. Support and promote student, faculty and alumni achievement;
- b. Improve tracking of graduates' post-Willamette pursuits so as to be better able to articulate what graduates do;
- c. Develop a distinctive identity for the College of Liberal Arts that comports with the broader institutional brand and advance it via a comprehensive marketing plan;
- d. Strengthen the substance and variety of alumni program offerings and build partnerships between Campus Life and Advancement/Alumni Relations that engage alumni with current students and foster a sense of institutional connection, value and 'lifetime membership' among students from their earliest moments at Willamette that continues throughout their student experience and beyond;
- e. Connect faculty with alumni from their department in ways that are mutually beneficial; and
- f. Add value to the undergraduate educational experience through ongoing vocational and career discernment services and activities, such as the advent of career plans or roadmaps for every graduate, group advising for pre-health profession students or other specific professions, meaningful career networking and mentoring with alumni.

METRICS WILL BE CHOSEN to measure on-campus preparation (career advising survey), immediate post-graduation success (employment and graduate school fraction, notable national award count), and long-term satisfaction and engagement (annual fund fraction, reunion attendance count).

4. Cultivate an authentic engagement with place: As the first university in the West, founded to educate leaders, Willamette has been known since its earliest days for both the quality of its graduates and their influence on the region. Today, the beauty and livability of the Northwest, together with its values of sustainability, its tradition of creativity and innovation in the arts, public policy and commerce, and the region's diversity have attracted young people from across the country and globe. The Northwest's connections to the growing economies of the Pacific Rim suggest possibilities for future growth and vitality. The CLA seeks to be the independent college best aligned with and engaged with the ethos, values, and future of the Northwest by:

- a. Greatly expanding the number and variety of partnerships with a broad range of state and local government agencies, business and non-profit organizations, and local tribes so as to increase the number and variety of long-standing, high-quality student internship and community-based learning opportunities across all fields and disciplines;
- b. Through the Hallie Ford Museum of Art, arts and lecture events, and, where appropriate, the curriculum, increasing the campus focus on the region's art, music, and literature, as well as its complex and at times contested history;

- c. Expanding our expertise and visibility as contributors to understanding the Northwest's distinct challenges and opportunities related to issues such as immigration, economic development, and social welfare. For example, collaborate with the professional schools to expand faculty and student work on regional history, government, politics, society, arts and literature, sustainability and the environment, and make Willamette more visible to external scholars, policymakers, and the public;
- d. Deepening our understanding of sustainability as a unifying principle across the curriculum, using the Zena Forest, other regional facilities to which Willamette has access, and connections with the graduate schools to build distinctive interdisciplinary approaches to critical regional issues relating to the four E's of sustainability (education, environment, economics and equity);
- e. Enrolling an undergraduate student population that reflects the demographic diversity of the regions from which the majority of our students are drawn;
- f. Building on existing relationships with TIU and in China to develop stronger research and curricular programs focused on the Pacific Rim, expanding study-abroad options in Asia and attracting more degree-seeking students from this region; and
- g. Where possible, leveraging our limited discretionary resources (e.g., space, funding) to support programs that comport with our mission and motto, enhance the quality of life in Salem and the mid-Willamette Valley and involve substantial participation by Willamette students, staff, and faculty (e.g., Willamette Academy).

METRICS WILL BE CHOSEN to measure student engagement with the region (volunteer hours, internship count), regional engagement with campus (event visitor counts), faculty scholarly and curricular engagement with regional partners and issues, and sustainability.



Willamette University Strategic Plan

GOAL: To become the Northwest's leading institution for rigorous, personalized liberal arts and graduate professional education, attractive to students and faculty from across the nation and around the world.

B. STRATEGIC OBJECTIVES: College of Law

Smaller than our Northwest peers, the College of Law is proud of its distinctive intellectual intimacy, academic programs, and commitment to the professional success of our graduates. We will enhance these elements while improving alignment of student experiences with skills demanded by the changing job market, and will work to improve the reputation and position of the College within the national legal academy in order to attract the best students and faculty.

1. Deliver the highest-quality student experiences:

- a. Enhance the teaching of practical skills through significantly increasing externship opportunities, encouraging law students to participate for at least one semester before graduation. Specifically, seek formalized partnerships with businesses, law firms, and in-house counsels, and partner with Oregon agencies to develop opportunities in state government and with the Oregon Supreme Court, Court of Appeals, and federal judges in Oregon to expand clerkship opportunities for current students and graduates;
- b. Continue to develop new methods for enhancing student success on bar examinations; and
- c. Strategically deploy tenured and tenure-track faculty to core and high-enrollment courses to meet student interests and ensure timely progress towards degree, scheduling classes to accommodate student experiential learning opportunities off-campus.

METRICS WILL INCLUDE fraction of students with externship experience, bar passage rate, student satisfaction survey, three-year graduation rate.

2. Expand access for bright, talented students who will contribute to a diverse Willamette community:

- a. Seek ways to reduce debt at graduation, including exploring ways to allow students to graduate in less time (e.g., summer or evening offerings);
- b. Immediately begin detailed budgetary, market, and program analysis of non-traditional degree options, including a part-time J.D. program and a one-year Juris Masters (J.M.) program targeting state employees and local business leaders who would benefit from legal training but do not wish to practice law;
- c. Expand the LL.M program, developing partnerships in China, India, and other emerging markets, to establish a pipeline for foreign-educated lawyers interested in the U.S. legal system. Focus on areas

(e.g., commercial law, intellectual property, securities regulation, and U.S. trade law) that have the greatest appeal to foreign-educated lawyers; and

d. Develop a fundraising campaign to endow the loan repayment and assistance program for graduates who pursue careers in the public interest.

METRICS WILL INCLUDE median LSAT, matriculation rate, multicultural fraction, gender balance, three-year graduation rate, median debt at graduation, net revenue from auxiliary programs reinvested in J.D. core.

3. Demonstrate the lifelong value of a College of Law degree:

a. Increase focus of the Career and Professional Development Center on developing relationships with law firms, alumni, businesses, and government agencies in the Northwest in order to place law students in both summer and post-graduation jobs;

b. Develop and invest in a comprehensive marketing and outreach program to highlight the school's accomplishments and alumni, student, and faculty achievements, as well as the College of Law's close connection to law and government;

c. Enhance the quality of alumni programs and increase alumni participation at all levels by expanding offerings and establishing more informal opportunities, such as an alumni speaker series, for alumni to interact with students and faculty; and

d. Consider engaging alumni as instructors of short, practice-oriented courses taught during term or break (and perhaps eventually during a one- or two-week winter term).

METRICS WILL INCLUDE fraction of graduates employed in law-related fields at ABA date of record, student satisfaction with career services, and alumni giving fraction.

4. Cultivate an authentic engagement with place:

a. Develop and support cross-school, interdisciplinary partnerships with CLA, AGSM, and GSE to capitalize on synergies offered by the university environment, and explore co-curricular offerings, further joint degree programs, and joint appointments;

b. Continue to focus on the scholarly productivity of the faculty by setting clear expectations and linking salary, summer research grants, research assistance, travel budgets, research leave, and teaching assignments, including reduced or increased teaching loads, to scholarly productivity;

c. Improve the overall visibility of the school among academics, lawyers, judges, and prospective students through increased support for conferences, such as the proposed judicial training institute,

workshop presentations, speakers, and symposia at Willamette, as well as through encouragement of workshop presentations at other law schools by Willamette faculty. Improve attendance of faculty at on-campus events, such as workshops and conferences;

- d.** Develop a comprehensive marketing program targeted at likely *U.S. News and World Report* survey recipients to describe and highlight Willamette's accomplishments in ways that will have a positive impact on the College of Law's current ranking;
- e.** Enhance connections with state and local governments and strengthen existing special programs connected to law and government — e.g., Oregon Law Commission, Center for Religion, Law & Democracy, Jurist in Residence, and Center for Constitutional Government — seeking national recognition in this area;
- f.** Develop a Center for Judicial Excellence that works with federal and state judges to create cost-effective programs that enhance the educational and career placement opportunities for students and increase the school's profile regionally and nationally; and
- g.** Partner with other universities in Oregon, Washington, and Alaska on a select basis to extend the 3+3 BA/JD program and develop other regionally distinctive programs.

METRICS WILL INCLUDE faculty scholarly quality, U.S. News ranking, relationships with state law and government.



Willamette University Strategic Plan

GOAL: To become the Northwest's leading institution for rigorous, personalized liberal arts and graduate professional education, attractive to students and faculty from across the nation and around the world.

C. STRATEGIC OBJECTIVES: Atkinson Graduate School of Management

The Atkinson Graduate School of Management is committed to providing world class management education to students in all stages of their careers. Regarded as the leading independent school of management or business in the Northwest, Atkinson is distinctive nationally for its integrated, cross-sectoral approach to management education and for its intimate learning and practice environment, commitment to high-impact consequential learning experiences like the O'Neill Student Investment Fund and the Willamette University Angel Fund, and focus of students from the first day on client-based learning activities.

1. Deliver the highest-quality student experiences:

- a. Expand student access to distinctive and high-impact consequential learning experiences to every managerial discipline, adding a consequential learning program in social entrepreneurship in fall 2013;
- b. Ensure the AGSM develops skills, knowledge, and capacities valued by employers by expanding the collection of employer evaluations of student performance;
- c. Maximize the use of technology to reflect real-world practices without diminishing AGSM's student-centered learning environment; and
- d. Ensure that all graduates depart with a job or a plan for their post-AGSM pursuits.

METRICS WILL INCLUDE fraction of students engaged in consequential learning activities, faculty quality, student satisfaction survey, and two-year graduation rate.

2. Expand access for bright, talented students who will contribute to a diverse Willamette community:

- a. Develop additional strategies to reduce debt at graduation, including enhanced identification of national and international paid internship opportunities and expansion of our not-for-profit internship program wherein donors underwrite student intern summer salaries;
- b. Increase the number of students sponsored or subsidized by their employers, and the number of graduate assistantships that provide opportunities for professional development in teaching, research, and administrative settings; and
- c. Prioritize endowed scholarship assistance in discussions with prospective donors.

METRICS WILL INCLUDE median GMAT and GRE scores, matriculation rate, international student fraction, multicultural student fraction, gender balance, and median debt at graduation for students with graduate student debt.

3. Demonstrate the life-long value of a Willamette MBA:

- a. Implement a comprehensive, integrated market communication plan that advances AGSM's brand to prospective students, employers and thought leaders in Oregon, the Northwest, and the Pacific Rim, in concert with the university's strategic marketing communication efforts,
 - i. Explore effective and efficient ways in which to communicate the value of the Willamette MBA via social media, direct marketing, sponsorships, advertising, and publicity, and
 - ii. Continue to cultivate relationships with local, regional, national, and international media, positioning faculty as thought leaders in their disciplines;
- b. Optimize the Executive Development Center as a pipeline for employer-sponsored degree-seekers and enhance visibility in the public, private, and not-for-profit sectors by evaluating, pruning, or improving existing programs while exploring new programs of value to current and prospective client organizations;
- c. Support and broadly communicate alumni, faculty, and student achievements;
- d. Increase alumni engagement as participants in student career development (e.g., as mock interviewers and mentors, informational interviewers, providers of job and internship postings, resume reviewers, panelists, hosts of company information sessions, and sponsors of career close-up events); and
- e. Foster life-long learning through expanded informal educational offerings to alumni, such as the recently launched Virtual Book Club, and through the MBA for Life program, that allows alumni to register for AGSM courses and other learning events.

METRICS WILL INCLUDE fraction employed at ninety days, student satisfaction with career advising, and alumni giving.

4. Cultivate an authentic engagement with place:

- a. Expand alliances and connections with regional businesses, not-for-profit organizations, civic leaders and government agencies, in the context of Practical Application for Careers and Enterprises (PACE), Integrated Management Application Project (IMAP), internships, and experiential electives, and through sponsorship of and participation in local, regional, national, and international events that enhance AGSM visibility for recruitment and employment purposes;

- b.** Expand efforts to promote Northwest, Oregon, and Atkinson School values (e.g., sustainability, ethics) as essential elements of the student experience by:
 - i.** Ensuring that ethics, cross-sectoral content or context, interdisciplinary integration, and global content or context are addressed in every core course,
 - ii.** Supporting service learning projects,
 - iii.** Strengthening the Early Career/Career Change (EC/CC) sustainability track and improving collaborations with university colleagues and use of resources such as Zena Forest, and
 - iv.** Participating in events that further the regional understanding of sustainability and the jobs associated with sustainable enterprises, providing students with opportunities to explore careers with organizations that value sustainability;
- c.** Develop strategies to build greater visibility, partnerships and connections with state, county, and municipal agencies, promoting the value of management education among public sector managers and directors;
- d.** Cultivate partnerships and connections with Oregon and Northwest companies doing business in Pacific Rim countries by:
 - i.** Prioritizing regional and Pacific Rim research interests in faculty hiring,
 - ii.** Implementing programming to introduce students to the management of business, government, and not-for-profit organizations in Brazil (spring 2013) and China (spring 2014),
 - iii.** Attending annual ‘company treks’ to Seattle and Portland to introduce students to the managers of business, government, and not-for-profit organizations; and
- e.** Engage actively with regional economic development and start-up organizations, including through the Willamette University Angel Fund program, the Oregon Entrepreneurship Internship Fair and student internships in regional start-ups.

METRICS WILL INCLUDE regional visibility (business leader survey) and number of student internships.