

Huntsman BUSINESS

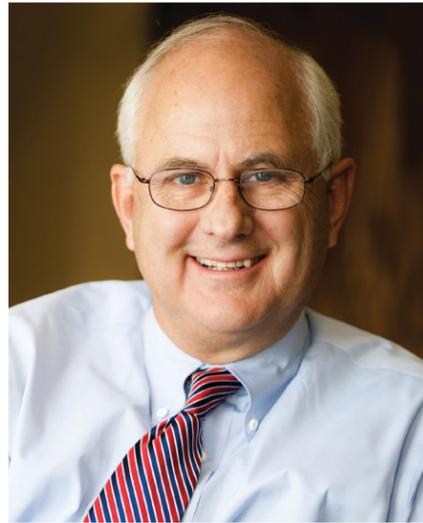
AI

AND THE GREAT
CHESSBOARD OF
HUMANITY





An architectural rendering of the Kem C. and Carolyn Gardner Learning and Leadership Building, projected to open in 2025. The building will house much of the experiential learning programs of the Huntsman School.



Three of the most powerful learning experiences I had as an undergraduate took place outside the classroom. The first was as a freshman at Stanford before I transferred to Utah State University. I was a “walk-on” to the Stanford baseball team until the coach and I had a disagreement. I thought I was good enough, and he didn’t. That kind of ended things. But I had to admit he was right. I needed to look elsewhere for success.

The second experience came in 1972 when I was selected as an intern in U.S. Senator Frank E. Moss’s Washington office by his chief of staff, Kem Gardner. I had a front-row seat in Washington during the summer made famous by the

Watergate scandal. No doubt, that internship had a direct effect on my decision to seek election to the US Senate 20 years later as a Democrat from Utah. That didn’t work out any better than the baseball try-out.

The third experience took place during my senior year. I had just lost another election—for student body office. As they say, one door closes and another opens. In this case, the door that opened was the job of editor-in-chief of the campus newspaper, then called *Student Life*. Now it’s *The Utah Statesman*. In 1972 all the student editors quit the paper in protest for some reason, so the job was opened to anyone on campus. During that losing campaign, it became known that I had served as the editorial page editor of *The Stanford Daily* during my freshman year. Encouraged to apply for the editorship, I was selected without having worked a single day on the USU paper. At the end of the year, we won the Robins Award for “Achievement of the Year.”

All these experiences have shaped me today. They have taught me what I am good at, and what I am not so good at. I have learned how I work best, and what I am most interested in. As our late colleague, Stephen R. Covey, wrote in his book, *Great Work, Great Career*, we find our unique contribution at the intersection of our passion, our strengths, the world’s great need, and what our conscience tells us.

At the Huntsman School, we believe that great learning outside the classroom complements and deepens the learning that takes place inside the classroom. To fulfill our purpose to be a “career accelerator” for our students we must be an “experience accelerator.” That’s why we have launched our “Learning by Doing” campaign, and why we are so pleased to announce the naming of our new Learning and Leadership Building for those generous friends, Kem and Carolyn Gardner, whom I was so fortunate to meet 50 years ago as an undergraduate at USU.

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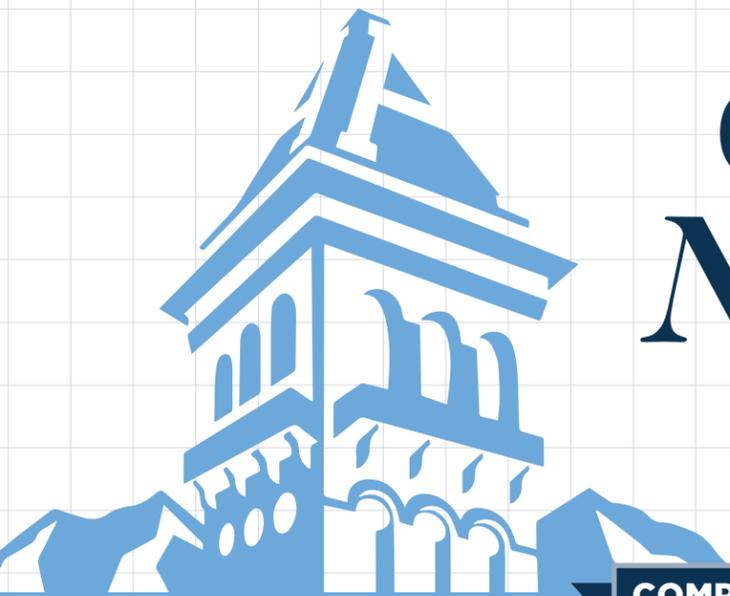
6 Year in Numbers

ON CAMPUS

15 Students
36 Faculty

OFF CAMPUS

44 Alumni
54 Giving



Our Year in Numbers

2022-2023

COMPETITIONS



Women's Stock Pitch Competition
(Second Year in a Row)



National DECA Competition
(Sales Management)



Redbird National Sales Competition



POA Pacific Northwest Sales Competition



Toledo Invitational Sales Competition



Adobe Analytics Challenge
(Undergraduate Division)



State CFA Research Challenge



Utah Real Estate Challenge



ACSC National Sales Competition



State CFA Research Challenge



PSE National Competition



State CFA Research Challenge

CLUB AWARDS



IMA student chapter earns Gold Certificate of Excellence for 28th consecutive year



Beta Alpha Psi student chapter awarded Superior Chapter status for 45th consecutive year, longest streak worldwide

HUNTSMAN PRO\$ALES

Huntsman ProSales named Top Sales Program, Sales Education Foundation



Students received **\$4,288,523** in direct student support from the Huntsman School



144

Huntsman students are **USU** Presidential Scholars

The purpose of the Jon M. Huntsman School of Business is to be an engine of growth for our community, the state, the nation, and the world, and to be a career accelerator for our students.

LEARNING *by Doing*

NEW BUILDING FORMALLY APPROVED

Our \$60 million “learning by doing” campaign, an effort to expand experiential opportunities to all of our students, continues afoot. Our experience shows us that learning by doing has an outsized impact on student outcomes. Our goal is to create and provide opportunities such as internships, competitions, hands-on research, industry projects and more for all of our students. A central part of our campaign is the construction of a new building, adjacent to Huntsman Hall, to house our experiential learning centers.

In the past year, we secured several major gifts as well as approval from the State of Utah to begin construction. The anchor gift for this new building came from prominent business leaders and philanthropists Kem and Carolyn Gardner. The building, to be named the Kem and Carolyn Gardner Learning and Leadership Building, will fill a vital and honored place on campus in connection with the Jon M. Huntsman Hall (primarily a classroom building) and the George S. Eccles Business Building (primarily an office building).

“I have been privileged to know Kem and Carolyn Gardner and their family for more than 50 years,” said Douglas D. Anderson, dean of the Jon M. Huntsman School of Business. “I know of no couple who has done more to build our community than Kem and Carolyn. They have helped lift our entire state through their support of education, the arts, and a host of civic activities, as well as through their great company, the Gardner Group. Their entrepreneurial spirit, deep love for our community, and leadership in ensuring a prosperous future for our state align perfectly with the values we want to imbue in the graduates of the Huntsman School. We hope our students will emulate their example, build relationships, and invest in sustainable practices as they do. We are so honored to be able to recognize their many contributions.”

The 45,000-square-foot, \$30 million building will house Huntsman’s expanding experiential learning programs and create room for new hands-on learning initiatives. It will also include professional co-working space for student use for remote internships or other needs.

“Utah State University is a gem in our community,” Kem Gardner said. “Carolyn and I are so pleased to join many others in supporting USU so that generations of Aggies may benefit from world-class education in Logan and find ways to contribute and build our community.”

The new building will be located adjacent to the Huntsman School of Business complex at Utah State. ■



UtahStateUniversity

Freshmen Academy

KRISTYN ALLRED

At USU Huntsman, we believe the world needs more Aggies, and take pride in developing the next generation of leaders, builders of nations, organizations, communities, and families. We want each student at the Huntsman School to feel welcome and wanted.

How do we create a sense of community, and imbue each student into the culture of Huntsman? Many students enter the business school with little understanding of what businesses do and how their selected major will lead to meaningful work. We have also felt an increased concern for the mental and emotional health of our students and understand now more than ever a need to help every new student feel like they belong.

As we have discussed ways to improve our student experience, increase graduation rates, and provide greater awareness and access to our outstanding clubs, centers, and extracurricular opportunities, we formed an idea to create a one-credit hour course for incoming freshmen, called the Freshmen Academy, to launch Fall Semester, 2023.

The Academy will help our incoming students explore who they are and learn about who we are in order to create a synergy that will help us fulfill our motto to dare mighty things. This course will focus on culture and belonging, provide small group interaction with peers and mentors, provide opportunities for reflective and integrative learning, expose students to the best faculty and professional instruction covering cutting edge topics like how to effectively utilize Chat GPT, how to become a leader through developing empathy, and what it means to engage in intentional learning. This course is designed to introduce students to the rigor and expectations of the university by developing their ability to ask questions, problem solve, and evaluate information.

The theme of this course is “Your Story”. Each student will learn that they are the hero of their story, and that their peers and our highly talented faculty and staff will serve as their guides to overcome obstacles and setbacks. Student success is our highest priority, and we believe that dedicating more attention and resources to our students from their first day on campus will help them to more fully benefit from all that we have to offer and help them to understand their unique contribution to our community. ■



Kristyn Allred

Freshmen Academy Weekly Topics

- BELONGING
- CULTURE
- EMPATHY
- AUTHENTICITY
- SERVICE
- PURPOSE
- INTENTIONAL LEARNING
- TECHNOLOGY AND LIFE
- EXPECTATIONS AND HABITS
- MAJORS AND MINDSETS
- MAJORS AND MINDSETS
- HAPPINESS
- WINNING MINDSET

Best in Stocks

Huntsman students, Hannah Engberson, Morgan Cole, Sariah Marcum, and Breanna Beck took the championship title at the 8th Annual William and Mary Women's Stock Pitch and Leadership Summit. This is the second year in a row that a team from Huntsman has won this competition.

Competing against universities from all over the world, the event included networking and career exploration, culminating in a stock pitch competition.

"Their hard work and determination were awe-inspiring. They represented themselves and Utah State extremely well not only in the competition, but in everything they did throughout the weekend. I am so incredibly proud of these ladies," noted Janette Goodridge, their faculty advisor.



DECA Wins

The DECA club at the Huntsman School of Business at Utah State University competed at the National DECA Competition in Orlando. There were over 1200 competitors, including those from schools such as UT Austin, Rutgers, Pepperdine, Wisconsin, Michigan State, Utah, UMass, Gonzaga, Cincinnati, and Arizona.

"Our students were making an impression everywhere - every person I spoke to, when they learned I was from USU, would remark at just the total Utah takeover of the competition. We were impactful and stood up strongly against impressive competition," said faculty advisor Cassidy Creech.



Lane Dudley
5th Overall in Financial Accounting

Josie Mutchler
6th Overall in Travel and Tourism

Savannah Sheen
3rd Overall in Managerial Accounting

Natalie Waite
9th Overall in Advertising Campaign

Charles Merriam
6th Overall in Restaurant and Food Service Management

Emerald Spencer
4th Overall in Entrepreneurship Starting a Business

Taegen Ure
1st Overall in Sales Management Meeting

Adam Smith and Tayson Jensen
2nd Overall in Event Planning

ProSales Named a Top Sales Program by the Sales Education Foundation

Huntsman ProSales has been recognized as a Sales Education Foundation 2023 Top Sales Program.

"Having ProSales recognized as a top national program showcases how much time, effort, and passion Professor Bone and our ProSales students have put into creating a top tier sales program at Utah State University," Kaelyn Loveless, ProSales Advisor.



2022-2023 Pro Sales Student Achievements

Redbird National Sales Competition
Sydney Nielsen, 1st place overall

POA Pacific Northwest Sales Competition
Xander Heath, 1st place in Speed Selling

Rocky Mountain Madness
Victoria Lex, finished final 4

National Sales Challenge
Connor Christiansen, finished final 4

Arizona Collegiate Sales Competition
Sophie Baker, 3rd place overall



Arizona Collegiate Sales Competition (pictured above)
2nd place overall team finish, Taylor Smith, Sophie Baker, Chloe Jensen, Tyler Bell, Schryver Christian (Coach)

University of Toledo Invitational Sales Competition
Kate Grandia, 1st place Social Media competition

PSE Regional Competition
Jonah Lewis, 1st place; Matt Jones, 2nd place

Twin Cities Collegiate Sales Competition
Top 6, Ashley Kitchen, Ethan Pickett, Victoria Lex, Nate Staker, Marin Lowry

PSE Nationals
Malone Moss, 2nd place overall for Sports Management

Madi Sperry (Data Analytics), Maddy Froisland (Data Analytics and Statistics), Elle Robinson (Marketing)



#1 Undergraduate Team in Adobe Analytics Challenge

The USU Huntsman Student team finished 2nd overall in the Adobe Analytics Challenge competing against over 600 different universities. The all women team was the only one with all undergraduate students. USU's win came with a \$14,000 prize for the students. The challenge had teams analyze Hilton's customer data and make recommendations for Hilton to improve and customize the customer experience.



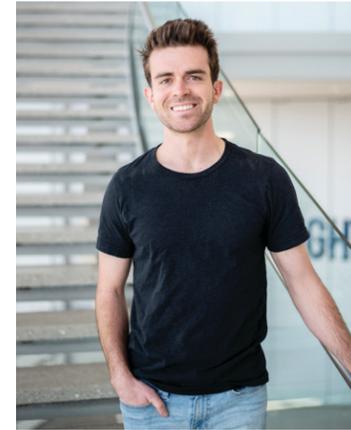
Ean Bigelow, Rachael Kiti, Kylie Kelly, Nathan Taylor

CFA Wins State

Congratulations to the USU Huntsman teams who won 1st and 2nd place in the State Level CFA Research Challenge. The subject company for the challenge was R1 RCM, a healthcare revenue cycle management company headquartered in Murray, UT. USU teams have now won 1st place in this competition 5 of the last 6 years.



Landon Burt, Gentry Burt, Austin Jensen, Gabriel Taylor



Valedictorian
Isaac Dixon,
International Business



Scholar of the Year
Abby Jensen,
Data Analytics

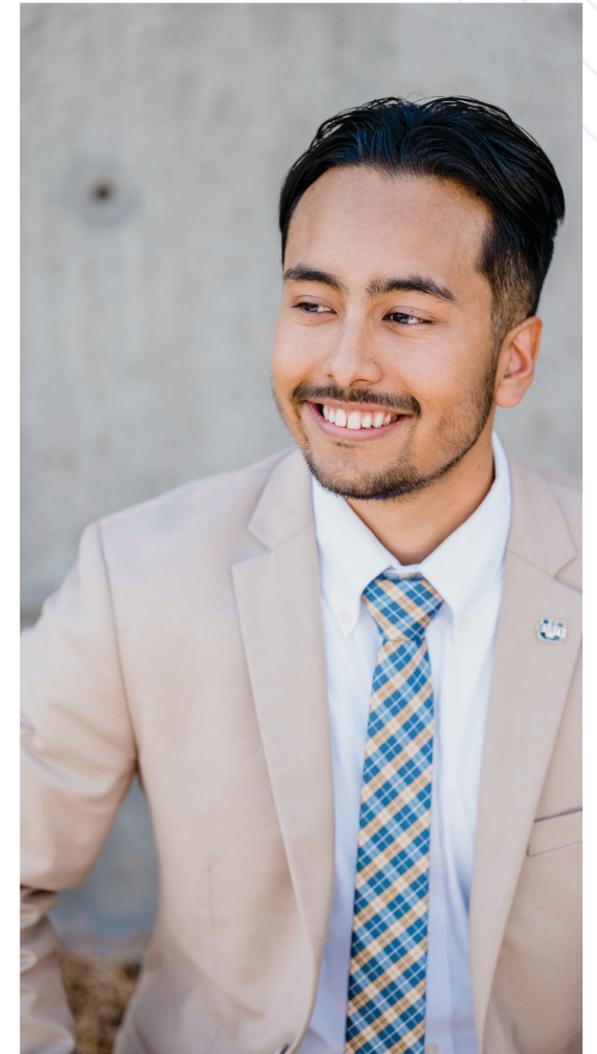
2023 Huntsman School STUDENT AWARDS



Legacy of Utah State
Dane Mariott,
Master of Data Analytics



Graduate Student Researcher of the Year
Katherine Van Shaar Manning,
Master of Science in Economics



2023-2024 USUSA Student Body President
Abe Rodriguez
Marketing & Public Relations

Sweet Deal on Shark Tank

Huntsman student and CEO of Crispy Cones Jeremy Carlson and his wife and CMO Kaitlyn Carlson, appeared on Shark Tank March 17 securing a deal with competition judge Barbara Corcoran.

“I have loved being a student at the Huntsman School! I have learned some of the best things from teachers like Professor Burgess and Schultz! The Huntsman School has been a huge part of Crispy Cones’ success. We have grown to two store front locations and have sold 11 franchises in Arizona and Utah.”

—Jeremy Carlson
CEO | Crispy Cones



Undergraduate Student Researcher of the Year
Jacob Huff,
Marketing



Undergraduate Teaching Fellow of the Year
Macy Grange,
Marketing

DREAM CAREERS *found here.*



MEREDITH RICHARDS, *Marketing '20*
Business Category Associate at General Mills

"To bridge college experiences with full-time employment opportunities, the Huntsman School offers many resources. These resources, paired with the clubs and committees at the Huntsman School, ensure that students leave not only with a diploma, but a packed resume as well."

CHOOSE BUSINESS.



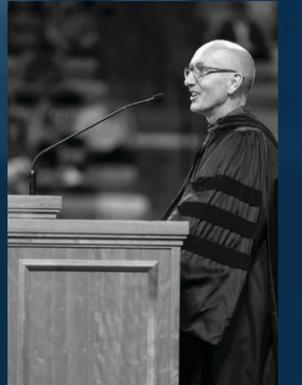
To help people make informed, data-driven decisions in a fast-paced world.

—Emily

WHY I CHOSE BUSINESS

The professors are elite, have actual applicable, real world experience and care about their students.

—Colton



“ *So many amazing career paths and the perfect balance between analytical thinking and networking.* ”

—Britt



To join in my community and support the people I care about. Eventually giving back and touching lives along the way.

—Stuart



I want to be a leader and show that a woman can play important roles in a company.

—Haylee

The Starting Line

Building on their entrepreneurial spirit, several students created new businesses through the support of the Huntsman School Entrepreneurship Center.



ThriftJam features high-end distinctive vintage clothing and handcrafted modern pieces made from unwearable old clothing. With a focus on sustainability and trendsetting, every item for sale is high quality, and fashionable. The items are sold out of their signature red & white school bus they have transformed into a vintage clothing store on wheels. ThriftJam is more than just a thrift shop. Their process of reworking garments to keep them out of landfills and in a new closet is the future of socially conscious fashion.

"ThriftJam owes much to the invaluable support provided by Russell Fisher, Mike Glauser, Andy Thunell, and Chalon Keller from the Center for Entrepreneurship. When we initially crossed paths with them during the Entrepreneurship Lecture Series, ThriftJam was merely a part-time endeavor. However, thanks to their mentorship over the span of a few years, ThriftJam experienced remarkable growth, reaching an annual revenue in the six-figure range. Their guidance encouraged us to adopt a more strategic mindset, and they even collaborated with us in developing the original mobile store concept. As students at the Huntsman, we eagerly anticipate the continued mentorship and support that our school provides us."

Logan James
Owner/Operator
Ellie Cram
Owner/Operator

ThriftJam | thriftjamco@gmail.com
thriftjam.com | [@thriftjamco](https://www.instagram.com/thriftjamco) | [@thriftjamco](https://www.facebook.com/thriftjamco) | [@thriftjamco](https://www.tiktok.com/@thriftjamco)

When Collin Peterson and Daniel Warren started playing pickleball a few years ago, they were hooked. But while shopping for paddles, they had a hard time finding a design they liked. They found other designs crowded or boring, and the designs they found online soon fell apart with regular use.

After looking at hundreds of paddles and finding expensive ones with durability issues, they saw an opportunity to create something better. All they wanted was a good-looking, durable paddle that performed well. When they couldn't find it, they made their own.

The pair also won several different Pitch Competitions offered at the Huntsman School, giving them valuable feedback and the much-needed cash to get started.

"The E Center was a really valuable resource for us. We were surrounded by other entrepreneurs and were connected with a network of people, professors, alumni, and other business owners that helped us get in touch with the right people and help our business grow. The Huntsman School is really supportive of entrepreneurial ventures. The Dare Mighty Things message is what it's all about. The encouragement and support system from the School gave us the courage to take risks. Starting a business is never easy, predictable, or even the "safe" thing to do, but when you have the Huntsman School behind you, you take risks you might not have otherwise."



Collin Peterson
Daniel Warren

Bison Paddles | bisonpickleball.com



Shake that Cake began as an idea based on the classic pairing cake and ice cream. Last summer, husband and wife, Bethany and Isaac Dixon decided that it would be fun to start a business together. After buying a flat-bed trailer on KSL for just \$500, they invited Isaac's grandpa over (who used to be a contractor/plumber) and got to work. A few months later, they were standing inside their completed trailer serving their new innovative dessert idea to their first customers. Since then, they have expanded their team to include six employees and are steadily gaining a loyal following within the Cache Valley community.

The mission of Shake that Cake is to bring families, couples, and friends together over a delicious treat. They hope to provide an experience for those who visit their business, not just a dessert. At their first location -- located on Main Street -- they put this into practice by having a corn hole set, a fire pit for families to enjoy, and decorative lights, all to provide the best experience they can for those who stop by for a Cake-Shake.

"The Huntsman school was instrumental in providing the theoretical education necessary for a successful business launch as well as fostering the entrepreneurial passion that emboldened us to start Shake that Cake. The E-Center in particular provided mentorship, inspiration, and feedback as Shake that Cake has become a reality. We have been influenced by Jon Huntsman's example of integrity and giving back in business. We hope to live a life that emulates his generosity and kindness - at whatever scale we can."

Isaac Dixon
Major: International Business and Economics
Minor: Entrepreneurship and Leadership

Shake that Cake
Shakethatcakelogan.com | [@shakethatcake_logan](https://www.instagram.com/shakethatcake_logan)



Mad Granola is a thriving and innovative healthy granola company with a remarkable backstory. Fueled by a spirit of entrepreneurship and a desire to make a positive impact, Mad Granola was born. The company's core mission is to offer clean and simple ingredients without compromising on taste. As Mad Granola grows, it will undoubtedly inspire health-conscious individuals to indulge in a delightful and nutritious snacking experience.

Madison Larsen's passion for baking, combined with her dedication to producing a superior product, has set Mad Granola apart from its competitors. The inspiration behind starting the business stems from a heartfelt journey that involved Madison's little brother being diagnosed with celiac disease. Determined to create a granola that he could enjoy and savor, Madison embarked on a mission to craft a granola recipe that would satisfy her brother's taste buds while adhering to his dietary restrictions.

"The Huntsman School offers a vibrant and supportive community of like-minded individuals who share a passion for entrepreneurship. Interacting with fellow students, attending networking events, and participating in business competitions have allowed me to forge valuable connections and gain inspiration from the diverse perspectives of my peers. The collaborative environment at the school has nurtured my entrepreneurial spirit and provided a platform for exchanging ideas and receiving feedback, which has been instrumental in refining my business concept.

The Huntsman School has also provided numerous resources and opportunities for aspiring entrepreneurs like myself. I have taken advantage of mentoring programs, workshops, pitch competitions, and guest speaker events organized by the school. These experiences have exposed me to real-world insights and best practices shared by successful entrepreneurs and industry experts. The guidance and support I have received from the Huntsman School's faculty and staff have been instrumental in overcoming challenges and achieving milestones in my business journey."

Madison Larsen
Creator/ Owner
Marketing & Entrepreneurship

Mad Granola Co.
madgranolaco@gmail.com | madgranola.com | madgranolaco



Blue Collar Haulers started in 2022 with a pickup truck, trailer, and 3 dumpsters. Cody Chew wanted to provide a premium service in the waste industry, which includes clean dumpsters, same day delivery, and excellent customer service. BCH has now grown to over 20 dumpsters and Cody is determined to grow the business while continuing to deliver a premium service to each and every customer. With unique "Turquoise" colored trucks and dumpsters, it's easy to know where Cody is.

"The Huntsman School of business has been a major key player in helping me start this business. I thank every professor for guiding me on how to start and keep a business running. I am also extremely thankful for all the students and classmates supporting me and rooting me on. There is such an amazing environment created at the Huntsman. I am truly grateful for the Huntsman, and everyone that plays a role making it the great place that it is."

Cody Chew
Owner/Operator

Blue Collar Haulers
Premier Roll-off Dumpster Rental Service
bluecollarhaulers.com
 @bluecollarhaulers

The Rollin' Donut started as a high school FBLA project where students needed to propose business models that could be a new type of business. I had done the research and felt very strongly about the idea, but my proposal didn't place in the top 15 at our state FBLA competition, so I never got the chance to pitch the idea in person. Consider it pride, but I was sold on the idea. I graduated a few months later, went on a 2-year mission for my church, and came home with no idea what I wanted to do. I had some money saved up and decided to bring my project to life. I ordered the equipment I needed to get started and I took a table, my supplies, and a canopy to the park about a mile down the road from my house. It went well and a lot of people liked them! That evening, I decided that I wanted to see where this could take me. My grandparents had an old camp trailer from the 1970's that they didn't use anymore, so my next project consisted of remodeling and redoing the trailer to get it certified by the local health department. Fast forward a few years later, we were able to custom order a bigger, more efficient trailer that catered directly to our systems and processes. We have been blessed with some of the best opportunities and communities in the last few years, being voted as the "Best Food Truck" in the Best of Northern Utah competition. We are excited for what the future holds for The Rollin' Donut!

The Huntsman School has been a fantastic resource. The entrepreneurship leadership series was instrumental in some of the decisions we have made to get to the point we are currently at. There are so many resources to pursue business and ensure that you will live out a meaningful career in a field that you are passionate about. The school is catered for you to succeed, and that is what matters most.

"Create a unique donut experience that combines exceptional quality, innovative flavors, and a warm, welcoming atmosphere." We are heavily involved with the Special Olympics and Unified Sports in Northern Utah. We want to promote inclusion in everything we do.

Ryan Knudsen
Owner

The Rollin' Donut
All over Cache Valley
Ryan Knudsen ryan.knudsen@usu.edu
therollindonut.com | @the.rollin.donut





LEARNING

LEADERSHIP

A year at the Stephen R. Covey Leadership Center

Through classes, programs, workshops, and international trips, the Stephen R. Covey Leadership Center provided almost 3,000 development opportunities for students over the past academic year. The scope and influence of the Covey Center is increasing, attracting students from majors across the university. Leadership is the enabling art that enriches any field of study.

This year students attended high-impact workshops from Joseph Grenny (Crucial Conversations), Jim Huling (4 Disciplines of Execution), David Moss (The Arbinger Institute), Cynthia Covey Haller (Live Life in Crescendo), Eduardo Zanatta and Scott Lamb (two Covey Founders). In these workshops, they learned skills to increase their ability to lead, to find purpose, and to improve their relationships.

In addition to receiving excellent training, students also practiced the principle of “teaching to learn”. During the 2022-23 school year, the Covey Center trained over 350 k-12 students by hosting a variety of leadership workshops and conferences. These experiences included an “endurance” themed conference for elementary students with Ernest Shackleton as our guide, sports-themed training for Green Canyon High School athletic captains, and community-outreach focused training for the North Logan Stu-



dent City Council. Students are learning what Stephen Covey taught, “that the key to life is not accumulation but contribution”.

The Covey Center organized and provided scholarships for students to study principle-centered leaders throughout the world. These international experiences expand students’ paradigms by introducing them to different cultures and some of history’s greatest leaders—past and present. Students begin by studying the lives of great leaders in the classroom, then travel to locations around the globe to walk where they walked and learn about how they successfully navigated complex challenges.



In March, students studied the art of bridge building from the life of Nelson Mandela and traveled to Cape Town, South Africa, to meet with political, educational, and business leaders. In May, a group of students studied the rise and fall of three great civilizations and the leadership that contributed to them, and then traveled to London, Madrid, and Rome to study the principles of leadership that contribute to the flourishing and declining of nations. These students embody what Nelson Mandela stated, that “education is the most powerful force for changing the world”. ■





AND THE GREAT CHESSBOARD OF HUMANITY

BY JAIME CALIENDO



When IBM’s Deep Blue supercomputer defeated reigning world chess champion Garry Kasparov in 1997, some said it was the beginning of a long-predicted takeover of the human world by Artificial Intelligence. Similar concerns were expressed when the internet was invented, as well as the automobile, the telephone, electricity, and the printing press. None of these inventions had the catastrophic effect on humanity that some feared they might. Yet the fear of technology rendering humans useless persists, even as we continually seek to ease the work of existence by automating as many tasks as possible.

ChatGPT, an AI chatbot programmed to respond to questions in natural human language text, stunned the world with its elegant communication when it was released in November 2022, gaining more than 150 million users worldwide in the

first six months. GPT (Generative Pre-trained Transformer) is a large language model trained on vast amounts of text data to learn linguistic patterns and context. Transformer architecture, based on an early understanding of neural networks, enables GPT to perform these tasks and generate text that closely resembles human conversation.

Take it out for a test drive on any subject, and the results are impressive. For example, ask ChatGPT why humans continue to play chess, since computers have already solved the game. It responds with a list of thought-provoking points followed by a summary that reads, “[D]espite computers’ ability to solve chess, human engagement with the game persists due to the enjoyment, social aspects, learning opportunities, creativity, educational benefits, and cultural significance it offers. Chess continues to be a vibrant and captivating pursuit for players of all levels.”

This is remarkable, considering the program uses algorithms and statistics to predict the next word in a sequence. Processing one equation at a time, at lightning speed, it formulates a humanesque response in seconds flat.

This “conversation” begs a follow-up question: do computers enjoy playing chess? ChatGPT’s reply offers important insights about the potential and limits of AI, edited here for brevity:

Computers are not capable of experiencing emotions or subjective enjoyment as humans do. They do not possess consciousness or the ability to have preferences, desires, or feelings.

Computers are programmed to execute tasks efficiently and effectively, including playing chess. They are designed to analyze positions, calculate moves, and make decisions based on algorithms and evaluations. The “enjoyment” for computers lies in successfully executing their programmed tasks and achieving the goals set by their designers.

They excel at finding the best moves based on precise calculations and evaluations, and their ability to process vast amounts of data quickly. While computers may not experience enjoyment in the way humans do, they can provide formidable opponents and offer challenging gameplay experiences for human players.

Notice the subtle superhuman braggadocio in ChatGPT’s description of computers as “formidable opponents.” To be clear, this phrase is the output of a series of data inputs and mathematical equations that predicted its likelihood of being the correct phrase given the context. It is this very close AI approximation of human thoughts and feelings embedded in the words humans choose for self-expression, made possible through mathematical programming, that has prompted some of the original pioneers, architects, and most ardent supporters of AI to plead for caution and restraint as the tech world dives deeper into its exploration of artificial intelligence.

However, it’s important to note that this same ChatGPT response highlights the limits of AI as incapable of human emotion, desire, and consciousness, which are uniquely human abilities that drive creativity and innovation. In *The Fallacy of Obviousness* (Aeon, 2018), Dr. Teppo Felin, Douglas D. Anderson Endowed Professor of Strategy & Entrepreneurship at the Huntsman School, explains that distinctively human characteristics are essential in making sense of the world around us, and that computation alone does not “exhaust or fully capture the human mind.” “[I]ntelligence and rationality are more than just calculation or computation and have more to do with [...] deciding what is relevant and meaningful, and what is not...And relevance and meaning continue to be outside the realm of AI.”

AI is here to stay, and ChatGPT, programmed to execute tasks and achieve goals set by designers, is one of many AI-driven tools that have already entered the workplace. But human ingenuity determines the next





“AI can help ease scarcity of labor as birth rates fall. And, as with agriculture and manufacturing, history demonstrates that we continue to innovate after repeated disruptions. Rather than harm the labor market, AI will more likely create a net gain in job opportunities.”



—Dr. Ben Blau,
George S. Eccles Endowed Chair
in Finance and Department Head of Economics
and Finance at the Huntsman School



“The human ability to ask new questions, to generate hypotheses, and to identify and find novelty is unique and not programmable. No statistical procedure allows one to somehow see a mundane, taken-for-granted observation in a radically different and new way. That’s where humans come in.”

—Dr. Teppo Felin,
In *The Fallacy of Obviousness* (Aeon, 2018), Dr. Teppo Felin, Douglas D. Anderson
Endowed Professor of Strategy & Entrepreneurship at the Huntsman School

move. Understanding the capacity of AI and specific tools like ChatGPT to checkmate or champion humankind and determining the strategic moves to advance their superhuman potential in our favor, are pressing matters for higher education.

Ally or Opponent

The challenges and opportunities of AI in higher ed are interconnected around the fundamental concerns of labor displacement, ethics, and the evolving landscape of teaching and learning in an AI-driven world.

Labor displacement.

AI is already automating mundane tasks and redundant processes. Certain tasks traditionally performed by humans will be overtaken completely by AI. But rather than cause job loss *en masse*, this will redefine the nature of daily work. Increased automation will ease administrative tasks, increase operational efficiency, maximize human productivity, and make room for more creative and meaningful work. In turn, this will increase job retention and satisfaction. It will also improve the student experience and educational outcomes as professors, administrators and staff are more available to help solve problems and provide guidance.

Dr. Ben Blau, George S. Eccles Endowed Chair in Finance and Department Head of Economics and Finance at the Huntsman School, is optimistic about the impact of AI on the labor market. “AI can help ease scarcity of labor as birth rates fall. And, as with agriculture and manufacturing, history demonstrates that we continue to innovate after repeated disruptions. Rather than harm the labor market, AI will more likely create a net gain in job opportunities.”

Ethics.

AI is streamlining the admissions process by sorting applications and helping recruit students to matching schools. Chatbots improve academic success, retention, and the overall education experience by answering questions about everything from financial aid to course descriptions, and sending reminders about class schedules, upcoming tests and deadlines. But these processes also raise ethical concerns about privacy, data security, bias, and fairness in the algorithms that determine the type and amount of personal data collected, and about the ways in which this data might be used to impact educational outcomes.

The ease of plagiarism with ChatGPT is particularly concerning, as this technology decreases the need for students to develop critical thinking skills and, when relied on too heavily, deprives them of the joy of discovery that is fundamental to learning.

Additionally, the data on which ChatGPT was trained does have its limitations because it only tells part of our collective story. Dr. Sharad Jones, Professional Practice Assistant Professor in the Department of Data Analytics and Information Systems at the Huntsman School, explains, “ChatGPT is built on the Transformer, which began as an open-source development which allowed everyone to actively study the capabilities, risks and harms of AI. The model was trained using a massive amount of computing resources and scraped internet text data, which tends to reflect a predominantly western, industrialized, and educated perspective. Given the scale of the data, much of the content moderation prior to training was performed automatically, but this process raises concerns about the exclusion of certain cultural perspectives and the risk of a homogenized user experience. With the release of the latest version of the model that backs ChatGPT (GPT-4), specific details about its architecture and training data were kept private

due to ‘the competitive landscape and the safety implications,’ only furthering the difficulty of understanding the potential impacts of these tools.”

These ethical considerations do not mean that we should rush to ban ChatGPT from higher ed. Rather, we can feel confident using ChatGPT as a powerful tool to help with a variety of administrative and academic tasks, and at the same time remain skeptical and inquisitive about the text it produces.

Teaching and learning in an AI-driven world.

Maximizing the positive potential of AI in teaching and learning will require thoughtful efforts to balance technology and human interaction.

“AI will democratize education, which will have a huge and positive impact on education worldwide,” explains Dr. Pedram Jahangiry, Professional Practice Assistant Professor in the Department of Data Analytics and Information Systems at the Huntsman School. “Underprivileged students will have increased access to knowledge, and tools like ChatGPT can provide a personalized learning experience for students at all socioeconomic levels by acting as a private tutor with perfect patience and the ability to adapt to students’ needs and level of understanding in real time.”

While AI-enabled education tools offer real value, Dr. Chris Corcoran, David B. Haight Endowed Professor of Analytics and Department Head of Data Analytics and Information Systems at the Huntsman School, is cautious about removing the human component. “Many online learners lack the resilience and discipline to commit to self-guided learning. Memory is three dimensional, and retention is lower when reduced to two dimensions. Furthermore, learning is a social endeavor. Humans are not wired to be isolated. We need deadlines to help

us stay on schedule, and a community of learners to bond together and model behaviors for each other. Students also need mentors and connection to the broader community for professional development and success.”

At the heart of this issue is whether individuals choose to engage in the transfer of information or in the production of knowledge instead. Information transfer can be measured in exams and essays. Individuals who excel at rote-memorization have historically risen to the top in this model, but AI can transfer a greater quantity of information and at a faster speed than a human can transfer information. By contrast, the uniquely human characteristics of curiosity and creativity will drive the production of knowledge in an AI-centered world.

Strategic Moves

ChatGPT’s self-described abilities and limitations above provide insight into *what* humans will do in an AI-enabled world and *how best to prepare* them to do it.

AI can “*execute tasks efficiently and effectively; make decisions based on algorithms and evaluations; and execute their programmed tasks and achieve the goals set by their designers.*” AI cannot “*possess consciousness,*” and must obey the rules of human designers. In other words, AI in its current form depends on human intelligence.

“[T]he role of human ingenuity in crafting questions, expectations, hypotheses, and theories to make sense of their environments...[is the] approach that gives humanity its due,” writes Felin. “The human ability to ask new questions, to generate hypotheses, and to identify and find novelty is unique and not programmable. No statistical procedure allows one to somehow see a mundane, taken-for-granted observation in a radically different and new way. That’s where humans come in.”

Rigorously pursue human and artificial intelligence.

Experts in the Huntsman School of Business agree that the first step is teaching students how to use AI tools. Many professors in the School have already incorporated ChatGPT and other AI into their curriculum.

“Goldman Sachs is now hiring people for a role called Prompt Engineer. They want people who know how to talk to GPT, and that’s exactly what I’m trying to do in my classroom—teach my students how to coexist with AI and communicate with it,” explains Jahangiry. Prior to ChatGPT, he taught students how to code as part of his machine learning classes, but now focuses more heavily on the theory of deep learning and helping his students learn to communicate with ChatGPT to produce code and study problems. “Every single person with average talent can now code decently with GPT, so students need to switch focus. We need to reshape the methodology of our teaching to help students develop the tools to work with AI, to know what to ask, and to know how to communicate effectively with it to get results.”

“Our students are going to use GPT for the rest of their lives. They need to learn how to do it here, in an environment where we have professionals and a community around them to help them learn to do it in the best way,” explains Dr. Andrew Brim, Professional Practice Assistant Professor in the Department of Data Analytics and Information Systems at the Huntsman School. “If they want to be competitive in the marketplace, they’re going to have to be able to use this tool. It’s not going to do the job for them, but it’s a tool that will help them get to the rest of the job.”

Critical thinking—the ability to analyze, evaluate, and make judgements—is a defining characteristic of human intelligence that must be constantly reinforced throughout the educational experience. Corcoran explains, “Our department is doing a lot of self-examination and asking, what are the learning objectives of this class? What do we really want students to be able to do when they leave this class? What do they need to understand to be qualified for the world of work and make a contribution? The solution is going to be about understanding the process and thinking critically.”

Jones uses ChatGPT in the classroom together with his students to develop ideas and sharpen research questions. He strives to help students develop the intellectual curiosity to ask deeper questions that broaden thinking and encourage serendipitous moments of discovery. “Every time GPT returns an

answer, I encourage them to ask *Why?*, and then embrace the random moments of connections. Let’s see where this leads.”

Brim also uses computers to help students develop critical thinking skills. Together, they examine logs containing previous iterations of a student’s work, looking for common trends and gaps in questioning to help the learner better understand the thought processes that led to discovery or dead ends.

These conversations about thought processes are also more effective as evaluation tools than exams or traditional homework assignments. Jones explains, “Rather than education as solely the transfer of facts to be consumed, applied and extended, the education platform of the future will focus on the process of learning. If we can put the traditional concept of ‘grading’ aside for a moment and focus on our goal, much of the value that we can provide is helping students develop a learning process.”

Develop uniquely human skills.

“Our department has a very healthy perspective about AI, which is built on our belief that no matter where it takes us, we’re still going to have to work as a team. We have to be able to communicate effectively with other people. We have to learn to collaborate so that we can solve problems together,” says Corcoran.

In connection with the philosophy department, the Huntsman School will roll out a course to address the intersection of AI and ethics. “Much of the conversation about AI is positioned within a reactionary framework about how AI is causing, or will cause, harm. This framework is not productive, and doesn’t produce solutions,” explains Jones. “This new course will give students the vocabulary of philosophy and

ethics to be able to talk about these issues at a fundamental level, and then examine case studies outside of that reactionary framework to explore the real opportunities AI technology creates.”

Brim also begins each new class with a broader discussion of the nature and purpose of intelligence. “The purpose of human intelligence and human life should be our roadmap for AI. If the purpose of human intelligence is to build community, solve problems, and improve lives, then artificial intelligence should run parallel to that purpose.”

When “thank you” was typed into the query bar at the conclusion of the ChatGPT conversation about computers and chess, it responded with, “*You’re welcome! I’m glad I could help. If you have any more questions, feel free to ask.*” The exclamation mark denot-

“We have to be able to communicate effectively with other people. We have to learn to collaborate so that we can solve problems together”

—Dr. Chris Corcoran,

David B. Haight Endowed Professor of Analytics and Department Head of Data Analytics and Information Systems at the Huntsman School



“The Analytics Solutions Center gives students exposure to companies, and real-world experience in solving problems. The companies get to have the real problems actually solved, and they’re able to see student execution and maybe hire them directly. It’s a win for both sides,”

—Dr. Andrew Brim,

Professional Practice Assistant Professor in the Department of Data Analytics and Information Systems at the Huntsman School.

ing energy and enthusiasm is as startling as a computer referring to itself in first person and expressing a willingness to be helpful, which are human characteristics. This exchange helps us better understand the value of developing soft skills.

Brim reminds us, “AI may say ‘I love you,’ but it’s a lie. It doesn’t possess consciousness, and it’s incapable of emotion. Only a human has the ability to put you above themselves, and to empathize. AI can say the words, but it can never replace real human interaction.” In a world where AI can manage redundant processes, the soft skills belonging to human consciousness and exhibited in real-time human interactions will become more valuable. Individuals who possess empathy, confidence, and flexibility, and who excel at communication, teamwork, time management, networking, attention to detail, problem solving and conflict resolution will complement the strengths of AI and position themselves to lead in an AI-enabled world.

Experiential learning.

Professional practice faculty in the Huntsman School possess the industry experience to provide students with the latest techniques and translational ability to apply innovative ideas to problems in an organization. Before joining the Huntsman School, Brim worked in software development and derivative trading for ten years, and Jahangiry was a researcher in financial modeling at BlackRock. Jones worked as a data scientist in space technology and also helped design Carvana. Such real-world experience helps them mentor students and provide them with relevant knowledge and skills.

The Analytics Solutions Center, housed in the Department of Data Analytics and Information Systems, gives students the opportunity to work together with faculty on projects for real companies. In one project, students were tasked with figuring out how to detect when a spherical fireball began to lose

shape, to ensure both the physical safety of the company and free employees from the tedious task of keeping watch in order to engage in more fulfilling work. Together with Jones as their project mentor, the students developed the tools to solve the problem and delivered a solid solution to the client. Because of this hands-on experience, one of the students landed a job as a machine learning engineer.

“The Analytics Solutions Center gives students exposure to companies, and real-world experience in solving problems. The companies get to have the real problems actually solved, and they’re able to see student execution and maybe hire them directly. It’s a win for both sides,” says Brim.

The essence of experiential learning is helping students learn how to learn. It’s not possible to know all of the tools or methods to solve a problem. The Analytics Solutions Center allows mentors to model—together with students—the methods to arrive at a solution. Jones explains, “My goal is to empower students to feel confident that they can learn anything. I tell them to use every resource at their disposal, and then help them discover the process of solving the problem.”

Corcoran agrees. “Our goal is to help students have confidence. The way to do that is to be here in a community, facing these things together and sharing different perspectives.”

The Final Say

Adam Smith famously argued that “in the great chessboard of human society, every single piece has a principle of motion of its own.” We are independent creatures of consciousness and ingenuity, with abilities, interests, and experiences uniquely our own. We are interconnected by a complex interplay of unpredictable forces, and we share in common the ability to comprehend and adapt to change. It is these features of humanity that will enable us to harness the power of AI and master the game of life. ■

SEE FOR YOURSELF

CGO going open source with taxes and benefits

BY PARKER JEPPESEN



Policy models should be open and transparent. This is the mantra of the new Open Policy Group at the Center for Growth and Opportunity (CGO), an academic and public policy research center housed in the Huntsman School of Business. Earlier this year, the Open Policy Group launched FiscalSim, an exciting, new open source 50-state model of US federal and state tax and benefit policy. An accompanying FiscalSim web application is currently in beta and will be broadly deployed later this year.

Benjamin Franklin famously wrote in 1789 to his friend, Jean-Baptiste Le Roy, “In this world nothing can be said to be certain, except death and taxes.”

“And we dread them both,” says Dr. Richard Evans, Director of Open Policy and Senior Research Fellow at the CGO.

“The US federal tax code is one of the most complicated in the world,” says Evans. “Add to that all of the federal benefit programs and the patchwork of varied state and local tax policies, and you are left with a boondoggle of requirements that are increasingly difficult to understand, predict, and manage.”

Technically referred to as a microsimulation model, FiscalSim can calculate all the tax liabilities and benefit eligibilities for a single filer or a whole dataset of tax filers. In contrast to accounting software, FiscalSim can show you how tax liability and benefit eligibility change when you change characteristics of the law. You can test out how a tax cut affects you, other filers in other states, or the whole economy. “Think TurboTax for the whole economy – that’s what this tool is – except all the software is free and all the code is openly available,” says Evans.

This ability to simulate tax and benefit reforms has previously been exclusively and privately held by large government

organizations like the Joint Committee on Taxation, the Congressional Budget Office, and by large research centers, think tanks, and consulting firms.

“Most policy models are still closed and proprietary,” says Evans. “If someone – a politician, or pundit – tells you that a tax reform will cost \$1.3 trillion over 15 years, there is no way to independently verify if that is correct unless you can look at their model’s code, replicate it, and test its sensitivity to assumptions,” he explains. “We are trying to democratize the policy analysis process by making policy models that are open source, transparent, and accessible.”

The work of the Open Policy Group at CGO has already had an impact on US policy. In January of this year, Evans and Dr. Jason DeBacker of the University of South Carolina used an open source model to analyze three potential business tax reforms in Tennessee. Evans and DeBacker were able to show the effects of each proposal on the businesses in the state as well as how each would affect the state’s rainy day fund.

After the CGO team presented this information to Tennessee Governor Bill Lee’s staff, the Tennessee legislature passed business tax reforms, including policies that were informed by CGO’s analysis.

In March of this year, Evans used FiscalSim to show how a cut in Utah’s income tax rate would affect taxpayers in the state.

Not only is CGO’s Open Policy Group making policy analysis more transparent, it is training Huntsman students to use and update the FiscalSim model. To date, seven students have contributed to the FiscalSim code. Two of them have also co-authored papers with Evans using the tool. The CGO recently sponsored three Huntsman students (two masters students



Left to Right: Patrick Neyland (Huntsman MSE), Mitchell Pound (Huntsman undergraduate), Austin Francis (Huntsman MFE), Dr. Richard Evans at the FiscalSim session at the Association of Private Enterprise Education annual meeting in Mexico, April 2023.

and one undergraduate) to present research using the FiscalSim model at the Association of Private Enterprise Education annual meeting in Mexico in April 2023.

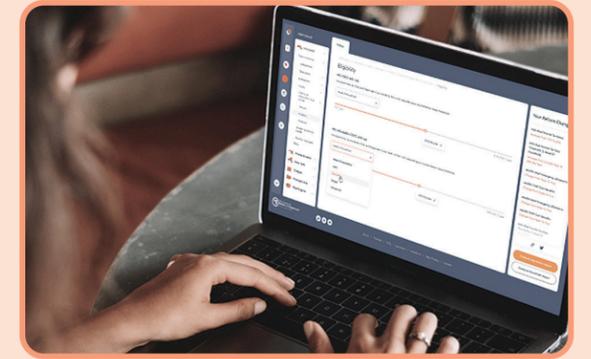
“Working on FiscalSim has shown me how to investigate complex problems, use models, and think deeply about how policy decisions can affect people,” says Mitchell Pound, recently graduated USU triple major in Economics, Finance, and Math. “I especially like the open source aspect of the project that has shown me how to take criticism and ensures the results coming from FiscalSim are transparent and honest.”

FiscalSim is the first step in a broad program to inform policymakers and increase transparency and openness. Dr. Evans and the CGO team have met with legislative staff in the US Senate and House of Representatives, as well as key congressional committees, government policy organizations, national think tanks, and associations. They are also working with state legislatures and think tanks to showcase how open, transparent policy analysis can better inform policymaking at all levels of government.

Evans has even worked with international organizations like the European Commission, World Bank, and United Nations to help both developed and developing countries use open source models to unlock more advanced analytical tools that were previously beyond their reach.

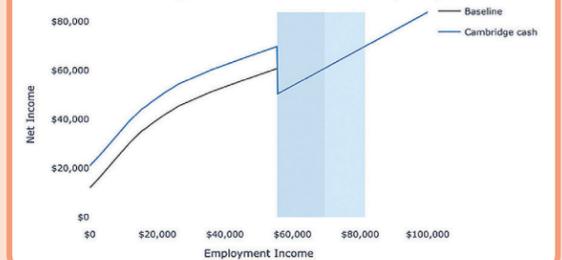
Benjamin Franklin was certainly not the first person to refer to death and taxes together. But the Center for Growth and Opportunity is working to pair taxes and benefits with openness and transparency.

Note: The web application for FiscalSim is at <https://fiscalsim.thecgo.org/>. And the underlying Python code is available at <https://github.com/TheCGO/fiscalsim-us>.

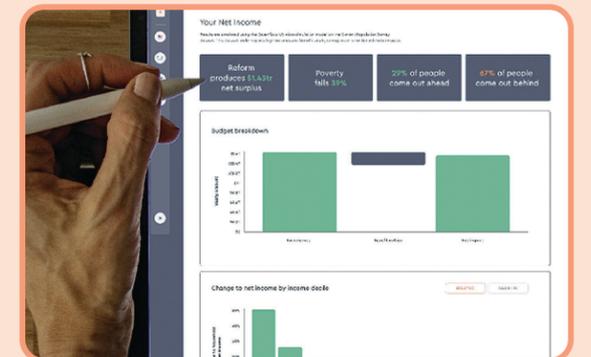


FiscalSim encompasses a broad spectrum of tax and benefit policies, including federal income tax rates, tax credits, federal revenue, federal benefit programs, poverty rates, SNAP, and state income taxes.

Welfare cliff under current law and Cambridge cash assistance proposal



The FiscalSim model was utilized to assess a targeted cash assistance program in Cambridge, Massachusetts. The evaluation revealed a significant welfare cliff, wherein participants earning above a certain threshold no longer qualified for the aid program.



FiscalSim is designed to show you how changes to after tax income, marginal tax rates, and average tax rates impact people of different income levels.

Dare Mighty CHANGES

Students dive deep
into public policy

A hallmark of the Huntsman School is the opportunity for undergraduate students to work closely with faculty and researchers to conduct relevant and impactful research. In the past year, scores of students worked with our faculty to research, write, and publish academic research on a variety of topics. In the next few pages, we highlight five students who produced meaningful thought leadership on a diverse set of issues through our Center for Growth and Opportunity (CGO), which conducts economic research on immigration, technology, and environmental stewardship. The CGO's researchers find public policy solutions that help unleash innovation and entrepreneurship and empower individuals to find cooperative solutions to today's biggest challenges. Each academic year, up to 40 Huntsman students become deeply immersed in the research experience and coauthor peer-reviewed research publications.

Mitch Lott

Finance and International Business, '23



Expanding water markets to address Utah's water crisis

Although the 2022–23 winter may have suggested otherwise, Utah faces an uphill battle with water scarcity and drought amid rapid population growth. During his time at CGO, undergraduate research fellow Mitch Lott explored the role of policy in helping Utah address its ongoing water crisis. Mitch worked with CGO research manager Jennifer Morales to identify simple policy changes that could help allocate water more efficiently in Utah. Agriculture makes up 85 percent of Utah's water use. Mitch's research suggests that expanding water markets can help address the issue. Making it easier to trade water rights would allow water to move to where it is needed most, without unduly burdening farmers who currently hold water rights. Mitch co-authored an article outlining his key policy recommendations.

During his time at CGO, Mitch took advantage of opportunities to get his research in front of policymakers who are working to address the water crisis. He presented his research to Utah policymakers at the Research on Capitol Hill event. Mitch also took his research to academic audiences at both the Association of Private Enterprise Education's annual conference and the Mercatus Center's annual Markets & Society conference. In the spring of 2023, Mitch graduated from the Huntsman School with a bachelor's degree in economics and international studies and is now putting his skills to work at the Federal Reserve Board as a research assistant.



Brenden Bodily

Finance and International Business, '24



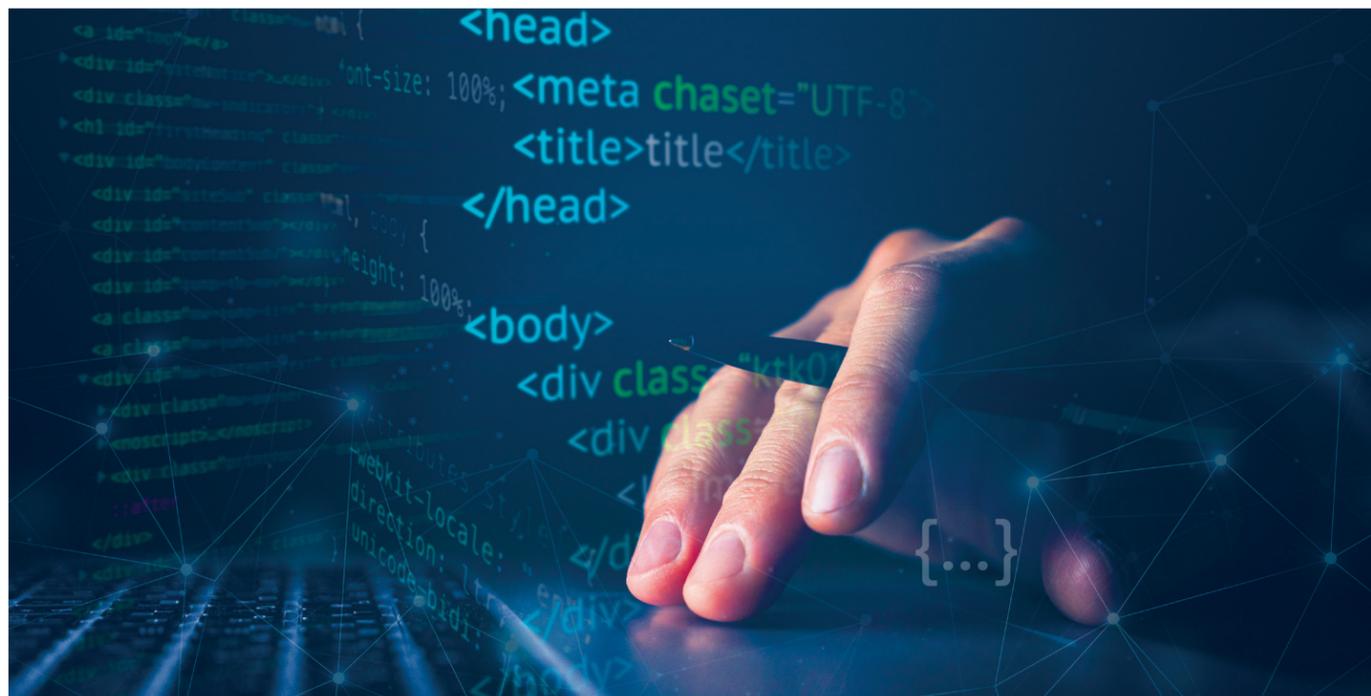
What works in reskilling? Evaluating alternative education options

Artificial intelligence has made massive leaps in 2023, raising questions about what the impact of the technology will be on workers. Although today's technology may be new, adapting to technological change has been a perennial issue for workers throughout history. From the creation of the printing press to the personal computer, new technologies both create opportunities and push workers to gain new skills to stay competitive.

In this research, CGO undergraduate research fellow Brenden Bodily examined three types of programs to better understand what works well in reskilling. Trade schools, apprenticeships, and coding bootcamps all provide workers the opportunity to learn new skills that can help them move into a new industry. Brenden found that career-focused

curriculums, transparency in employment outcomes, and industry-recognized credentials are all core aspects of successful reskilling programs.

In the fall of 2023, Brenden will be a senior at Utah State University. He is majoring in Finance and International Business. His work on reskilling has inspired him to add a minor in web development to help broaden his skills. He has presented his research at USU's Fall Student Research Symposium, the Utah Conference on Undergraduate Research, and the Association of Private Enterprise Education's 2023 conference in Cancun, Mexico.



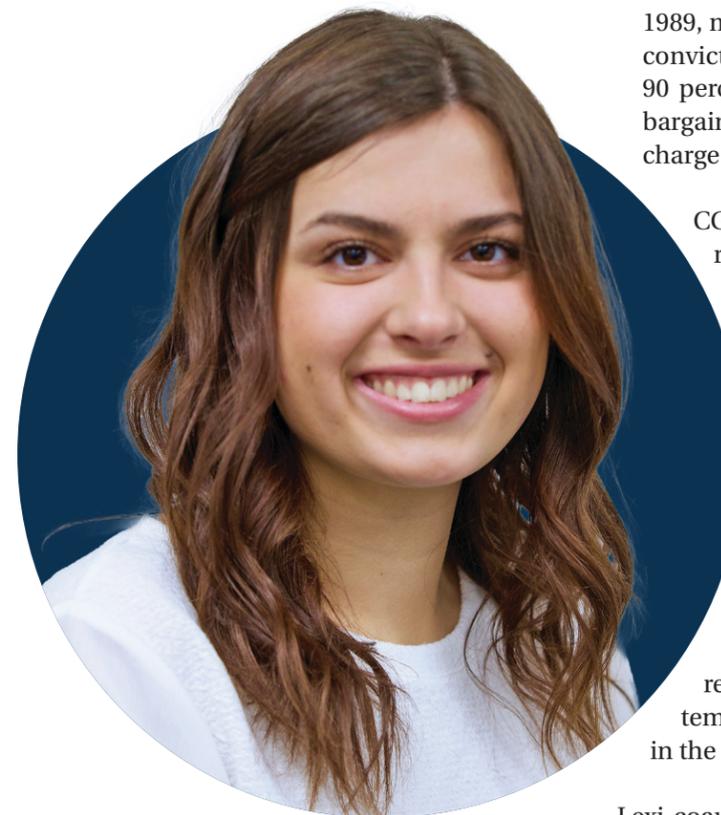
Alexis Fadel

Data Analytics and Economics, '22, Master's in Data Analytics, '23



Reforming plea bargaining to improve our criminal justice system

We all know the phrase “innocent until proven guilty.” But since 1989, more than 800 people in the U.S. have pled guilty and been convicted of a crime for which they were later exonerated. Over 90 percent of convictions in the U.S. are decided through plea bargains, in which the defendant agrees to plead guilty to a lesser charge in exchange for a more lenient sentence.



CGO graduate research fellow Alexis (Lexi) Fadel devoted her research to exploring why plea bargaining has become so common and how we could reform the U.S. justice system to reduce the number of innocent people who spend their lives in prison for crimes they did not commit.

As Lexi discovered, plea bargaining was created with good intentions—to help resolve cases more efficiently and reduce the backlog of cases waiting for decisions. But prosecutors often increase their own conviction rates by encouraging defendants to enter plea bargains. This can result in innocent people being pressured into plea bargains in order to avoid a harsher sentence if they were to go to trial. Lexi's research concludes with several recommendations for reforming the plea-bargaining system, including creating more accountability for prosecutors in the case of wrongful convictions.

Lexi coauthored an article outlining her key findings and recommendations. She graduated from the Huntsman School in the spring of 2023 with a master's in data analytics. She is beginning her career as an FP&A analyst at Breeze Airways.

Harrison Naftel

Master's in Economics, '22

Can private agricultural lands contribute to carbon sequestration?

In an effort to address climate change, governments and corporations alike have pledged to lower their carbon emissions. One way to do this is through carbon markets. These markets work when a firm reduces its emissions and then sells a carbon offset "credit." Other companies can then purchase these credits to help offset their own carbon footprint. Another method is through carbon sequestration offsets, where carbon is physically sequestered from the atmosphere and then sold as offsets.

One way to sequester carbon is through regenerative agricultural practices that improve soil health. In a peer-reviewed policy paper published in April of 2023, CGO graduate fellow Harrison Naftel investigates the potential of private farmlands to help provide carbon sequestration offsets. He finds that "carbon farming" has the potential to help address climate change and suggests several policy solutions to help make it more financially viable for agricultural producers.

During his time at CGO, Harrison co-authored full-length research as well as op-eds in the Hill and regulatory comments to help inform the Biden Administration's conservation plans. Harrison graduated in December of 2022 with his master's in economics from the Huntsman School. He is now putting his skills to work at the Nature Conservancy in Hawaii.



Paul Johnston

Economics and Finance, '25



How can the U.S. establish a secure uranium supply chain?

Growing the U.S. economy and addressing climate change will require policymakers and businesses alike to work to ensure an abundant supply of energy that is reliable, affordable, and low carbon. One of the most promising technologies for working toward this goal is nuclear energy. In this research, CGO undergraduate researcher Paul Johnston has been examining how the U.S. can establish a secure supply of uranium—a key input for producing nuclear power.

Currently, almost 50 percent of the U.S. uranium supply comes from Kazakhstan and Russia. When Russia invaded Ukraine in 2022, this created massive instability in global energy markets. Paul's research suggests that diversifying our uranium trading partners or increasing domestic production could help provide a reliable source of uranium to help power a future of nuclear energy.

This fall, Paul plans to continue his research at CGO by examining state-level regulation of nuclear energy. Paul will graduate from the Huntsman School in the spring of 2025 with degrees in economics and finance.



At the Huntsman School graduation ceremony, Dean Douglas Anderson recognized five faculty members for their outstanding teaching, research, and service through named professorships. “An endowed professorship is viewed in the university community as one of the highest honors that can be bestowed on a faculty member. It’s a special privilege and joy to introduce several faculty colleagues whom we recognize today for extraordinary excellence in teaching, research, and service,” noted Anderson.



Dr. Steve Albrecht was recognized as the Jay Price / Arthur Andersen Endowed Professor of Accounting, a newly established professorship. Albrecht has had a storied career in academics and in the accounting profession and served as the president of the American Accounting Association.



Dr. Katarzyna Bilicka, recently promoted to Associate Professor of Economics, was recognized as the Lars Peter Hansen Professor of Economics and Statistics, another newly established professorship, named for the Logan native and the 2013 Nobel Laureate in Economics. Bilicka, who holds a doctorate in economics from Oxford University, studies public economics and public finance with a focus on corporate tax avoidance of multinational firms.

We welcome 5 new faculty members to the Huntsman School, bringing the total number to 113 full-time faculty in the school.



Steve Albrecht
Dr. Jay H. Price, Jr./Arthur Andersen Endowed Professor of Accountancy Accounting



Doug Derrick
Professional Practice Professor Data Analytics and Information Systems



Dr. Julena Bonner, Associate Professor of Management, was recognized with the Dr. Vernon Maughan Buehler and MaRee C. Buehler Endowed Professorship, an existing professorship established to recognize outstanding scholars committed to academic excellence. Bonner's research interests include behavioral ethics, ethical leadership, moral emotions, and workplace deviance.



Dr. Matt Jaremski, Professor of Economics, was recognized as the F. Ross Peterson Professor of Economic History, a newly established professorship, named for the beloved history professor known to generations of Aggies as “Mr. Utah State.” Jaremski's research focuses on understanding the financial dynamics that underlie or follow macroeconomic events.



Dr. Chris Skousen, Department Head and Professor of Accounting, was recognized as the Ernst & Young Professor. The E & Y Professorship has enjoyed a distinguished and honored position at USU and was initially held by the legendary accounting professor and department head Dr. Larzette Hale. Others who have been the E & Y Professor include Chris Skousen's father Dr. Cliff Skousen, and Dr. Larry Walther.



Chelsea Harding
Instructor Data Analytics and Information Systems



Brinley Zabriskie
Assistant Professor Data Analytics and Information Systems



Matthias Holweg
Visiting Scholar

These five new endowed professors bring the number to seventeen total faculty members holding named professorships in the Huntsman School of Business.

“Engaging in activities devoid of difficulty, lounging in risk-free zones, is life without great meaning.”

— Jon M. Huntsman Sr.

DARE MIGHTY THINGS



Entrepreneurial Spirit Award

Kristyn Allred



Faculty researcher of the Year
Lucas Rentschler



Faculty University Service Award
John Ferguson



Undergraduate Faculty Mentor of the Year
Lianne Wappett



Teacher of the Year
Reagan Siggard



Outstanding Graduate Mentor of the Year
Todd Griffith



Ethical Leadership Award
Liz Allred



Huntsman Impact Award
Jill Banham



Undergraduate Research Mentor of the Year
Craig Palsson



Cazier Professor Lifetime Achievement

John Gilbert



Lianne Wappett

2023 USU Undergraduate Faculty Mentor of the Year

“Professor Lianne Wappett epitomizes the definition of a mentor. Whether scholarships, internships, or relationships, she has always made time in her schedule for visits, both personal and professional. Because of Professor Wappett’s direct influence, I have “Dared Mighty Things” and will be spending time internationally as a consultant in Mexico & Peru.”

“The impact Professor Wappett’s mentorship has had on my life is immense. Through her guidance, I have developed confidence in myself, refined my business communication skills, and achieved success. In my opinion, a good mentor sees people not as they are but as who they can become. That is how Professor Wappett treats every student she interacts with.”

“I know Professor Wappett through her DATA 3400 Data Visualization Class, Women in Business Association, and Women in Tech. Her mentorship has impacted me by showing me that I am capable of anything I put my mind to, both in school and in my personal life. Professor Wappett has shown that as a woman in technology, I can dream big and accomplish my goals. She is a wonderful role model for female students who need an example of someone who utilizes their passion and ambition to accomplish amazing things.”

“Professor Wappett has been one the most influential people in my undergraduate college career. She has shaped my life academically and personally. Professor Wappett is a fearless leader and an inspiring mentor. I will forever be grateful for her influence.”

Professor Wappett is someone who will always make time for you regardless of what is going on. In fact, during an incredibly stressful time, she helped me navigate career opportunities and even spent part of her weekend helping me prepare for an interview. I got the job out of 800 applicants! I cannot stress enough how her confidence in me gave me the courage to do something I didn’t feel qualified to do. She is the ultimate mentor.”

These are just five of the scores of testimonials provided by students about Lianne Wappett, a senior lecturer in the Data Analytics and Information Systems Department in the Huntsman School. During her time at Huntsman, Lianne has developed close relationships with hundreds of students, teaching core courses in communications and data visualization, serving as a club advisor to the Women in Business Association and serving as the academic director of the Huntsman Scholar Program. In every one of these roles, Lianne has taken the task at hand and, through her deep commitment to each and every student, made that class, that club, that program, into something so much bigger, better, and more impactful.

Wappett, who was also recognized as the Huntsman School Teacher of the Year in 2020 and Mentor of the Year in 2021, brings twenty years of industry experience creating tech brands and digital experiences to the Huntsman School. Her expertise in brand strategy, digital marketing, design, and communications helped build brands such as Children’s Miracle Network, Wilson Sporting Goods, Walgreens, Intel, AskJeeves, and Iomega. She is a practicing artist and her work was exhibited at MANA Contemporary Chicago and the International Sculpture Center. Prior to coming to the Huntsman School, Lianne taught at the University of Idaho. ■



Reagan Siggard

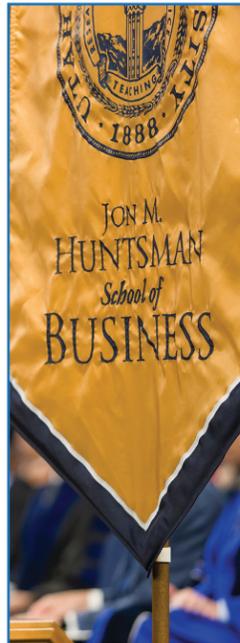
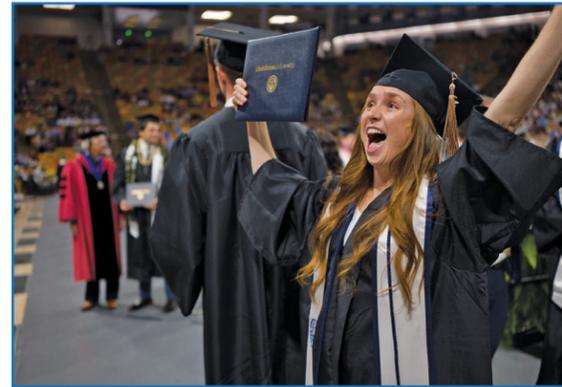
Huntsman School of Business Teacher of the Year

Reagan Siggard, an instructor in the Data Analytics & Information Systems Department, was recognized as the 2022-2023 Huntsman School of Business Teacher of the Year. Siggard’s market-driven curriculum, combined with her collaborative approach, has resulted in outstanding evaluations and consistently high scores from students over the past three years. “I want my students to feel my genuine enthusiasm for the course content and, most importantly, my desire for them to succeed in and outside my classroom. For me, effective teaching is summed into one overarching theme: Be intentional,” Siggard noted. Her instructional areas include python programming, data warehouses, database management, and data visualization.

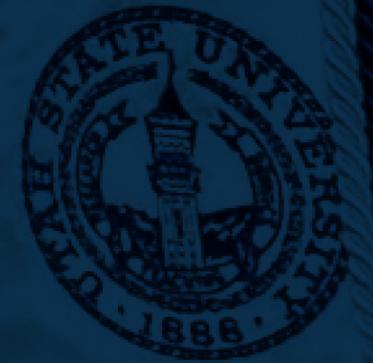
Her dedication to student learning goes beyond the classroom, as she actively engages with students through clubs, business visits, trips, and competitions. She mentors and supports student organizations like the Association for Information Systems and Women in Tech, empowering students to excel in their chosen fields. Kaitlyn Olson, one of Siggard’s students, commended her dedication, stating, “Through each interaction, Professor Siggard has proved to go above and beyond with unwavering motivation to create a positive learning experience for students.” Whether teaching online or in-person, Siggard’s commitment to helping every student learn the material is evident. Kylee Zimmerman, another student, stated that “Professor Siggard helped me realize my potential in data analytics, a field I didn’t even realize existed.”

Chris Corcoran, the head of the Data Analytics and Information Systems department, praised Siggard’s exceptional teaching abilities, stating, “Reagan is one of the most astonishingly outstanding teachers that I have ever worked with during my 24 years as a faculty member at USU. I say “astonishingly” because of her extraordinary commitment to self-improvement and lifelong learning, and because those qualities have so rapidly vaulted her among the very best.” Corcoran went on to note that the student experience in Siggard’s courses is top notch, lauded her mentorship outside of the classroom of scores of students, and called her out for being “one of the kindest and most collegial faculty with whom I have ever worked.” Professor Kelly Fadel, a colleague of Siggard’s, noted that “one of the qualities I admire most about Reagan is her dedication and selflessness as an instructor. She puts a significant amount of effort into her courses, yet she is always willing at a moment’s notice to share her practices and materials with her fellow instructors.”

Siggard earned her bachelor’s and master’s degrees in Management Information Systems from USU. She is currently enrolled in a PhD program in Instructional Technology and Learning Sciences at USU, with an expected graduation in 2024. As an undergraduate, she served as a student leader in the Huntsman Scholar Program. A native of Morgan, Utah, Siggard loves rural life, surrounded by animals. ■



2023 Commencement





ALUMNI

ALUMNI NOTES

*We want to celebrate life's moments, milestones, and achievements with you!
Send your alumni news update to huntsman.editor@usu.edu*

60's

Scott Ardell Denning '65 is the Owner of Add Construction, Inc.

70's

Gordon N. Barlow '71 is the Owner of Barlows Dairy.

Brice Withers Dimond '77 is a Lean Manufacturing Consultant at Dimond & Associates.

Mark Faldmo '75 is the VP, Marketing & Sales at Columbus Travel.

Alene B. Frandsen '70 is the Vice President, Publications & Document Review for Young Living Essential Oils.

Debra Kay Lasson '73 teaches CTE Business class at Provo High School.

Scott Marshall '76 is the Plant Manager for Herff Jones, Inc.

Richard E. Siler '77, CPA, is a partner at Haynie & Company.

Jolene Succo '74 is a Secondary Education Teacher for Alpine School District.

80's

Kevin P. Brady '82 is the Transition Consultant/Broker for OMNI Practice Group.

Janet Bringhurst '87 is an Instructor for Utah State University & for Western Governors University.

Michael K. Child '89 is the VP Residential Construction Loan Sales Manager for Bank of Utah.

Richard Coats '82 is the Corporate Sales Manager for The Birmingham Barons.

Gary D. Egbert '88 is the Computer Labs Manager for Utah State University.

Kurt Fullmer '85 is the Head of Payer Sales for Alaffia Health.

Lynn N. Green '81 is an Elementary Teacher for Cache County School District.

James C. Hyde '84 is the Senior Vice President & General Manager for Balchem Human Nutrition & Health for the Balchem Corporation.

Chris James Jensen '87 is a Financial Planner for Adalant.

Marlin G. Jensen '84 is the Referral Agent for Tranont Life, LLC.



Santosh (Sitaram) Khanolkar '89 is the Founder, CEO & Director for Alpha Finsoft Pvt. Ltd.

Michael J. Kraupp '87 is the President & CEO for Flex Fleet Holdings.

Corey R. Miles '88 is the President for Money Concepts.

Karen Thorpe Miller '86 is a School Counselor for Weber School District.

John D. Mortensen '87 is the Associate Vice President for Academic & Instructional Services at Utah State University.

Niel Raymond Nickolaisen '83 is the Director of Enterprise Systems & Security for Utah State University.

Stephen A. Simmons '83 is the Chief Financial Officer for Blackstone Consulting Group.



Scott L. Wyatt '87 is the Senior Executive Director of Statewide Online Education for the Utah System of Higher Education.

90's

Matthew H. Alston '98 is the Global ARS Sales Manager for HP Financial Services.

Darren V. Anderson '99 is an Anesthesiologist for Inter-mountain Healthcare.



Darren T. Benson '96 is the Managing Director for North America for Alter Domus.

Todd S. Beutler '97 is the CEO for the Cache Valley Transit District.

Carl Travis Bowling '96 is the Senior Accounting Clerk for RR Donnelley.

Boyd K. Chappell '99 is the Chief Financial Officer for UR Jones Memorial Hospital.

Brandon Cherry '99 is the Senior Principal Systems Administrator for Northrop Grumman Innovation Systems.

Karl Ray Childs '95 is the Senior Manager for Certification Development at VMware.

Kasey M. Christensen '91 is the Chief Executive Officer for Arctic Circle Restaurants Inc.

Kim S. Christensen '93 is a Special Education Teacher for Jordan School District.

Stephen J. Kaylor '99 is the Senior Cloud Architect for WCG.

Wendy F. Keller '98 is an Accountant Manager for Utah State University.

Jennifer L. Loscher '99 is a School Counselor for Cache County School District.

Gregory H. Lowry '98 is an Accountant Manager for Utah State University.

Jerimie W. Montgomery '95 is an Account Executive for CE.

Scott W. Morrison '96 is the Chief Financial Officer for Ideanomics.

Gordon L. Nelson '92 is the Owner & Professional Gift Planner for Birch Creek Gift Planning.



Alison Ence, Information Systems '05, a computer science teacher at Green Canyon High School in Cache Valley, recently received the Utah Coalition for Educational Technology (UCET) Innovative Educator Award. The award recognizes teachers for supporting students' learning through innovative teaching practices using technology. Ence teaches courses on web development, game development, exploring computer science, Augmented and Virtual Reality, programming, and computer science principles. According to Andrew Clark, CCSD Digital Teacher and Learning Specialist, Ence has several engaging, innovative strategies and methods she uses to help her students learn. "Alison is great at creating a classroom community and innovates at working with students. She received the award because of her community and classroom management skills," Clark explained. ■

Cathy P. Nielson '94 is a Secondary Education Teacher for Cache County School District.

Christopher J. Oversby '96 is the Business Development Director in Gaming for Hewlett-Packard.

Dr. Amy Bancroft Provost '93 is the Senior Business Consultant for Fame Intelligence.

Thayne Shaffer '92 is the President & CEO for America First Credit Union.

Eric L. Shipley '98 is the Chief Financial and Administrative Officer for Energywise Solutions, LLC.



Michelle Smith '99 is the Chief People Officer for Larry H. Miller Group of Companies.

Chris Vaterlaus '92 is the Co-Founder & Principal for Quick Quack Car Wash.

00's

Spencer R. Adams '01 is the Regional Sales Director for DexCare.

Michelle J. Cairo '04 is the Co-Owner & CEO for Olympic Provisions.

Craig J. Carlston '01 is the City Attorney for Logan City.

Brock R. Champlin '08 is an HR Business Partner for Disney Streaming.

Jaeden May, MAcc Accounting '20, is the only woman in the state of Utah who holds CFP, CPA, and NSSA certifications. May specializes in social security, investment management, and financial planning. Jaeden enjoys helping clients amid transitional life periods and constantly searches for ways they can maximize benefits in their situations. She is a chamber ambassador for the Cache Valley Chamber of Commerce, a chair member of Women in Business Cache Valley, and was listed as by Utah Business Magazine as one of Utah's 30 Women to Watch in 2023. ■



Adam Crow '05 is the Global Head of Prime Marketing for Amazon.

Tyson R. Creamer '05 is the Senior Vice President for Western Pacific Group.

Matthew J. Croshaw '03 is the Organization Design & Effectiveness Strategist for Malouf.

David K. Essig '08 is the Owner of Christensen Essig LLC.

Jared P. Hancock '02 is a Business Coach for JPH Coaching & the CEO of Senior Sign.

Luke M. Hansen '03 is the Sales Manager for Kim Hansen Chevrolet, Inc.

Meggan S. Hansen '04 is a High School Counselor for Utah Connections Academy.

Matthew Poulson Hurley '06 is a Senior Technical Program Manager for Nike.

Jason R. Jex '00 is the Business Development Manager for Ocean Insight.

Jeffrey A. Johns '03 is the Value Stream Leader & Quality Assurance Manager for Sunwarrior.



Kat Kennedy '05 is a General Partner for Kickstart Fund.

Brady G. Knudsen '05 is the Assistant Treasurer for The Home Depot.

Michelle L. Lacy '08 is the Associate Director of Human Resources Manager for the MAPS Public Benefit Corporation.

Daniel T. LaRiviere '01 is the VP of Integrations for Kenect.

Kenny Lower '05 is a Managing Director for UMB Fund Services.

Jes R. Lundberg '06 is the Multi Site Plant Manager for Atlas Roofing Corporation.

Tommy H. Marcheschi '08 is the Chief Financial Officer for J. Fisher Companies.

Alden T. Moon '04 is the Vice President - Fund Controller for Bridge Investment Group.

Timothy L. Negus '05 is the Sales Manager - MLO for Zions Bank.

Chad Pritchett '00 is a Journalist for the Standard-Examiner.

Colby T. Williams '05 is the Human Resources Director-West Region for Premier Truck Group.

Cathy Wise '00 is an Elementary Teacher for the Cache County School District.

Matt D. Wiser '06 is the CIO & Wealth Advisor for Cornerstone Wealth Strategies.

15's

Jackson Miles Adams '19 is an Enterprise Account Executive for Nearmap.

Dakota Neil Andersen '19 is a Senior Accountant & Operations Analyst for Amynta Group.



Shelby Fitzpatrick-Daines '15 is Director of Commercial Sales at Strider Technologies

Ashley Wilma Angus '16 is the Marketing Assistant for Komatsu Equipment Company.

Trevor L. Aubrey '18 is an Auditor for the Defense Contract Audit Agency.



Matthew Kohler '15 is an Operations Manager at Amazon

Garrett William Bates '13 is a Producer for Directed Entropy Pictures Inc.

Brian Behrmann '11 is a School Counselor for the Jordan School District.

Joslyn Sadie Bergman '19 is a Senior Transition Specialist Representative at Paycom.

Ethan Madison Berrett '19 is a Data Engineer for Qualtrics.



Kaiden Christopher Billings '19 is an Assistant Bank Examiner for the Federal Reserve Bank of Chicago.

James Zhicheng Coe '19 is a Supply Chain Manager for Solo Brands.

Katie Lyn Colton '15 is a Social Studies Teacher at Uintah High School.

Taylor B. Dance '11 is a Managing Director for GBS Benefits, Inc.

Tanner Tessmer Dance '15 is the Managing Partner & Chief Investment Officer for Andina Advisors.

Bradey Duke Davis '19 is an Associate Support Engineer at nCino, Inc.

Scott M. Davis '15 is a Supply Planner for Malouf Companies.



Derick Morales '18 is a Sales Executive for Emerging Brands at Instacart

Zac J. Erickson '19 is an Accountant and Business Analyst for Saranoni.

Kylan Mason Erickson '19 is a Private Equity Associate at Goldman Sachs.

Douglas Kaleikini Fiefia '15 is a Territory Sales Lead for Google.

Cory Kon Fugate '19 is a Directory of User Experience at Health Catalyst.

Since completing his MBA at the Huntsman School, **Oscar Marquina**, BS '05, MBA '15, has held positions with Goldman Sachs and McKinsey & Company, while also lending a hand in recent years to business startups as an angel investor. Marquina's influence in the Hispanic business community led to him being named to 2018's "Top 40 Under 40 Hispanic Leaders" list by Prospanica, the association of Hispanic MBAs and business professionals, as well as being recognized as a "40 Under 40 Business Leader" by Utah Business Magazine in 2022. Marquina was also honored at Homecoming as USU's 2022 Young Alumnus of the Year. "I don't know if I'm a leader or not, but I feel like I've been fortunate and lucky enough to find myself in different situations where I've been able to make a positive impact with people and communities," Marquina said.



Anna Lisa Davidson, MBA '22, started HealthyBite Brigade, which offers healthy snack & beverage options for Cache Valley, Utah via vending machines and small coin-operated "candy" machines as well as a healthy office snack subscription for businesses who don't have enough traffic for vending machines. The business empowers neurodivergent young adults to be successful in higher education and gainful employment. Anna Lisa is an entrepreneur at heart and this current business holds a special place in her heart, as she runs it with her neurodivergent daughter. "As a mother of one daughter with autism spectrum disorder, and another with ADHD, I know how difficult it can be for them to thrive at work if employers don't make the small accommodations they need to truly succeed," Davidson explained. "I want to be that employer who creates a working atmosphere of positivity in the workplace for all kinds of brains." ■



Anna Lisa Davidson

Emma K. Giese '19 is the Customer Account Lead for General Mills Inc.



Chelsea Yoshikawa '18 is a Sales Director at Procter & Gamble

Daniel Jackson Johnson '19 is a Fund Analyst for Alter Domus.

BJ Larsen '14 is the Director of Field Operations for ClickUp.

Taylee Mathis '17 is the Home Retail Client Manager for Pinterest at Marketstar.

Jaeden A. May '19 is a Wealth Advisor for Adams Wealth Advisors.

Andrew Wright Naegle '19 is a Private Equity Associate for Ridgeview Capital.



Jeremy Schumann '14 is a Lead for Global Marketing, Strategy and Creative at Prime Video and Amazon Studio

Samuel Howard Parkinson '16 is a Data Engineer for Spartronics, LLC.

Anna Berrett Portrey '16 is a Senior Tax Associate for PricewaterhouseCoopers.

Connor Jacob Searle '19 is the E-Commerce Channel Manager for Electrolux.

Kelsey White '13 is the VP, Research, for Method Communications, Inc.

Marci Robins White '19 is a Business Category Associate for General Mills Inc.



Josh Wilson '17 is the Co-Founder & CEO for Particl.

20's
Felipe Acosta '21 is a Associate for CVF Capital Partners.

Madeleine Alder '22 is a Business Analyst for the Cicero Group.

Parker Jenks '21 is an Investment Analyst for Private Equity Goods & Products at Partners Group.

Andrew Marino '22 is an Account Executive - Learning & Engagement for LinkedIn.



Sam Merrill '20 is a Professional Basketball Player for the Cleveland Cavaliers.

Derek K. Wright '21 is a Football Player for the Carolina Panthers.

Benjamin Zander '21 is an HR Business Partner for Teton Outfitters.



Sara Dent Merrill '20 is Senior Manager of Member Growth at Thrive Market

Alumni Andrew, '14, and Andrea Gooch, '14, established the **Team Andre Scholarship** to support undergraduate students in financial need, with a preference for single parents or first-generation students.

The **Jason and Lindsay Budge Scholarship** was established by alumni Jason, '20, and Lindsay Budge, '20, to support students minoring in entrepreneurship. The donors requested applicants to answer an essay responding to the following quote from renowned architect and urban planner Daniel Burnham: "Make no little plans. They have no magic to stir men's blood, and probably will not themselves be realized. Make big plans. Aim high in hope, and in work."



The family of Stephen R. and Sandra Covey established a **scholarship to honor Sandra Merrill Covey** for her lifelong contributions to Principle-Centered Leadership and her example as a builder of organizations, community, and family. Sandra exemplified "daring mighty things" in many ways including: becoming the youngest member of the Mormon Tabernacle Choir, raising and believing in nine rambunctious and rowdy children, anchoring and supporting a husband who brought Principle-Centered Leadership to the world, co-authoring the bestselling "The 7 Habits of Highly Effective Families" book, and founding the Covey Center for the Arts in her hometown in Provo, Utah.

The partners and alumni at FORVIS, LLP established the **FORVIS Accounting Education Fund** for the purpose of funding student scholarships, general support of the accounting department, or any item or service that will augment the education opportunities available in the field of accounting at Utah State University.

Alumni Bayley, '20, and Koller Lange, '20, established the **Lange Family Opportunity Award** to support undergraduate students interested in obtaining a certification/professional development course, taking a semester off from school to do an internship, for use during a relevant unpaid internship, or to attend a networking trip.

The **Evan B. and Paul D. Murray Scholarship** was created by family members Scott, Amy, and Beverly to provide tuition support. Evan, '27, was recognized with the Eldon J. Gardner Award, given annually to the most outstanding teacher at USU, in 1958. Paul, '62, was a recipient of the Huntsman School Professional Achievement Award in 2002.

The partners at Peak Industrial also established the **Dennis Parker Scholarship** to support accounting students in the name of distinguished alumnus Dennis Parker, '67.

Cooper Savas, LLC, established the **Cooper Savas Scholarship** to support students pursuing a master's degree in accounting.

Student Support

Once again, our alumni and friends stepped up to provide direct student support, and we established eight new scholarships, bringing the total number of scholarships offered by the Huntsman School of Business to 171.



GOLDEN AGGIE

*Dr. Young-Chul
Hong celebrates
50th anniversary
of his USU MBA*



Young-Chul Hong arrived in Logan from Korea for his MBA not knowing anyone in town. He did not know where Logan was when he landed at the Salt Lake City Airport and relied on the kindness of a stranger at the airport to make his way to Logan. On campus, he formed a bond with roommates Harry Miller, Richard Hall and Steve Gonzales, and faculty mentors Alan and Eugene Kartchner, who all played a critical role in helping the young student from Korea adjust to life in Cache Valley. Upon receiving his MBA in 1973, he travelled back to Korea to begin work for the KISWIRE, the steel cable company his father had founded in 1961.

Mr. Hong rose quickly, standardizing production and leading the expansion of the company outside of Korea. He became CEO in 1988, and chairman in 2001, a title he retains to this day. The company that hit its production target of 1,000 metric tons of steel per month in 1971 today produces 1.3M tons of steel per year and has 65 production plants in 45 countries.

Throughout the half-century since his graduation from Utah State University, he has remained steadfast in his love for USU, hosting student groups and faculty, serving as the president of the Korea Chapter of the USU Alumni Association, and supporting students and programs in the Huntsman School and in the Sociology Department. In 2004, he was recognized with the Professional Achievement Award from the Huntsman School and received an honorary doctorate from USU in 2007.

In 1995, Dr. Hong was awarded the Gold-Tower Industrial Contribution Decoration by the president of South Korea. It is the highest honor given by the South Korean government for contributions to the economic welfare of the country.

In an earlier interview with the Huntsman School, Dr. Hong shared some advice about succeeding in business and in life:

- Leadership is not something that a person is born with. It comes with continued practice and endless effort.
- Leaders need to think about the big picture and long-term goals. They need to have a global mindset.
- Don't make decisions on instinct alone. Always think ahead and list the potential problems that may arise before proceeding with a decision. Think scientifically. ■

In Memoriam



Ritsuo Shingo was instrumental in the creation and success of the Shingo Institute, a program in the Huntsman School of Business. Beginning in 2009 and continuing until his death in 2023, Mr. Shingo was actively involved in the work of the Shingo Institute. He served on the Shingo Executive Advisory Board, spoke at Shingo conferences, helped lead study tours, and helped develop video training materials. He interacted in many ways with the Shingo Institute community as a teacher, mentor, and friend. In 2016, he wrote a book called *My Leadership: The China Years* and assigned publication rights to the Shingo Institute.

Mr. Shingo's experience in China started when he was appointed president of Toyota's joint venture operation in Chengdu. He also served as the president of Hino Motors in China. Mr. Shingo's final assignment in China was president of the Toyota Research and Service Center. Mr. Shingo returned to Japan after 13 years in China.

The *Shingo Model*™ is based on the teachings of Ritsuo's father Dr. Shigeo Shingo, namesake of the Shingo Institute. Dr. Shingo helped create and write about many aspects of the revolutionary practices around operational excellence, many of which were incorporated into the renowned Toyota Production System. Mr. Shingo learned his leadership lessons from his father—something he readily admits. He was a true practitioner of the *Shingo Model* principles. After 42 years with Toyota in various positions around the world, Mr. Shingo ended his career as president of the Institute of Management Improvement, a company started by his father. In addition to helping the Shingo Institute expand its work, he helped many organizations around the world.

In honor of Mr. Shingo's many contributions to the Huntsman School, the Shingo Institute established the Ritsuo Shingo Memorial Endowed Scholarship at Utah State University. The scholarship will benefit students in the Master of Business Administration Program. ■

RITSUO SHINGO,

1947-2023

2023

Distinguished
EXECUTIVE
ALUMNUS



JUST WHAT THE DOCTOR ORDERED

BY JAIME CALIENDO

R Recently, Tessa White discovered a bucket list she wrote nearly 15 years ago. For many, a bucket list is a placeholder for dreams—the things we’ll get around to doing *someday*. It’s a source of dismay when it reminds us of our dreams yet unrealized. But for White, it caused dismay because she realized she needs to write a new list, since she has accomplished almost everything on the current one: write a book, make money on the internet, appear on television. She still needs to visit a few continents, which means driving in unfamiliar places. This terrifies her, which is fortunate because doing at least two things every year that scare her is also on the list.

Precious time, and how best to spend it, has been on her mind since turning 50. “I subconsciously thought of all the things I said I was always going to do in life, and realized that getting them done would require me to take a different path than I’d taken before,” says White, whose straight-talk style of business advice has earned her more than one million followers on social media since she founded The Job Doctor in 2019 to help individuals and companies achieve their full potential.

Reflecting on her twenty years as a top human resources executive and often the only woman in the boardroom, White says, “I tried to live a very deliberate life. I colored inside the lines. I excelled at HR, and I stayed on that path. But at 50, I started to wonder if I could be good at other things as well. It was like a switch suddenly went off and I wasn’t afraid anymore to do all the things I always said I was going to do, and with reckless abandon. What’s so fascinating is that having a shift in attitude and not being afraid to fail has allowed me to experience some incredible things. It has really been a Renaissance period for me.”

Unlike the champions of the Renaissance, White’s period of pro-

fessional rebirth has not meant the death of all that came before; rather, the self-described “reformed Fortune-50 executive” has only laid to rest her desire to color inside the lines, turning her professional expertise to the more realistic forms and vibrant colors of human potential, dignity, and wisdom.

Now, her purpose is helping others create the financial success and work-life balance to pursue greater personal fulfillment. Individuals and companies turn to The Job Doctor for help developing essential workplace skills like conflict management and resolution, honest communication, and maintaining a sense of control to stave off burn-



out. She shares her insights through a variety of individual and group settings, social media platforms, and a weekly podcast.

White’s bedside manner is effective because she understands that discomfort offers valuable growth. During her long transformation from awkward, plain 8-year-old to beautiful, fashion-savvy buyer for her father’s clothing company at 16, she developed confidence, honed her natural ambition, and embraced the responsibility and excitement of being in business. A visionary with creative flair, her unconventional leadership style of finding joy and opportunity in difficult circumstances transformed her a second

time, from struggling 30-year-old single mother of three to successful HR executive.

From her vantage point in the C-suite, she saw both employee and employer perspectives on the (dis)incentives that drive the cycle of conflict avoidance and broken communication that leads to burnout and job hopping. Like a tiny bandage on an oversized wound, changing jobs restores one’s sense of control and relieves the burnout only temporarily, but then the cycle repeats itself. White’s belief that she could interrupt this pattern began her metamorphosis into the successful entrepreneur and social influencer she is today.

“I would have loved a Job Doctor to help me navigate the workplace. But I had to learn these things the hard way—on my own.” White’s only professional regret is not starting her business fifteen years earlier.

Many can benefit from the advice she would give her younger self:

Embrace your gifts. Love them, nurture them. They’re yours for a reason.

Accept discomfort. Let it change you into something better.

Assume positive intent in others, and be willing to communicate honestly.

See conflict as an opportunity to advocate for yourself.

Take more risks.

“I always tell my children to have twenty seconds of courage, as often as possible. Those twenty seconds can put you on a new path in life. I’ve found that it’s those moments when I don’t play it safe that I get the most out of my life.” Like the time she watched a hillside of lemon-colored flowers sprout wings and fly away in what may have been the Yellow Emigrant Butterfly Valley, far from any traditional tourist hiking path in Taiwan. “It was just magical. It felt restorative, and transformative in a way. There’s so much adventure in living.”

And adventure will always be on her bucket list. ■

LEADERSHIP *Gifts*

In recognition of individuals and organizations whose cumulative giving to the Jon M. Huntsman School of Business exceeds \$150,000.

Society of 1888

\$15,000,000 or more

The Huntsman Foundation
Charles G. Koch Foundation

Juniper Society

\$1,000,000 - \$15,000,000

Brian R., '93 & Natalie I. Broadbent, '94
Vernon M. Buehler*, '41
Center for Growth and Opportunity
George S. & Dolores Doré Eccles Foundation
Franklin Covey
Kem & Carolyn Gardner
Gathering for Zion Foundation
Dell Loy Hansen, '82
Young Chul, '73, & Mira Wie Hong
Crystal & Chuck Maggelet
Miller Family Philanthropy
Jay H. Price, Jr.*
James H. '74, & Bonnie B. Quigley, '74
Woodey B. Searle & Vonetta S. Searle Trust
Duane, '73 & Marci M. Shaw, '76
Menlo F. Smith
O.C. Tanner Company
Larry & Laurie Walther

Benefactor

\$500,000 - \$1,000,000

Church of Jesus Christ of Latter-day
Saints Foundation
Goldman Sachs
IBM Corporation
Blake R. Kirby, '92
Oracle Corporation
Mignon Perry*, '41 & '47
Thomas W. Smith Foundation, Inc.
Strata
Zions Bank

Dean's Circle

\$150,000 - \$500,000

Kent K. '74 & Donna Alder
Alan K. '74 & Kathleen Allred, '72
American Express Travel Related Services
Douglas D. '73 & Kathy Anderson
Gary C. Anderson, '78
Marjorie H. Anderson '78
Rollin & Amy Rees Anderson
H. Brent & Bonnie J. Beesley
Gary R. '63 & Karen W. Black '65
Joseph L. & Karen Dunn Black '58
Boeing Company
Mary McAllister, '69 & C. Mark Bold
Matthew A. & Colleen Covey Brown
Val A. Browning Foundation
Jason R. & Lindsay R. Budge
George "Herb", '49 & Helen A. Champ*
William H. & Patricia Child
Howard Clark
Brian S., '83 & Lily M. Coffman
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See Paul's research contributions on page 35

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