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The Next
PREPARED FOR
SUCCESS—FROM FRESHMEN
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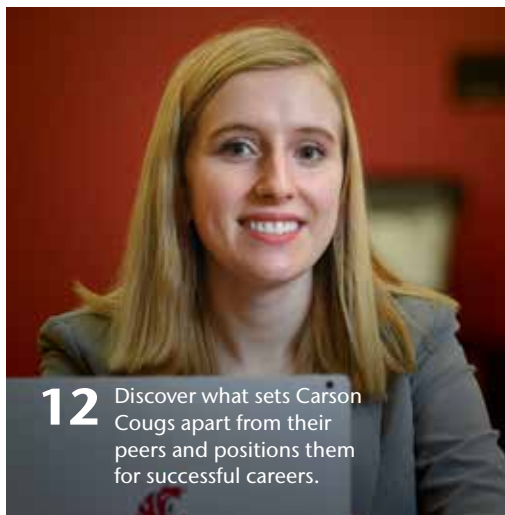
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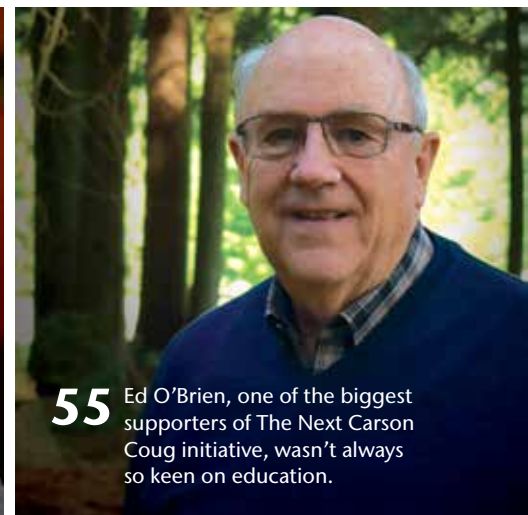
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A Message

FROM THE DEAN



Dear friends,

Fall 2019 marks the launch of The Next Carson Coug (TNCC), our biggest undergraduate curriculum revision in over 25 years. The new program will move us closer to our goal of becoming the first choice for undergraduate business education in the Pacific Northwest. Ultimately, TNCC will enrich our state by producing a new generation of ethical and collaborative business leaders committed to creating opportunity for others.

The Next Carson Coug will ensure that students in all majors graduate with key skills and the ability to create value by:

- Acting ethically and professionally
- Making theory-based and data-driven decisions
- Identifying, assessing, and initiating opportunities to create value
- Gaining a global business perspective; being sensitive to and respectful of cultural differences
- Communicating clearly and persuasively, both orally and in writing
- Leading a team and acting as an effective team member

In this issue you'll read some great things about our students. The success stories featured here provide a preview of the kinds of things we will be delivering to all our Carson Cougs as we move forward.

In our cover story, college leaders Suzi Billington and Tom Tripp explain in detail how faculty are creating new undergraduate courses and highly interactive, in-class experiences Carson Cougs will thrive in. Our Next Carson Coug section highlights student success stories such as Christine Sizemore, who overcame a significant lack of confidence to become a model Carson Coug with the communication skills that landed her a presales engineer position at Dell Technologies Inc. Isaac Weil's story has a similar thread. Weil began college believing he would "just get by" but grew into an exemplary Carson Center student employee who learned to value himself and create value for others.

Our Boeing Scholars story illustrates business students working in interdisciplinary teams to create valuable solutions for some of Boeing's most pressing problems, such as growing coral for carbon offsets to support the company's corporate social responsibility efforts. The story of our hospitality students who won a prestigious wine label competition also demonstrates our emphasis on teamwork and leadership.

TNCC will add new courses to introduce freshmen and sophomores to business studies, and students will declare a major at the end of freshman year rather than at the end of sophomore year. With an earlier exposure to the college and our faculty, students will be better prepared to excel in their business major and to earn summer internships before graduation. We are aiming to reduce introductory class sizes from an average of nearly 200 to approximately 70 students per class, allowing our faculty to reduce their reliance on lectures while expanding hands-on learning experiences.

Many of you, including Phyllis Campbell and Ed O'Brien featured in this issue, have invested generously in the success of our students. To sustain our progress, we will need your continued support to deliver on the promise of The Next Carson Coug. With that support, we will build students' technical acumen as well as the professional and "soft" skills that will allow them to solve real business problems.

I look forward to working together with you, our students, and our faculty to change the face of business education through The Next Carson Coug.

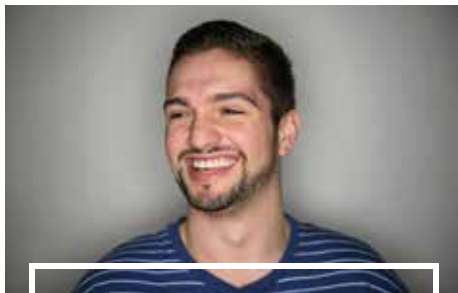
Go Cougs!

Chip Hunter
@ChipHunterWSU



Next Carson

CURRENT STUDENTS'
REFLECTIONS ON A
BUSINESS EDUCATION



I love the freshman courses we'll be offering. I'm also excited about data analysis being a part of the learning goals. That's a game changer.

Adam // SENIOR



Certifying after their freshman year will help students take initiative earlier on AND become more involved with their departments.

Becca // JUNIOR



Internships have been instrumental in my growth. It's great to see The Next Carson Coug putting an emphasis on these experiences.

Jaden // SOPHOMORE



Helping students understand professionalism should be a University requirement, not just the Carson College of Business!

Eric // SENIOR



These Next Carson Coug freshman courses are great for helping students find their way. I know it would have been helpful for me, so I'm excited for the upcoming freshmen!

Alyssa // FRESHMAN



Study abroad is so beneficial in learning how to step outside your comfort zone with your peers. I can't wait for this to be a milestone in The Next Carson Coug!

Margaret // FRESHMAN



Coug



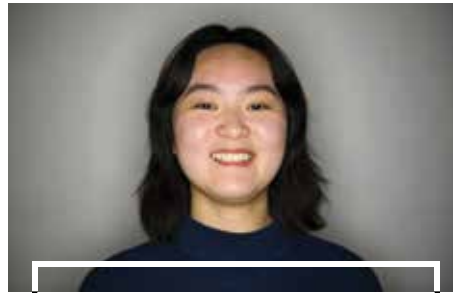
I think the smaller class sizes will be great. It gives the students better access to their professors and can encourage peer-to-peer networking.

Emma // JUNIOR



The part that excites me about The Next Carson Coug is the professional development aspect. Setting you up for the future should be a college's priority, so having this portion implemented does exactly that.

Marcus // SENIOR



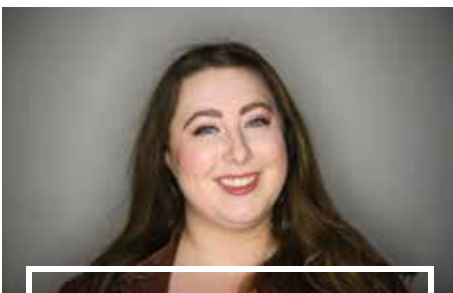
I love that we'll be encouraging teamwork in The Next Carson Coug. I'm very involved on campus, so I like the idea of learning how to work with others to solve problems.

Jasmine // FRESHMAN



Capping the class sizes in The Next Carson Coug will be great. I like the idea of having workshop-type classes that encourage active engagement among the students.

Rosa // JUNIOR



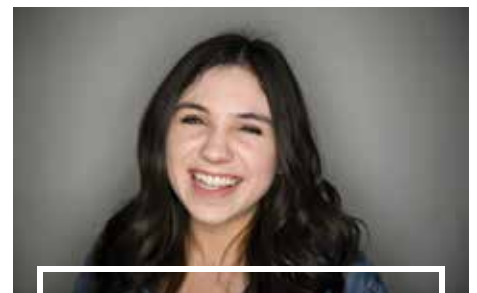
It's awesome to see all business students will be taking HBM 101. I have encouraged non-hospitality majors to take it. I can't wait to see the impact it has on the entire college.

McKayla // SENIOR



I love the experiential learning aspect of The Next Carson Coug! Experiential learning has been the most impactful part of my time at WSU—this will be huge for the Carson College.

Justin // JUNIOR



The fact that this program is built around students being able to find their passion early on will be great for the students and for the overall culture of the college.

Hannah // SOPHOMORE



SUCCESS FOR EVERY CARSON COUG

Story by **Suzi Billington** and **Tom Tripp** • Photo by **WSU Photo Services**

In spring 2018, over 500 high school seniors and their parents visited Pullman to learn about WSU and the Carson College of Business. Their main question: how is the Carson College different from other business schools they visit? The answer is The Next Carson Coug initiative, a major upgrade to business education at WSU.

According to parents and high school seniors, what they find most impressive is that the Carson College begins developing the professional and interpersonal skills of students from their first day on campus, and that our program upgrades will develop competencies that employers value most. Newly emphasized competencies include communication skills, teamwork/collaboration, professionalism/work ethic, and career management.

All of these competencies are incorporated within the new curriculum and through cocurricular requirements (activities that are not part of classes and coursework). As The Next Carson Coug initiative is implemented, the Carson Center team will support student success through the following efforts:

- **Teaching BA 102: Exploring Careers in Business.** Seventy-five percent of college students either start college as undecided or change their major at least once. In this career decision-making class required for all Carson freshmen, students participate in activities to help them better understand their interests and values, and to research careers so they can make an informed decision about their major. Studies show that students who make informed decisions based on personal goals and values will be more engaged in college and successful academically, personally, and professionally.
- **Managing the Carson Career Amplifier Program.** This cocurricular program increases student participation in activities and programs where they can learn from industry leaders, network with alumni and professionals, develop leadership skills, and strengthen their professional communication skills (see page 7). Examples include learning experiences like the McKinney Trek (see page 18), where students learn about business careers in public service, or the Carson EDGE program (see page 10) that supports first-generation college students with peer mentors and specialized academic and career support.

Meanwhile, faculty have been hard at work crafting the new courses and highly interactive in-class experiences Carson Cougs will thrive in. For instance, the faculty teaching the new introductory course met biweekly throughout the spring and summer, including newly hired faculty who had not even officially started at WSU. They are not holding back; their students will experience the case-based approach to teaching that one typically sees in senior-level and MBA courses. Why wait? Indeed, in one class, 50 out of 51 students were speaking up and participating the first week of class. Other faculty are now busy revising the introductory hospitality and business management course, which for years has successfully engaged and socialized hospitality students, for *all* business students.

As an alumna of WSU's Carson College of Business (Suzi), and as a 28-year veteran of WSU (Tom), we are proud to be a part of one of the most comprehensive curricular upgrades in the college's history. The Carson College is well on its way to becoming the top business school in the Pacific Northwest.



CARSON AMPLIFIER PROGRAM INCREASES THE POWER OF **CARSON COUGS' EMPLOYABILITY**

Story by **Sue McMurray**



While most employers laud the technical skills Carson Cougs have and appreciate their scrappiness and willingness to take on any task to get the job done, many Carson Cougs—and, really, business graduates everywhere—need to work on their soft skills to be career-ready. More complicated is the fact that where undergraduates are concerned, the definition of career readiness itself has often been elusive.

Through a concerted research effort, the National Association of Colleges and Employers (NACE) recently identified several key career readiness competencies that will enable higher education leaders, workforce developers, and public policy makers to develop measurable milestones to close the gap between higher education and the world of work.

Springing off these national competencies is the new Carson Career Amplifier Program that supports The Next Carson Coug undergraduate initiative. Using NACE's competencies, the Carson Center for Student Success developed the amplifier program to ensure Carson Cougs are as prepared as possible for their careers, says Suzi Billington, Carson Center director.

Students may expect to spend about 7–10 cocurricular hours (hours outside of normal study) per year; however, as they get involved in leadership activities and high-impact learning experiences, the amount of cocurricular hours spent will increase. For example, over the course of one academic year, a student could spend about 26 hours in club meetings, a summer internship could total 300–400 hours, and a six-week study abroad experience could average about 250 hours.

MEASURING MILESTONES

Students' progress each year will be tracked as a milestone in the myWSU system. The first year milestone must be met for certification into the Carson College, and all milestones must be met prior to graduation.

"Prior to the amplifier program, we did not track students' cocurricular activities and involvement," says Billington. "The amplifier program will allow us to track student engagement and ensure that all business students are involved in the career and professional development activities that will help them land a great job once they graduate."

Amplifier program competencies focus on communication, leadership, professionalism, and career management across four years of undergraduate study. Examples of eligible cocurricular activities include such things as:

- networking events
- attending lectures to learn about business from industry leaders
- mock and real interviews
- work experience
- internships, both domestic and international
- business consulting projects and business plan competitions
- leadership roles in student organizations and government
- goal setting and career planning

PAYING IT FORWARD

After receiving years of career coaching and professional development, graduating seniors will complete perhaps the ultimate level of professionalism—choosing how they want to leave a positive impact on others within WSU, their organizations, or communities.

Students will give back to the next generation of Cougs following in their footsteps by becoming a mentor, tutor, or ambassador for the Carson College or WSU, or becoming a teaching/research assistant or resident advisor, or mentoring the next student leaders in their student organization or living group who will be replacing them upon graduation. They may also volunteer their time with a community organization, or propose another option to meet the learning goal.

"Students will be involved in mentoring and helping others, giving of their time and talents, and focusing on leaving a positive impact on something larger than themselves," says Billington. "We really want them to consider what legacy they want to leave behind."

TO LEARN MORE ABOUT SUPPORTING THE CARSON AMPLIFIER PROGRAM OR OTHER NEXT CARSON COUG INITIATIVES, **CONTACT JEFF PILCHER, DIRECTOR OF DEVELOPMENT**, AT 509-335-8906 OR JEFF.PILCHER@WSU.EDU.

COUGS RISE AND CARSON EDGE: **A NATURAL PARTNERSHIP**

Story by *Sue McMurray*



*Cougs Rise students participate in a leadership development and experiential learning trip in Washington, D.C., in 2018.
Photo by Ray Acuña-Luna*

A collaborative effort between the Carson Center for Student Success and Cougs Rise, a WSU college preparedness program housed in the Office of Academic Engagement, will boost first-generation, low-income high school students' chances at earning a college degree.

Now in its second year, Cougs Rise, led by director Ray Acuña-Luna, offers 180 low-income and first-generation students from five Washington high schools including Bremerton, Hudson Bay (Vancouver), Rogers (Spokane), University (Spokane Valley), and Wenatchee access to college-prep programming and mentoring.

BUILDING BRIDGES

Up to 120 Cougs Rise students who decide to enroll at WSU participate in a summer bridge program in Pullman. Students live on campus for about six weeks. They are assigned a mentor, take up to eight credits, develop a sense of community, and engage in highly impactful experiences such as undergraduate research and other service and experiential learning opportunities.

The summer bridge program provides a direct pipeline to the Carson EDGE program, a Carson College student success initiative that seeks to significantly improve the retention, academic standing, graduation, and placement rates of underrepresented students within the Carson College of Business.

"The Cougs Rise curriculum directly connects with Carson EDGE in its focus on peer mentors, academic self-concept, and social networking," says Stacey Smith-Colon, Carson EDGE advisor. "It's a natural partnership."

Carson EDGE students who successfully complete the Cougs Rise summer bridge program receive a first-year award of \$2,000 and a \$3,000 per year renewable scholarship contingent upon the following criteria:

- successful completion of the 2019–2020 Carson EDGE program
- 2.6 cumulative GPA
- continuing academic interest or certified major in business
- full-time student status on the Pullman campus

SOFT HANDOFF SUPPORTS EARLIER SUCCESS

"The Next Carson Coug student success initiative has students certifying a full year earlier in their program than ever before," says Smith-Colon. "With the support of Cougs Rise and Carson EDGE, first-generation, low-income students get the soft handoff they need to successfully navigate the University system prior to starting their freshman year and thus will be better prepared to certify in their sophomore year."

Acuña-Luna says he aims to identify more Cougs Rise students earlier on to provide them with critical tools for success. "The Cougs Rise motto is 'engage, thrive, and rise,'" he says. "The most exciting thing is connecting students with resources they wouldn't otherwise have access to and seeing them succeed."



Ray Acuña-Luna, Cougs Rise, with Stacey Smith-Colon, Carson EDGE.

Photo by WSU Photo Services



CARSON EDGE PROGRAM BARRIERS TO

Story by **Sue McMurray** • Photo by **WSU Photo Services**

For some first-generation students, getting to college is only half the battle. Their struggle may intensify once they enroll and are faced with an unfamiliar context of words, systems, and expectations they have no idea how to navigate. Even the most capable and promising students can fail to thrive in an academic environment if they don't know how to utilize supportive resources.

Stacey Smith-Colon, Carson Center for Student Success assistant director of academic advising, knows firsthand how this can happen, because it happened to her.

In second grade, Smith-Colon decided to go to college after receiving a savings bond. In eighth grade, she earned a full-ride scholarship to any participating public college or university in Indiana. As one of the top ten students in her high school graduating class and a first-generation college student herself, she excitedly enrolled in Indiana State University with dreams of becoming a journalist.

But her first semester proved to be more daunting than anything Smith-Colon ever imagined. The talented freshman

became completely lost and didn't know where to turn for help. She ended up dropping out of school and losing her scholarship.

THE CARSON EDGE

The silver lining is that some 20 years later, armed with a college degree and several years' experience directing university student support programs, Smith-Colon is leading first-generation business undergraduates to success via the Carson EDGE program. The four-year program is part of The Next Carson Coug initiative to address the specific needs and barriers of students from low socioeconomic, first-generation backgrounds as they transition to WSU.

"Terms like 'FAFSA,' 'registrar,' or even 'dean' are like a foreign language to many first-gen students," says Smith-Colon. "If students don't have contextual understanding, we can't expect them to navigate or feel safe in the WSU system."



CUTS THROUGH SUCCESS

*From left, Rigo Fernandez
and Mikhaela Nelson meet
with Carson EDGE advisor
Stacey Smith-Colon.*

Lots of first-generation, low-income students see a business degree as a way to help themselves, their families, and communities, Smith-Colon explains. The Carson EDGE program helps them overcome barriers such as poverty and lack of a social network.

Carson EDGE students work with advisors and peer mentors to meet other students and faculty. They are paired with a business mentor and may participate in an undergraduate research project. They also work with Carson Center career consultants on internship placement, résumés, and cover letters.

LEVERAGING WSU RESOURCES

The Carson EDGE program leverages other University scholarship programs such as Cougs Rise and University Achievement Award Scholars (UAAS), among others. Carson EDGE participants could receive up to \$2,000 from a Carson

College partnership with Cougs Rise, a WSU pipeline program offering pre-college programming to first-generation and low-income high schools students in Washington state. Carson EDGE students may also receive \$3,000 per year from UAAS and \$3,000 per year from other Carson College scholarships.

"The most challenging things are financing my education and having financial literacy," says Mikhaela Nelson, Carson EDGE participant. "Carson EDGE scholarships, financial aid events, and my mentor and advisor have been so helpful. I feel so much more secure about how I will pay for college."

TO LEARN MORE ABOUT SUPPORTING THE CARSON EDGE PROGRAM OR OTHER NEXT CARSON COUG INITIATIVES, **CONTACT JEFF PILCHER, DIRECTOR OF DEVELOPMENT**, AT 509-335-8906 OR JEFF.PILCHER@WSU.EDU.

THE NEXT CARSON COUG

CHRISTINE



SIZEMORE:

A ROLE MODEL FOR THE NEXT CARSON COUG

Story by **Eric Hollenbeck** • Photo by **WSU Photo Services**

During her senior year, Christine Sizemore ('18 MIS) was highly regarded by her peers as someone they could turn to for networking advice. Her résumé certainly reflects that of someone who excels at interpersonal communications. She served as a lead Carson College student ambassador; member of the business fraternity Delta Sigma Pi, serving one year as vice chancellor of the fraternity and one year as vice chancellor of the college's chapter Omicron Psi; vice president of the management information systems club; and teaching assistant for MIS 250.

One might even say Sizemore was the perfect role model for The Next Carson Coug (TNCC), a newly implemented blueprint for transforming WSU business education and for offering the best program in the Pacific Northwest. The initiative is a promise to complement the college's historic strengths—technical skills, a work ethic, and a spirit of community rooted in WSU's mission—with a new focus on the professional skills needed to be competitive in tomorrow's business world.

Career networking and professional development are vital components in the TNCC curriculum. While some people seem to have a natural ability to strike up a conversation with a stranger, for others, networking can be an anxiety-inducing experience. That was certainly the case for Sizemore, a presales engineer at Dell Technologies Inc.

"I attended an informational session for Microsoft my sophomore year, and I actually left early and ran to the bathroom and cried because I was so scared to talk with them," she says.

Fortunately, the Carson Center for Student Success provides many resources and networking opportunities that help build networking skills.

"The Carson Center services have helped me a lot in growing my network and personal growth, specifically with helping me build confidence," says Sizemore.

STUDENT-FOCUSED, PROFESSIONAL SERVICES

The Carson Center for Student Success is the hub for TNCC programming and a premier resource for academic advising and career services for business students. The center's team helps students, like Sizemore, succeed both academically and professionally through the many opportunities and resources offered through the center.

"I thought I would never be able to network to become a business person, but through the support from Carson Center staff, the college's faculty, and professional events, my confidence grew and so did my interviewing and networking skills from practicing in a safe environment," says Sizemore.

Sizemore landed internships with Costco Wholesale and Dell EMC, a subsidiary of Dell Inc.

"I believe my internships were a result of using the Carson Center's wonderful career counseling services to help refine my résumé and LinkedIn profile. I would highly encourage any student to get help from this talented team," she says.

She also encourages every business student to fully utilize Carson Center services and explore as many professional development and career networking events as possible. "Get to know the staff," she says. "They really care about helping students. When they hear about a cool opportunity, they let students know."

CAITLYN AUNE:

MENTORING FIRST-GENERATION COLLEGE STUDENTS BUILT HER PROFESSIONAL SKILLS

Story and photo by **Becky Kramer**

During her first year at Washington State University, Alanna Quinn-Jones often bent her peer mentor's ear.

From help with an accounting assignment to hashing over her choice of major, Caitlyn Aune was there as Quinn-Jones assimilated to university life.

The two young women connected through the Carson EDGE program, which links first-generation college students with peer mentors. The program helps business students with the transition to college and gives them a jump-start on building a professional network.

"It was one of the most valuable things I've done," says Quinn-Jones, a 19-year-old marketing major from West Seattle.

Quinn-Jones immediately clicked with Aune, 21, who graduated in May with a master's degree in accounting. Both women had participated in Running Start in high school, arriving at WSU with college credits.

"I liked that she was close to my age—I think it made it easier to connect," says Quinn-Jones. "When I had a question, Caitlyn could help answer it."

MENTORING HONED SKILLS IN LISTENING, RELATIONSHIP BUILDING

For Aune, being a mentor was valuable, too. She scheduled monthly meetings with Quinn-Jones and two other students she was mentoring. They also attended monthly Carson EDGE events together.

Aune spent a lot of time listening as students talked through issues related to classes and majors. She also coached students through Career Networking Night and met for a debriefing breakfast the next morning.

At Career Networking Night, students dress in professional attire and introduce themselves to prospective employers, asking about jobs and internship possibilities.

"A lot of freshmen don't go to this event because it can be intimidating to network with professionals," Aune says. "Many business students don't get involved until their junior or senior year."

Besides the serious stuff, "we've had some fun times," Quinn-Jones says.

They took the Myers Briggs Personality Test at one of the Carson EDGE events, exploring whether they were introverts or extroverts, analytic or empathic. They also went on the McKinney Trek, a trip to learn about Seattle-area nonprofit companies.

"Getting to watch students start as freshmen—sometimes kind of scared, not really knowing a lot about college—becoming confident and a lot more comfortable was rewarding," Aune says.

A GRAVITATION TOWARD NUMBERS LEADS TO ACCOUNTING DEGREE

After graduation, Aune went to work for Moss Adams, a public accounting firm in Spokane, where she had previously interned.

Aune gravitated toward accounting after she took an accounting class from her mom—Patti Aune—a business teacher at Columbia High School in Burbank, Washington.

"I like working with numbers," she says. "I'm definitely more of an analytical process thinker."

Being a peer mentor gave her skills that she'll use in her professional life, Aune says.

"As a mentor, I had to learn how to help students make their own decisions, versus telling someone what to do," she says. "I learned how to ask those prompting questions."



Left, peer mentor Caitlyn Aune meets with mentee Alanna Quinn-Jones.

ANNA BUDKE:

GROWING AN INTERNATIONAL PERSPECTIVE IN GREECE

Story by **Becky Kramer** • Photo courtesy of **Anna Budke**

Studying in Greece last summer gave Anna Budke ('19) a taste of the cross-cultural experiences she's likely to encounter in her future career as a CPA working with international clients.

During a Carson College faculty-led study abroad program, Budke studied the resort hospitality industry on the island of Crete, explored potential U.S. markets for premium Greek olive oil, and delved into Brexit's tax implications.

But experiencing a different culture was perhaps the most valuable part of the study abroad, says Budke, an accounting major. Personal space was different in the parts of Greece she visited, and so were the norms for speech. A loud discussion didn't necessarily indicate rudeness or an increase in aggression.

"I was taken aback by some of the customs I wasn't used to," Budke says. "This was a perfect way to realize that someone might have the same reaction to my actions or customs we have in the United States. It gave me a new perspective on giving people the benefit of the doubt in unfamiliar situations."

Budke's respect for Greek culture reflects an important goal within The Next Carson Coug curriculum, one that strives to develop cultural fluency and a global mindset. The curriculum will transform the way the Carson College educates business students. It builds on the college's historic strengths—technical skills, work ethic, and spirit of community with roots in WSU's mission—adding professional skills needed to compete in tomorrow's business world.

Budke graduated in May with an accounting degree and intends to earn her master's in taxation with a focus on data analytics. She also received a job offer to work for KPMG's international tax department in the Seattle office.

SCHOLARSHIPS OPEN DOORS FOR FOURTH GENERATION COUG

The 21-year-old Spokane native comes from a Cougar family. She's the fourth generation to attend Washington State University, following in the steps of her mom, grandmother, and great-grandfather.

Scholarships helped make her education possible, Budke said. Her study abroad trip was supported by a Carson International Business Scholarship and a Scott Vollink International Business Study Abroad Scholarship. She also received other scholarships supporting her undergraduate education.

STUDY ABROAD HELPS GROW AWARENESS OF OTHER CULTURES

Budke dates her interest in other countries to a trip her family took to Montreal when she was in middle school. While her dad attended business meetings for his work, the rest of the family explored the city's French-Canadian culture.

Budke looks forward to working with an international clientele during her career. Interacting with local business people in Greece expanded her global perspective.

"I am far more curious about what I have yet to learn," Budke says. "There are countless different cultures around the world, each with a unique perspective. I won't get to experience them all, but the ones I do will hopefully help give me a more thoughtful approach to life."





MCKINNEY PUBLIC INDUSTRY TREKS AND FORUMS OPEN STUDENTS' HEARTS AND MINDS TO PUBLIC SERVICE CAREERS

Story and photos by **Sue McMurray**

When people think of careers in health care, physicians, surgeons, and nurses are often top of mind. But just about any business profession can be found in the health care workforce, from marketing to technology—and much more.

Alumnus Rich McKinney created a fund to support programming to increase business students' awareness of the opportunities and rewards of working within public and nonprofit sectors. The Carson Center for Student Success used the fund to launch the McKinney Public Industry Treks and Forum.

The idea for the fund stemmed from McKinney's career in public service. He spent nearly 28 years in the Air Force before retiring as a colonel and served another 11 years as a civil servant.

"Public service has been so gratifying to me. You get much more responsibility at a younger age than you might otherwise in a different career," says McKinney. "It was a great life, and I want to encourage WSU students to consider a career in public service. The opportunities are infinite for those who choose to work in it."

TREKKING TO SEATTLE

Recently 11 Carson students participated in a trek to the Swedish Medical Center in Seattle where a panel comprised largely of WSU alumni spoke about business careers for nonmedical professionals.

Heidi Aylsworth, Swedish's chief strategy officer, explained that health care is an amazing, untapped industry for business careers, especially for those with an MBA degree.

"If you can thrive in the business of health care, you can work almost anywhere; there are few industries that are more complex," she said.

THE VALUE OF TRANSFERABLE SKILLS

The panelists focused much of the conversation around business, finance, accounting, basic operational knowledge, and leadership skills that transfer well into the health care sector.

Jesse Todhunter ('00 MIS), interim executive director of the Swedish Neuroscience Institute, says problem solving, offering fresh perspectives, and the ability to incentivize people to change their behavior are valuable talents. He encouraged students to get volunteer experience and find mentors. "Don't underestimate the power of connections—every job I've ever gotten was supported by people I know," he said.

Kristy Dobrauc ('02 Mktg.), patient experience program manager, spoke about marshaling her passion for patients over the last four years to create Swedish's first patient experience program.

"If there's something you want to do and it doesn't exist, talk to people," she said. "Work on your soft skills now and

volunteer to learn about people. Take chances to build the career you want.”

Stephen Brown ('13 M.S. Hlth. Care Admin. Mgmt.) senior quality program manager for Swedish Medical Health Services, manages pathways of care for specific health conditions based on best practices.

“Being able to translate trends, data, and statistical concepts to a doctor or explain to a data analyst what a doctor wants to measure are important skills in my profession,” Brown said. He added that hospitality skills he learned in prior positions, such as being confident, building consensus, and always treating people with respect, also complement health care careers.

Panelists from the Swedish Foundation, Adria Alhadeff ('02 Comm.), senior director of philanthropy, and Betsy Brown ('02 Sport Mgmt.), director of stewardship, spoke about the diverse roles and rewards in philanthropy careers.

“I really liked the panel—the speakers showed me more business opportunities in health care than I thought were possible,” said Joanna Sanchez-Avina, a freshman majoring in international business and marketing.

“The panelists at Swedish impacted my heart—it was a great example of Cougs helping Cougs,” said Diana Baldovinos, an international business/psychology major. “Learning about their various jobs and the transferability of business skills excited me to learn more about nonprofits.”

CAREER PATHWAYS FOR NEW GRADUATES

After touring Swedish, students convened at WSU West to engage with Jon Morgan ('92 Bus. Admin.), executive recruiter at Providence St. Joseph Health, and Kim Nguyen, managing director of the Washington State Public Health Association (WSPHA).

Morgan has 26 years of human resources and talent acquisition experience, most of which has been in nonprofit health care recruiting for allied health, clinical, leadership, and executive positions. He spoke to students about preparing for a career in health care as new graduates. Professional attire and great presentation skills will open doors, he said.

“Go to a company’s website and look at the minimum qualifications,” he said. “You may qualify for an entry-level position, and most companies provide on-the-job training.”

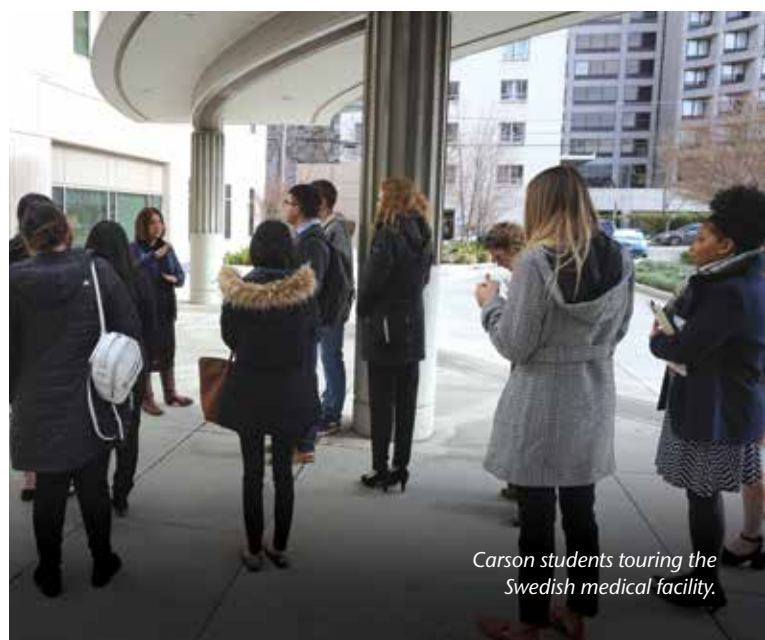
He also said getting exposure to how union negotiations work is beneficial, especially to those considering a career in human resources. “It makes you look at business differently,” he said.

Nguyen’s passion for bringing out the best in people led her from being a nutritionist and public health teacher to overseeing WSPHA’s operations and projects, such as Washington state’s annual public health conference and legislative education day.

“Business skills are underrated in a nonprofit society,” she said. “Not many in public health care know how to manage the human resources or financial sides of things. There are many good opportunities for business students.”



Jesse Todhunter, center, offers advice on developing skills that apply to health care.



Carson students touring the Swedish medical facility.



Kim Nguyen, center, shares insights on job opportunities within nonprofits.

NEW WSU DECA CHAPTER HELPS STUDENTS DEVELOP STRONG **COMMUNICATIONS SKILLS**

Story by **Sue McMurray**
Photos by **Tony Thompson**

When international business and marketing major Alex Agee saw an opportunity to add value to a WSU education, she was all in. After transferring to WSU and learning the University did not have a collegiate division of DECA Inc., she decided to start one herself.

Founded in 1947, DECA is an international organization that prepares emerging student leaders and entrepreneurs to be college and career ready. It focuses on integrating classroom instruction, applied learning, connection to business, and competition. DECA is open to any major and any class level.

“One of the best things about DECA is the amazing networking opportunities,” says Agee, who participated in her high school’s DECA division. “I have met so many peers and mentors through DECA, as well as friends from so many different states—it’s really amazing to be a part of it.”

PUTTING PERSUASION SKILLS TO WORK

Launching DECA as a WSU registered student organization was not easy, says Agee. While the process of writing the club’s constitution was an exercise in persuasive written and verbal communication, something all Carson Cougs will be proficient in after completing The Next Carson Coug curriculum, it was less difficult than finding an advisor.

“Being a transfer student at WSU made the proposal process even more difficult because I didn’t know who to contact to help me find a DECA advisor,” says Agee. The Carson Center came to her assistance. Leanne Ralstin, career advisor, connected Agee with Tony Thompson, Michelle Snyder,

and Mitch Swanger, who agreed to advise the chapter.

"Listening to Alex speak so passionately about why DECA is so beneficial and necessary for Carson students as well as a valuable recruiting tool for the college was all I needed to hear," says Thompson. "It didn't take any more persuasion than that."

DECA COMPETITION HONES PUBLIC SPEAKING AND PRESENTATION SKILLS

Thompson accompanied the DECA students at a spring competition in Seattle, where they had many opportunities to work on their public speaking and effective presentation skills. Members presented in front of judges with minimal preparation time and answered questions on the spot.

By practicing these challenging skills at the competition, students learn what oral persuasive techniques work best for certain audiences, which also translates to their ability to write persuasively, says Agee.

"Creating and presenting my written business plan during the DECA competition helped grow my verbal and written skills and increase my confidence when speaking in front of an audience," says accounting sophomore Jack Ellis.

"Through DECA I learned how to capture my thoughts in writing, verbally articulate my ideas to the competition judges, and persuade them to agree with my business and marketing plan, depending on the scenario," says Margaret Bader, hospitality business management freshman. "I love being able to travel for a competition as it's a good way to get to know your teammates and others outside your community."

All members qualified to go on to the national DECA competition in Orlando, Florida, where they will further develop the communication skills necessary for successful careers.

"For the remainder of 2019, we will be attending professional development academic events, networking nights, and leadership development workshops," says Agee. "Through these opportunities, DECA students will be prepared to stand out in the workforce after college, and that's the goal of our chapter."



*From left, back row:
Alex Agee, Emma Williams, Jack Ellis,
Keegan Otter, Mitchell Weholt.
Front row from left:
Margaret Bader, Hayley Brown, Faith Barajas*



STUDENT TEAMWORK
AND CRITICAL
THINKING CAPTURE

TOP WINE LABEL TITLE

Story by *Sue McMurray*

In the burgeoning wine industry, there's a niche for everyone. And with that comes a workforce with diverse backgrounds, skills, and experiences. The key to producing future professionals who will bring greater value to every area of viticulture, wine production, marketing, sales, e-tail, or restaurant business is knowing how to successfully work within a team, according to wine industry leaders and Carson College hospitality faculty.

To give their food and beverage operations students hands-on practice in a realistic environment, hospitality faculty members Jim Harbour and Robert Harrington required them to participate in the annual Intercollegiate Wine Business Invitational, an online competition.

Students worked in teams to create a business plan, cost of goods and pricing financials, and a wine bottle label for a \$25 California red wine blend.

The exercise aligns with The Next Carson Coug curriculum emphasis on the value of undergraduates learning to lead a team and act as an effective team member in all areas of business.



Winning wine label team from left, Jami Deszo, Bonnie Robertson, Kasandra Hanson, Alexis Scotson, Jayme Montague. Photo by Darcie Bagott

EFFECTIVE TEAMWORK RESULTS IN VICTORY

The wine team won first place for their label “Glow”—a striking black and white motif inspired by a vision of friends sharing the glow of wine in a festive, casual atmosphere.

Their victory was the result of the individual students who contributed unique expertise to collectively “tell the story of their target consumer,” says Harbour.

The team included seniors Jami Deszo, Bonnie Robertson, Kasandra Hanson, Alexis Scotson, and Jayme Montague. Montague ('19 Mktg.) worked on financials and market research to determine the best target audience for wine blends. It became apparent that millennials are a new and growing market, and packaging has a strong influence on their purchasing decisions, she says. Deszo ('19 HBM) sourced the cost of grapes and appropriate purchase price for their blend. Hanson ('19 Wine & Bev. Bus. Mgmt.) contributed expertise on the financials and business plan portions as well as the wine tasting notes. Robertson ('19 Wine & Bev. Bus. Mgmt.) had the difficult task of creating the authentic tasting notes for the team's “virtual” red blend. Once the team determined the type of grapes for the blend, Deszo and Scotson ('19 HBM, Mktg.) developed the wine label concept through story boarding and graphic design.

“Working in teams was the biggest challenge, as we had to find a common time to meet outside of class and develop

our strategies,” says Montague. “But when the judges awarded our label first place, it was very rewarding knowing that our marketing research and product were correct and relevant.”

“I learned a lot more about teamwork and relying on each other's strengths,” says Scotson. “It was cool figuring out the demographic for the label and applying what we've learned in class. We started out as strangers but became good friends in the process.”

CONTEST SPRINGS FROM COLLABORATION

The contest was developed by Tim Hanni, wine business industry leader, who teaches in the Carson College wine business management professional certificate program. Originally, it was only open to a few schools, but Byron Marlowe, Carson College wine and beverage business management program coordinator, pitched Hanni the idea of opening it up to WSU and other universities with hospitality programs.

“Our participation and success in the contest shows future employers that our students can produce tangible products through teamwork, and it illustrates that WSU teaches the discipline of wine business versus ‘a class,’” says Marlowe. “The end result is that our students' value is recognizable, and I'm very proud of that.”

BUSINESS ETHICS TRAINING HELPS STUDENTS GIVE VOICE TO VALUES

Story by **Sue McMurray** • Photo by **Laura Dutelle**

Ethical dilemmas in the workplace are like pop quizzes. They occur unexpectedly and with little warning. Business graduates have reported they often experience enormous stress, not with the technical aspects of their profession, but in many gray areas where their ethical values are challenged and they are not prepared to respond effectively. Some find these demands on them to be so overwhelming they change employers or leave the profession entirely.

These initial experiences can create lasting effects on new graduates, say WSU Vancouver professors Jane Cote and Claire Latham. As a result, they introduced Giving Voice to Values (GVV) into the Carson College undergraduate accounting curriculum.

GVV is a framework developed by Mary Gentile, a professor at the University of Virginia Darden School of Business, for addressing workplace conflicts. GVV provides

tools to move from recognizing ethical conflicts to speaking up when confronted with conflicts. GVV has three main modules: understanding yourself, understanding others, and crafting strategy. Exercises in each module instill awareness and self-confidence.

"Through this organized framework, students refine the tools they can draw upon to be prepared to meet the challenges inherent in all workplace settings," says Cote.

CAPSTONE COURSE OFFERS KEY STRATEGIES FOR ETHICAL ACTIONS

While the GVV framework has successfully been employed in Carson accounting classes for about six years, assessment showed students still struggle with delineating a course

From left, Jane Cote, Billy Nguyen, and Claire Latham.



of action when faced with an ethical dilemma or values challenge. The Next Carson Coug curriculum will address this concern by ensuring all Carson students will understand how to act ethically and professionally. With the support of a Smith Teaching and Learning Grant, Cote and Latham launched a capstone accounting course that incorporates the GVV framework to help students refine strategies for the types of situations they will face in the accounting profession.

Students participate in several scenarios to build “muscle memory” that helps them be more reflexive when presented with ethical challenges. An important step in this process is for students to identify their own professional vision. When writing a statement of professional purpose, they define the reputation they want to have among future colleagues and outline an action plan to achieve it. The final GVV experience is a case-based role play conducted and scored by a panel of accounting professionals.

As newly minted graduates now in the workforce, capstone participants Sarah Moe and Billy Nguyen found the GVV training especially valuable.

“The GVV training hugely impacted the way I see and analyze common ethical dilemmas. For example, I was watching TV, and a hotel manager asked the receptionist to keep information secret from the police during an investigation. The scene ended and was never revisited,” says Moe. “I immediately started thinking, what if I was that receptionist?

What would I do? This is how impactful the GVV training is.”

“It is difficult to voice your values to people in a higher position than you, especially when you are just fresh out of college with not much experience,” says Nguyen. “The GVV training prepared me with different strategies, such as scripting in advance what I would say during an ethical conflict. The program is exactly what I needed during my senior year at WSU.”

A MODEL TO BENEFIT ANY DISCIPLINE

Beyond the Carson College, many seek to prepare students for careers in all areas of science, journalism, government, and more, where new entrants will be confronted with circumstances that cross the boundaries of ethical and moral values.

“This model may be incorporated across the business curriculum, especially in areas such as information security, financial analysis, and professional sales and marketing where ethical boundaries are often challenged,” says Latham. “Our approach can be tailored beyond business to any discipline, and we are available to share the GVV pedagogy with colleagues across the University, either by providing materials or conducting a workshop forum for those interested in developing this content.”

CAREER, MORALS, ETHICS



CARSON CENTER FOR STUDENT SUCCESS: A CATALYST FOR CREATING VALUE

Story by **Sue McMurray** • Photo by **WSU Photo Services**

Isaac Weil ('19 Mktg.) lacked confidence and leadership skills when he graduated from high school. In fact, he envisioned himself going through college under the radar, barely getting by. Despite these perceptions, Weil recognized he had a talent for creative problem solving and dreamt of becoming a brand strategist.

Influenced by a visit to the Carson College and by the University's visibility in Spokane, his hometown, Weil chose to attend WSU. As a freshman he struggled, floating in the background, not feeling part of a community or that he could offer value.

Discovering the Carson Center for Student Success and the close-knit community within the Carson College changed all of that.

CARSON CENTER BRINGS VALUE TO THE FOREFRONT

After meeting a Carson Center student ambassador, Weil applied for a clerical assistant position in the center. Within a week, he had an interview and a job offer that put him on a path toward valuing himself and creating value for others.

"In my clerical assistant role I identified, assessed, and initiated opportunities to create value for the center," says Weil. "If I saw something that needed fixing, I volunteered a solution or tried to help in any way I could. Every situation is a chance to grow and learn, and I tried to take advantage of that every day."

Weil again found the Carson Center to be a catalyst when he needed an internship focusing on brand management and strategy. He was offered a marketing internship managing the center's brand and creating social media strategy.

During his internship, Weil saw the center was not making the best use of its social media or brand. Each week he identified a concept, such as midterm preparation or job searching, and tailored social media messaging around it. He also helped apply this strategy to the college's larger effort to consolidate its social media channels.

"My internship taught me how to manage a brand and strengthen its identity," says Weil. "Working on a complex project from start to finish was a great experience for me. Everyone in the center valued my input, and I grew as a person."

THE NEXT CARSON COUG: A BLUEPRINT FOR EDUCATION AND LIFE

The skills Weil practiced align with the goals of The Next Carson Coug (TNCC), the college's newly implemented curriculum that ensures every Carson undergraduate will leave WSU with the professional skills needed to add value to organizations and communities. Among other measures, TNCC requires professional development experiences and high-impact practices such as networking and internships to round out social skills and help students make well-reasoned decisions about their careers.

As a result of his Carson Center experience, Weil says he is prepared to embrace all that life throws at him.

"I gained a lot of self-confidence and learned that leadership is more than just telling people what to do," he says. "For me it's about being my authentic self and helping businesses and people make a difference in the world by doing the same."



STRONG COMMUNICATION SKILLS PUSH IAN MCDONALD TO TOP OF MICROSOFT CANDIDATE POOL

Story by **Sue McMurray** • Photo courtesy of **Ian McDonald**

As a senior completing two WSU degrees focusing on business, Ian McDonald ('19 MISE, Bus. Econ.) had a burning passion for a career in technical consulting, an industry that would challenge and fuel his intrinsic love for life-long curiosity and growth.

But passion isn't always something that's easy to articulate, especially to an employer.

Realizing his shortcomings in public presentation, McDonald was put to the test when he applied for a customer-facing technology role in Microsoft's Academy for Collegiate Hires program.

Through intensive communications preparation, several key staff in the Carson College Center for Student

Success helped McDonald pass that test with flying colors: Microsoft offered him the position over many other competitive applicants.

THE JOURNEY

To prepare for the two-phase interview process, McDonald researched typical interview questions and the Microsoft company. He also reviewed interview questions with Josue Rodriguez, Carson Center career consultant, and did a mock interview with a peer mentor—all of which led to successful passage through the initial phone interview with Microsoft.

"I only had two weeks to prepare for the second-round interview," says McDonald, "and in those two weeks I juggled midterms, a new sleeping cycle, and interview prep."

Admittedly not a morning person, McDonald started setting his alarm for 4:00 a.m. in anticipation of his next interview scheduled in Texas, whose time zone is two hours ahead. He also ramped up presentation practice with Carson Center career consultants Ashley Kuznia, Leanne Ralstin, and Kaleb Semler.

"I've never been the best at structuring presentations, so Josue and Ashley gave me key feedback on how I came across and what content I needed to fix to deliver the most confident, succinct, quality presentation of my life," says McDonald. "All the help from the Carson staff pushed me to the top of the candidate pool."

"Ian was proactive and utilized the Carson Center resources to the fullest extent," says Kuznia. "He quickly incorporated our feedback to accomplish a confident and well-practiced performance during his interview with Microsoft."

THE DESTINATION

McDonald started his consulting job at Microsoft in July. He is already leveraging networking and other skills he acquired at WSU. Most impactful, he says, was the assistance of the Carson Center and the intense focus on his ability to communicate clearly and persuasively, both orally and in writing.

McDonald's experience reflects what every Carson Cougar will be able to do after the rollout of The Next Carson Cougar undergraduate curriculum.

"It's not enough to know the right technical thing to do; one has to convince others to do it," says Tom Tripp, senior associate dean for academic affairs. "Convincing requires good communication and collaboration skills, and behaving ethically. Upon implementation, every Carson Cougar will have achieved this and more when they graduate from our new curriculum."

COLLABORATIVE, DATA-DRIVEN RESEARCH SERVES DUAL PURPOSES

Story by **Eric Hollenbeck** • Photo by **WSU Photo Services**

As theory-based and data-driven decisions are becoming increasingly critical for making good business decisions, the Carson College is placing greater emphasis on incorporating data and analytics into all classes as part of The Next Carson Coug curriculum.

Undergraduate students in two Carson marketing courses are already supporting this goal by working collaboratively in the Center for Behavioral Business Research (CBBR) on research and data collection projects to gain valuable marketing insights on consumer perceptions about local businesses. The CBBR is a cross-disciplinary center within the college that provides opportunities for behaviorally oriented research.

Doctoral student Mycah Harrold, who teaches consumer behavior, says her students were studying associative networks, specifically looking at the thoughts and memories people have

about different businesses. But in order to do this, they needed data from real consumers.

Harrold reached out to Joan Giese, clinical associate professor of marketing, about partnering on a survey being developed by Giese's marketing research students working on projects for local businesses.

STRENGTHENING UNDERGRADUATE RESEARCH SKILLS

Giese's students met with business owners to discuss key issues and objectives. The students conducted background research and designed and administered marketing surveys. This turned out to be a perfect opportunity for Harrold's students to collect the data they needed.



Clockwise: Joan Giese (standing), Matthew Pru, Yuphea Chhean, Aaron Kochummen, Taylor Shewchuck, Emily Paup, Mycah Harrold

Working closely with Giese's students, Harrold's students drafted an additional survey question to collect data that would help map the positive and negative associations consumers have about local businesses.

"We coordinated with the consumer behavior class because we were already collecting data related to shopping behavior and undergraduate student perceptions of these businesses," says Giese. "So, it made a lot of sense to partner."

By analyzing the survey data, Harrold's class gained insights into the purchasing behaviors of consumers and presented those findings to their clients.

"This was an opportunity to give students some real data and a more concrete and comprehensive marketing experience," says Harrold.

ENGAGING STUDENTS THROUGH ROBUST, PRACTICAL EXPERIENCE

Autumn Bricks ('19 Mktg.), who was in both classes, says these types of collaborations benefit students for a number of reasons. "The marketing research class provided us with the technical steps of market research, such as conducting the focus groups, designing surveys, and analyzing raw data. And by collaborating with the consumer behavior class, we gained a better understanding of the underlying meanings behind the survey data," she says.

Bricks says having crossover between classes and research projects helped her gain deeper knowledge of the material and truly reflected what it's like in the professional world.

"I really enjoyed being able to spend a majority of my time on one large project between two classes, rather than having to split my attention," she says. "It helped me to retain information from both courses better because I was able to easily relate the information to a real-world situation."

As the Carson College educates the next generation of business leaders through The Next Carson Coug curriculum, more students will benefit from this type of collaboration between different courses and concepts across business disciplines.



BOEING SCHOLARS CULTIVATE PROFESSIONAL SKILLS, TAKE TEAM-BASED PROJECTS TO NEW HEIGHTS

Story by **Eric Hollenbeck** • Photos by **WSU Photo Services**

As education at the Carson College of Business evolves to meet the demands of business and industry in the twenty-first century, more emphasis will be placed on cultivating key skills—from critical thinking, communication, and ethics to leadership and teamwork.

One program that is already helping students become more adept communicators and collaborators—transforming the way they work in teams—is the Boeing Scholars program. The program, offered at several WSU locations, brings together students from business, communications, engineering, and arts and sciences to develop viable solutions, through multidisciplinary teamwork, for Boeing-assigned projects.

“It’s an opportunity for our very best students to truly get a leg up on what it means to be a professional in the working environment,” says Lynne Cooper, assistant clinical professor and faculty lead at the Pullman campus program.

ADDRESSING FUTURE NEEDS OF BUSINESS AND INDUSTRY

The Boeing Scholars program aligns with the Carson College’s mission to be responsive to the community, according to Mark Beattie, WSU Everett’s associate vice chancellor for academic affairs.

“For a long time, business and industry have been asking higher education to work more across disciplines and provide graduates who can work on teams,” he says. “We need to model that when we are in the academic setting.”

The program helps students master the core competencies of effective teamwork by assigning projects with real-world implications, faculty guidance and instruction, and mentorship.

Engineering 3-D printing capabilities on Mars, developing new methods for growing coral production to capture carbon from the atmosphere, or developing solutions for improving power distribution are just a few of the projects the students have worked on over the past couple years.

DEVELOPING KEY SKILLS TO BUILD STRONG TEAMS

In academic environments, students often aren’t taught the skills for effective teamwork, according to Cooper. “We want them to collaborate, bring in different perspectives, and debate ideas, to create an integrated product. Instead, students grab a part of the project, work it on their own, then struggle to piece it together at the end, negating a lot of the value of working in a team,” she says.

The final product often reflects the lack of communication and collaboration amongst the team. It’s an approach that might earn a passing grade but doesn’t work well in high-tech business or other industries where true collaboration is crucial for success.

Effective communication is more than just what is said—it’s purposeful and helps advance the teams’ goals. “Students learn how to give constructive feedback, structure understandable messages, and recognize what valuable feedback looks like,” says Cooper, drawing on her 28 years



From left back row: Ryan Fick, Ian Laursen, Alex Rodriguez, Erik Sandoval.
Front row: Camryn Pietila, Savannah Rogers, Kenneth Eversole, Shannon Spilker.

of experience with NASA's Jet Propulsion Laboratory (JPL), working on teams assigned to elite, billion-dollar projects.

"Giving feedback is a critical component in real-world situations. If you're launching a rover to Mars, for example, you can't ignore problems and hope they go away," she says.

FOSTERING COLLABORATION TO PREPARE STUDENTS FOR THE FUTURE

Boeing scholar Carl Johnson (MISE & Psych.) has been impressed with how engaged the Boeing mentors are with the students. "You can tell they are just as excited as the students about the projects," he says.

"This is more than just a scholarship program," says Johnson. "This is Boeing actually investing in students they believe in, and they put in the work and resources to guide and mentor. That's when I knew this was a really cool program."

As he begins his senior year, Johnson says he looks forward to learning from his mentor and working with his peers to solve complex problems. "I know I have so much to learn from each of these scholars from all across WSU. I am excited to prove ourselves as a team to Boeing," he says.

It's a sentiment that's shared among many who have gone through the program.

"Working in this multidisciplinary team has challenged me to change how I communicate and how I assess problems that we are trying to solve," says Emma Kilgore ('19 Comm.), whose team, Cora Leo, represented the WSU Everett Boeing Scholars program in the 2019 WSU Business Plan Competition.

Anthony Preston (HBM), another member of Cora Leo, says his involvement with the Boeing Scholars program has prepared him for future group projects. "There is no other project that has gone as in-depth as this one. At this point, any new project or presentation will feel pretty easy."



*From left, Kaitlyn Ferguson,
Emma Kilgore, Anthony Preston,
Matthew Atilano.*

2018 – 19

Boeing Scholar Seniors

PULLMAN

Kenneth Eversole
computer science

Ryan Fick
international business/innovation &
change management

Ian Laursen
mechanical engineering

Camryn Pietila
accounting/finance

Alex Rodriguez
mechanical engineering

Savannah Rogers
political science/pre-law/strategic
communication/public relations

Erik Sandoval
finance/innovation & change management

Shannon Spilker
accounting/public relations

EVERETT

Matthew Atilano
mechanical engineering

Kaitlyn Ferguson
electrical engineering

Emma Kilgore
communication

Anthony Preston
hospitality business management



RESEARCH EXAMINES EFFECTIVENESS OF E-CIGARETTE WARNINGS AS POPULARITY OF VAPING CONTINUES TO RISE

Story by **Eric Hollenbeck**

For decades, the health effects of smoking have been well documented. Increased risk of respiratory damage, mouth and lung cancer, heart disease, and stroke are all linked to cigarette smoking. Nicotine—the stimulant found in tobacco—is highly addictive and can cause high blood pressure, changes in heart rate and rhythm, and other harmful effects.

Fortunately, there are a number of commercial products that can help smokers quit for good, such as nicotine replacement therapies including patches, lozenges, and gum; tobacco cessation programs; and prescription medications.

However, there is another, more controversial, product on the market that has been touted as a way to help smokers quit: e-cigarettes.

The convenience of e-cigarettes or “vaping,” coupled with the availability of flavored nicotine “e-juice,” has helped skyrocket their popularity, especially among young adults. Between 2017 and 2018 the FDA reports use of e-cigarettes increased 78 percent among high school students and 48 percent among middle school students. This prompted the U.S. surgeon general to issue a rare advisory in December 2018 to address youths’ use of e-cigarettes.

But what are the perceptions regarding the safety of e-cigarettes compared to traditional smoking, and what is the most effective way to inform consumers about the health risks and harmful effects of e-cigarette use?

Carson College professor of marketing Elizabeth Howlett, who serves on the FDA Risk Communication Advisory Committee, aims to find out.

In a 2017 paper published in *Nicotine & Tobacco Research*, Howlett and her research partners found that the health-risk beliefs are extremely high for cigarettes, but lower for e-cigarettes.

VAPING: A GROWING HEALTH EPIDEMIC

The e-cigarettes market is expected to hit \$50 billion by 2025, according to Howlett, but there is still a huge gap in consumer knowledge about the health risks of nicotine and e-cigarettes.

“Consumers who vape, smoke, or both believe that health-related and addiction risks associated with e-cigarettes are lower than consumers who do not vape or smoke,” say the researchers.

However, the researchers found that when addiction warnings were included on e-cigarette advertisements, consumers were less likely to try the product.

The results, say the researchers, suggest that the addition of an addiction warning may be effective in changing risk beliefs associated with e-cigarettes.

Howlett suggests messaging on addiction and the potential health risks of e-cigarettes should be tailored for specific audiences. After all, current smokers who turn to e-cigarettes because they actually want to quit smoking respond differently than smokers who use e-cigarettes because of convenience.

“There is no ‘one-size-fits-all’ messaging that works to curb the use of e-cigarettes,” says Howlett. “More work is needed to clarify consumers’ beliefs about addiction and health risks associated with e-cigarettes, and the link between the perceived risks and potential use of e-cigarettes and traditional cigarettes.”



From left, Eric Hollenbeck, Joan Giese, Kahlil Philander, and Kristine Kuhn participating in the Carson College's faculty research happy hour.

STUDY IDENTIFIES PRIORITIES FOR ADDRESSING GAMBLING ADDICTION IN WASHINGTON STATE

Story by **Eric Hollenbeck** • Photo by **WSU Photo Services**

For most people, gambling is a fairly low-risk form of entertainment. An evening spent playing poker with friends, a couple enjoying their honeymoon at a Las Vegas casino, or placing a wager on a sporting event are viewed by many as harmless ways to have fun.

But for others, gambling becomes an addiction, one that can affect their personal life and relationships with others. According to the Mayo Clinic, gambling addiction can lead to financial problems, depression, poor health, and even suicide.

Kahlil Philander, assistant professor of hospitality business management at WSU Everett, has done extensive research on the socioeconomic impact of gambling. Recently, Philander, along with researchers at the University of Washington's

Department of Psychiatry and Behavioral Sciences, coauthored a study on problem gambling for the Washington State Gambling Commission (WSGC).

The gambling rate in Washington state among adults is significantly higher than the national average, according to a September 2016 economic market report by the Spectrum Gaming Group. In the report, it's estimated that between 123,000 and 229,000 adults in Washington need problem gambling services.

"The scope of the 2019 problem gambling study was to look at all of the services within the state to prevent and treat problem gambling," says Philander.



CURRENT STRUCTURE OF SELF-EXCLUSION PROGRAMS INEFFECTIVE

According to the problem gambling study, all tribal casinos and most card rooms in Washington have some type of self-exclusion program for players. Self-exclusion programs allow people who think they may have a gambling problem to add their information to a registry that prevents them from gambling at that location, imposing what is essentially a self-ban.

The problem with this current system, according to Philander, is the registry of players is business specific, meaning a player could ban themselves from one establishment but then visit another and continue to gamble.

"In British Columbia, there is a centralized database that every site connects into. So, when someone self-excludes, their information is entered into this database and shared among the other sites," he says.

COLLABORATION KEY TO BETTER ADDRESS PROBLEM GAMBLING

"Washington is pretty far behind in most programs, and I think a lot of that comes from the structure of having multiple different authorities who are responsible for gambling in the state," says Philander.

The WSGC does not have jurisdiction over tribal gaming. The latter is controlled by American Indian tribes, who are recognized by federal and state governments as sovereign, self-governed nations.

That doesn't mean the state and the tribes disagree on the importance of addressing problem gambling, according

to Philander. It simply means that more efforts are needed to standardize systems and to do so in a collaborative and meaningful way.

Based on the study findings, the WSGC made the following recommendations to the Washington State Legislature for the 2019–2020 legislative cycle:

- Create a centralized, statewide, voluntary self-exclusion system that is more accessible to problem gamblers and allows them to exclude themselves from gambling facilities without entering one, which could trigger their addiction.
- Create a joint legislative task force on problem gambling that includes members from tribal and non-tribal organizations and members of government, industry, public health, treatment, research, and gamblers to improve outreach, prevention, treatment services, and responsible gaming programs.

As a result of the recommendations, in May 2019, Governor Jay Inslee signed a bill for a statewide self-exclusion system, and \$100,000 was included in the state budget for a Problem Gambling Task Force. The Washington State Health Care Authority will lead the task force in studying the need for services, how well that need is being met, and what more the state should do to address the issue. Both actions are significant steps forward to address problem gambling and improve the lives of people who suffer from gambling addiction, says the WSGC.

"Everybody has a vested interest in this," says Philander. "Even if a casino operator assumes that having a good, responsible gambling program doesn't contribute to their business at all, Washington state and tribes have a responsibility to protect the health of their communities."

Ph.D. Corner

The Carson College continues to be blessed with outstanding Ph.D. student teachers. In addition to the efforts of Yoshi Shimizu (highlighted on the next page), two students received outstanding doctoral student teaching awards last spring: Gihan Edirisinghe (from the University Graduate and Professional Student Association) and Pavan Munaganti (from the Carson College).

Carson Ph.D. students will play a vital role in The Next Carson Cougar program. We expect to witness increased interaction between Ph.D. teaching assistants (TAs) and undergraduate students as our courses reduce in size and accelerate student engagement activities. We anticipate TAs running more breakout sessions, consulting for student projects, and managing in-class activities. Meanwhile, Ph.D. students serving as full course instructors will be working toward increasing student engagement in the classroom. Long gone are the days of standing at the podium and speaking for 75 straight minutes. Our Ph.D. students will not only take a course on college teaching, but they also will participate in periodic teaching workshops that focus on student engagement.

In addition to shaping The Next Carson Cougar, Ph.D. graduates will benefit by having produced a suite of student engagement activities they can include in their teaching portfolio when searching for full-time faculty positions. Faculty search committees around the world are hungry for evidence of teaching effectiveness and innovation in the classroom, and these teaching experiences will give our students a leg up on the competition.

Chuck Munson

Chuck Munson, Ph.D. Program Director

PH.D. CORNER: MEET YOSHI SHIMIZU

Story by **Eric Hollenbeck** • Photo courtesy of **Yoshi Shimizu**



When Yoshiki (Yoshi) Shimizu began his WSU doctoral program in 2014, his goal was to not only develop his research skills, but also to become the type of college-level instructor who makes a lasting impact on students. In his five years with the program, Shimizu, who earned a Ph.D. in finance in May 2019, did just that.

Shimizu gained a reputation as an instructor who cares deeply about the success of his students—someone who is patient, thoughtful, and always willing to spend time helping students understand finance concepts by connecting them to practical, real-life situations.

Shimizu says it's important to relate teaching concepts to decisions most students will face at least once in their lifetimes, for example, how mortgages are priced and amortized over time, how loan payments are determined, and how those concepts factor in when deciding whether to buy a home or rent.

"I teach students not only concepts and theories, but I also emphasize the importance of applying what they study in the classroom into practice," says Shimizu.

COMMITMENT TO STUDENTS AND EXCELLENCE IN TEACHING

Shimizu credits his professional growth as both a researcher and instructor to the Carson College's opportunities for doctoral students, as well as to guidance and mentorship from faculty advisors for helping him hone his research and teaching methods.

"Carson faculty members have great academic records and know how to conduct meaningful research, so I got to learn my techniques from the best people," he says. "I started at WSU with no teaching experience, but by the time I finished my Ph.D. program, I had experience teaching advanced-level courses."

With a newly minted doctorate, Shimizu looks forward to applying all he learned during his time at the Carson College to his new role as an assistant professor at the University of Minnesota Duluth.



YUNSHIL CHA

ACCOUNTING

B.S. Pennsylvania State University
M.S. University of Illinois Urbana-Champaign

Dissertation:

The Effect of Management Control on Employees' Motivation and Performance Reporting

Major advisor:

Bernard Wong-On-Wing

Placement:

University of New Hampshire



WARREN COOK

MANAGEMENT

B.A. Washington State University
MBA Washington State University

Dissertation:

New Perspectives on Third Party Perceptions of Mistreatment

Major advisor:

Kristine Kuhn

Placement:

The College of Saint Rose



JOHN CORREIA

MANAGEMENT INFORMATION SYSTEMS

BBA Gonzaga University
MBA Gonzaga University

Dissertation:

Mindfulness: A Potential Mitigating Mechanism for Conditioned Problematic Social Media Use

Major advisor:

Deborah Compeau

Placement:

Gonzaga University



MINA JAFARIJOO

MANAGEMENT INFORMATION SYSTEMS

B.S. University of Science and Technology

M.S. K. N. Toosi University of Technology

MBA University of Tehran

Dissertation:

How Do Firms Derive Value from Cloud Computing Investment? Examining the Role of IT Governance

Major advisor:

K.D. Joshi

Placement:

Stockton University



MIKE KENNEDY

MANAGEMENT INFORMATION SYSTEMS AND ENTREPRENEURSHIP

BSc. University of New Brunswick
MSc. University of New Brunswick

Dissertation: Conceptualizing and Defining Green Information System Capabilities

Major advisor:

Deborah Compeau

Placement:

University of British Columbia



SAHROK KIM

MANAGEMENT

B.S. University of Arizona
MBA University of Wisconsin-Whitewater

Dissertation: The Effects of Gender, National Culture, and Social Institutions on Firms' Ethical, Growth Performance, and Innovation Outcomes

Major advisor:

John Cullen

Placement:

California State University, Stanislaus



GUANZHONG PAN

FINANCE

B.S. Hunan University of Commerce

M.A. Hunan University

Dissertation:

Essays on the Effects of FOMC Announcement—Pre-announcement Premium and Option Trading Activity

Major advisor:

George Jiang

Placement:

Yunnan University of Finance and Economics, China



YOSHIKI SHIMIZU

FINANCE AND MANAGEMENT SCIENCE

B.A. Kyoto University of Foreign Studies

M.Res. Queen Mary, University of London

Dissertation:

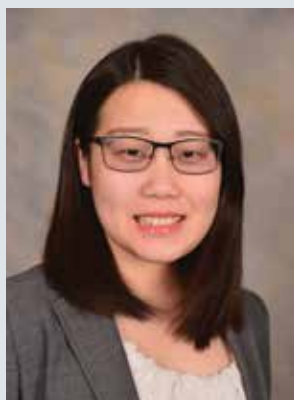
Essays on Single-Stock Futures Trading: The Effects on Stock and Options Markets during the 2008 Short Selling Ban

Major advisor:

George Jiang

Placement:

University of Minnesota Duluth



FANGJUN (JULIE) XIAO

ACCOUNTING

B.S. Guangdong University of Foreign Studies

M.Acc. University of Florida

Dissertation:

The Effect of Social Media Disclosure on Investors and Employees

Major advisor:

Bernard Wong-On-Wing

Placement:

San José State University



LEILA ZBIB

FINANCE

B.A. Lebanese International University

M.Acc. University of Idaho

Dissertation:

The Effect of CEO's General Ability on Company Performance: Evidence from the Takeover Market and Earnings Management

Major advisor:

Douglas (DJ) Fairhurst

Placement:

Bryant University



LIZAO ZHANG

OPERATIONS MANAGEMENT

BBA Southwestern University of Finance and Economics

M.Acc. Washington State University

Dissertation:

Decision Support for Supplier Selection and Hotel Revenue Management

Major advisor:

Chuck Munson

Placement:

University of Maine

EXECUTIVE MBA SUPPORTS LEADERSHIP IN **RENEWABLE** **ENERGY SECTOR**

Story by Sue McMurray • Photos courtesy of Renewable Energy Group, Inc.



Grain and bulk liquid transportation vessels on the Port of Grays Harbor.

What happened in Vegas in 2004 when Aaron Leatherman ('19 EMBA) celebrated obtaining his undergraduate degree may have been fun, but it was nothing compared to what happened on his flight home. After a random conversation about Leatherman's interest in biodiesel, his seatmate gave him a tip to contact John Plaza, a commercial pilot turned entrepreneur with a fledgling startup in Seattle.

Following that tip gave Leatherman the wings to carry out his dreams of reducing the world's dependency on fossil fuels.

Leatherman impressed Plaza with his work ethic and his undergraduate capstone project focusing on the feasibility of biodiesel in the Pacific Northwest. Drawing from that material, Leatherman developed a business plan that attracted angel investor Martin Tobias. Once initial funding was secured, Leatherman became the first employee of Imperium Renewables (formerly Seattle Biodiesel) and helped develop and optimize their unique production process. Within 18 months Imperium raised over \$100 million to build the largest biodiesel plant in the United States. Leatherman manages the plant located on the Port of Grays Harbor in Hoquiam, Washington.

CREATING EFFICIENCIES, STRONGER MARKETS

In 2015, Renewable Energy Group, Inc. (REG), the nation's largest biodiesel manufacturer, acquired Imperium Renewables. The facility's deep-water port allows products such as vegetable oil, biodiesel, and glycerin to be transported internationally in bulk, reducing costs and improving global access, says Leatherman.

The West Coast's leadership in developing public policy on low carbon fuels have created strong domestic markets that drive demand for feedstock and increase glycerin supply (a byproduct of biodiesel), both of which can be sourced from and sold to Asian countries, he says.

EXECUTIVE MBA LEADS TO SELF-DISCOVERY

"REG supports continuing education," says Leatherman. "While I lack an engineering degree, I am proficient in the operating practices of the company. It made more sense to me to get an MBA that would further my business and leadership knowledge."

Leatherman chose the WSU online Executive MBA program over others in the Pacific Northwest because of its high level of flexibility and rank as an accredited business school. He didn't have to travel, and his tuition fees—paid in part by his company—would ultimately contribute to the state of Washington.

"I've been in leadership my whole career, but the EMBA program, especially Fred Peterson's class, teaches you about being a good leader and how you can pass it on," says Leatherman.

Leatherman says EMBA capstone and international instructor Velle Kolde helped him develop new professional networks and gain a deeper understanding of global business during a study abroad experience in China. Leatherman is also in the process of determining the viability of his EMBA capstone project that proposed refining upgrades at REG Grays Harbor.

"The best thing about my EMBA program is that it allowed me to know myself better and discover I'm happy being an intrapreneur and a leader within my organization. I don't have to own a company to be fulfilled professionally."



MBA/PHARMACY STUDENT PUSHES THE BOUNDS OF **WHAT'S POSSIBLE IN HEALTH CARE**

Story by **Sue McMurray** • Photos courtesy of **Frank Nenninger**

Frank Nenninger has a pretty big goal in his sights: improving health care of thousands of patients around the world through pharmaceutical and health care technology. An online MBA has already opened the gate to his future success in this arena.

Nenninger earned his online MBA in 2018 and will receive his pharmacy degree in 2020 at WSU Spokane, thanks to a partnership between the WSU College of Pharmacy and Pharmaceutical Sciences and the Carson College of Business that allows students to take the programs concurrently.

"My pharmacy classmate Peter Tang knew I was working on an MBA and asked me to join a business plan competition team with him and Chad Schmitt," Nenninger explains. "The experience I gained in the MBA program allowed me to assume the responsibility of team captain as we developed a business plan to serve rural and underserved patients in the Yakima Valley, where there is a severe shortage of health care providers."

The team's business plan won first place in the National Community Pharmacists Association's (NCPA) 2018 Good Neighbor Pharmacy Pruitt-Schutte Student Business Plan Competition. The competition drew participants from 34 schools and colleges of pharmacy across the United States and were judged by more than 50 NCPA members, Good Neighbor Pharmacy business coaching consultants, and various business leaders from across the country.

SERVING THE UNDERSERVED

The team's innovative business plan included a suite of online self-service options and a mobile app for custom prescription compounding, diabetes management therapy, and education service. They also incorporated customer service and community engagement to maintain trust and familiarity of their pharmacy name in the community.

"Advancing patient care and supporting entrepreneurial aspirations have long been key areas of emphasis for our program. We are so proud to have such exemplary students representing both of these elements on a national stage," says Linda Garrelts MacLean, WSU pharmacy professor. MacLean served as a WSU faculty advisor to the team.

PARENTS FUEL LIFE-LONG ENTREPRENEURIAL SPIRIT

Nenninger was born in Frankfurt, Germany, and moved to South Florida at the age of 10. He says early on, his parents instilled in him an entrepreneurial spirit that stayed with him throughout his life and fueled his passion to push the bounds of what's possible in the health care industry.

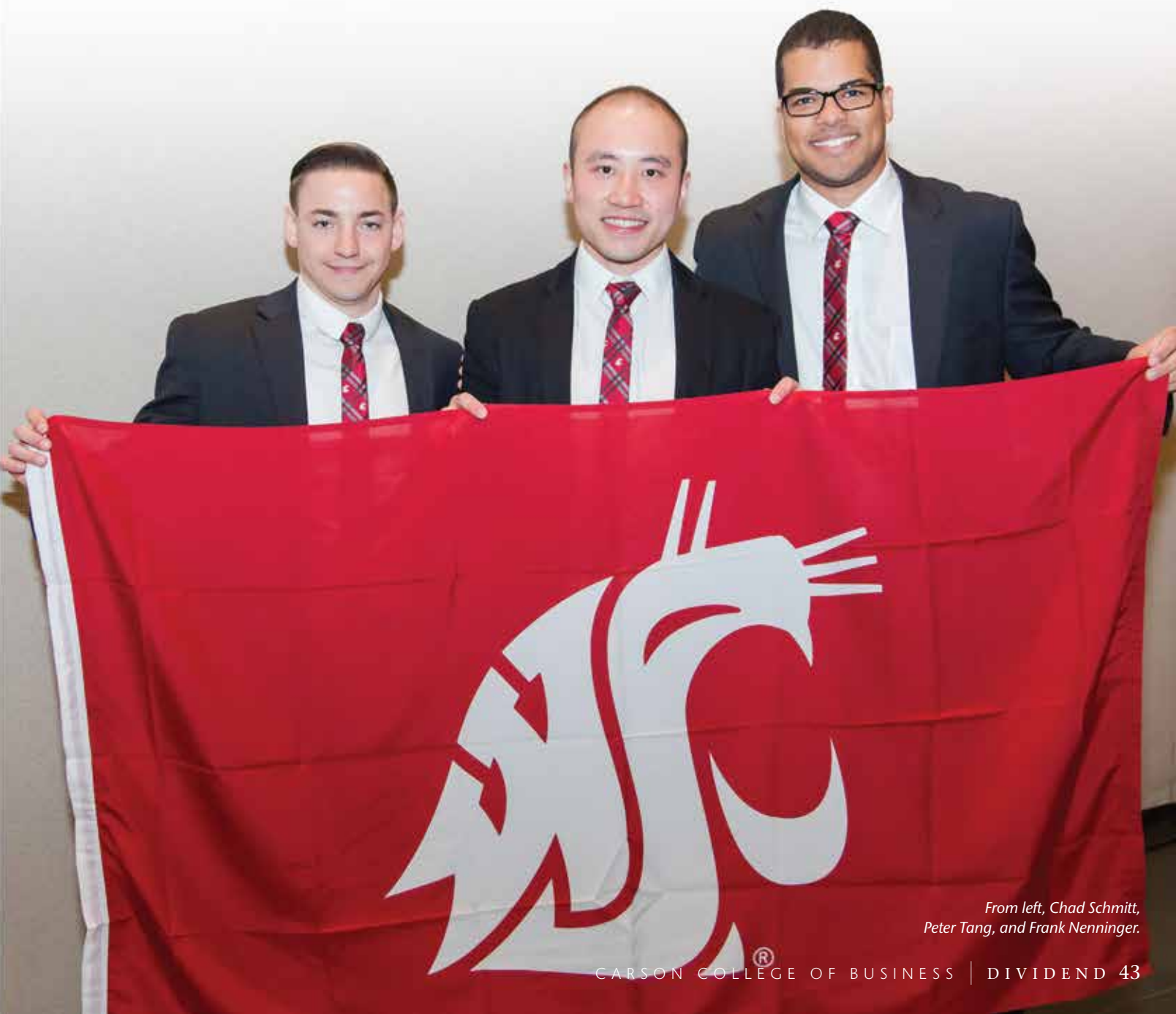
He completed his undergraduate degree at Florida State University before starting the pharmacy program at WSU.

"When I had my interview at WSU, I immediately loved the program. The flexibility of the online MBA program and its culture of support and teamwork really stood out to me," says Nenninger.

QUALITY PROGRAM PAVES ROAD TO PHARMACEUTICAL CAREER

"The WSU Pharm.D./MBA program offered me a great opportunity to learn critical business and management skills," says Nenninger. "The things that struck me almost immediately about both areas were the welcoming atmosphere and helpful attitudes of the faculty and staff. I highly recommend it to anyone looking to enhance their education."

After graduation, Nenninger will pursue business intelligence and digital healthcare as a next step toward his career in health care.



From left, Chad Schmitt, Peter Tang, and Frank Nenninger.

CARSON COLLEGE OF BUSINESS


**OUTSTANDING ONLINE MBA
FACULTY OF THE YEAR AWARD
AND OUTSTANDING FACULTY
SERVICE AWARD**
Darrel Muehling,

Department of Marketing and International Business, makes class fun and interesting with real-world examples and lecture videos in addition to his live sessions. Colleagues say he leads by example, making time for faculty, staff, and students, not because he “has to,” but because he wants to. Over the past 20-plus years, he has chaired the department, served on search committees, and chaired the online redesign committee while maintaining excellence in teaching and research.


**OUTSTANDING EXECUTIVE MBA
FACULTY OF THE YEAR AWARD**

Velle Kolde, online Executive MBA faculty member, uses his background of 30-plus years in the tech industry to liven up class discussions, including incorporating topics from current news. He’s genuinely invested in his students’ success.


**OUTSTANDING DOCTORAL
STUDENT RESEARCH AWARD**

Yoonsoo Nam, Department of Finance and Management Science, is working on multiple research projects and has been published four times. His top-notch work ethic means he’s often the first person in the office and the last to leave, and he’s known for his positive interactions with other students.


**OUTSTANDING DOCTORAL
STUDENT TEACHING
ASSISTANT AWARD**

Mycah Harrold, Department of Marketing and International Business, brings dedication that has positive changes for the Center for Behavioral Business Research, resulting in higher quality data and fewer errors.


**OUTSTANDING FACULTY
RESEARCH AWARD**

Christina Chi, Department of Hospitality Business Management, was chosen for her robust research record and international reputation as a scholar in the field of hospitality and tourism. In 2018, she had 12 papers published or accepted. Her research is widely cited. Her Google Scholar Citation count is over 5,200, with nearly 1,000 citations from 2018.

**OUTSTANDING DOCTORAL
STUDENT TEACHING AWARD**

Pavan Munaganti, Department of Marketing and International Business, knows all his students’ names, and is helpful and fun in class. He’s excelled in his teaching duties, even prepping several classes to address the department’s teaching needs.

ANNUAL AWARDS



OUTSTANDING FACULTY TEACHING AWARD

Kunter Gunasti, Department of Marketing and International Business, has high teaching evaluations that put him in the top 10 percent of the college. His positive and engaging teaching style extends to helping undergrads in and out of the classroom. Students describe him as “amazing” in teaching evaluations.



OUTSTANDING STAFF STUDENT ENGAGEMENT AWARD

Mary Stender, academic coordinator in the Carson College of Business at WSU Vancouver, whom colleagues describe as a quiet and self-effacing leader, is focused on students, skilled at finding solutions, reliable, and honest. She was honored by the Administrative Professional Advisory Council with the AP Contribution Award in 2018.



OUTSTANDING STAFF COLLEGE ENGAGEMENT

Stacey Smith-Colon, assistant director of academic advising in the Carson Center for Student Success, developed the Carson EDGE program and partnered with Cougs Rise to help prepare first-generation students for college. She is also involved with the launch of the college's Next Carson Cougar undergraduate curriculum, serving as team lead on several workgroups in the Carson Center for Student Success. She is known for caring deeply about students.



OUTSTANDING STAFF FACULTY ENGAGEMENT

Alex Larson, Department of Finance and Management Science, is a go-to person in her own department and also stepped up to help the Department of Marketing and International Business when it was without an administrative assistant. She also played an important role in the implementation of the reserve capacity system, a main enrollment management tool used by all departments.



YEAR IN REVIEW



Freshman class of 2018



Diamond (1959) and Golden (1969) graduates gather in the Carson College for an annual luncheon.



December 2018 graduates celebrating with Butch the Cougar.



From left, Mike and Erin Zefkeles and Lyndee and Ryan Kemp at the Celebrate Carson College! event.



David Kurz ('18 Entrep.) poses with his family during the Carson College commencement party in December.



From left, Dean Chip Hunter with Appiture team members Thomas Goble, Lars Neuenschwander, Marie Mayes, and Mike Bauer.



From left, Dean Chip Hunter, Mark Beattie, Chan Beattie, Stephanie Rink, Anna McLeod, Nathan McLeod, Soobin Seo, and Jihwan Lee at the WSU Everett staff appreciation event.



Business Technology Symposium panelists Megan Bigelow, Kashif Ansari, and Frank Harrill share insights on how technology creates value.



Alumnus Larry Culver ('64 H&RA) supporting the School of Hospitality Business Management

CARSON COLLEGE OF BUSINESS

CALENDAR OF EVENTS 2019–2020

NOVEMBER

- 5** Beta Gamma Sigma Fall Recognition Ceremony
4:30–6:00 p.m.
Marriott Hospitality Teaching Center (Todd Hall 268), Pullman
- 15** Sigma Iota Brewfest
Session 1, 5:00–7:00 p.m.
Session 2, 8:00–10:00 p.m.
Pullman
- 16** Dad's Weekend, home football game versus Oregon State
- 29** Apple Cup, Seattle

DECEMBER

- 6** Carson College of Business Commencement Celebration recognizing undergraduate, MBA/EMBA, and doctoral graduates
4:00–6:00 p.m.
Todd 101, Pullman
- 7** WSU Fall Commencement
10:00 a.m.–noon
Beasley Coliseum, Pullman

FEBRUARY

- 3** Career Networking Night, hosted by the Carson Center for Student Success
5:00–8:00 p.m.
CUB Senior Ballroom, Pullman
- 27** Burtenshaw Lecture Series, hosted by the School of Hospitality Business Management
1:25–2:40 p.m.
CUB Auditorium, Pullman
- 27** Burtenshaw Career Night, hosted by the School of Hospitality Business Management
4:00–6:00 p.m.
CUB Senior Ballroom, Pullman
- 28** Bellhop, hosted by the School of Hospitality Business Management
5:30–11:00 p.m.
CUB Junior and Senior Ballrooms, Pullman

APRIL

- 23** Beta Alpha Psi Spring Banquet, hosted by the Department of Accounting, Courtyard Marriott Ballroom, Pullman
- 23** National Board of Advisors meeting, Seattle
- 23** Celebrate Carson College! event, Seattle
check go.wsu.edu/ccbevents for time/location
- 30** Business Plan Competition, hosted by the Center for Entrepreneurial Studies
Todd Hall, Pullman

MAY

- 8** Carson College of Business Commencement Celebration recognizing undergraduate, MBA/EMBA, and doctoral graduates
4:00–6:00 p.m.
Todd 101, Pullman
- 9** WSU Spring Commencement
8:00 a.m.–3:00 p.m.
Beasley Coliseum, Pullman

FALL 2020 EVENTS

Time and location TBD—check go.wsu.edu/ccbevents for updates

Business Technology Symposium, hosted by the Department of Management, Information Systems, and Entrepreneurship, Pullman

Career Networking Night, hosted by the Carson Center for Student Success, Pullman

Carson College of Business Power Breakfast, Seattle

Feast of the Arts, Pullman

Homecoming, hosted by the WSU Alumni Association

Meet the Firms, hosted by the Department of Accounting Pullman

Walton Lecture, hosted by the Department of Finance and Management Science Pullman

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**A MESSAGE FROM
TAMMY HOSSFELD**

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**MEET MEMBERS OF THE
NATIONAL BOARD OF ADVISORS**

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**MAKING AN IMPACT
WITH OUR STUDENTS**

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**PHYLLIS CAMPBELL PAYS IT
FORWARD FOR CARSON COUGS**

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**INVESTOR ED O'BRIEN'S SUPPORT HELPS
CARSON COUGS NAVIGATE SUCCESS**

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**THE IMPACT OF YOUR
CORPORATE MATCHING GIFTS**

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**MAKING AN IMPACT
WITH SCHOLARSHIPS**

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**BREAKING THE CHAINS OF LIMITATION THROUGH
BUSINESS EDUCATION AND SCHOLARSHIP**

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**WSU TRI-CITIES STUDENT BENEFITS FROM
HANDS-ON EXPERIENCES, SPIRITS SCHOLARSHIP**

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**INVEST IN THE
CARSON COLLEGE**

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**STAY
CONNECTED**

A MESSAGE FROM Tammy Hossfeld

CHAIR, NATIONAL BOARD OF ADVISORS

What an exciting time to be a Carson College of Business Cougar! Our college leadership, under the direction of Dean Hunter, not only identified a pioneering approach to modern business education, but is rolling out a revolutionary curriculum to freshman students this fall. The possibilities are endless for our students as we continue our quest to be the business school of choice in the Pacific Northwest.

No undertaking of this magnitude comes about without a lot of blood, sweat, and tears. This dedication to thinking outside of the traditional box and striving toward lofty goals in our students' best interest are what keep me energized about participating as a member of the Carson College's National Board of Advisors (NBoA). Many who have come before me also possess that desire to give back to our alma mater, and one we most recently can thank for his contributions is my NBoA chair predecessor, Don Lionetti. Don is the personification of a passionate Cougar, and we all benefit from his tireless efforts to help move the Carson College to the next level.

So how can all of us continue to push the needle and contribute to the success of The Next Carson Cougar? The answer lies in the many different types of investments we can make. For some, it may be a financial contribution tied to their belief in the vision of the Carson College and desire to assist in the success of The Next Carson Cougar. Others may want to become more involved in interacting face-to-face with our students through mentoring, guest lecturing, volunteering to judge student competitions, and more.

There is no right or wrong answer, but as a passionate alumna, I encourage anyone interested in investing in The Next Carson Cougar initiative or in other areas to please reach out to our director of development Jeff Pilcher at jeff.pilcher@wsu.edu or 509-335-8906. Jeff can capably handle any questions you might have and point you in the direction of where our most urgent needs may lie.

All Cougs believe in and want to assist in the success of other Cougs. It's who we are! Please don't hesitate to jump in at this exciting time in college history. We look forward to what we can collectively do to propel our Carson College into a successful future.

GO COUGS!

Tammy Hossfeld
tkhossfeld@hotmail.com



MEET MEMBERS OF THE NATIONAL BOARD OF ADVISORS



MEG CARLSON

'82 MBA
CEO and Co-founder, Uproar
Entrepreneurial Advisory Board

WHY DO YOU VOLUNTEER YOUR TIME TO BE A MEMBER OF THE NATIONAL BOARD OF ADVISORS?

It is my privilege to volunteer on the National Board of Advisors. The MBA I earned from WSU was instrumental in launching my career and gave me the confidence to grow and lead with a Fortune 100 company. I also enjoy collaborating with other innovative and strategic leaders on best ways to support the Entrepreneurial Advisory Board and provide students with experiential learning opportunities, including the Business Plan Competition.

WHAT ADVICE WOULD YOU GIVE TO STUDENTS?

I have found that a great approach to developing a rewarding career after your university experience is to focus on how your values align with the culture of potential employers. Understanding your potential fit within an organization allows you to select the best place to grow personally and professionally. Each of us is able to perform at our highest and best level in an environment that recognizes, enables, and rewards our unique contributions.

WHAT IS YOUR FAVORITE MEMORY OF WASHINGTON STATE UNIVERSITY?

In the MBA program, we could opt for a written thesis or an oral examination with a four-person professor panel. This panel could ask any question about your total range of study—my concentrations were in finance and marketing. As one of the first of my cohort to complete this process, I had asked a smaller group of peers to support me when I was finished. After the examination, I was asked to wait in the foyer while the panel deliberated. My peer group was waiting in anticipation of a positive outcome with a bottle of chilled champagne. The panel invited me back in and told me that I had passed, but they wanted my peers to “sweat the outcome,” so we chatted about many topics while they all waited in the foyer. Finally, we emerged together, and the decision was announced to drink champagne all around!



DAN CARPENTER

'05 Finance
Northwest Sales Leader, Amazon Web Services
Management Information Systems Board, Chair

WHY DO YOU VOLUNTEER YOUR TIME TO BE A MEMBER OF THE NATIONAL BOARD OF ADVISORS?

WSU had a huge impact on my life, especially the Carson College and the amazing faculty. I make it a priority to give back to WSU, and the NBoA affords me the opportunity to stay closely connected to the Carson College and help shape its evolution. I especially enjoy interacting with the students and faculty whenever I am on campus, along with collaborating with my fellow board members.

WHAT ADVICE WOULD YOU GIVE TO STUDENTS?

The number one asset you have upon graduating is time! Volunteer for any opportunity that will expand your scope, teach you something new, or give you broader exposure to the operations of your organization. Consider any opportunity to work or travel abroad and fully embrace the experience. Sharpening your public speaking and presence will pay dividends in any job. Don't think myopically about your undergraduate education; be open to pursuing jobs that challenge you and are outside your area of expertise!

WHAT IS YOUR FAVORITE MEMORY OF WASHINGTON STATE UNIVERSITY?

My favorite memory of WSU was the summer I spent studying abroad in Chiang Mai, Thailand, with Professors Patriya Tansuhaj and Dogan Gursoy. Besides it being an incredible personal experience, I learned a great deal about trade and international business during the trip. In addition, my wife was a fellow student on the tour, so it all worked out great!



KATE KURKJIAN

'03 Hospitality Business Management
Event Manager, Zillow GROUP
Hospitality Business Management Board

WHY DO YOU VOLUNTEER YOUR TIME TO BE A MEMBER OF THE NATIONAL BOARD OF ADVISORS?

Washington State University was one of the first places I considered “home.” Growing up all over the world, when I got to Pullman, I wasn’t quite sure what I wanted to major in. However, I knew I loved to cook, and I loved educating others. I signed up for the Introduction to Hospitality class and was sucked right into the program and catering. I have always wanted to keep my finger on the pulse of what was happening in the program after I left, especially once Nancy Swanger became the director. When I was offered the opportunity to join the board, I jumped at it. I love being able to watch and support the growth of the School of Hospitality Business Management.

WHAT ADVICE WOULD YOU GIVE TO STUDENTS?

Diversify your experience. If you think you want to work in restaurants, get an internship experience with a hotel. If you think you want to focus on rooms, get experience with restaurants. You would be surprised how much these little experiences will help open your eyes to all of the opportunities the hospitality industry offers. Also, lean on your advisory board. We are all here to support the students, professors, and the program—we are here as a resource to you!

WHAT IS YOUR FAVORITE MEMORY OF WASHINGTON STATE UNIVERSITY?

The HRA Catering Team circa 1998–2002. I have so many memories from catering countless events across campus. The kitchen and dining room in Todd Hall were much different than they are now. There was a small group of us that would prep, cook, and serve for all of the events. Food ordering, event planning, staffing, sourcing linens, centerpieces, liquor, etc.—we did it all. There were many late nights and early mornings, but all of that work exposed us to recruiters and job offers and created a bond between us that will never fade. The friendships made during my time in the program are insurmountably some of the strongest friendships I’ve ever had!



MATTHEW VANBEECK

CPWA®, CPFA, C(K)P®

'07 Hospitality Business Management
Vice President, Wealth Management Advisor
Finance Board

WHY DO YOU VOLUNTEER YOUR TIME TO BE A MEMBER OF THE NATIONAL BOARD OF ADVISORS?

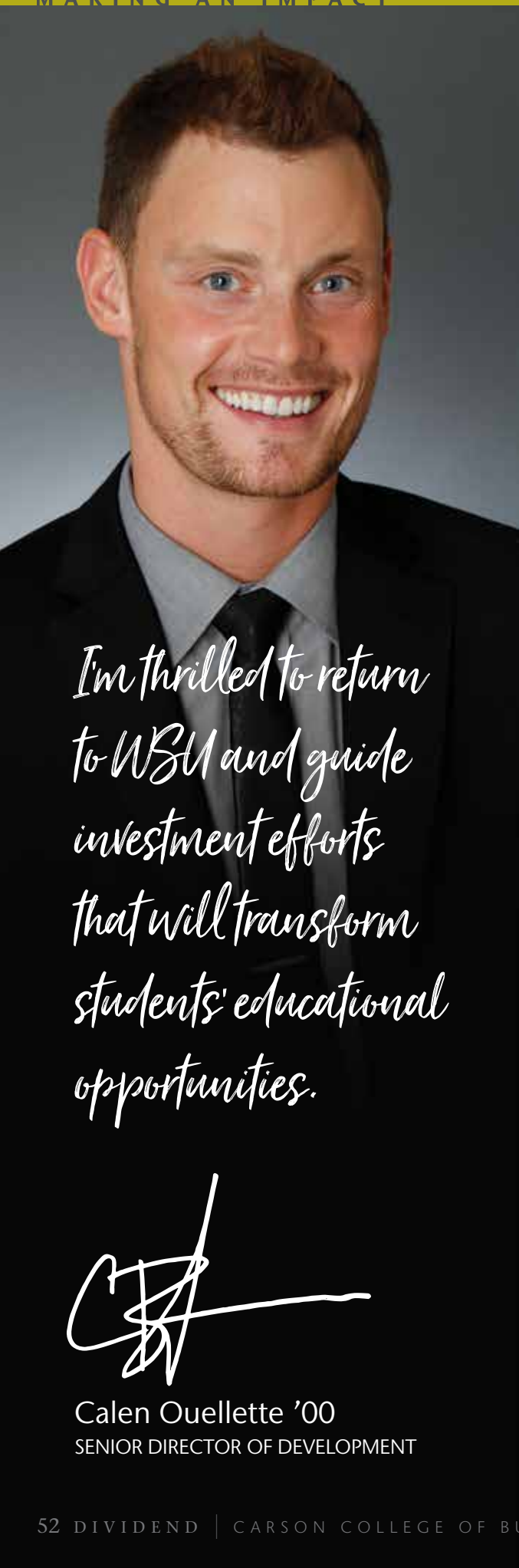
To reciprocate the experience WSU and the Cougar nation provided me as a student. As the first in my household to attend college, I know how valuable the connection can be, and I want to do my part to continue that tradition for future students. This is also an exciting time for the curriculum delivered by the Carson College of Business, and lending a voice to its transformation is rewarding.

WHAT ADVICE WOULD YOU GIVE TO STUDENTS?

Enjoy your time and work tirelessly to take advantage of the resources and people around you.

WHAT IS YOUR FAVORITE MEMORY OF WASHINGTON STATE UNIVERSITY?

Getting involved—the relationships I formed with students and faculty changed my life. I reflect on that constantly.



I'm thrilled to return to WSU and guide investment efforts that will transform students' educational opportunities.

Calen Ouellette '00
SENIOR DIRECTOR OF DEVELOPMENT

MAKING AN IMPACT WITH OUR STUDENTS IN 2018

TOTAL NUMBER OF
PRE-BUSINESS MAJORS: **2,512**

FIRST TIME FRESHMEN: **858**

TRANSFER STUDENTS: **393**

RETURNING STUDENTS: **1,261**

TOTAL NUMBER OF BUSINESS MAJORS
ACROSS WSU CAMPUSES: **2,324**

PULLMAN **1,397**

VANCOUVER **378**

TRI-CITIES **63**

EVERETT **16**

GLOBAL/ONLINE **470**

TOTAL NUMBER OF BUSINESS MINORS
ACROSS WSU CAMPUSES: **497**

PULLMAN **395**

VANCOUVER **37**

TRI-CITIES **11**

EVERETT **6**

GLOBAL/ONLINE **48**

TOTAL NUMBER OF DEGREES CONFERRED
ACROSS WSU CAMPUSES: **1,404**

BACHELOR'S **1,089**

MASTER'S **303**

DOCTORAL **12**

TOTAL COLLEGE
PLACEMENT RATE IN
JOBS ACROSS WSU
CAMPUSES: **83%**

(data reflects spring semester 2018)

OF JOBS TAKEN, **96%**
ARE FULL-TIME WITH
MEDIAN SALARY OF
\$52,000

(data reflects rates taken 2-3 weeks before graduation)

VISIT [GO.WSU.EDU/PLACEMENT](https://go.wsu.edu/placement) FOR DETAILED PLACEMENT INFORMATION



21 | **in** **14**
 RECIPROCAL EXCHANGE PROGRAMS | COUNTRIES

FACULTY-LED INTERNATIONAL PROGRAMS

CHILE
 CHINA
 GREECE
 IRELAND
 ITALY/France
 KOREA
 SPAIN
 SWITZERLAND
 TANZANIA
 THAILAND

212

Total number of students participating in study abroad programs through the Carson College in 2018

\$136,700

Total amount of scholarships awarded to students studying abroad in 2018

50% of **CARSON COLLEGE FACULTY** travel abroad as part of their academic positions

20 INTERNATIONAL PARTNERSHIPS IN 12 COUNTRIES

Chile
 China
 France
 Germany

Hong Kong
 Hungary
 Ireland
 Mexico

South Korea
 Spain
 Switzerland
 Thailand

PHYLLIS CAMPBELL PAYS IT FORWARD FOR CARSON COUGS

Story by **Sue McMurray**

As a youth, Phyllis Campbell ('73 Fin.) developed a passion for business by working in her father's dry cleaning business, learning everything from customer service to bookkeeping. Acts of generosity were a common theme for her family as they served their Spokane customers and community. In this environment, Campbell learned an important philanthropic principle that has stayed with her for life: the more you give, the more you get back.

Campbell saw this model of generosity demonstrated when it came time for her to consider college. Her father wanted her to attend WSU, but it was financially unfeasible for the family. Her dreams were on hold until she received a \$2,500 scholarship from the University.

"It was the amount of money that allowed me to go to college," she says. "I'll never forget that."

ONCE A COUG, ALWAYS A COUG

After graduating from WSU, Old National Bank in Spokane hired Campbell as a management trainee. She became the first woman to lead one of Washington's larger banks when she was named president and CEO of U.S. Bank of Washington in the early 1990s. Campbell is now chairman of the Pacific Northwest division for JPMorgan Chase & Co.

Throughout her career, she has been deeply committed to investing in WSU and in the Carson College, participating in Power Breakfasts, on various dean's advisory councils, and guest lecturing on campus, along with other forms of service to the University.

Campbell was a WSU regent from 1991 to 2003 and received the Regents' Distinguished Alumnus Award in 2006, the University's highest honor.

"Once a Coug, always a Coug," says Campbell. "I am grateful for the solid education I received at WSU and want to pay it forward."

SUPPORTING THE NEXT GENERATION

Campbell recently invested in the college's Next Carson Coug curriculum that helps undergraduates develop stronger business acumen, soft skills, and critical thinking. She says her motivation springs from three main observations—the relevance between Carson programs and employers, the generosity of other investors, and the college's culture of making a difference in the world through its students and research.

"Dean Hunter's commitment to students is inspiring. He emphasizes a pragmatic education, where students get exposure not only to the highest quality curriculum, but to courses that apply to the real world," she says. "While the business program is already solid, the icing on the cake would be to have more globally fluent graduates who are able to think creatively about the challenges we face."

In particular, she sees cultural competency, teamwork, communication skills, and intellectual agility as the top skills students need to become successful business leaders.

"The Next Carson Coug curriculum will evolve their future-oriented skills, maximizing the intellectual engagement necessary for an increasingly diverse workforce. The more we invest in students, the more we benefit the world."



*I am grateful for
the solid education
I received at WSU
and want to pay
it forward.*

TO LEARN MORE ABOUT SUPPORTING THE NEXT CARSON COUG, **CONTACT JEFF PILCHER, DIRECTOR OF DEVELOPMENT**, AT **509-335-8906** OR **JEFF.PILCHER@WSU.EDU**, OR VISIT **GO.WSU.EDU/NEXTCARSONCOUG**.

INVESTOR ED O'BRIEN'S SUPPORT HELPS CARSON COUGS NAVIGATE SUCCESS

Story by **Sue McMurray** • Photo courtesy of **Ed O'Brien**

Ed O'Brien ('62 Bus. Admin.), one of the biggest supporters of The Next Carson Cougar initiative and a long-term investor in WSU and Carson College students, wasn't always so keen on education.

As a youngster with undiagnosed dyslexia, O'Brien disliked school and had no intention of going to college when he graduated from Lake Washington High School in 1957. He instead got a job at Boeing working on the early KC-135 tankers and the first production 707 jetliner for Pan American World Airways. He went to a Boeing-sponsored night school in Renton to study blueprint reading and for the first time in his life, enjoyed learning.

Within six months after starting his job, a reduction of the federal defense budget caused Boeing to enforce massive layoffs, and O'Brien was out of work. During that time he met up with two friends attending WSU, and they convinced him to enroll. While his friends flunked out, O'Brien stayed in school and met three professors whom he says changed his life: H. Paul Castleberry (political science), Harry H. Batey (chemistry), and Eldon Hendricksen (accounting). All inspired O'Brien to apply himself, and he graduated with professional accounting skills and a deep appreciation for clear writing and speaking.

"The ability to write and speak clearly is essential, especially for accounting majors who have to communicate complex financial concepts to their clients," says O'Brien. "I'm really enthusiastic about Dean Chip Hunter's effort to enhance the way business education is delivered and the emphasis The Next Carson Cougar curriculum places on these skills in particular."

MAKING THE GRADE IN THE WATER SPORTS INDUSTRY

After graduating from WSU, O'Brien spent the next 50 years away from Washington state, serving in the U.S. Navy and working in accounting, finance, and real estate careers, as well as within the family business, O'Brien Water Skis.

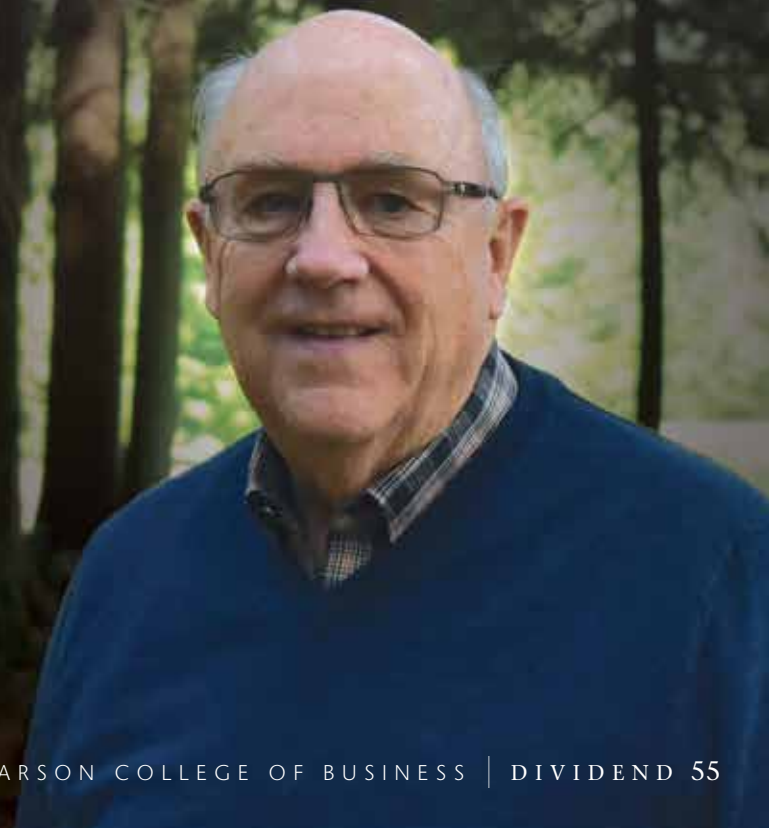
O'Brien's brother, Herb, first launched O'Brien Water Skis in the early '60s, which became one of the top 50 best-recognized brands in the world. In early 2006 the O'Briens, their cousin Brian Gardner of Redmond, and fellow team members, including several high-profile athletes as owners, launched Square One Distribution, producer of Ronix wakeboards and Radar water skis, now based in Snoqualmie, Washington. Now retired, Ed lives alongside Radar Lake near Woodinville, where many of the company's high-end watersports products are developed and later tested by world-class athletes just outside his home.

IMPORTANCE OF PHILANTHROPY

Throughout his varied career, O'Brien always remembered a long talk he had with his father before he passed away in 1982 about the importance and rewards of philanthropy. It was a turning point that led O'Brien to a conversation with Connie Kravas, then WSU Foundation president, about providing a year's worth of tuition for a student from each of the three disciplines of professors Castleberry, Batey, and Hendricksen.

Since then, O'Brien has invested in WSU in a variety of ways, including Carson College scholarships and programs, alumni programs, and serving on various councils and a term on the Foundation's Board of Trustees. Most recently, O'Brien made a significant investment in The Next Carson Cougar initiative that launched this fall.

"It takes outside support in addition to state dollars to attract quality professors to WSU and to provide scholarship support for students who have the talent and fortitude to succeed but lack the financial resources," says O'Brien. "I was the luckiest kid on earth to get a second chance at education, and I want to give current and future students that same chance."



THE IMPACT OF YOUR CORPORATE MATCHING GIFTS

JARED AND KRYSTAL THEIS: COUPLE BUILDS ON EARLY GIVING TO POSITIVELY IMPACT STUDENTS

Story by **Becky Kramer** • Photos courtesy of **Krystal Theis**

Shortly after they graduated from the Carson College of Business, Jared ('07 Bus. Admin.) and Krystal ('07 Bus. Admin., '08 MAcc.) Theis decided to become regular donors.

The couple were the first in their families to earn four-year college degrees. Both grew up in Central Washington in working class families, with parents who encouraged them to attend college.

"I secured a great job largely because WSU had a strong business college in the Northwest," says Jared, senior manager in audit practice for KPMG in Spokane. "I was grateful for this opportunity, and I wanted to ensure other students have similar opportunities."

When the couple made their first donations, they were newlyweds with a fixer-upper house. They each gave about \$250 through payroll deductions the first year, which their employers matched. As their incomes grew, they raised their level of giving by small increments.

During the early years of their careers, "this was a great way to maximize our financial impact," Jared says. "It never felt like a burden, and coupled with our employers' match, it has resulted in thousands of dollars over the years."

"I OWED A LOT TO MY PROFESSORS"

Jared has mentored accounting students in the college, been a guest lecturer, and participated in KPMG's on campus recruiting. He's currently the vice chair of the college's Accounting Advisory Board.

"I owed a lot to my professors, and I wanted to start giving back," he says.

Since he didn't come from a professional background, Jared's professors coached him through what to wear to job interviews and helped him understand workplace culture.

"I did not own a suit," he says. "The weekend before my interview, I met my mom in Spokane, and we went shopping."

HELPING STUDENTS THROUGH SCHOLARSHIPS

Each year, KPMG awards two \$1,000 scholarships to accounting students, which are funded by employee donations and the company match. Last year, one of the scholarships went to Molly McDowell, an accounting major from Selah, Washington, who just finished her junior year.

"I was extremely humbled and grateful," McDowell says. "So far, I've been able to make it through college without any debt."

CREATING A PLAN FOR GIVING

At some point, Jared and Krystal would like to explore the possibility of creating a scholarship within the Carson College of Business.

Besides helping ease the financial burden of college for students, the couple hopes to inspire a stronger culture of giving after graduation.

"I'd like to see students create a plan for charitable giving," Jared says, "including leveraging matching gifts from employers or other philanthropic programs, such as time off for volunteering. Every contribution makes a difference."



MAKING AN IMPACT WITH MATCHING GIFTS

OVERALL TO WSU

TOTAL AMOUNT
OF CORPORATE MATCHING GIFTS

\$595,082

CARSON COLLEGE OF BUSINESS

TOTAL AMOUNT
OF CORPORATE MATCHING GIFTS

\$44,118



CARSON COLLEGE OF BUSINESS

TOTAL NUMBER
OF COMPANIES AND FOUNDATIONS
WHO PARTICIPATED IN 2018

131



OVERALL TO WSU

TOTAL NUMBER
OF COMPANIES AND FOUNDATIONS
WHO PARTICIPATED IN 2018

1,579

OVERALL TO WSU

TOTAL NUMBER
OF CORPORATE MATCHING GIFTS

2,235

CARSON COLLEGE OF BUSINESS

TOTAL NUMBER
OF CORPORATE MATCHING GIFTS

274



You could **DOUBLE**, or even **TRIPLE**, your donation through your employer's Matching Gift program! All corporate matching gifts will be designated to the area to which the donor originally contributed. To find out if your current or former employer has a matching gift policy, contact Jeff Pilcher at jeff.pilcher@wsu.edu or **509-335-8906**, or visit go.wsu.edu/ccbmatchinggifts.

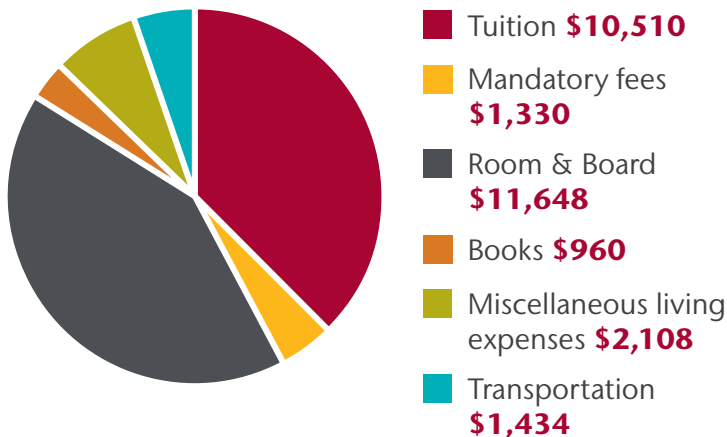
MAKING AN IMPACT WITH SCHOLARSHIPS

Scholarship support is critical to so many students in today's economy. The collective generosity of alumni, friends, students, and parents each year provides scholarship dollars based on financial need, academic merit, and other designated uses and purposes.

2019–2020 ANNUAL COST OF EDUCATION AT WSU

*Undergraduate Washington Resident
(estimated year total)*

TOTAL COST **\$27,990**



TO LEARN MORE ABOUT HOW YOU CAN INVEST IN THE CARSON COLLEGE OF BUSINESS STUDENT EXPERIENCE, CONTACT JEFF PILCHER AT JEFF.PILCHER@WSU.EDU OR **509-335-8906**, OR VISIT GO.WSU.EDU/CCBSCHOLARSHIPS.



CARSON COLLEGE OF BUSINESS SCHOLARSHIPS AWARDED IN 2018–2019

Total scholarship dollars awarded: **\$621,716**


Total number of students receiving scholarship support: **340**

Total number of scholarships awarded: **362**

Average award amount: **\$1,800**

Average study abroad scholarship amount: **\$1,900**

Total number of students receiving study abroad scholarships: **72**



BREAKING THE CHAINS OF LIMITATION THROUGH BUSINESS EDUCATION AND SCHOLARSHIP

Story by **Sue McMurray** • Photo by **WSU Photo Services**

While growing up in Wenatchee, Rigoberto “Rigo” Ayon Fernandez learned from his mother that a college education is one way to break the chains of financial poverty and underrepresentation of minorities. Knowing that his father didn’t go beyond middle school motivated Fernandez to become the first in his family to pursue a college degree.

He began his college path by doing well in high school and participating in the WSU Cougs Rise summer bridge program that gives participants their first taste of college life. Students live in residence halls and study for six weeks.

The bridge program also provides a direct pipeline to Carson EDGE, a Carson College student success and scholarship program that helps first-generation, low-income students succeed in school. The four-year program is part of The Next Carson Cougar curriculum to address the specific needs and barriers of students from low socioeconomic, first-generation backgrounds as they transition to WSU.

CARSON EDGE PROVIDES SAFETY NET

All went well for Fernandez until he moved to WSU to begin his freshman year, leaving his loved ones behind in Wenatchee. Feeling very homesick and intimidated by the large size of the campus and classes, Fernandez felt a little overwhelmed. Fortunately, he had an instant support system within Carson EDGE to help him navigate this difficult time. His advisor, Stacey Smith-Colon, is trained to recognize students who are struggling personally or academically. She was able to reach Fernandez in a way that resonated with him and helped him make the most of his freshman experience.

“Stacey told me not to make huge decisions based on temporary feelings,” says Fernandez. “She said I was at WSU for a reason, and that helped me tremendously.”

Fernandez began to focus on opportunities offered within Carson EDGE, such as networking with faculty and industry speakers and research that helped him discover what he wants to do in life.

He plans to develop his leadership skills and major in marketing, a discipline he feels will help him have a stronger voice to represent his ethnicity and influence others to make good choices in life.

“Being at WSU has helped me to become more open minded and envision a future where I can add value to a business or company before establishing my own someday,” he says.

SCHOLARSHIPS RESTORE CONFIDENCE

In addition to Carson EDGE resources, scholarships made it possible for Fernandez to be successful in his first year at WSU. As a Carson EDGE student, he was automatically eligible for a \$2,000 award for completing the Cougs Rise summer bridge program, in addition to other annual scholarships, including the University Achievement Award. This support allowed Fernandez to pay for tuition, books, and other expenses.

“I am very thankful for these programs that help students like me feel confident and know someone believes in them,” says Fernandez. “The scholarships have opened many doors for financial and academic opportunities I wouldn’t have otherwise had.”



WSU TRI-CITIES WINE BUSINESS MANAGEMENT STUDENT BENEFITS FROM **HANDS-ON EXPERIENCES, SPIRITS SCHOLARSHIP**

Story and photos by **Maegan Murray**

A lack of a university degree caused Maricela Carrillo de Olivares ('19 HBM) to lose her job a few years ago.

She was a case worker and ended up getting laid off because she didn't have her bachelor's degree.

"It was pretty rough," she says. "But it ended up being the event that changed the future of my career for the better."

She decided to go back to school, first earning an associate's degree from Central Community College in Oregon before transferring to a university in Oregon. But after a few seasons in the snow, and after realizing she wasn't getting what she wanted out of her education, she decided to look into Washington State University Tri-Cities.

WSU Tri-Cities, she says, would allow her to continue with her business programming and have ample access to scholarships.

FINDING A DREAM CAREER

Initially, she was thinking of studying accounting, but after talking with professors and mentors Byron Marlowe and Robert Harrington, Carrillo de Olivares decided to pursue a degree in wine and beverage business management at WSU Tri-Cities.

The major ended up being a perfect fit for Carrillo de Olivares to combine her love for accounting, working with people, and wine and become a highly employable candidate for an assortment of wine business fields.

Throughout the past three years, she led the WSU Tri-Cities student wine club, which connects individuals of age with sensory experiences, business tactics in the wine field, and more.

Since 2018, Carrillo de Olivares has worked at Terra Blanca Winery and Estate Vineyard, providing customers with extensive history and instruction about the tasting attributes of wine. Prior to that, she worked for Ste. Michelle Wine Estates in Prosser.

She also used her expertise in business, hospitality, and wine business to work with business professors to host elaborate WSU experiences and events ranging from the Point to Success Brunch benefiting the WSU Tri-Cities Carson College of Business, to an elegant wine pairing meal at Terra Blanca Winery, to a celebratory dinner in Pullman.

"The opportunities here, combined with the one-on-one interaction with faculty and the small class sizes at WSU Tri-Cities, have been so rewarding," she says. "It makes for a wonderful academic experience."

BENEFITTING FROM A SCHOLARSHIP

As a result of her hard work at WSU Tri-Cities, Carrillo de Olivares received the Southern Wine and Spirits Business \$10,000 scholarship that would cover most of the cost of her tuition this year.

"As a single mom, it has been a lot of help financially," she says gratefully. "I didn't have to struggle financially, or get more loans. It has allowed me to free up other opportunities to spend on my school work and kids."

As a next step, Carrillo de Olivares hopes to lead a wine business of some kind, and bring the business to the next level.

"Education-wise, my goal is to earn a master's in marketing and learn even more about promoting wines. You're never too old to pursue your dreams."





INVEST IN THE CARSON COLLEGE

Your investment of time, industry knowledge, and financial support is the key to our students' success.

Whether you mentor our students, offer résumé reviews, participate in networking activities, or make a financial contribution to the Carson College of Business, you are investing in students and their success. Your investment, no matter the size, is vital to the college's ability to be the model for business schools in public universities and the first choice for students in the Pacific Northwest.

INVEST IN THE CARSON COLLEGE OF BUSINESS AND OUR STUDENTS TODAY BY CONTACTING JEFF PILCHER AT JEFF.PILCHER@WSU.EDU OR **509-335-8906**, OR VISIT GO.WSU.EDU/CCBINVEST.







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WITH THE CARSON COLLEGE OF BUSINESS

1 JOIN THE CONVERSATION

Follow the Carson College through social media:

-  @carsoncollege
-  @CarsonCollege
-  Washington State University - Carson College of Business
-  WSUCB

2 INVEST IN THE CARSON COLLEGE

The Carson College of Business owes much of its success to the generosity of our alumni, donors, and friends. Support the efforts of the college with volunteering, financial investment, and so much more. Learn more at go.wsu.edu/ccbinvest.



3 STAY UPDATED ON CARSON COLLEGE EVENTS

Stay updated on the Carson College calendar of events to network with our students and your fellow Cougs, and learn more about the college!



Visit go.wsu.edu/ccbevents.

4 UPDATE YOUR COUG ALUMNI PROFILE

Being a member of Cougar nation is a great way to keep in touch with your WSU friends, colleagues, former classmates, and professors. Anytime you have new contact information, sign in to update your profile online at alumni.wsu.edu!



5 SUBMIT PHOTOS

We want to feature you and your fellow Cougs sharing WSU's spirit and tradition. Submit your photos to ccb.development@wsu.edu.



6 SHARE YOUR IDEAS

Connect with us to:

- Learn More
- Recruit
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