I am excited to share with you a new tradition at your alma mater. For the first time, David Eccles School of Business students are receiving a commemorative coin featuring our namesake, David Eccles. This coin represents the legacy upon which we approach education as well as the foundational values of the school.

As you know, David Eccles was one of the state’s founding entrepreneurs who became a successful businessman through his perseverance, leadership, and excellence. Everything at the Eccles School, from rigorous academics to experiential learning opportunities, derives from these Eccles principles.

In this issue of the Eccles Exchange, we will highlight examples of his legacy being lived out on campus today. You will read about students in our undergraduate Business Leaders Inc. who are developing the skills needed to be successful in the workforce by growing in their leadership roles with their fellow students. You will also catch up with faculty who, because of their research, excellence, and passion for teaching, are Eccles School department chairs. This issue will also update you on the tremendous growth and expansion of our MBA program, which marks its 60th anniversary this year.

Just like our namesake, we continue to be an integral part of our community. In September, our school’s Kem C. Gardner Policy Institute opened, providing data and research which will help direct policy throughout the state and nation.

Building on the Eccles legacy of excellence, read about students who hone their research, presentation, and analytic skills in national competitions and the incredible opportunities taking place at the Eccles School’s Lassonde Institute as we eagerly await the opening of Lassonde Studios this fall. Finally, you will be introduced to a new group of high-achieving freshman students from economically challenging, diverse backgrounds, who are transforming their lives through the First Ascent Scholars program.

Each member of our community strives to instill the values of David Eccles in the students who walk our halls. I am proud and humbled to be part of the David Eccles School of Business and to see the many facets of his legacy to grow deeper with each entering class.

Sincerely,

Dean Taylor Randall
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“David Eccles wasn’t going to accept anything less than reaching his goals, but he also wasn’t going to sacrifice his honesty and integrity along the way. It’s those traits I hope will inspire our students to pursue – and achieve – their own dreams and aspirations!”

“All of us in the ‘Eccles clan’ are still inspired by his example, his principles, and the enormous, long-lasting impact the wide-ranging businesses he created had, and still have, in our state and nation today.”

“Banking is at the heart of our economy. I just love it! That’s all there is to it!”
Spence Eccles REFLECTS ON HIS GRANDFATHER’S LEGACY

On the day of David Eccles’ death in 1912, the entire front page of the Salt Lake Tribune was dedicated to the life and impact of Utah’s first highly successful entrepreneur. The state had lost one of the most important industrial giants in the history of the western United States. But the man who launched and oversaw more than 54 businesses had started from humble roots. Here, we asked Spencer Fox “Spence” Eccles (BS’56, Banking & Finance) to share some personal recollections about his legendary grandfather, David Eccles.

Q: How did David Eccles get his start?
A: “With a strong back and a sharp axe ... and I’m not kidding! His dad – my great-grandfather William Eccles – was a blind woodworker who brought his family here from Glasgow, Scotland, with little more than they what had on their backs. But he inspired his son David, who – at age 19 with no formal education – set out to make something of himself in the logging and lumber industry. And with hard work and determination, his business empire grew into logging, construction, banking, sugar beets, mining and transportation. In fact, within just 20 years, his sugar interests were among the largest in all the West.”

Q: What were his keys to success?
A: “He built it all on hard work, impeccable ethics, excellent money management and dedication to his community. He led by example, and investors were enthusiastic to join him because of his management reputation for honesty and integrity – number one! He protected that reputation, and it’s still at the core of all the Eccles family does today.”

Q: When did banking and the First Security empire come about?
A: Access to capital for his businesses was key to the success of David Eccles, and that translated into his interest in the success of banks in the West. At one point in his life, he was president of six banks and a director and stockholder in three others, though he never kept an office at any of them. That laid the groundwork for the creation in 1928 of First Security Corporation – the first multi-state operating bank holding company in the nation – the ’brainchild,’ I guess you might say, of my Uncle Marriner Eccles. I was privileged to follow in the footsteps of my uncles Marriner and George starting in 1960, and finally as Chairman & CEO of First Security Corporation from 1982-2000, when we merged with Wells Fargo & Co.” [Eccles remains today the Chairman Emeritus of Wells Fargo’s Intermountain Banking Region, carrying on the family’s three-generation strong legacy in banking.]

Q: Did you always want to play a part in First Security Bank?
A: “Now that’s a loaded question! When I was still a college student and competing as a member of the University of Utah Ski Team, I was sure I would own a ‘ski shop’ some day! But by the time I finished my Masters Degree in Banking & Finance at Columbia Business School in New York City, I was fascinated with the financial industry. I started my banking career at First National City Bank at 55 Wall Street in New York City, then joined First Security Bank in Boise, Idaho, and in 1970 stepped up when called to join the corporate team here in Salt Lake City. Banking is at the heart of our economy. I just love it. That’s all there is to it!”

Q: Did your family’s tradition of community service and philanthropy start with David Eccles?
A: “Yes indeed. The businesses he created were incredible ‘job generators’ for hundreds and thousands of citizens in Utah and the region, and it was really in that way that he was investing in the success of his state and its communities. I’ve been told that he would sometimes loan money to people in need ... but never expected, or asked, to be repaid. He was so thankful for the opportunities that emigrating to America had opened up for his family, that he wanted to ‘give back’ as much as he could by creating opportunities for all.”

Q: What makes your grandfather’s success at the turn-of-the-century a great example for Eccles School students today?
A: “David Eccles started working when he was just five years old, selling for just a few cents a day the wooden kitchen utensils that his dad – who was blind – had carved by hand. He was bound and determined to use his ingenuity, his determination and his willingness to work hard to help his family out of poverty ... and to make a difference for his community as well. He wasn’t going to accept anything less than reaching his goals, but he also wasn’t going to sacrifice his honesty and integrity along the way. It’s those traits I hope will inspire our students to pursue – and achieve – their own dreams and aspirations!”

Q: How has your grandfather’s legacy inspired you?
A: “He combined common sense and hard work with opportunity and innovation. His life was a prime example of a couple of old adages: ‘Never give up!’ and ‘You can't do it alone!’ He was an extraordinary businessman – and business is the basis of our whole economic system. It’s now been more than 100 years since his passing in 1912, but all of us in the ‘Eccles Clan’ are still inspired by his example, his principles, and the enormous, long-lasting impact the wide-ranging businesses he created had, and still have, in our state and nation today.”
DURING your student years in the David Eccles School of Business, you may not have given much thought to the “person” who would become the school’s namesake. It’s not a stretch to say that during his life, he more than fulfilled the laudatory labels that have perpetuated his legacy since his passing more than 100 years ago. To call him a “pioneering industrialist” only scratches the surface. Imbued with natural leadership, entrepreneurship, perseverance, integrity, commitment to hard work and excellence, David Eccles played a crucial role in building the fabric and future of the Intermountain West. But even more important than what he did in his life … it was how he lived his life that continues to inspire us today.
PERSEVERANCE
In Paisley, Scotland, circa. 1849, David Eccles was born into poverty. While still a young child, he would already find himself “in business,” selling the hand-carved tools created by his father – a blind woodworker – to help provide food and shelter for his parents and siblings. When his family emigrated to America in 1863, settling in Cache County, Utah, the 14-year-old continued to overcome the daunting challenges of helping support his family, facing the hardships of the still undeveloped West at every step. The work ethic instilled in Eccles from childhood proved to be a key to his future success. At the Eccles School, we not only respect and admire his hard work and determination, we honor it. Perseverance plays a vital, lasting role for all who seek to achieve their goals.

ENTREPRENEURSHIP
Creative thinking and maximizing opportunity helped David Eccles build his business empire and financial fortune. In the “building boom” of the western U.S., he saw opportunities to leave poverty behind. He seized the moment, establishing logging mills and allied enterprises that provided the essential lumber for everything from railroads to businesses and homes. Like today’s entrepreneurs – never satisfied with the status quo – Eccles put the wealth he amassed back to work, continually seeking out new ventures in which to invest and partner ... often helping finance the dreams of his fellow businessmen. Rare at the time, his “diversified portfolio” of vast business investments included utilities, banks, railroads, saw mills and sugar beet plants, to name but a few. The Eccles School provides the rich and varied learning opportunities and “hands on” experiences that encourage our students to follow successfully in our namesake’s footsteps.

LEADERSHIP
As the legendary success of David Eccles grew, businesses throughout the Intermountain West turned to him for guidance and leadership. He would become president of seven banks and 18 industrial corporations, an investor in more than 75 others, and a land owner in seven states and Canada. Between 1873 and his passing in 1912, Eccles and his partners founded 56 companies. What he lacked in formal education was more than matched by his inherent talent for thrift, wise investing, innovation and creativity as he developed new and more efficient ways to run companies, reward stockholders and build a strong economic climate in the region. Today, while the Eccles School instills in our students the leadership qualities they will need to succeed, we also continually seek to strengthen the school’s leadership roles in education and the global business community, manifest in classrooms, board rooms and everywhere our faculty, staff, students and alumni go!

EXCELLENCE
Excellence is never achieved without hard work. David Eccles knew it and lived by it. Working hard, and then seeing the fruits of his efforts, was his greatest pleasure. From early childhood forward, he never slowed the pace of his quest to foster excellence in all he did. He reported traveling more than 44,000 miles in 1904 alone, garnering exhaustive knowledge while attending to the success of his vast business interests. He admonished his sons to focus on excellence and success. “Never work for money,” he said, “because this is the wrong attitude ... You should always work for the success of the business ... you’ll never go wrong and the money will come.”

INTEGRITY
Upon the sudden death of David Eccles in 1912, when he succumbed to a heart attack at age 63 while running for the train in downtown Salt Lake City, regional and national tributes to this icon of industry and community were abundant. With themes as varied as the interests of his remarkable life, all found a focus on his lifelong integrity. Wrote the Deseret Evening News, December 6, 1912: “No one who knew Mr. Eccles could doubt that he was one of the most remarkable men in the West.” It was also written of him that “although he was ambitious, his path was never strewn with the wrecks of other men’s fortunes. While he prospered, those who worked with him and for him prospered too. His loyalty to them was unlimited ...” The integrity of David Eccles is a hallmark of every aspect of the school that bears his name, and it is evident in the widely held respect and admiration for our students, staff, faculty and alumni.

LEGACY
David Eccles was known for being a man concerned about his friends and generous when others were in need. While there is little formal record of the help he provided to those in financial difficulty, his personal effects contain heartfelt letters from those who benefitted from his quiet kindness and concern. Today, his remarkable legacy of achievements in business and industry are matched only by his legacy of generosity, perpetuated through the ongoing philanthropy of his Eccles family descendants. Their continued commitment to build on what David Eccles began – strengthening the economic, educational, and cultural life of their communities – stands as perhaps the greatest tribute to the heritage of David Eccles. The David Eccles School of Business is honored to stand as one of the most visible expressions of its namesake’s remarkable legacy. His principles will continue to guide our graduates today, and for generations to come, as they embark on their own paths to success!
David Eccles was born into an impoverished Scottish family, and he rose to become one of America’s leading industrialists. In his 63 years, he founded 54 businesses throughout Utah, Idaho, Oregon and Wyoming, traveling more than an estimated 44,000 miles to do so. At the time of his death, he was president of 17 corporations and seven banks, and served as acting director of 24 businesses in various industries.

On April 8, 1991, the last surviving child of David Eccles — Emma Eccles Jones — made a spectacular gift to the University of Utah’s College of Business in her father’s memory. In recognition of her father’s monumental achievements in pioneering economic development of the Intermountain West, the school was proudly renamed the David Eccles School of Business. Today, his entrepreneurial spirit, ambition, business acumen and incredible work ethic are embodied in the school’s mission.
RECOGNIZING OUR ROOTS

This past fall, the David Eccles School of Business celebrated its namesake, David Eccles, by creating a commemorative coin which honors the foundation Eccles has to the school.

Four core Eccles values are featured on the front of the coin: Legacy, Leadership, Perseverance and Excellence, to remind each student who walks the halls about the core of their education at the Eccles School.

Five additional values are presented on the back of the coin with an image of the Spencer Fox Eccles Business Building and the block U on the mountainside. These school values — Transformation, Scholarship, Innovation, Community and Entrepreneurship — represent today’s classroom, student leadership and entrepreneurial learning experiences.

To help students remember these values and serve as a reminder of our rich heritage, this year, each Eccles School student will receive a commemorative David Eccles coin.

The first recipient was Spencer Fox Eccles, who received his coin during the Convocation ceremony held in his name in September.

Throughout the year, students will be given these coins during special ceremonies.

Building a Tradition

The Eccles School was inspired to create the David Eccles Coin by the tradition of military challenge coins. Some believe this tradition dates back as far as the Roman Empire, but in the most common story, coins originated during World War I as a way to recognize the special achievements of a unit. The story goes that after an American pilot carrying a coin given by his lieutenant was shot down over enemy territory and captured, he escaped wearing only German civilian clothes and his coin, in a leather pouch around his neck. Making it into no-man’s land and coming under French control, he was able to identify himself as an ally to French soldiers by his coin, and it saved his life.

It soon became a tradition for all military members to carry the coin on them at all times, and the “challenge” element of the tradition evolved throughout the war. If a military man was challenged to produce the coin and he could not, he was required to buy a drink for the challenging member.

Secretary of the Veterans Administration Robert McDonald (MBA’78), perhaps the Eccles School’s most well-known alumnus with military ties, helped to inspire this new tradition. As a member of the school’s Eccles Advisory Board when he was Chairman and CEO of Procter and Gamble, he presented Dean Taylor Randall with a coin as a gift to show his friendship and appreciation to the school. Secretary McDonald is a graduate of West Point and was a member of the 82nd Airborne Division.

The sentiment of the challenge coin has spread to other military units and non-military organizations, and as we create new traditions for students and alumni at the Eccles School, we are proud of the origins of the coin and eager to share its history and meaning with students.

“The coins are meant to recognize where you’ve been, and to be something you carry with you throughout your life to celebrate what you accomplish along the way,” explains Mark Parker, Associate Dean for Undergraduate Programs, who spent time as a Professor at the Air Force Academy. “It is a marker that you’ve been a part of something special at the Eccles School, and you share that with other Eccles Alumni throughout the world.”
**STEPPING INTO LEADERSHIP ROLES**

**FIANA LOMU**  
Junior, Finance

Although my classes can get pretty busy at times, I’ve come to realize that my time spent in leadership is crucial to prepare myself for a future career. One of my favorite pieces of my Eccles Experience has been the opportunity to serve as a Career Management Liaison in BLInc. I get to work alongside ambitious and committed Eccles School staff while also leading a team of dedicated Business Career Ambassadors. Recently, BLInc. launched a new event – Day Zero – which introduced freshmen to the school and gave them an idea of what they can expect in their upcoming years. You never fully realize how much goes into an event until you are actually the one planning it! We did everything from preparing students about Day Zero over the phone beforehand to creating a fun and interactive scavenger hunt for the final part of the event.

As for my Business Career Ambassador team, we get the chance to work closely with other students as they seek advice in things like career planning and resume drafting. These experiences have all been a way for me to build my skills in organization and decision-making, and also to simply connect with people, from students to alumni to faculty. In my future finance career, I plan on working with a diverse group of people. I’d say the Eccles School and the variety of leadership opportunities I’ve earned have given me a pretty solid start.

**NATHAN HYMAS**  
Senior, Accounting

I have now been a part of Business Leaders Inc. (BLInc.) for almost two years. Last year, I had the opportunity to serve as the Chief Financial Officer, and this year, I have stepped into the role of Chief Executive Officer. Looking back, my experience within this organization has been nothing short of life changing. I entered excited but maybe a little unsure of myself. Now, I have confidence in my ability to lead others and take decisive action to support those around me. Not only have I grown in my leadership abilities, I have also fostered many lasting friendships. This is what I consider to be my Eccles Experience. I can't imagine having gone through college and not interacted with all the amazing people that have held roles within BLInc. over the past two years.

Looking ahead to my career, I plan to become a CPA and work for a big four accounting firm. In BLInc., one of our biggest goals has been to create a spirit of cooperation across the numerous organizations within school. It has pushed me to reach out and connect with people I wouldn’t have necessarily connected with. This ability to create lasting relationships is definitely going to help me as I transition into my professional career. I also feel I have gained a lot of managerial experiences as the CEO that will propel me past entry level positions within any organization I join.
**CLAYTON SPENCER**  
Senior, Accounting and Finance

Currently I serve in a few different leadership positions including BLInc’s Chief Operations Officer, International Business Club’s President, and Alpha Kappa Psi’s VP of Finance. I have also served in other leadership roles, such as an elected representative of the Eccles School to ASUU, the U’s student government. All of these experiences have impacted my future career and my own personal Eccles Experience. I believe that being involved outside of the classroom can give me insight into how different people and organizations work, and how to navigate through them successfully. Because every organization doesn’t operate the exact same way, it is good to know how to be flexible and how to work well in whatever organization I end up in.

Through leadership roles and in my Eccles Experience, I’ve met and networked with many people and have made connections for the future. I’ve been privileged to be able to take ownership of different projects and events and take responsibility for their success or failure. These experiences are valuable when it comes to showing potential employers what kind of things I am capable of, and the potential that I have to become successful in their organization. After I graduate I will not only have a valuable degree, but an Eccles Experience to accompany it.

**MARGO VACHEVA**  
Senior, Marketing

During my time at the University of Utah, I have participated in multiple extracurricular involvement opportunities. I was a part of Peer Advising, Business Scholars, Alpha Kappa Psi, and Intramurals; however, my most influential leadership role has been through Business Leaders Incorporated. I have served as the Chief Marketing Officer for the last two years, and the lessons that I’ve attained have been incomparable to anything else I’ve experienced. This organization has opened up a lot of doors during my Eccles Experience and for my future. I’ve had the chance to work with the most remarkable individuals and build strong relationships that will last a lifetime.

I have been able to learn the strategies and details that go into a marketing effort. I’ve also improved my public speaking, organizational, and leadership skills. BLInc. has helped me realize the extent of my abilities and challenges me to push my limits and improve every day.

Moving forward, I’m planning on getting a job as an Account Executive in an advertising agency and I know that I will able to take all the principles I learned and apply them to my career.
ECCLES DEPARTMENTAL CHAIRS: OUTSTANDING IN THEIR FIELD

We pride ourselves on the top faculty teaching at the Eccles School who provide top-notch education that is expected for a leading business school. Our faculty ranks 14th in research productivity per capita among state schools and continue to be industry experts in their fields to bring the latest trends to our students.

We recognize four of our faculty who exemplify the David Eccles principals of leadership and excellence. These Eccles Chairs continue to strive for in-depth, cutting-edge research that helps to form business throughout the world.

CHRISTINE A. BOTOSAN | Professor of Accounting

Christine A. Botosan is the George S. and Dolores Doré Eccles Presidential Endowed Chair in Ethical Financial Reporting. She is currently serving a one-year appointment as a Leadership Fellow in the Office of the Vice President at the University of Utah and is the most recent Past-President of the American Accounting Association, a worldwide organization of 8,000 accounting academics.

Christine has published over 25 articles focused on corporate reporting strategy and the impact of financial reporting on capital markets, especially on the cost of equity capital. She is the recipient of several awards for research excellence including the 1996 American Accounting Association Competitive Manuscript Award, the 2001 American Accounting Association Notable Contributions to Accounting Literature Award, and the 2006 Accounting Horizon’s Best Paper Award.

JEFFREY L. COLES | Professor of Finance

Jeffrey L. Coles earned his Ph.D. at Stanford University and became professor of finance and the David Eccles Chair in 2014. His teaching and research interests reside in compensation, corporate control and governance, law and economics, asset pricing, organization structure and the utility industry.


Coles is advisory editor of Financial Management, co-editor of the Journal of Economics and Management Strategy and associate editor of the Journal of Financial and Quantitative Analysis. His work has been featured in a wide spectrum of business publications, such as the Wall Street Journal, Business Week, CNN, and National Public Radio.

ARTHUR P. BRIEF | Professor of Management

Arthur Paul Brief is the George S. Eccles Chair in Business Ethics and Presidential Professor at the University of Utah. His research focuses on the moral dimensions of organizational life such as ethical decision making, race relations, and worker well-being. In addition to having published more than a hundred journal articles, Art is author or editor of several books including Attitudes In and Around Organizations (Sage, 1998) and Diversity at Work (Cambridge, 2008). He is a past editor of the Academy of Management Review and founding co-editor of the Academy of Management Annals. Art now co-edits Research in Organizational Behavior. He is a Fellow of the Academy of Management, Association for Psychological Science, and was the American Psychological Association. Art has been a Fulbright Fellow in Lisbon, a Batten Fellow at the Darden Graduate School of Business at the University of Virginia, and the Thomas S. Murphy Distinguished Research Professor at Harvard Business School. His research has been reported on by news outlets such as ABC, CNN, USA Today, The Wall Street Journal, and The New York Times.

OLIVIA SHENG | Professor of Information Systems

Olivia Sheng is Presidential Professor and Emma Eccles Jones Presidential Chair of Information Systems and an Adjunct Professor at School of Computing. She also directs the Global Knowledge Management Center to seek research and education extension of business intelligence and analytics, and organizes one of the first academic conferences on business intelligence annually.

Her research focuses on web, text and data mining as well as optimization techniques for clickstream analysis, social network analysis, search marketing, crowd-based predictive analytics, behavior targeting, bio-medical, digital government, telemedicine and telework applications. Her research has received funding from U.S. Food and Drug Administration, National Science Foundation, Overstock, Yahoo!, U.S. Army, IBM Tivoli, Toshiba Corp., Sun Microsystems, SAP University Alliance, and Wasatch Advisors. Currently, she engages companies in Utah such as Backcountry and Intermountain Healthcare Company to collaborate on research and capstone projects related to text mining and data mining.
Eccles School Rankings

U.S. Rankings

PROFESSIONAL MBA
Bloomberg Businessweek, 2015

ENTREPRENEURSHIP - GRADUATE
Princeton Review and Entrepreneur magazine, 2015

ENTREPRENEURSHIP - UNDERGRADUATE
Princeton Review and Entrepreneur magazine, 2015

EXECUTIVE MBA
Financial Times, 2015

FACULTY - RESEARCH
Financial Times, 2009

ACCOUNTING FACULTY - RESEARCH
UI Dallas, 2009

MASTER OF ACCOUNTING
The Financial Engineering Times, 2015

ACCOUNTING UNDERGRADUATE
Public Accounting Report, 2015

FULL-TIME MBA
Bloomberg Businessweek, 2015


Eccles.link/success
YEARS OF SUCCESS
Innovation is the foundation of the David Eccles School of Business. 60 years ago, the school's forefathers recognized the significant need to provide a postgraduate curriculum to meet the needs of the expanding economy in the Intermountain West. They researched universities in other states who had successfully developed an MBA curriculum and in September 1955, with 36 students, the first Master of Business Administration class was launched at the school. This one-year graduate program, the first in Utah, provided focused, rigorous academia to create leaders in our community.

The early program set the model for the MBA programs that followed. According to the 1955 Master of Business Administration Report, "through the use of case method students learn to analyze business problems thoroughly and to develop methods of arriving at logical solutions to these problems." It continues, "Class work is augmented by several visits to Utah businesses and industrial organizations bringing students a clearer understanding of the operations and problems faced by companies in the area."

Having graduated 8,000 MBAs, the Eccles School continues to evolve the graduate courses to meet the demands of the business community and our students. Currently 638 students are enrolled in one of the Full-time, Professional, Executive or Online MBA programs. "It's essential we continue to meet the needs of the business world by providing superior programs to meet the changing face of business," says Associate Dean of MBA Programs Brad Vierig. "In addition to expanding programs, we've recently hired a new full-time MBA director, Stephanie Geisler, who is committed to building the strength and competitiveness of our program to attract the top students to the Eccles School."

During the 2015-16 academic year, students are gaining first-hand knowledge of the issues multinational corporations face. In addition to national trips, students are traveling internationally to places like Oracle in Japan, Samsung in South Korea, and Lighthouse Technologies in Hong Kong where they have networked with corporate partners.

Over the last six decades, the MBA program has evolved to provide more opportunity for personal growth and success. "Our students understand their education is more than classroom work," Vierig says. "Graduates are seeking opportunities to develop their talents through internships and hands-on leadership opportunities through clubs such as Graduate Business Student Association. We provide students opportunity to connect with peers, faculty and staff to develop their networks while bringing industry professionals to campus to speak about current business trends."

The goals that we set in 1955 have not changed. Each day the Eccles School strives to meet economic needs by producing graduates with experience in problem-solving, innovation, and critical thinking combined with a solid academic foundation. "We're moving and adapting quickly to the business drivers," says Vierig, "and I see the Eccles School continuing to be the leader in MBA programs in Utah."

“It’s essential we continue to meet the needs of the business world by providing superior programs to meet the changing face of business”

BRAD VIERIG
Associate Dean of MBA Programs
The First Ascent Scholars program is still in its infancy, but that hasn’t stopped it from having an immediate influence on the lives of its students. “We’re trying to create a sense of a cohort and a family of students and mentors that are here to support each other as they go through the schooling process,” said Victoria Cabal, First Ascent Scholars director.

In a partnership between the Jeff and Helen Cardon Foundation and the David Eccles School of Business, the First Ascent Scholars program supports financially disadvantaged students as they navigate their college experience. But in vetting candidates, the program seeks to help “not just students who are coming from difficult financial backgrounds, but students who have proven that they have made a commitment to education and that, above and beyond a lot of difficulties in their lives, have always kept their eye on that commitment.”

The tight-knit cohort of 11 undergraduates are compensated for all unmet financial needs, with monetary assistance in tuition, room, board, books and supplies throughout their four years of undergraduate schooling on the conditions that they maintain a 3.0 GPA or higher and fully participate in the program. Each First Ascent Scholar has demonstrated tenacity and grit in his or her life. One scholar was the first person in his family to graduate from high school — blowing such an accomplishment out of the water with a 3.9 GPA. Another student thrived in high school despite losing most of her family to problems with substance abuse. An additional member of the cohort is a refugee from the Congo whose father passed away shortly after arriving in the United States.

“They’re so inspiring, happy and driven,” Cabal said. These inherent traits go beyond a transcript and ACT score. When assessing candidates, the team looks at “non-cognitive factors that show a student’s ability to succeed,” including their stories of incredible triumph in the face of significant challenges.”
These members find a sense of community within the First Ascent Program. In their group trip to Moab this fall, students shared heartfelt experiences of how the program has changed their lives. Most shared an iteration of "It's never been easy for me. Even though I've had a family, my family hasn't always been able to be there. I finally have a family that I know is there to support me."

Cabal prizes building this community for the students, declaring, "I absolutely love what I do every day." Her expertise in counseling allows her to strengthen students in times of crisis as well as encourage them academically.

The importance of community members helping programs like First Ascent Scholars flourish can’t be overstated. "There’s so much of an opportunity for us to make a great impact. First-generation, low-income students continue to be the highest population of dropouts in colleges and universities across the country," Cabal noted. Under her guidance, the First Ascent Scholars are breaking the mold.
The Eccles Experience embraces the past, engages the future and changes the lives of students every day.

The school believes hands-on learning, coupled with immersion in the Eccles community, is central to education. Students are blazing their own personal and professional trails, but are able to bring with them a road map of world-renowned scholarship, cutting-edge innovation, ethical foundation and growing community.

Experiential learning takes center stage as students participate in case competitions, take on internships with top-tier firms and delve into the world of business around the world. In the classroom, professors present real-world issues and challenge classes to find innovative solutions.

The Eccles Experience also incorporates the social aspect of being a college. Students from all majors can find a club that piques their interests, and events such as Night in the Sky and Party on the Plaza help students get to know each other, their faculty and community.

One of the great strengths of the Eccles School is that it isn’t an institution of higher education
that creates cookie-cutter students. Personalized paths allow students to focus on areas of interest which the school supports and guides them through, leading to many different favorite Eccles Experiences.

For accounting student Jacob Clark, it was CFA Institute Research Challenge. He says what made the most impact was, “The opportunity to converse and meet several experienced professionals in a variety of different fields within the financial services industry.”

For finance and French student Erin Daly, it was her learning abroad experience in Paris. “It was the perfect combination for my major. It was cool to apply the experiences there to my own learning,” Daly said.

Marketing student Claire Harless has loved being involved with the Business Scholars program. “Traveling to San Francisco and hearing from Apple and Google what they expect from a college graduate was amazing,” she said.

Regardless of where an Eccles Experience takes a student, one thing is clear: It will be a transformational journey that will change that student’s life.

Check out eccles.link/brainstorm to watch the first Eccles Experience film, “Brainstorm.”
The Eccles School is constantly evolving by publishing new research and attracting top faculty. This year, Luis Rayo joined the Finance faculty, bringing his extensive research and teaching experience to students and the academic community.

Rayo is an applied economic theorist specializing in incentive theory and information economics. He became a professor of finance at the Eccles School in 2014 and holds the John W. McIntyre Family Endowed Chair for Free Market Economics and Business Economics at the University of Utah. He is also a Research Fellow at the prestigious Centre for Economic Policy Research.

Rayo publishes his research in leading international economics journals (including the Journal of Political Economy, Econometrica, the Review of Economic Studies, and the American Economic Review) and has co-authored with leading economists, such as Douglas Bernheim (Stanford), Ilya Segal (Stanford), Luis Garicano (London School of Economics) and the late Nobel Laureate Gary Becker.

His work covers a wide range of topics, including organizational economics, political economy, and the link between income and happiness. His research has been cited in leading media outlets such as the Washington Post, The New Yorker, Bloomberg Businessweek and the Chronicle of Higher Education. He has also been an invited speaker at every top-10 economics department and every top-five business school worldwide.
Elizabeth Tenney, assistant professor of management at the David Eccles School of Business, is one of many faculty transforming the way the world perceives itself.

Her research, “(Too) Optimistic About Optimism: The Belief that Optimism Improves Performance,” was recently published in the Journal of Personality and Social Psychology. The paper was co-authored with Jennifer M. Logg and Don A. Moore at the University of California, Berkeley.

Her work took the world by storm, garnering media articles in publications ranging from the Daily Mail to Smithsonian Magazine. Here’s a closer look:

Some seem to think a positive, optimistic attitude is essential, while others think being more realistic and accurate about a situation is a key factor.

“I am interested in the question of when do people value optimism and think it is a really useful or good mindset for people to have, and when do they think that other mindsets might be better,” Tenney said. “I kept hearing about how optimistic mindset was so great, but then you think about all the times that striving for accuracy might be better for the individual.”

In the end, her study found that optimism didn’t help a person’s performance as much as people thought it would in some instances, such as performance on a math test. But study subjects who were tasked with hunting for the elusive Waldo in “Where’s Waldo” searches and told they had special ability to do so ended up searching for longer than those who were told they didn’t have a great chance at finding Waldo.

“We concluded that optimism seems to help persistence but not necessarily performance as much as people would expect,” Tenney said.

Two places where people might think that optimism is especially important are when leaders need to motivate their employees and when entrepreneurs pitch their business to potential investors.

“People are going to think that you need that optimism in order to perform, and they will expect your optimism and value it, but how much that optimism actually ends up helping you, well that’s another question,” Tenney said.
Students at the Eccles School show their academic excellence every day in the classroom.

Many, too, are showing off their skills through impressive results at case competitions.

Four students — Jenny Flatberg, Changsu Lee, Kurt Alan Moore, and Brett Welker, under adviser Jack Brittain — recently won the Conference of State Bank Supervisors (CSBS) Case Study Competition.

The four studied the Bank of American Fork for the competition. Despite having no formal training in banking, they were able to win the banking competition and beat out the four other teams — all of whom came from universities with a banking school.

“The Eccles Experience is so amazing. Trust that, and trust what we’ve learned in order to move forward,” Flatberg said as she gave advice to fellow students in the Eccles School Podcast about the win. “Try out, try to do this awesome case or any other Eccles Experience that you can do.
because you will learn so much more doing a project like this.” She goes on to say, “Meeting with professionals, having access to professionals in an industry like this is such a unique experience. It has been great for all of us.”

“CSBS established this student competition as a tool for highlighting the tangible ways community banks contribute to the economy and local economic development,” said John W. Ryan, CSBS President and CEO. “It is also a means to better connect the academic community with the banking industry and to help students gain a better understanding of community banks.”

Continuing to expose students to real-world opportunities, six students in the Business Scholars program won the Eccles School’s 2015 Daniels Fund Ethics Initiative Case Competition. The six students — Cason Acor, Luke Freedom Hansen, Paxton Klein, Andres Lancheros, David Sagae and Kira Wachter spent about 20 hours working together and at least that many hours preparing on their own in the two weeks they were given. They had to rebrand a company that had come under fire for marketing sugary drinks to children while marketing them as health drinks. Business professors Abe Bakhsheshy and Harris Sondak ran the competition. The judges said the team won because of the initiative they showed — going so far as to rebuild a whole new website for the company. The team said they learned several important lessons from the competition that they can apply to their future careers. Those lessons included teamwork, perseverance and balancing a heavy workload with other life demands — all lessons they can apply to their careers after graduation.

Eccles Experiences such as these competitions help students apply their learning and make them more career-ready.
Nick Hatch (BA’07) is not your typical scholarship donor. An investor merely eight years into his career, he is shattering the perception of those who have chosen to give back through creating an endowment.

Hatch wanted to help hardworking, entrepreneurially minded business students allocate more time to learning instead of worrying about how to pay for tuition and living expenses. He thought an endowment, where earnings from a significant gift create a scholarship in perpetuity, was the perfect fit for his philanthropic goals.

“Had I had an opportunity to get a scholarship, I probably would have been able to spend more time studying, getting better grades and finding a job that’s more geared toward a career and less about the money,” he explained. “This [scholarship] will hopefully alleviate some of the stress of trying to do everything.”

Hatch leans towards students who break barriers, pave their own way and don’t accept defeat — all traits the recipient of the first annual “Nick Hatch Go-Getter Scholarship,” Finance undergrad Johnny Lodder, demonstrates. “Lodder is an exceptional Associate at the Sorenson Global Investment Institute (SGII),” say Caleb Jones, Program Related Investment Portfolio Manager at SGII. “He came in from day one and was an asset to our organization showing drive and commitment and a willingness to get up the learning curve as quickly as possible.”

Hatch moved to San Francisco after receiving his B.S. in finance, to work for prestigious Deutsche Bank. Unfortunately, he entered the finance scene during the climax of the economic collapse. But thanks to his ingenuity and perseverance, Hatch found his niche in private equity secondaries where he advised institutional investors in family offices on selling assets in private equity. He found he thrived doing this independently and is now the managing director of Harken Capital, a private equity fund placement and secondary advisory firm, headquartered in Park City.

Hatch says his profession is “very rewarding” and he’s attained success “in doing something that I’m passionate about that can also help provide for me and my family, help give back to the Eccles School and show gratitude for what I learned in college.”

Hatch shows his gratitude by paying it forward. His endowment helps one student each school year with the cost of tuition and books. “I hope to find a way to meaningfully impact one student per semester.” Along with easing the financial burden of school, Hatch seeks to know each student on a personal level.

As for the future of the endowment, Hatch understands this will be an “evergreen pool of money that will never go away” and will be “large enough down the road that it will be covering more than what it does now.”

In order to do so, Hatch wants to encourage his peers to give back as well. “I didn’t really think that I’d be in this position this soon to be able to make a large enough donation to set up an endowment.” He believes that his actions may inspire other professionals under 40 to say “Hey, look, if Nick can do it only eight years into his career, why shouldn’t we as well?”
Giving Beyond Today

Why start an endowment?

There are thousands of reasons

What is an endowment?
An investment of an endowed gift to the David Eccles School of Business provides permanent scholarship support and ensures the legacy of excellent education continues.

Create Your Lasting Legacy to benefit generations to come!

For more information on how to start your endowment contact Katie Amundsen at 801-585-5416 or Katie.Amundsen@Eccles.Utah.edu
ENTREPRENEURS
Launch a new company or enterprise as a resident at the Lassonde Studios. Choose your own path.

BIG-THINKERS
Yes you can! We challenge you to come to the Lassonde Studios with a big idea (or ten!). Then watch it grow.

IMAGES: Pictured are architectural renderings. Top row (left to right): residential-floor lounge, first-floor innovation space. Second row: The building exterior will be covered in copper, which will start bronze and turn color over time. Bottom row: Pod room, loft room, pod suite, front entrance, classic double room and second-floor balcony.
The Lassonde Studios is the new home for student entrepreneurs and innovators at the Eccles School and University of Utah. All students are welcome to apply to live here when the doors open in fall 2016. The building will merge 400 residences with maker and co-working space, including a 20,000 foot innovation space on the first floor. Apply now and learn more: lassonde.utah.edu/studios

**CHANGE-MAKERS**
Want to make a difference? This is the place for you. Create a team and get the job done.

**INVENTORS**
Use our fabrication equipment to build your first prototype. Then find beta-testers down the hall.

Live. Create. Launch.
ENTREPRENEURSHIP

BUSINESS ON THE FRONT,

Personality on the Back
As a freshman in the Interdisciplinary Entrepreneurship Certificate program at the Eccles School, Nathalie Linge got involved with her startup unexpectedly. She was babysitting for one of her neighbors, Freedom Hamill, when they recognized a need for more attractive, functional ties and began collaborating. Over the next year, INK Menswear was created. Linge, now a sophomore, utilized the resources through the certificate program to build up their company in the quickest way possible.

The idea: a tongue-and-tail designed tie with a sleek, sophisticated front, and a pop of pattern on the back. The design is catered to those who have to look professional for work or other obligations, but they still want to add a little flair to their style.

The business model: International Next of Kin (INK) believes “We don’t give handouts. We give opportunity.” To support this model, they work globally. Locally, they engage local artists to design the tails of the ties. Everywhere, they provide educational opportunities and mentorship to aspiring entrepreneurs and underserved youth.

Once the idea was in place, Linge started reaching out to the Lassonde Entrepreneur Institute at the U to get the business on its feet. She also contacted her past instructors and other administrators in the program to get advice and individualized help.

“Having classes where I can work on developing my company really helps to blend my college classes and my efforts at INK together,” Linge said. “I got a lot of feedback from other students and teachers when I told them what I was working on and asked them for help.”

One of the instructors she contacted was Kim Power Stilson, professor of an entrepreneurial marketing class that was particularly helpful. Linge remembers how effective it was to have students work in class to improve the social media presence of a local business, and how effective it was. Stilson invited Linge and Hamill to present their business in the class and later enlisted the fall 2015 class to help out with their marketing. Through their personal efforts, and the efforts of the students now involved, INK Menswear was fully funded on Kickstarter in less than 48 hours, with rapidly increasing funds each day.

“I encourage anyone who has even the smallest desire to start a business to take the classes offered through Lassonde,” Linge said. “They helped me avoid so many mistakes and truly built the foundation of INK Menswear.”

Learn more at: inkmenswear.com

THE INSTITUTE MARKS THE UNION OF THE DAVID ECCLES SCHOOL OF BUSINESS, UTAH COMMUNITY LEADERS AND INFLUENTIAL POLICY ANALYSTS IN THE HISTORIC WALL MANSION IN THE HEART OF DOWNTOWN SALT LAKE CITY.

SPECIALIZING IN PUBLIC POLICY, ECONOMICS, DEMOGRAPHICS AND SURVEY RESEARCH, THE INSTITUTE’S MISSION IS SUCCTINCT: TO HELP UTAH CITIZENS MAKE INFORMED DECISIONS. “THE KEM C. GARDNER POLICY INSTITUTE SERVES UTAH BY BRINGING DATA-DRIVEN RESEARCH AND ANALYSIS INTO THE HANDS OF DECISION MAKERS,” NOTED NATALIE GOCHNOUR, POLICY INSTITUTE DIRECTOR AND ASSOCIATE DEAN AT THE ECCLES SCHOOL.


ALTHOUGH IT WAS ONLY RECENTLY FOUNDED, THE INSTITUTE HAS ALREADY BEGUN INTENSIVE RESEARCH-BASED PROJECTS THAT WILL BENEFIT THE COMMUNITY. AMONG THESE INITIATIVES ARE A STUDY ANALYZING UTAH’S DEFENSE INDUSTRY, A COLLABORATION WITH SALT LAKE COUNTY TO IDENTIFY POLICY INTERVENTIONS TO HELP WITH HOMELESS SERVICES, AND ANALYSES OF UTAH’S HOUSING, CONSTRUCTION, AND REAL ESTATE INDUSTRY.

THE INSTITUTE HAS ALSO BEEN TAPPED BY THE UTAH LEGISLATURE TO PREPARE THE STATE’S OFFICIAL EMPLOYMENT AND POPULATION PROJECTIONS. “WE HAVE A VERY AMBITIOUS RESEARCH AGENDA DESIGNED TO HELP ELECTED OFFICIALS, BUSINESS AND COMMUNITY LEADERS, AND THE PUBLIC MAKE INFORMED DECISIONS. WE BELIEVE OUR WORK WILL CONTRIBUTE TO OUR STATE’S LONG-TERM PROSPERITY,” SAID GOCHNOUR.

THE INSTITUTE RECENTLY PREPARED THE ANALYSIS DOCUMENTING THE BEEHIVE STATE’S THREE MILLIONTH PERSON AND WILL CONTINUE TO PREPARE DEMOGRAPHIC SNAPSHOTS AND BRIEFS TO AID WITH STATE PLANNING. IN THESE INITIATIVES, GARDNER NOTED, “THE RESOURCES OF THE UNIVERSITY (ARE) MARSHALLED TO WORK WITH THE INSTITUTE IN ADDRESSING A MYRIAD OF PROBLEMS.” HE ALSO NOTED THE INSTITUTE WILL INFORM THE FUTURE IN BOTH THE PUBLIC AND PRIVATE SECTORS. COMMUNITY MEMBERS, ESPECIALLY ECCLES SCHOOL ALUMNI, CAN ALSO BE A PART OF SHAPING UTAH’S FUTURE. THEY CAN JOIN THE ECONOMIC CLUB OF UTAH HOUSED AT THE INSTITUTE, WHERE MORE THAN 400 MEMBERS ARE ALREADY MEETING TO UNDERSTAND AND IMPROVE UTAH’S ECONOMY. THEY CAN ALSO PARTICIPATE IN SYMPOSIA AND FORUMS, ENGAGE IN THE INSTITUTE’S SOCIAL MEDIA AND BLOG PLATFORMS AND FUND CURRENT AND FUTURE SCHOLARSHIPS AND RESEARCH. THE KEM C. GARDNER POLICY INSTITUTE WELCOMES YOUR INVOLVEMENT AND STANDS READY TO SERVE THE COMMUNITY.
ALUMNI ON THE MOVE

Michael McDonald (BS’74, MBA’14) is the Training Group Manager at Standard Motor Products, Inc.

Jeffrey Riddell (BS’75) is the Vice President of Finance & Administration at Cornish College of the Arts

Daniel Braisted (MBA’76) is a Director at DB702, Inc.

Michael Dunn (BA’77) is a Market Leader at Cushman & Wakefield

Eric Bishop (BS’80, MRD’15) is the Principal Broker at Oak Haven Development

Suzanne Robinson (BA’82, MBA’94) is an Administrative Program Coordinator at the University of Utah

Jolene Merrill (BS’88) is a Senior Audit Specialist at Zions Bancorp

Tyler Riggs (MBA’12)

Evan Hiller (BS’10, MBA’15, JD’15)

Stan VanderToolen (BA’89)

Clayton Perkins (BA’08)

TJ McMullin (BS’11, MPA’14)

Michael Billings (MS’08) is the Investment Manager, Office of Investments at Vanderbilt University

Ephraim Olson (BS’08, MBA’12) is the Treasurer at Web Bank

Clayton Perkins (BA’08) is the Vice President of Sales & Marketing at Simple Finance

Nick Boris (MBA’09) is Market Vice President at Manheim

Edvinas Ivanauskas (BS’09, BS’09) is an Online Marketing Manager at CLEARLINK

Andres Ruedas (BS’09) is an Attorney with York Howell & Guymon

Michael Aguilar (BS’10) received Utah Business Magazine’s “20 in their 20s” award

Brett Bowman (BS’10) is the Global Project Manager at Apple, Inc.

Tyler Riggs (MBA’12)

Evan Hiller (BS’10, MBA’15, JD’15)

Stan VanderToolen (BA’89)

Clayton Perkins (BA’08)
Matthew Chantry (MRD’10) is the Director of Asset Management at Shelter Resources, Inc.

Evan Hiller (BS’10, MBA’15, JD’15) is Corporate Counsel/Vice President of Operations at Seed Equity Capital Partners

Justin Earl (MRD’11, MS’12) is the Director of Acquisitions & Development at Ivory Commercial

Stephanie Geisler (MBA’11) is the full-time MBA Director at the David Eccles School of Business

Juel Iverson (BA’11, MBA’14) received Utah Business Magazine’s “20 in their 20s” award

Chris Lee (BS’11) is an Associate Intern at The Vistria Group and is pursuing his MBA at Chicago Booth

Shan Li (BS’11, MBA’14) received Utah Business Magazine’s “20 in their 20s” award

TJ McMullin (BS’11, MPA’14) is a Regional Development Officer at the University of Utah

Winslow Young (BA’11) received Utah Business Magazine’s “20 in their 20s” award

Mason Allen (BS’12) is an Insurance Customer Representative at AFS Insurance

Kendall Crossley (MRD’12) is a Project Engineer at R&O Construction

James Jackson (MBA’12) is Vice President Strategic Partner Risk & Relationship Manager at WebBank

Jamison Manwaring (BS’12) is the Vice President of Investor Relations at LifeLock, Inc.

Tyler Riggs (MBA’12) is a Solutions Consultant at Adobe

Christine Whipple (BS’12) is a Foundation Development Officer at Intermountain Healthcare

Leo Yu (BS’12) is a Case Manager at Global Law Group

Ryan Campbell (MRD’13) is an Associate at DRH Company

Christopher Clayton (MBA’13) is a Project Administrator with Nexant Inc.

Jeffrey Jackson (MRD’13) is the Land Acquisition Manager at Oakwood Homes

Graham Larson (MRD’13) is an Associate Asset Manager at Suburban Land Reserve, Inc.

Nathan McAllister (MRD’13) is Owner of McAllister Construction, LLC

Ryan Cowley (MRD’14) is a Business Development/Associate Broker with Eagle Pointe Realty & Management

Cody Chamberlain (BS’15) received Utah Business Magazine’s “20 in their 20s” award

Tam Guy (MBA’13, MCP’15) is an Associate at Jarrett Walker & Associates

Andrew Hicks (MBA’13) is in Product Research & Development at MTI

Henry Marsh (MBA’13) is the Director of Supply Chain at Jeunesse Global

Sharon Zang (BS’13, MAcc’14) is an Accountant at the University of Utah

Erik Boyle (Ph.D.’15) is an Assistant Professor of Accounting at the University of Cincinnati

Laura Luangsana (BS’15) is an Account Executive with DataSphere Technologies Inc.

Meagan Hydok (BS’15) is an Event Manager at Baskow & Associates

IN MEMORY

BRYAN ELDREDGE, long-time staff member at the David Eccles School of Business, passed away on January 28th. Her career started helping international students adjust to U.S. culture and mentoring students to prepare them for the workforce. In her career she helped create experiential opportunities as she organized student travel for company visits and created the SMART Start Mentoring Program before joining Business Scholars where she continued to be an inspiration, a coach, and a friend to students throughout the school. Bryan’s joyful heart and passion for learning was an incredible asset to the school and she’ll be greatly missed by all.
Katie Hoffman-Abby, Assistant Dean for Corporate Outreach, asks, “Do you remember your experience with university career services? Me neither!” And with that thought, the transformation of Career Services at the David Eccles School of Business began.

In an age of instant information, instant access, and instant answers, the traditional career services and corporate outreach model has aged out. Dean Taylor Randall made the decision that it was time to upgrade its services to students, companies, and alumni by implementing a much more customer-centric, business oriented approach and merging the two divisions into a holistic department to serve all constituents – from students to employers to faculty and alumni.

**ENGAGING STUDENTS**

With the old career counseling model, students often didn’t visit the office until close to graduation if ever. But Hoffman-Abby wanted more time to work with students, allowing the coaches to better understand each candidate’s potential, career goals, extracurricular activities and skill sets. Hoffman-Abby explains their new approach, “We have objectives for our 14 coaches to complete with each student from the first week on campus through their senior year. Because the coaches know the student’s beyond their educational studies, our ability to search for and match each student with great opportunities improves substantially.”

**ENGAGING CORPORATE PARTNERS**

The Corporate Outreach team is creating deeper, more meaningful relationships with companies around the world. “We want to learn everything about a company,” explains Hoffman-Abby, “to understand their culture, growth projections, the products and services provided, and what the ideal candidate looks like for their organization.” The department’s goal is to provide a long-term fit for both the student and the employer, which leads to richer experiences all around.

In an effort to make it easy for employers to work with the Eccles School, the Corporate Outreach team is available to assist employers in reaching out to other colleges across campus. “If they need engineering or humanities or health sciences, for example, we will help them find the right contacts.” Recognizing and respecting the time constraints of corporate partners, this one-call approach provides a high level of service, develops confidence, and opens doors for worldwide placement opportunities.

**PROGRESSIVE APPROACH**

Perhaps most important of all is the team’s strict attention to detail. By knowing all parties well and fully developing their needs, the team can screen candidates for each job. While all applicants are presented to the employer, those who most closely match the required skills are sorted to the top. This approach allows employers to quickly identify students for interviews. While the program is young, it is projected that job offer conversion rates will rapidly improve moving forward.

“Helping students find and secure the job of their dreams while creating lasting and loyal corporate partnerships is the most rewarding job of all,” says Hoffman-Abby. Another resource to aid the hiring process is the addition of HireView technology, an online video platform, as an option for interviewing and submitting résumés. Hoffman-Abby says, “This gives students the chance to watch how they present themselves, refine their skills, and polish their presentation.” She goes on to explain, “And, employers now have the chance to review more resumes without the expense of traveling. They can cast a wider net from anywhere in the world.” By providing several different options to employers and students, the chances of a great fit are highly increased.

Their innovative approach is already gaining new inroads with top companies. Students have been placed with popular Fortune 500 organizations who have never considered the University of Utah before. By proving that Eccles students can compete with any in the country and providing top services levels, the new Business Career Services is well on its way to creating a program like no other in the USA.

Katie Hoffman-Abby is an experienced business executive and a proud University of Utah alum (BS’84). Her passion for the school and acumen for business are ideal attributes needed to lead the transformation of career services and corporate outreach at the David Eccles School of Business.

After graduation, Hoffman-Abby found home in the healthcare staffing industry thriving as a physician recruiter for CHG Healthcare, then CompHealth. She cofounded VISTA Staffing Solutions in 1990, where she served as COO before becoming president of the agency. She played a key role in the development of the recruitment and credentials review processes that ensured only qualified physicians were recruited and placed. She also helped set and formalize the standard for assessing the quality of a match as a founding member of the National Association of Locum Tenens Organizations, an industry organization established to create and enforce standards for ethics and good business practices in the physician staffing industry. She served a term as president of this association and on the board in many capacities.

In 2007, Hoffman-Abby joined the executive team of On Assignment who acquired VISTA and turned around a failing nurse travel division which was later acquired by a national travel nursing company. Also in 2007, she was honored to be selected as one of “30 Women to Watch” by Utah Business Magazine.

A proud mother of two amazing young men, Ms. Hoffman-Abby has spent the last two years assisting with the care of her oldest son who is suffering from a rare genetic illness. Underwhelmed by the availability of quality home health care, she founded her own agency and recruited and hired competent, compassionate workers to assist in the care of her son. She is also a freelance consultant working with several fun and interesting businesses to improve processes and increase profitability.

At a time in life when most people would be relishing retirement, Ms. Hoffman-Abby is restless. “I’m young and still have a lot to give. I’m excited to transfer my experience and skill sets to new industries and to work with stimulating and talented people.”
2016 Graduation Profile

Average GPA: 3.35
80% Resident Students

Undergrad Students
- Accounting: 179
- Business Administration: 230
- Entrepreneurship: 23
- Finance: 103
- Information Systems: 54
- Management: 67
- Marketing: 98
- Operations Management: 69

Grad Students
- MAcc: 160
- Executive MBA: 51
- Full-Time MBA: 60
- MBA Online: 16
- Professional MBA: 148
- MSIS: 125
- MSF: 65
- MRED: 21
- PhD: 10

U.S. Citizens: 80%
International: 20%

20 Youngest
25 Average Age
55 Oldest
30% Women
70% Men

Minors
- Business: 108
- Entrepreneurship: 7

1479 Total Students

Welcome to our #EcclesAlumni network, 35,000 strong. And counting.
We Welcome to the ALUMNI
Local Activities

Spencer Fox Eccles Convocation featuring Norm Wesley

Dean’s Executive Chef Showcase

Author Michael Lewis

Family Business Roundtable featuring Greg Miller

Women’s Alumni Event featuring Sara Laschever

Morgan Stanley 2015 Utah Business Open

Annual Scholarship Luncheon

Alumni Speaker Series featuring Mayor Ben McAdams

Smart Start Speed Networking Event
Regional Alumni & Student Activities

Washington, D.C. Alumni Network Social

Business Scholars visit Microsoft

Cincinnati Alumni Night at the Reds

Eccles students abroad

Phoenix Alumni Network Event

Silicon Valley Area Alumni Network Social

Seattle Alumni Network Event

Denver Alumni Network Social

Business Scholars company visits in Portland

Portland Alumni Network Social
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<td>21</td>
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<td>8</td>
<td>The University of Utah Business Open Golf Tournament</td>
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<td>Philadelphia Alumni Network Event</td>
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<td>Minneapolis Alumni Network Event</td>
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