

Big Blocks, Bigger Goals.

Rebekah Allick is building her future in business.

See Pages 6-7



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BY THE NUMBERS Fall 2024

Undergraduate Programs

4,398

Students

3.1%

Increase in Students

11.1%

Increase in Freshmen

909

Freshmen

Growth in Majors

Business and Law

86.8% **43.2**% **32.4**% **21.7**%

Actuarial Science

Accounting

Finance

Graduate Programs

Students

8.5%

Increase in Students

Increase in MBA Enrollment

Increase in Women in the MBA Program

Rankings

Public Undergraduate Business Program U.S. News & World Report (2024)

Online MBA Program The Princeton Review (2024)

Management

Research Productivity Among U.S. **Business Schools** TAMUGA Research

Undergraduate Entrepreneurship Program

The Princeton **Review (2025)**

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UNIVERSITY of NEBRASKA-LINCOLN



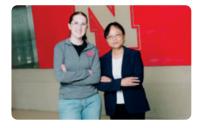












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Donor List







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Herbie Husker and Dean Kathy Farrell welcome students at the Back to School Bash.

Celebrating Milestones

greater community.

are making a profound impact on the lives of our students and our

This year, we celebrate the 60th

anniversary of our Master of Business Administration program, which has continually adapted to meet the evolving needs of our students (pages 18-23). Ranked No. 7 in the nation and No. 1 in Nebraska by the Princeton Review in July, our MBA continues to offer an exceptionally high return on investment. Our graduates report starting salaries over \$140,000, while we've strategically kept tuition under \$34,000.

We honored the 100th anniversary of our first actuarial science students. Otto Gross, '28, and friends convinced Professor Floyd Harper to teach them actuarial math in 1924, planting the first seeds of a program at Nebraska. To honor his father, Gary Gross provided a \$100,000 matching gift for our current actuarial science program. (pages 28-29).

This fall, we ranked No. 30 among public universities for undergraduate business programs by the U.S. News & World Report (page 3).

Breaking Enrollment Records

This fall, we welcomed our largest class of first-year students in our history, with an impressive 11.1% increase in first-time freshmen. Bolstered by a 13.9% increase in Nebraska residents, this class experienced significant gains in business and law, actuarial science, accounting and finance, as well as international students. Our overall student body grew to nearly 4,400, a 3.1% increase.

Our graduate enrollment also grew by 8.5% to 573 students, led by a 22% increase in online MBA students. Bringing an average of 7.5 years of work experience, the new MBA students also increased the program's representation of women by 14% and those serving in the military by 15%.

Growing a world-class business school is a collaborative effort. Being a school that students want to attend — and graduates want to return to — is a credit to our dedicated and passionate faculty, staff, alumni and friends.

Fostering a Strong Community

Underscoring our commitment to student success and building community, the college also achieved a record retention rate of 87.2% for students returning for their sophomore year this fall. Our students benefit from one-on-one interactions and peer-to-peer mentoring programs through academic advising, career coaching and free tutoring. Every first-year student also receives coaching on how to excel using their natural talents.

We've also created specialized programs to provide support and resources like the Inclusive Business Leaders, a cohort-based program for first-year business students who are committed to

making the college and the field of business more inclusive for all; Entrepreneurship Catalysts, a cohort-based program open to any university major to explore entrepreneurial potential; and Nebraska Business Honors Academy, a four-year cohort-based, enhanced business curriculum for high-ability students (like Trevor Lockard, '20, pages 16-17).

Thanks to your support, we also awarded a new high of \$1.45 million in scholarships enabling students to focus on their education and engage in valuable experiences outside of the classroom, including internships and competitions (like Emily Krupicka, pages 12-13). There is a direct correlation between scholarships awarded and the success of our student recruitment and retention efforts. Our alumni and friends — those who didn't necessarily earn

degrees from Nebraska — have strong Husker ties and they want to make an impact on our students and our college through their philanthropy. We are grateful.

Innovating Curriculum and Partnerships

To keep the momentum going, we launched a new major in business analytics this fall, equipping our students to turn data into actionable insights (page 8). We kicked off the Ameritas Emerging Leaders Academy in October and the Business in Action Job Shadow Program for students to explore career paths.

We worked with University of Nebraska business schools and the College of Engineering to launch our Coursera Career Academy, a workforce development initiative to offer corporate certifications. Faculty can embed modules in their courses while MBA alums can earn additional credentials. The University of Nebraska
Foundation and the college joined
forces with Husker Rebekah Allick,
management major from Lincoln
to continue to build awareness
about our Only in Nebraska
Campaign (pages 6-7 & inside
back cover). Publicly launched in
2022, our campaign goal is \$148
million over a 10-year period, and
we recently just surpassed the \$85
million mark.

The future is bright for Nebraska Business. Together, we can sustain this momentum and empower our students to achieve their dreams. I invite you to join us, whether through funding scholarships, mentoring or participating in upcoming events.

Thank you for your unwavering support. Together, we are building business leaders like only Nebraska can.

Nebraska Business Jumps in U.S. News & World Report Rankings

The College of Business jumped in the latest U.S.

News & World Report rankings. Nebraska's undergraduate business program ranked No. 30 among public universities and No. 53 in the nation.

"This recognition confirms our reputation of building business leaders like only Nebraska can. We are committed to equipping students with the skills and knowledge they need

to excel in the ever-changing world of business. It also underscores our focus on fostering innovation, collaboration and real-world learning opportunities that prepare our graduates to lead the future of

business with confidence and

integrity," said Dean Kathy Farrell.

The only undergraduate business program in the state to crack the top 90 programs ranked, Nebraska's business program was also ranked the No. 1 program in the state.



Public Undergraduate Business Program U.S. News & World Report (2024)

In the overall university rankings, Nebraska's flagship moved up

seven spots to No. 152 nationally. Of all public institutions, Nebraska also leaped 19 spots to No. 81 this year.



The College of Business awarded a record-breaking \$1.45 million in scholarships to 577 students this year. Through the generosity of alumni and friends, 820 total scholarships were provided through 257 scholarship fund accounts.

"There are many reasons why students choose where they go to school, but many of our students rely on scholarship support to pursue their education, careers and business dreams," said Dean Kathy Farrell. "Thank you to our esteemed scholarship donors who provided the generous support."

More than 200 student scholarship recipients, donors, faculty and staff gathered to celebrate at the third annual Scholarship Brunch on Sept. 13.

"There is a direct correlation between scholarships awarded and the success of our student recruitment and retention efforts. Our alumni and friends want to make an impact on our students and our college through their philanthropy, and we are grateful," said Farrell.

Meredith Maher, partner at Fare Associates in Marietta, Georgia, watched her parents set up a scholarship fund for students. Both attended Nebraska in the 1960s and supported the community in various ways.



Senior Carolina Barraza talks with John Connor, '66 & '69.

"My first industry job offered a \$10,000 signing bonus, which was amazing back then. I didn't spend the bonus, but rather invested it in the S&P 500 index fund. Now 25 years later, that \$10,000 signing bonus







is worth \$135,000," she said.

Maher planned to donate the funds to the university upon her death, but after attending the Scholarship Brunch last year, she formed a new plan.

"With big gains comes big taxes and I had no desire to pay capital gains on most of the amount. At the Scholarship Brunch, a donor spoke about his endowed scholarship that he funded from his IRA to avoid taxes that gave preference to students from a private school. I realized it was my turn to help students come to the College of Business now," she said.

Scholarship recipient Carolina Barraza of

Courtland, Kansas, shared her gratitude. An accounting major, she moved to the United States from Monterrey, Mexico, at age 10.

"Growing up a first-generation immigrant in rural Kansas taught me how to be jack-of-all-trades by being resourceful and highly involved in my community. Relocating to the U.S. gave me a unique perspective and deeper appreciation for the opportunities presented to me because I am aware they are not available for everyone," she said.

Intimidated by the cost of tuition for an out-of-state university, she leveraged her resources to make her dream of attending Nebraska Business a reality.

"The College of Business donors made a difference in my education. The scholarships I received after my first year allowed me to focus on my studies fully because I know I am on track to graduate debt-free," Barraza said. "In addition, I've been able to take advantage of every opportunity and help others do the same as a student strengths coach for the Clifton Strengths Institute and accounting tutor



Meredith Maher shares why she provided a scholarship.

at the Teaching and Learning Center. I also invested in myself and the development of my entrepreneurial talents through the Clifton Builders Program."

Barraza plans to graduate in May with a bachelor's degree and continue her education at Nebraska in the Master of Professional Accountancy program. She also plans to sit for the Certified Public Accountant exam and join a public accounting firm in Nebraska.

Tom Dey, a junior marketing major with a minor in athletic coaching from Wheaton, Illinois, noted how he spent many Saturdays in the fall watching the Huskers play with his family. Even though attending Nebraska meant an eight-hour drive from home, he said he knew it was the place for him.

"The first time I visited campus and looked up at Howard L. Hawks Hall, I knew there was something special about this place. I quickly learned the alumni and donors here are deeply invested in the future of business," Dey said. "Now, I can confidently say that UNL is my second home."

He served as an orientation leader for New Student Enrollment at Nebraska this past summer and helped introduce the Class of 2028 to life as a Husker. He also gained skills in leadership, public speaking and problem-solving.

"When I was awarded a scholarship through the College of Business, it gave me even more motivation to excel both inside and outside the classroom and strive to become a stronger leader," he said. "I know the support from this incredible community of fellow students, faculty, staff, alumni and donors will continue to guide me. Thank you for investing in students and the future of business."

To give toward Nebraska Business scholarships, go to: **go.unl.edu/givecobscholarships**

REBEKAH ALLICK: MANAGING LIFE ON THE COURT AND IN THE CLASSROOM

Rebekah Allick is known for big blocks and hits on the volleyball court, as well as asking big questions. Deciding to major in management at Nebraska, she knew time management and communication would play a key role in achieving her future goals.

"I chose business management because it allows me to dabble in everything. I appreciate the chance to experience all the different elements like economics, finance, etc. and see the players that are part of a team running a business," said Allick, who hopes to run her own business in the future.

She knew a business major would be difficult with her student-athlete schedule.

"When I actually sat down with the course material, I found it easy to understand. The key was committing the time to fully understand it so I could earn the grades I wanted. Am I going to make time to go hang out with friends or pick up another tutoring session?" she said.

That included time for tutors and homework around classes, games and practices. It also meant a need for strong communication.

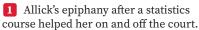
"If practice runs late, I have to let my tutors know. It's making sure that I'm doing everything I can so that it doesn't look like I'm a no-show. I have to ask questions and live out of a planner to commit the time needed for my major," she said.

In her "first hard accounting course," taught by Steven Hegemann, associate professor of practice in accountancy, she enjoyed his humor and honesty.

"You go into a big class. You're in kind of an intimidating looking building. You assume every class is really hard. You're told to read this and do that assignment, and then you have a professor who says, 'I'm going to be honest with you. This material is not that bad, but if you don't pay attention, it's going to be very bad. You have tutors. You have me, and you have each other.' It was kind of time for me to grow up when I took Professor Hegemann's class," Allick said.

Her advice to other students is to "put your phone down and take advantage of the resources in front of you, including the professor who's teaching the course and there is almost always something in the syllabus or a video or slideshow that can help when you get frustrated." She also encouraged accessing free tutoring (see page 15).





2 Allick earned many volleyball honors, including AVCA All-Region Team, Academic All-Big Ten, All-Big Ten

Second Team, Nebraska Scholar-Athlete Honor Roll, Sam Foltz 27 Hero Leadership Award and the Tom Osborne Citizenship Team.

Allick is grateful for her mom, who was a student-athlete at Northwest Missouri State. "She told me that I was being paid to do what everyone else was paying to do. She knew I was going to give 100% in the gym and said they should not have to babysit me in a classroom."

Being told that since middle school, Allick felt prepared to do her best, even when academics and athletics collided.

"I would have games where I was thinking about an exam. That is just reality. I care about volleyball and academics, so I needed to figure out a balance so I could be fully present in the gym but also do well in the classroom. You can ask my coaches: I ask lots of questions so I understand and can do my best. That's just who I am and that translates into the classroom as well," she said.

When Allick would hear others talking about how a student-athlete performed in the classroom was directly related to how he or she performed on the court, Allick wasn't bought in to it until a personal scenario showed her the connection.

"I set a goal to get an A in a statistics course at the start of the semester. I was doing well and had studied days before the test, so I was feeling super cocky and didn't study the nights right before the test. Then I got an 89.76 as a grade, just under an A, and I was upset."

She called Coach John Cook to share that she hadn't met her goal. He told her she did a great job.



3 Rebekah Allick is featured on billboards for the University of Nebraska Foundation Only in Nebraska campaign.

"He was kind, but I could see how it was kind of

my mentality, and I saw that shift into how I behave during the season. I'm really good in the beginning, striding in the middle and for some reason, right at the end when things got scary and hard, I would psych myself out and start doing things that were unlike myself," she said. "I also saw that translating into how I played in the tournament when it got really stressful. I was scared of failure. So unintentionally, I would change things like the routines I did all season, so if I failed, I could perhaps blame it on a last-minute shift. It's like I detached myself in a way that would allow me to not feel the pain entirely if I failed."

Allick said the epiphany to be consistent and push even harder was game-changing for her in all aspects of her life, including academics and envisioning her future.

"Rebekah has poured her heart and soul into the Nebraska volleyball program," Cook said. "The thing I love about Rebekah is when she wants something, she is very passionate about going for it with everything she has. Everyone can see the emotion she displays whether she's celebrating a play on the court or cheering on her teammates from the bench. She strives to grow every day as a player and a person and uses her platform to make a difference in the world."

She also wants to finish her time at Nebraska using her full first name of Rebekah — not Bekka — Allick. "When I set up my social media account, I decided to go by Bekka. My father was the only one who called me Rebekah, so I felt special, and it was a bit like a Hannah Montana-type thing (where only those close to Miley Cyrus' character knew she was also a popular rock star). Now I want to use my full name because that is who I really am."

NEW BUSINESS ANALYTICS MAJOR MEETS WORKFORCE DEMAND

Data is everywhere, but

knowing how to use it is key to

- Jennifer Ryan, Supply Chain Management

improving our world."

and Analytics

The College of Business launched a business analytics major this fall to meet growing employer demand across every industry for this valuable skillset.

The Bureau of Labor Statistics predicts up to 20% growth in business analytics jobs across the nation

between 2021 and 2031, with similar job growth forecasted in Nebraska by the Nebraska Department of Labor.

"Data is everywhere, but knowing how to use it is key to improving our world," said Jennifer Ryan, department chair and

professor of supply chain management and analytics and Van Horne Family Endowed Chair. "Business analytics majors at Nebraska will discover how to transform data into information and insights to help organizations of all types solve problems and make better decisions."

Students take classes in all aspects of analytics such as database management, communication for business analytics and machine learning, and complete a hands-on capstone course to address a challenge for a client.

"Students tackle real-world challenges using real company data, devising solutions and presenting recommendations directly to the company's managers and executives. We've appreciated the partnership of companies like Conagra Brands, Runza Restaurants, Speedway Motors and Werner Enterprises in past semester capstone courses," said Laurie Miller, associate dean of undergraduate programs and curriculum and associate professor of practice in economics. "In fact, industry support accelerated our work to establish this major

and revise its curriculum to include a specific course related to communication and storytelling."

The college conducted an industry roundtable to assess their needs during the major's development. Participants included representatives of local and

regional organizations such as Bryan Health,
Deloitte, Hudl and Nelnet.
All participants, like Dan
Crumb, chief financial
officer of the Kansas
City Chiefs Football
Club, Inc., agreed there
is a substantial need for
workers trained in both the

foundations of business and the quantitative methods used to support decision-making.

"It is widely understood that business analytics is an area of significant current and future market growth. The Chiefs organization utilizes business analytics extensively to support our various revenue streams and marketing efforts and to create operational efficiencies," said Crumb. "I anticipate this program will produce graduates that are highly employable in a wide variety of industries and organizations, including my own."

A STEM-designed program, this major will allow international alumni to continue working in the U.S for extended Optional Practical Training.

"Graduates of this program will possess the analytical and quantitative skills that will be needed to lead the future of business and adapt to changing information technologies and the ever-growing amount of data," said Dean Kathy Farrell. "With these skills, our graduates can make a big impact on the well-being of our society."

Demet Batur, associate professor of supply chain management and analytics, serves as the business analytics major faculty director.



NEBRASKA RANKED #42 FOR

ENTREPRENEURSHIP

84%

Entrepreneurship Faculty Started, Ran or Bought a Business 92 of 120

Majors Enrolled in Entrepreneurship Classes \$357K

Awarded Through Competitions and Scholarships





Two teams of accounting majors from the University of Nebraska–Lincoln achieved a remarkable feat, winning two national case competitions hosted by Deloitte within a year—a first for any university. In April 2023, the Huskers won the Deloitte National Audit Innovation Campus Challenge, where they tackled the role of accounting in environmental, social and governance (ESG) reporting. Then, in January 2024,

they claimed victory at Deloitte's FanTAXtic National Case Study Competition by presenting the best analysis of a complex business tax case.

"Our team chemistry and presentation skills carried us to the win," said Ethan Twesme of the tax team. "Finding out we were the second Nebraska team to win nationally made it even better." Deb Cosgrove, '88 & '89, professor of practice in accountancy, advised the audit team and Kathryn Maresh, '85, J.D., associate professor of practice in accountancy, advised the tax team. Cosgrove believes the recipe for their students' success includes stretching their strengths, healthy collaboration and not being afraid to put in the prep work to be competition-ready.

"We are incredibly proud of these students for their hard work, putting in nearly 400 hours to prepare. They played to their strengths. Some were better at research, some better at creative thinking, some better at writing, and some better at working on the presentation. Everyone was solely focused on performing to the best of their ability," Cosgrove said. "They were very open to constructive feedback and became good friends along the way. They were surprisingly candid when critiquing each other during presentation rehearsals."

The teams won \$2,000 for each student and two \$10,000 prizes for the School of Accountancy for a total of \$40,000 in competition prizes from Deloitte. They also further built their technical competencies and explored practical issues accounting professionals encounter every day.

"These case competitions provide an exceptional platform for our students to cultivate invaluable relationships with peers, faculty and professionals at Deloitte while gaining practical experience," Maresh said. "We are thankful for the opportunity to engage in these competitions and for Deloitte's unwavering commitment to this program."

Megan Boyer, senior campus recruiter for Deloitte, attended Nebraska's practice meetings and helped both teams navigate their competitions held at Deloitte University in Westlake, Texas. She shared how the competitors displayed skills she has come to expect from Nebraska accounting graduates.

"As a recruiter, what I appreciate about Nebraska graduates is their level of preparedness. They come from an academic program that provides a solid foundation of strong technical skills but also cultivates critical thinking and problem-solving abilities. They communicate well and work very effectively in teams. These qualities make them well-rounded candidates," Boyer said.

Beyond the achievement, Morgan Wallinger shared how meaningful it was to win one of the two national titles for Nebraska.

"This is a huge accomplishment for our School of Accountancy and shows Nebraska Business continues to be a national leader in providing high-quality education and real-life experiences for students," said Wallinger.



Alvan Tran, Bruno Weiss Salles, Deb Cosgrove, Trinity Hansen and Ben Fiala win in Orlando this summer.

Winning Streak Continues

This summer Ben Fiala from Omaha, Nebraska; Trinity Hansen from Stapleton, Nebraska; and Morgan Wallinger, '24, from Stuart, Nebraska, competed and won first place in the Best Practices-**Empowering Community Service** competition at the international Beta Alpha Psi student organization's annual meeting in Orlando. They presented on Nebraska's new "BAP on Tour" project in which they spoke to six rural Nebraska high schools, many without designated business teachers, to educate teens about opportunities in accounting and finance. They won a plaque and \$1,500 award sponsored by Deloitte. Deb Cosgrove, professor of practice in accountancy, advised the team.

Bruno Salles, senior accounting and finance major from Porto Alegre, Brazil, also participated in "Project Run With It" at the annual meeting with a randomly-assigned team that included three other students from different schools. The teams worked with an Orlando-based nonprofit to help the organization with a project it chose. Salles' team, assigned to Quest, an organization that helps people with developmental disabilities, won first place among the six teams working with the nonprofit.

FROM SETBACK TO SUCCESS KRUPICKA'S PATH TO INTERN OF THE YEAR



I probably wouldn't be in the same place I am now."

A hands-on project in Inclusive Business Leaders (IBL) allowed her to work with Lincoln Public Schools, an experience that Krupicka credits for helping her secure her first internship. Her group developed cultural competency training for teachers and administrators.

"The quality of their work was so impressive that Lincoln Public Schools decided to incorporate their materials into future training sessions. This real-world experience not only showcased Emily's ability to apply her learning in impactful ways but also solidified her desire to pursue a career where she could make a difference," said Kasey Linde, director of IBL.

As her condition improved with treatment, Krupicka took advantage of every opportunity that came her way. She completed eight internships and externships, a new form of short-term work experience, by fall her junior year.

Her first internship in the Nelnet Pathway Program enabled some remote work. She rotated to work within different areas within human resources.

"I don't think I could have gotten that position if it wasn't for the capstone project with my IBL cohort, as it challenged my thinking and prompted me to develop new, innovative solutions that affect Nelnet's most valuable asset: the people," said Krupicka.

Tyler Randazzo, a senior campus recruiter at Nelnet, lauded Krupicka's outstanding performance and nominated her for the Business Career Center's inaugural Intern of the Year award, which she won.

"Emily is highly deserving.
Her exceptional performance,
adaptability and significant growth
throughout her internship have
been remarkable," Randazzo said.
"She undertook a comprehensive
research project on intern pay

trends that provided valuable insights that could inform our internship compensation strategies."

This summer,
Krupicka served
as a corporate
compensation intern
for Charles Schwab
in Denver, where she
helped configure
international
compensation
structures for
internationallybased employees
by aggregating
competing financial

I reached out to the Business Career Center for assistance with the interviews and Kadina Koonce provided me with great resources, which landed me the internship."

- Emily Krupicka

institution data. She also won the company's national business case competition.

"Our business challenge was how can we utilize generative AI to provide a more exceptional client experience. We took a more back-end route considering cybersecurity and how AI could improve fraud detection models," she said. "We were the first team in the competition's history to receive a perfect score on our proposal and presentation."

Krupicka completed internships and work experiences with National Research Group, JPMorgan Chase & Co. and a U.S. Senator campaign. She also returns to Nelnet as a campus recruiting intern and secured a summer 2025 internship with the Boston Consulting Group.

"I reached out to the Business Career Center for assistance with the interviews and Kadina Koonce (assistant director of career development and planning) provided me with great resources, which landed me the internship. I will be the first from the university to intern there," she said. "It's just another example of how the people at the College of Business have supported me."



Krupicka received support from people like Kasey Linde at the College of Business while she navigated her new medical diagnosis.

UNDERGRADUATE LEARNING ASSISTANTS STRENGTHEN STUDENT EXPERIENCE

Senior Zoe Engelbert helps support finance students and assists Yijia Lin, V.J. Skutt Distinguished Professor and professor of finance, in the Principles of Individual and Corporate Risk Management (FINA 338) course as a learning assistant. The paid position through the Teaching and Learning Center at the College of Business hones her critical thinking and communication skills while her work helps strengthen the student experience.

"Learning assistants support both students taking a course and the professors teaching them, contributing to a positive educational experience. They can work with students who require extra help, provide individualized attention and adapt to diverse student needs," said Lin, who has worked with Engelbert for three semesters. "Zoe became familiar with my teaching style, expectations and course materials. This consistency allows for smoother collaboration and better alignment in supporting students."

Working with Lin, Engelbert hosts expanded weekly office hours for students to drop in and ask questions. She also explains class

concepts and helps students with homework.

with homework.

"Students have many different learning styles, so I had to shift my way of thinking to explain a concept in multiple ways. I am a very number-focused analytical person, but I need to explain these complex topics in a way that makes sense to the student," said Engelbert, who plans to graduate

finance and Spanish minors. "What's amazing is that I can transfer this skill into my future career as an actuary, where I will have to explain technical concepts in a more high-level way for management and non-actuaries."

A top student in Lin's course the semester prior to being hired as a learning assistant, Engelbert jumped at the chance to work with her. She assists Lin with the day-to-day operations of the course on top of tutoring students, and in the process, the two developed a strong working relationship.

"Zoe consistently demonstrates a high level of responsibility and commitment. Her mature and professional approach has made her a favorite among my students. Her positive attitude and reliability have significantly contributed to our college's educational environment, and I am fortunate to have her as my learning assistant," Lin said.

The week before exams, Engelbert hosts a review session to outline the exam material and review practice questions. She also scans, uploads and validates the completed exams.

Throughout, she tutors students who request help or come to the Teaching and Learning Center.

"We have 18 learning assistants, who are also tutors, this fall helping faculty members who want to utilize this additional support. Each of them works 7-10 hours per week and allows faculty

to expand their impact and engage with students in new ways while continuing to strengthen the students' experience," said Rose Hull, associate director of the Teaching



1 4

in December

with an actuarial

science major and

and Learning Center, who oversees the learning assistants.

The first learning assistants were piloted in the fall of 2022. Hull helps recruit undergraduate students to work as learning assistants through faculty recommendations and by leveraging strong tutors. They are partially paid through donor funding. Those interested in donating to the Teaching and Learning Center can do so at: go.unl.edu/TLCfund.

"After interviewing learning assistant candidates and connecting them with the instructor they will assist, they participate in a day of training on basic teaching strategies, classroom professionalism, academic technologies and more. With each learning assistant providing a different set of services to faculty, the training is customized to them individually," Hull said.



As a learning assistant, Engelbert also tutors students.

Engelbert finds success looks different for each student as well, and she takes pride in the skills she developed to help others.

"My favorite part of the learning assistant aspect is seeing the students' facial expressions when they finally start to understand the material and it clicks for them. It makes me feel like my tutoring is making a difference," Engelbert said.

Hibbs Supports Student Success Through Tutoring

When students struggle in their business courses, the Teaching and Learning Center (TLC) at the College of Business offers vital support. Last spring, junior economics major Blake Hibbs from Wayzata, Minnesota, led over 220 tutoring sessions, reinforcing his commitment to helping students and destigmatizing academic assistance.

"The hardest part about getting help is reaching out," said Hibbs, who became a tutor to pay forward the support he once received. "Every student needs help at some point while at the university, and the TLC is a great resource."

When Kara Mack, sophomore management and finance major from Overland Park, Kansas, faced challenges in Statistics (ECON 215), she reached out to Hibbs. Utilizing visualization techniques, he helped her grasp complex statistics concepts.

"By working with him, I bumped up my test scores drastically," she noted. "Blake made it feel like a conversation, which really helped me understand the material better."

The TLC's effectiveness is reflected in student feedback, with 96% of surveyed students rating their experience five out of five stars and 97% feeling



Blake Hibbs helped Kara Mack improve her test scores in statistics.

"better prepared" after sessions. Research indicates tutoring during the weeks leading up to exams can correspond to a 5.68-point increase in test scores.

Hibbs noted the importance of a comfortable learning environment.

"Every student learns differently, and my job is to adapt to those needs," he said. "I want students to feel asking for help is a strength, not a weakness."

With donor support, the TLC provides free tutoring and course review sessions, fostering an inclusive atmosphere where students can thrive.

NEBRASKA BUSINESS HONGES ACADEMY

LOCKARD MATCHED WITH TOP CHOICE FOR RESIDENCY

Trevor Lockard, '20, of Lincoln, Nebraska, took what some might call the non-conventional route to medical school by studying business administration as part of the Nebraska Business Honors Academy. After four years at the University of Nebraska Medical Center, he started this fall at his top choice for a pediatric residency program at UNMC while creating a new path to become a board-certified physician in pediatrics and child neurology.

"Born and raised in Nebraska, I have four generations of family here. My father is a banker, so I had some exposure to finance at an early age. I wanted to get the best business education Nebraska had to offer, which brought me to the university and the Nebraska Business Honors Academy. It was between business and medicine for my undergraduate major, because at their best, they're both problem solving to help people, and that's what I enjoy," Lockard said.

After a few semesters, he decided to pursue medical school after graduation and considered switching majors to chemistry or another science.

"I realized that a business education could be broadly applicable and valuable in medical school, and I'd have plenty of exposure later to the core sciences," he said. "Though medical school was not easy by any

stretch of the imagination, I felt very prepared for my classes, and business gave me a lot of professional skills, like leading a team of diverse individuals toward a common goal. Regarding the match process for residency, which includes 18 interviews over the course of a couple of months, I understood how to talk to people and present myself professionally. Those were vital skills that provided a significant advantage over my peers in medical school, thanks to my business education."

Lockard valued the cohort model of Nebraska Business Honors Academy with small groups of about 40 students. He also received a scholarship, provided by generous donors, through the Nebraska Business Honors Academy Scholarship Fund at

go.unl.edu/BizHAscholarship.

"Our cohort was very similar to the size of my high school graduating class at Lincoln Christian. That helped make the university feel smaller as we took our core courses together. It was a great experience having that small community and world-class professors," Lockard said.

Lockard learned about how business and healthcare intersect in his Introduction to Management (MGNT 101) course, taught by Kevin Wesley, associate professor of practice in management. Through simulations, discussions and more, Lockard gained a new perspective on health insurance.

"The management course helped me understand how health insurance functions as a business, so having a background in finance helps me speak the language of the insurance companies. It's a business model, so I can work through what they may be thinking and find common ground from the perspectives of the bottom line and helping the patient. Healthcare is a business in and of itself as well. My job is to do what's best for the patient at the end of the day, but whenever possible, I want to do what's best for the patient and for the system that I'm working in too."

Erin Burnette, director of the Nebraska Business Honors Academy, shared about Lockard's growth throughout his time at the university.

"Trevor was able to step up as a thought-leader in the classroom and a trusted mentor and friend to students of all ages in the program. Trevor helped his peers through academic and personal challenges. He honered his empathetic listening

skills and learned to tackle conversations with a large variety of people. Being a top-notch physician and knowing how to build fantastic rapport with patients is a priceless skill set that will serve him and all those in his care for decades to come,"

While at UNMC in Omaha, Lockard heard about a new residency program in child neurology. Though still being developed, the

Burnette said.

program matched his personal goals, so he decided to make the pediatric residency program at UNMC, which partners with Creighton University and Children's Hospital, his top choice.

"I'll complete two years of pediatric residency and transition into the child neurology program for the next three. They've been trying to start a program so I knew this could potentially work out," he said. "A lot of people told me to be careful about being the first resident in a new program, because I will be a guinea pig for everything. I take the opposite perspective and see it as an opportunity to create the change I want. Being the first

of Academy Alumni Attend Graduate Programs Average GPA

of Academy

Students

one gives me a lot of flexibility to grow and shape the program and a side benefit is that I can take classes in any order because there is no one else to compete with."

With his training done in five years, Lockard plans to practice independently as an attending physician, board-certified in pediatrics and child neurology. He also may do a fellowship in epilepsy, which requires another year of training, and he wouldn't mind teaching in the future.

> "The next five years are a big determining point for what I want to do with

the rest of my life and none of it is set in stone yet," he said. "Having a business education taught me to

be adaptable, which

is the name of the game in medicine. We always try to have the best possible plan, but being able to strategically change course has helped me many times throughout

medical school and I'm sure will continue to do so. If the plan

doesn't work, we have got to figure out how to change and be creative and motivated to do so, and I feel confident that my business education has prepared me for that"



Lockard worked with Erin Burnette, director, and Becka Neary-DeLaPorte, assistant director, in the Nebraska Business Honors Academy.

Nebraska mba celebrates 60 years

Nebraska's highly-ranked Master of Business Administration program celebrated its 60th anniversary this fall. Throughout its history, the program has transformed to meet student needs and embraced new technological advances.

"We have prioritized offering a high quality and affordable MBA program that meets the needs of our students in the ever-changing world of business," said Dean Kathy Farrell. "Our graduates report starting average salaries over

\$140,000, and we've strategically kept the MBA under \$34,000 while other top-ranked programs cost more than \$98,000."

Fred Luthans, emeritus professor of management, was instrumental in the program's development. "When the MBA program began in the '60s, it was almost solely aimed at engineers. It soon became mostly

business graduates earning their MBA," Luthans said.

David Krecek, '64 & '65 MBA, was one of the first four graduates. He worked for Northwestern Bell Telephone for 21 years before teaching managers behavioral assessment.

"The MBA and my electrical engineering degree were a great combination as I received job offers from every Fortune 500 company I interviewed with," said Krecek.

David Kroon, '70 & '71 MBA, retired from Criterion Investment Management as a managing director in Houston, Texas. He shared how Luthans told him about a job opening in investments.

"Crossing paths with Dr. Luthans that spring of 1971 was lucky. My engineering and MBA degrees helped me succeed in financial engineering," Kroon noted.

In the 1980s, the late Jack Goebel, '68, launched an Executive MBA program. "The very top executives in Lincoln and Omaha were part of the Executive MBA programs. Offered as a cohort program, they learned from professors while gaining insight from each other," Luthans said. "The Executive MBA program later spun into the Gallup/UNL MBA/MA program."

The 18-month program at Gallup brought leaders from top companies together for two weeks at a time. Remote sessions were offered between the core blocks, and executive

> coaching was central to the learning experience, according to Robert Webb, '04, a member of the inaugural class.

"I was working at the headquarters of an international business division of Citigroup, based in Dallas," Webb said. "Our class included Curt Coffman, '84 & '04 MBA, who authored cutting-edge books for Gallup and the presidents of Toyota Financial, State Farm, Stryker and Toyota Sales. They raised the bar for me every day."

Gordon Karels, emeritus professor of finance, joined Nebraska in 1987 and became chair of the MBA in the 1990s when the focus of the program shifted around the working professional.

"We wanted to expand and serve students who earned undergraduate degrees other than business as the industry was sharing that they needed professionals with more business acumen. For many professionals, it was difficult to take time off to attend the courses during the day, so we converted the on-campus program to an evening program. Students could work during the day and take in-person MBA courses at night," he said.

The introduction of satellite technology in 1992 helped meet demand for high-level training in western Nebraska. Jack Copsey Jr., '95, became the first graduate to complete his courses entirely via satellite, according to the CBA Report.

Continues on Page 22

We have prioritized offering a high quality and affordable MBA program that meets the needs of our students in the ever-changing world of business."

— Dean Kathy Farrell





David Krecek, '64 & '65 MBA Retired, Omaha, Nebraska

David Krecek was one of the first four graduates of the newly established MBA program at Nebraska. While an electrical engineering student, he seized the opportunity to blend technical expertise with business acumen by taking elective business courses as the MBA program was being finalized.

"The MBA and engineering degrees were a great combination as I received job offers from every Fortune 500 company I interviewed with," said Krecek.

Working at Northwestern Bell Telephone for 21 years, he moved into small business management. His leadership and behavioral assessment expertise led to 30 years of teaching managers through P.I. Worldwide.



Susan Birnie, '84 & '89 MBA Retired, White Lake, Michigan

Susan Birnie began her career as a statistical analyst for Ford Motor Company in the Heavy-Duty Truck Division in Dearborn, Michigan. Her ability to drive an 18-wheeler set her apart and landed her in the Wall Street Journal. Her MBA propelled her into technology-focused roles at Ford and four other Fortune 500 companies.

"Getting to lead innovative projects within the banking industry such as the first national check image exchange and in the automative industry with near real time vehicle telemetry and diagnostics were some of the many fun and cherished work opportunities I had due to my Nebraska MBA," Birnie said.



Dipti Rane, '09 MBA Co-CEO, Talent at Work, Dubai, United Arab Emirates

After earning her undergraduate degree in engineering in Mumbai, India, Dipti Rane sought out MBA programs worldwide and chose Nebraska's MBA for its affordability and focus on human resources.

"Earning my MBA at Nebraska wasn't just a qualification—it was a launchpad for my career," Rane said.

After graduating, Rane's MBA helped her navigate international roles in cities such as Dubai; Alexandria, Egypt; and various locations in India. The program transformed her from an employee into an entrepreneur, giving her the confidence to build her own thriving business.



Josh Hoefler, '11 & '13 MBA Chief Financial Officer, Midwest Barrel Company, Louisville, Kentucky

Josh Hoefler started the Nebraska MBA program after he earned two bachelor's degrees in accounting and psychology. During the Union Pacific course, he enjoyed creating a business plan to help solve a specific problem.

"The MBA program provided more hands on and real-life experiences, so I was much more prepared to start my career," Hoefler said. "It's given me the upper hand over job applicants and gotten my foot in the door for positions that would have been out of my reach based purely on my experience. Everyone should learn the valuable skill of networking because it will pay dividends in the business world and connections can open a lot of doors."



MBA STUDENTS LEVERAGE STRENGTHS TO LEAD EFFECTIVELY

At Nebraska, Master of Business Administration students leverage their personal leadership strengths to enhance their effectiveness and build high-performing teams. As part of the 60-year tradition of innovating the MBA, Nebraska offers a highly

affordable, high-ROI program—where graduates report starting average salaries over \$140,000, while tuition remains under \$34,000.

A hallmark of the Nebraska MBA program is the Strengths-Based Leadership course, led by Tim Hodges, '00, '01 & '10, executive director of the Clifton Strengths Institute. Rooted in strengths-based psychology pioneered by Nebraska's own Donald Clifton, '48, '49, '53 & '70, the course teaches students to identify and apply their strengths in leadership and teamwork. Gallup research

shows people who regularly use their strengths are six times more likely to be engaged at work and significantly more productive. Each student receives personalized coaching from faculty, ensuring practical application of their CliftonStrengths® assessment results. Jared Walton, MBA student and strategic accountant manager at Eaton, said, "The coaching helped me understand the power in the individual thinking systems I use every day

to make decisions in my life and showed me how these characteristics were my inner superpower."

Jason Alsup, '24, of Bayer
Crop Science shared that
his MBA experience directly
contributed to his promotion,
adding, "Professor Hodges'
guidance elevated the
practical application of my
strengths, showing me how
they collectively shape my
identity beyond just five
individual traits."

The Nebraska MBA program goes beyond theory, offering students concrete skills for

leadership and innovation. This sets Nebraska apart in developing the next generation of business leaders like only Nebraska can.

The coaching helped me understand the power in the individual thinking systems I use every day to make decisions in my life and showed me how these characteristics were my inner superpower."

— Jared Walton, strategic account manager at Eaton



Caitlin Pollard, '11 & '21 MBA Support Leader of Account Sales, Marriott International, Omaha, Nebraska

Caitlin Pollard leads team of 18 administrative assistants, supporting senior account executives at Marriott International hotels worldwide. After earning her fashion merchandising degree, she gained experience in a boutique and a private wedding venue. When COVID-19 impacted her job at the Marriott, she seized the opportunity to pursue an MBA online while living in Chicago, completing the program in just over a year.

"I appreciated the remote structure, which allowed me to engage fully without the stress of travel." The program equipped her with valuable insights into leadership and data management. When Marriott invited her back, her newfound confidence and skills made the decision easy.



Sandeep Chennikara, '23 MBA Senior Director, Discover Financial Services, Chicago

Sandeep Chennikara started his career at Liberty Mutual in a rotational leadership development program before focusing on lean transformation across large portions of the company. He later began working at Discover, where he continues to lead lean transformations and aid in optimizing operating models for new software product development.

"Earning my MBA at Nebraska has allowed me to take a broader view of my organization, make better strategic choices and create an environment for high performing teams. Strengths-based leadership is something I utilize every day with my team," he said.



Yosif Jabir, '18 MBA Dentist/Owner, White Oak Family Dental, Downers Grove, Illinios

Yosif Jabir held numerous partnerships in dental offices and community dentistry. He also served as an assistant clinical professor at Midwestern University College of Dental Medicine – Illinois prior to opening his own practice.

"I use my MBA daily in running my dental practice, from managing the business to hiring staff. I really enjoyed my organizational behavior, service management and marketing courses and was able to apply their principles as I learned them," said Jabir, who is a member of the American Dental Association, Illinois State Dental Association, Chicago Dental Society and the Academy of General Dentistry.



Thu Pham, '20 MBA Portfolio Strategy & Governance Consultant, Amazon Web Services, Los Angeles

Thu Pham earned her MBA while serving her country in the U.S. Air Force and joined the newly formed U.S. Space Force when it became the sixth branch of the military. Today, she works as the engagement manager for Amazon Web Services.

"An organizational behavior class in the MBA program helped me process how to understand and communicate better with people I'm leading," Pham said. "It showed me how to fix an organizational culture from the bottom up. It starts with little things like understanding the strengths of your team and how each can be utilized."

MBA Celebrates 60 Years

Continued From Page 18

"I couldn't pass up the opportunity when the program started in Scottsbluff. The course material has been very helpful, and I used it in my business," Copsey said in the report.

The college also partnered with Offutt Air Force Base in the 1960s to offer graduate courses to military students. "We wanted our military students to be able to complete their MBA in two years (the tour of duty at Offutt for most military personnel), so we compressed courses into four 10-week terms per year," Karels noted.

After 9/11, Nebraska became one of the first schools to offer an online MBA, allowing military personnel to continue their studies while deployed. The program later opened to all students, leading to a surge in enrollments.

"The online program expanded our market and provided flexibility for working professionals," said Aaron Crabtree, associate dean of master's programs. "No matter where our students live, they can take MBA courses when it works for them."

As the program evolved, it also gained recognition from The Princeton Review, U.S. News & World

Report, Poets&Quants and Financial Times as a best value in the world and a best online MBA program for veterans. Other accolades from the ranking surveys include top career services and overall satisfaction from alumni.

"It's inspiring to see hard-working people in the MBA program with different backgrounds working together," said Thu Pham, '20, a veteran who now works at Amazon Web Services and chose the program in part due to its military-friendly history.

Today, the fully online MBA offers eight-week courses. Students not ready to start a full program can earn a 12-credit online certificate, which can be transferred into the MBA.

Despite its online format, students maintain strong relationships and they can also take advantage of some in-person experiences. The college offers a blended adaptive leadership course that offers a one-week residency for those who want to build relationships face-to-face without disrupting their professional and personal obligations.

"No matter what modality our alumni earned their degree with, they all earned it from a top MBA program of their era," said Gretchen Holthaus, director of MBA programs. "We believe in 'Once a Husker, Always a Husker,' and we're excited to reconnect with more alumni."



NEBRASKA ALUM WARREN BUFFETT FEATURED IN MBA COURSE

Studying Buffett

and his ideas felt

like an MBA within

an MBA. Buffett is a

his philosophies are

and management

- Roland Griggs, '24, research

associate in R&D at Novonesis

principles."

wealth of wisdom, and

full of sound business

As part of the customizable curriculum in the Nebraska MBA program, students study one of the

most influential people in the world of finance - Nebraska alum Warren Buffett, a 1951 graduate.

In the Security Valuation and the Buffett Investment Method course (FINA 862), students calculate common inputs to financial models, convert accounting data from income statement to cash flows and utilize the various practitioner techniques to value companies. Then they learn which parts of these models Buffett uses.

Shane Moser, Nebraska Bankers Association Faculty Fellow and associate professor of practice in finance, teaches the eightweek online MBA course.

"Students learn practical financial modeling skills plus a lot about Buffett's history, philosophy, portfolio and performance," said Moser.

"One of the lessons from the course that stood out to me the most was that a company's sales organization is the link between R&D and the market. If the sales organization lacks strong

Warren Buffett, '51, is the main topic of an MBA course at the College of Business.

ties to both R&D and the market, the value of products developed by R&D will never be realized,

> and feedback from the market will never reach R&D," said Roland Griggs, '24, research associate in R&D at

> From his philosophies to his investment history, students gain insight about the Oracle of Omaha and his approach to portfolio management.

"Studying Buffett and his ideas felt like an MBA within an MBA. Buffett is a wealth

of wisdom, and his philosophies are full of sound business and management principles," Griggs said.

Novonesis, a Danish biotech company. Throughout the course they also learn about Buffett, who was born in Omaha, Nebraska, and made his first investment at age 11.

Learn more about the Nebraska MBA at business.unl.edu/mba



LIENEMANN FAMILY HONORS FATHER'S LEGACY WITH \$1.5 MILLION PLEDGE

The Lienemann family has a long tradition of involvement with the College of Business, one that spans multiple generations. In recognition of that history, the Lienemann Charitable Foundation pledged \$1.5 million to create a presidential chair in accounting and support the university's Center for Entrepreneurship.

The gift honors the accounting career and legacy of the late Delmar "Del" Lienemann Sr. of Lincoln, who graduated from the University of Nebraska in 1941.

"The Delmar A. Lienemann Sr. Presidential Chair of Accounting is a way to honor our father and assist the College of Business dean in creating a permanently endowed senior faculty position for a top scholar," said Doug Lienemann, president of the Lienemann Charitable Foundation, a Husker alumnus and a University of Nebraska Foundation Trustee. "Del Sr. often credited the University of Nebraska with his personal success throughout his life. We believe he

would also have been supportive of the excellent Center for Entrepreneurship to assist students in their future business paths. Our gift will assist in keeping this vital program available to students."

The gift commitment, made through the University of Nebraska Foundation as part of Only in Nebraska: A Campaign for Our University's Future, provides support for:

• Faculty: An endowed chair in the School of Accountancy was elevated to the Delmar A. Lienemann Sr. Presidential Chair in Accounting. The chair was initially created by the Lienemann family in 2011 to ensure future generations receive an outstanding accounting education at the university and will provide an annual stipend for salary, research and program support. Tom Kubick, a professor of accountancy, is the inaugural recipient of the presidential chair (see more on next page).

• Center for Entrepreneurship: A 10-year gift commitment will support the campus-wide Center for Entrepreneurship where students learn entrepreneurial skills through hands-on competitions, workshops and mentoring by Nebraska entrepreneurs. The center serves as a hub for students, regardless of major, to pursue their ideas for owning a business or franchise, taking over a family business or exploring career options. The center awards more than \$80,000 per year to students who pursue starting a business (see page 9). In addition, through the student-led Husker Venture Fund, students learn about venture capital while providing funding to early-stage entrepreneurs in Nebraska.

"We are grateful for the longtime support of Del Lienemann and his family. The presidential chair helps us better compete with our Big Ten peers for the best and most innovative faculty who prepare our students to lead the future of accounting," said Dean Kathy Farrell. "The gift to the Center for Entrepreneurship will benefit students across the university as they explore the many resources available and pursue the numerous entrepreneurial opportunities offered through the center at Nebraska."

The Lienemann Charitable Foundation was established in 1967 by Del Lienemann Sr. and his wife Charlotte, '45. Del Sr. often credited his University of Nebraska education for preparing him to be a successful certified public accountant, realestate developer, retailer, investor and civic leader. Del Sr. served as president and CEO of the Ethel S. Abbott Charitable Foundation and was at one time Nebraska's oldest active CPA. He died in 2018 at the age of 98, and Charlotte died in 1995.

The family's ties to the University of Nebraska run deep. Six of Del and Charlotte's children are Husker alumni, Diane Lienemann Carpenter, '76 UNMC; Dorothy Lienemann Pflug, '80 UNO & '81; Denise Lienemann Scholz, '87; with their three sons graduating from the College of Business — Del Jr., '72; Doug, '78; and Dan, '85 Lienemann. The Lienemann and Ethel S. Abbott Charitable Foundations also made gifts to support the construction of Howard L. Hawks Hall, which opened in 2017 as the home of the College of Business.

First Lienemann Presidential Chair: Tom Kubick, '05, '08 & '11

Tom Kubick, the first Delmar A. Lienemann Sr. Presidential Chair at Nebraska, is a distinguished professor of accountancy whose research garners national acclaim. Ranked No. 6 in managerial research and No. 7 in tax archival research by BYU for accounting research productivity among researchers at more than 600 institutions globally, his work addresses critical issues in taxation, financial accounting, incentives, corporate finance and governance. With his research published in elite journals like Journal of Accounting and Economics, The Accounting Review and Management Science, his insights have been featured in prominent media outlets, including Forbes.com and The Washington Post.

In a recent study, he and co-authors explored the impact of unrealized tax burdens associated with CEO equity holdings, revealing significant implications for the cost and restrictiveness

of debt contracts. Honored as the college's Distinguished Research Award recipient this spring for his distinguished record in research over a threeyear period, he returned to Nebraska in 2019 to inspire students across a range of courses, from principles of taxation to doctoral seminars in empirical tax research. With numerous professional designations including the Chartered Financial Analyst (CFA), Certified Public Accountant (CPA), Chartered Alternative Investment Analyst (CAIA), Certified Management Accountant (CMA), Certified Financial Planner (CFP), and Certified Fraud Examiner (CFE), Kubick embodies excellence

Kubick embodies excellence in research and education.

Tom Kubick

Rebecca Jack: A Rising Star in Economics Research

Rebecca Jack, Ph.D. student in economics, quickly made a name for herself with two high-profile publications in 2023. Her outstanding achievements earned her the CoB Ph.D. Student Research Award recognizing her significant contributions to the field.

Jack's first major publication,
"Pandemic Schooling Mode
and Student Test Scores:
Evidence from U.S. School
Districts," appeared in the
American Economic Review:
Insights, a journal known for its
competitive acceptance rate.

"This paper came out of my work with the COVID-19 School Data Hub and provided key insights into the long-term effects of the pandemic on education," Jack explained. "We found that students who spent more time in virtual

schooling during the pandemic saw larger declines in test scores than those who attended in-person classes."

Her second paper, "COVID-19, School Closures and Outcomes," published in the Journal of Economic Perspectives. Jack examined how unequal access to in-person schooling during the pandemic exacerbated existing educational disparities. Her work led to the Federal Reserve Bank of Chicago inviting her to be an expert panelist for a session on The Ongoing Effects of the COVID-19 Pandemic on the Mental, Physical, and Educational Outcomes of American Children.

"The Journal of Economic
Perspective and the American
Economic Review: Insights are
some of the most prestigious
journals in the social sciences.
To publish work in these
journals, and to have her
expertise sought out by
policymakers, is an extraordinary
achievement and a testament

to her talent as an economist," said Brenden Timpe, assistant professor of economics.

Jack credits her success
to the supportive
environment at Nebraska,
stating, "Everyone is
willing to take time to
discuss ideas or answer
questions, which has
made this journey so
rewarding."





Cited in Presidential Report

Research by three Department of Economics faculty members — Yifan Gong, assistant professor of economics; Daniel Tannenbaum, associate professor of economics; and Yuxi Yao, assistant professor of economics — were cited in the 2024 Economic Report of the President. The White House report cites Tannenbaum's research on eviction and Gong and Yao's research on the housing market.

Read the full report at go.unl.edu/PresidentialReport

Nebraska Business — 2024

NEBRASKA JUMPS TO NO. 19 IN U.S. IN TAMUGA RANKING

Nebraska jumped 42 spots to be ranked No. 19 among business schools in the United States in overall management research productivity, according to the most recent annual index compiled by Texas A&M University and the University of Georgia.

Nebraska also ranked No. 13 in publications per faculty, bettering last year's ranking of No. 67.

"The Texas A&M/University of Georgia Rankings of Management Department Research Productivity (TAMUGA) are a specific indicator of research productivity in the field of management. To be ranked in the top 20 overall and the top 15 on a per-faculty basis is a testament to the quality and productivity of our faculty," said Jake Messersmith, '01, department chair and associate professor of management.

The TAMUGA ranking tracks faculty research contributions to eight influential scholarly journals in the discipline of management. They include Academy of Management Journal, Academy of Management Review, Administrative Science Quarterly, Journal of Applied Psychology, Strategic Management Journal, Organization Science, Personnel Psychology, and Organizational Behavior and Human Decision Processes.

Messersmith shared that the management faculty were "asking relevant questions and answering them via methodologically rigorous studies," leading to the rankings' rise.

Nebraska faculty who co-authored papers included: Mirzokhidjon Abdurakhmonov, assistant professor of management; Amy Bartels, associate professor of management; Andrew Hanna, '09, '16 & '21, assistant professor of management; Jonathan Hendricks, assistant professor of management; Brett Neely, assistant professor of management; Jenna Pieper, associate professor of management; Troy Smith, former faculty; and Varkey Titus Jr., Amy and J. E. Van Horne Jr. Chair and associate professor of management.

Shivam Gupta: Innovating Supply Chain Management

Shivam Gupta, an associate professor of supply chain management and analytics, joined the College of Business in 2018 and quickly established himself as a leading voice in his field. In 2024, he received the Emerging Scholar Research Award for his outstanding contributions with 10 articles in top academic journals.

His paper, "Agile Contracting: Managing Incentives Under Uncertain Needs," published in Production and Operations Management in 2023, explores how to motivate third-party contractors in agile, dynamic environments. The research focuses on industries like software development, where a firm's functional needs for the desired software are not static and may change over time to reflect its evolving business needs.

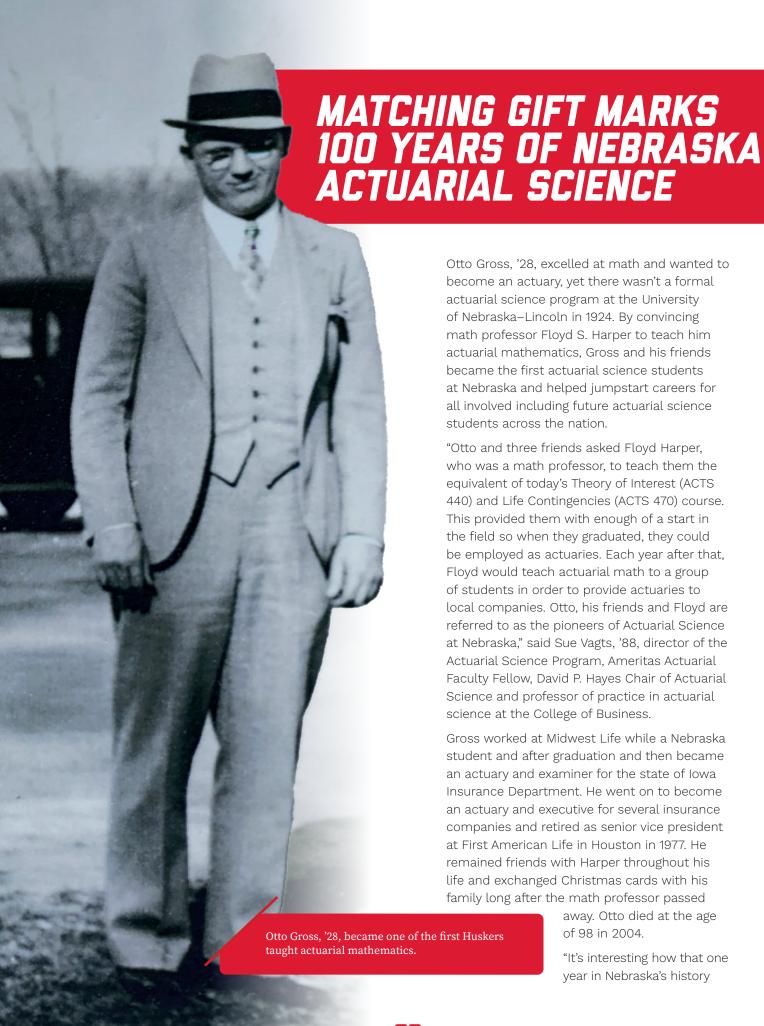
"We built a new mathematical model that captured key elements of this business environment,

which allowed us to investigate the performance of two commonly used incentive contracts, fixed pricing and time-and-material pricing, and characterize conditions where one incentive contract performs better than the other," he said. "The practical significance of our work is its greatest achievement. We proposed solutions that not only perform well in theory but are also easy for practitioners to implement."

His co-author and Van Horne
Family Endowed Chair
Jennifer Ryan said, "I was
able to observe first-hand
his rare ability to combine a
deep understanding of the
practical problem with strong
technical and analytical skills
to derive meaningful results."

Shivam Gupta





Otto Gross, '28, excelled at math and wanted to become an actuary, yet there wasn't a formal actuarial science program at the University of Nebraska-Lincoln in 1924. By convincing math professor Floyd S. Harper to teach him actuarial mathematics, Gross and his friends became the first actuarial science students at Nebraska and helped jumpstart careers for all involved including future actuarial science students across the nation.

"Otto and three friends asked Floyd Harper, who was a math professor, to teach them the equivalent of today's Theory of Interest (ACTS 440) and Life Contingencies (ACTS 470) course. This provided them with enough of a start in the field so when they graduated, they could be employed as actuaries. Each year after that, Floyd would teach actuarial math to a group of students in order to provide actuaries to local companies. Otto, his friends and Floyd are referred to as the pioneers of Actuarial Science at Nebraska," said Sue Vagts, '88, director of the Actuarial Science Program, Ameritas Actuarial Faculty Fellow, David P. Hayes Chair of Actuarial Science and professor of practice in actuarial science at the College of Business.

Gross worked at Midwest Life while a Nebraska student and after graduation and then became an actuary and examiner for the state of Iowa Insurance Department. He went on to become an actuary and executive for several insurance companies and retired as senior vice president at First American Life in Houston in 1977. He remained friends with Harper throughout his life and exchanged Christmas cards with his family long after the math professor passed

> away. Otto died at the age of 98 in 2004.

"It's interesting how that one year in Nebraska's history

2024

played such a central role for actuarial science students, not only at Nebraska, but across the nation. When Floyd left the university in the late 1940s, he started actuarial science programs at Drake University and Georgia State. Both of those programs, along with ours at Nebraska, were in the first group to be named Centers for Actuarial Excellence in the U.S. designated by the Society of Actuaries, and today there are only 22 total programs in the U.S. recognized," she said. "Three of those programs have roots in Nebraska."

Nebraska decided to "grow their own" actuaries in 1957 and started an official program at the university. Eighteen Nebraska insurance companies contributed funds, and the Nebraska Actuaries Club formed a committee to oversee it. Today the program is part of the university

and still strongly supported by industry professionals.

Otto's son, Gary, started the Otto Gross Fund to honor his father and provide scholarships for actuarial science students. Born in Saratov, Russia, Otto and his family moved to Lincoln in 1913. Living in what was called the North Bottoms near the railroad tracks with the university in their backyard, both Otto and his sister,

Bertha Gross Klippert, '27 & '38, became Huskers.

"No one in the family had the chance to go to college before that and few women went to college back then. Although my grandfather was listed as a farmer or laborer in immigration and census documents and my grandmother cleaned houses, he got a job with the railroad as a machinist. Then they sent both of their kids to college. In honor of the importance of education in our family, I wanted to endow a scholarship in my dad's name at Nebraska," said Gary.

Last spring, Gary said he contacted the University of Nebraska Foundation to increase the scholarship and provide additional funding to more students.



Floyd Harper first taught actuarial math to students in 1924.

One year in

played such a central

students, not only at

nation."

role for actuarial science

Nebraska, but across the

— Sue Vagts, Actuarial Science Program

Nebraska's history



Gary Gross provided \$100,000 in matching gifts to honor his father.

"I wanted to make it a more meaningful scholarship and knew we were coming up on the century mark of my dad, his classmates and Professor Harper initiating this program. I decided if we could tie it all together,

> I would triple my initial investment to the university while continuing to honor my dad and family who felt so strongly about the importance of education," Gary said.

Gary, who also became an actuary, provided a \$100,000 matching gift for the Actuarial Science Program at Nebraska - \$50,000 for the Otto Gross Fund for scholarships and \$50,000 for the World Class Actuarial Science Fund for

others to help raise funds for both areas of the program.

"My dad and his sister were proud to be Huskers and living proof of how important education was in our

student and faculty support. He hopes the matching provides the incentive for

family. I'm glad I was able to give back in this way," Gary said.

To provide a gift to be matched by Gary Gross,

- For scholarships: go.unl.edu/OttoGrossFund
- For student and faculty support: go.unl.edu/ActSciFund

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