

Carlson School

A MAGAZINE FOR ALUMNI AND FRIENDS / **CARLSON SCHOOL OF MANAGEMENT** UNIVERSITY OF MINNESOTA

SPRING 2009

A collage of black and white photographs depicting various scenes of student life and campus activities, framed by large, stylized orange numbers '100'. The photos include students in a classroom, a student working at a desk, a large classical building (likely a library or administrative building), students in a laboratory or workshop, and students in a meeting or study session. The background is a textured, purple and blue pattern.

A foundation of excellence for the leaders of tomorrow and today.

The Dean's Corner

Famed anthropologist Margaret Mead once wrote, "A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has." Ninety years ago, Economics Professor Willard Hotchkiss and a select group of business experts embarked on just such an endeavor—forming the beginnings of what is now the Carlson School of Management.



Alison Davis-Blake

Throughout the last nine decades, the school has undergone several changes in name and location, but its core mission in scholarship and education excellence has remained unwavering. We who have been touched by the Carlson School are extremely proud of the institution's history and the mark it has left on the world.

It has truly been a collaborative effort. The vision and work of countless faculty and staff members, benefactors, alumni, and the business community is evident in every facet of the school. It has been these relationships throughout our history that have kept us on the path to excellence.

Much of this issue is devoted to celebrating our 90th year. As we learn about those whose work and contributions have brought us to this point, it is important to also recognize that being engaged in the life of the school today—as an alumnus, faculty member, student, or friend—helps us create the history of tomorrow.

Through all of our endeavors, we at the Carlson School are committed to laying a foundation of quality on which today's leaders can rely and tomorrow's leaders can stand.

I hope this anniversary issue encourages you to consider how you can contribute to a lasting legacy of academic excellence at the Carlson School of Management.

With warm regards,

Alison Davis-Blake

Alison Davis-Blake, Dean

Investors in Leadership Distinguished Chair in Organizational Behavior

Carlson School

A MAGAZINE FOR ALUMNI AND FRIENDS

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The mission of the Carlson School of Management is to discover transformative knowledge about the issues faced by organizations and managers in a dynamic global economy and to create exceptional learning and career opportunities by facilitating an engaged and integrated community of scholars, students, and practitioners.

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Atrium

News and updates from around the Carlson School and beyond.

Global Go-getter

As Laura Baillargeon, '07 MBA, discovered, the CEMBA program provides a sparkling combination of academic rigor, international experience, and personal connections.



Laura Baillargeon

As a member of the diamond trade industry, Laura Baillargeon knows a lot about gems and how to quickly size up their worth. So she immediately saw the value in selecting the Carlson Executive MBA Program (CEMBA). Her time in the program also led her on the path to become president of the Greater New York Professional chapter of the National Association of Women MBAs (NAWMBA).

"I chose the Carlson School because it is highly ranked and has international accreditation with global recognition," she says. "The international aspects were important to me because the diamond trade is largely an international one."

Indeed, only a few Middle Eastern, European, and South African countries were historically involved in the diamond trade. Now, however, Canada, China, India, Russia, and the former Soviet Bloc states have emerged as players. In the United States, New York City is the center for diamond activity.

That's where Baillargeon works these days, as director of trading operations for an international diamond company. Her duties include oversight of e-commerce and various other trading networks. "We generally deal with diamonds coming directly from mines or from dealers and suppliers receiving directly from the mines," she says. "Part of what I do is work with the cutting factories, between the importers and the street dealers. I am several steps removed from the jewelry store window."

After reviewing the CEMBA curriculum, Baillargeon knew it was the program for her. "It included the right balance of hard skill courses such as managerial accounting and financial management, and soft skill courses such as organizational behavior, ethics, and leadership," she says, adding that the finance portion was important because proper valuations and risk management often determine the winners and losers in the diamond trade.

Still, Baillargeon's fondest program memories center around the friendships she established. "CEMBA is a demanding program, and if you are going to do it, you need to be very good at time management," she says. "My relationship with the classmates in my study groups helped me persevere during taxing periods that would pop up with work in New York and school in Minnesota."

The two-year program culminated with an international residency in Chile and Argentina. "The study groups [had to] research business practices of a company in each of those countries," she says. "It was rewarding to present our findings to our respective companies. And the two weeks abroad further cemented personal friendships, so I walked away with a wealth of practical business knowledge and good friends I still keep in touch with. The CEMBA program was an invaluable experience."

Her time in CEMBA also led Baillargeon to become involved with NAWMBA. As president of the organization's Greater New York Professional chapter, her current focus is to recruit top women in the area to her executive board to help build a leading chapter. "My vision for this chapter is to offer something for every member, ranging from educational seminars to guest speakers from leaders in the business community and government," she says. "I still have a lot of work ahead of me in the upcoming year and I look forward to every minute of it."

—Kevin Moe

PHOTOGRAPH BY DAN HALLMAN

Service to their Community

James R. Campbell, Marilyn Carlson Nelson receive Honorary Doctor of Laws degrees.

Two individuals with strong ties to the Carlson School received the highest award conferred by the University of Minnesota last fall—an Honorary Doctor of Laws degree. The honor was bestowed on former Norwest Bank Minnesota/Wells Fargo executive and interim Carlson School codean James R. Campbell and Carlson Chairman Marilyn Carlson Nelson in separate ceremonies in September and October, respectively.

James R. Campbell

Campbell, a business leader, volunteer, and philanthropist, earned a degree in business administration from the University in 1964 and had a long career in banking. He was named president and CEO of Norwest Bank Minnesota in 1988, and later served as group executive vice president following the firm's 1998 merger with Wells Fargo. He retired in 2002.

Most recently, he was chairman of the Itasca Project, an employer-led alliance that addresses issues affecting the region's economic competitiveness and quality of life. In addition to his work as a Carlson School codean, he served as a chair and member of the Carlson School's Board of Overseers, as chairman of the University of Minnesota Foundation Board of Directors, and as a director and trustee for many community organizations.

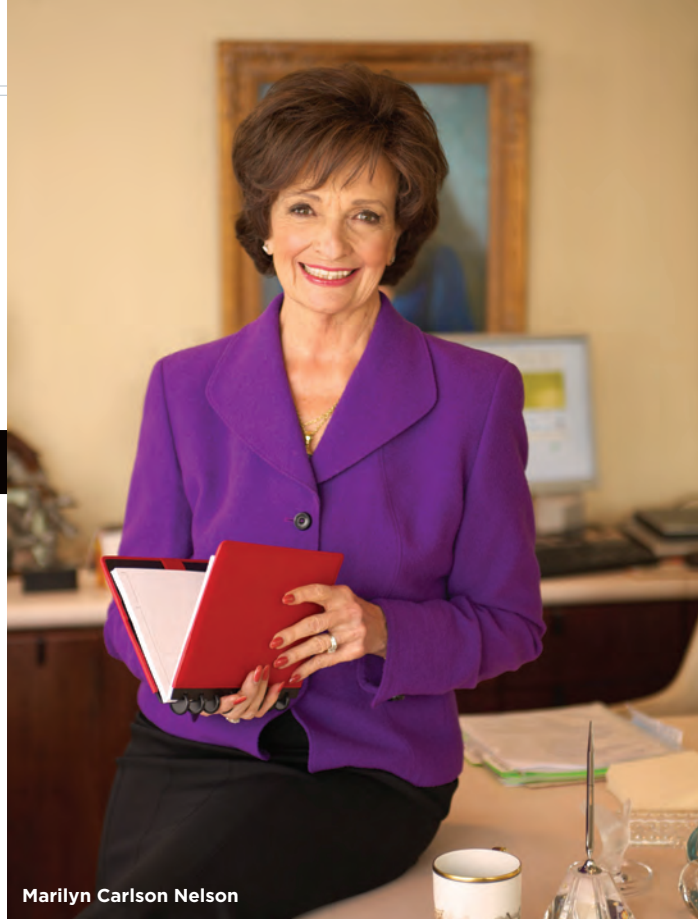
He is a recipient of the Outstanding Achievement and Regents' Awards from the University of Minnesota, a Lifetime Achievement Award from the NAACP, and the 2003 "Executive of the Year" award from the *Minneapolis/St. Paul Business Journal*, as well as many other honors.

"Jim has been and continues to be one of the most generous and enthusiastic benefactors in the business school's history—we recognize him as a true champion of the Carlson School's vision," says Carlson School Dean Alison Davis-Blake. "He is one of those extraordinary people who is helping us make this vision a reality."



James R. Campbell

PHOTOGRAPH BY SARA RUBINSTEIN



Marilyn Carlson Nelson

Marilyn Carlson Nelson

One of those who nominated Marilyn Carlson Nelson for the Honorary Doctor of Laws degree was Campbell. In his nomination letter, he noted, "Marilyn is deeply committed to her family, her employees, her customers, and her community. She is equally at home mentoring young women studying business and working on global issues with heads of state. She gets noticed when she enters a room, and leaves people with a greater sense of purpose and hope for the future upon making her exit."

Carlson Nelson is chairman and former CEO of Carlson, one of the world's largest privately held companies. She has been named one of "America's Best Leaders" by *U.S. News & World Report*, and *Forbes* has selected her as one of "The World's 100 Most Powerful Women."

She cochaired the World Economic Forum in Davos, Switzerland, in 2004 and has received prestigious awards from the governments of France, Sweden, and Finland. She serves on the boards of Exxon Mobil, the Committee Encouraging Philanthropy, the Foreign Policy Association, and the Kennedy Center for the Performing Arts. She also served as chair of the National Women's Business Council, a bipartisan advisory council to the President and Congress, and is currently chair of the U.S. Travel and Tourism Advisory Board.

Carlson Nelson has served on the Carlson School's Board of Overseers and the University of Minnesota Foundation's Board of Trustees since 1999; is a frequent guest lecturer, panelist, and keynote speaker; and was an important force in establishing the University's Center for Integrative Leadership.

"Marilyn Carlson Nelson's public service extends beyond her leadership in business and beyond her family's ongoing involvement with the Carlson School of Management," Davis-Blake says. "She has demonstrated to the global community how women can be tough, effective corporate executives, as well as committed, charismatic, and compassionate champions for human rights and social justice."

—Kevin Moe

PHOTO COURTESY OF CARLSON

Mr. Falk Heads to St. Paul

Carlson grad wins District 20A seat to become Minnesota's second-youngest state representative.

Many people felt a personal stake in last fall's election cycle. For Andrew Falk, '05 BSB, the feeling was much more literal, as he was the DFL candidate for the Minnesota House of Representatives' District 20A seat. "When your name is on the ballot, it puts on a whole other level of realism and stress," he says, adding that he knocked on more doors and made more phone calls than he can remember. "The process of campaigning and running for office really tests you."

In the end, Falk defeated Republican challenger Mike Bredeck by 51 percent to 49 percent, making him, at age 25, the second youngest (by two months) current Minnesota State Representative.

Falk, who completed a double major in entrepreneurial management and finance, has been involved politically at the state capital for several years. After graduating from the Carlson School, he returned home to Swift County, Minn., to farm with his father and start a career in renewable energy development. He testified before the state senate about renewable energy in 2006, and has since worked continuously as a citizen advocate focusing on community-owned renewable energy.

In 2007, Falk helped Rep. Aaron Peterson pass into law the state's renewable energy standard, which is the most aggressive such mandate in the country. He also cowrote Rep. Peterson's community-based energy development law as part of the Next Generation Energy Act of 2007, which allows local people and communities to own and reap the benefits of renewable energy projects such as wind turbines.

With Rep. Peterson retiring at the end of his term, Falk stepped into his friend and colleague's place and secured the DFL endorsement for the District 20A seat. District 20A is a rural part of the southwest portion of the state and contains the counties of Big Stone, Lac qui Parle, Lincoln, Swift, and Yellow Medicine.

Besides his interest in renewable energy, Falk ranks several other areas as top priorities, including infrastructure improvements and education. "Another focus for the state is investing in education and making sure we provide opportunities for our young people, no matter where they are from," he says. "We need to have a fair and equitable education system."

Falk gives high praise to his educational background. "The Carlson School taught me that whatever you do, be passionate about it," he says. "Successful people are passionate about what they're doing. Go at it with a hunger and keep fighting until you reach your goal."

His goal last fall, obviously, was getting elected. "Campaigns require a team effort. However, when it gets down to making it happen and making everything come together, it's your name on the ballot and you're the first one there and the last one to leave," he says. "You're out there knocking on doors and making phone calls."

Falk's years at the Carlson School helped out a lot in reaching his goal. "A Carlson education is priceless. I was fortunate to attend this program and establish many great friendships and relationships," he says. "This school teaches you a lot about the value of networking. I learned that each and every person you interact with can be a potential ally or a person you work with. And the quality of education is definitely first-rate. I'm proud to be an alumnus of the Carlson School."

—Kevin Moe



Andrew Falk

PHOTOGRAPH COURTESY OF MINNESOTA HOUSE OF REPRESENTATIVES

Calling all MBAs!

Here's an opportunity to return to campus

If you are preparing for a promotion or need to expand your knowledge in a specific area, consider taking classes in the Carlson School Part-Time MBA program via professional development status. Professional development is a non-degree status for Carlson School MBA program alumni (Full-Time, Part-Time, and Executive) who want to enrich their knowledge base by taking courses in the same program in which they received their degrees.

Students admitted to professional development status may register in the Part-Time MBA program for up to two years, with additional semesters added by request. Registration is on a space-available basis only; priority for classes is given to current Carlson School Part-Time MBA students. Students in professional development status pay current Part-Time MBA tuition and fees, and take classes for grades. Part-Time MBA classes are offered on weekday evenings and Saturdays.

"Professional development status is a great way for MBA alumni to return to campus and interact with current MBA students while updating or expanding their knowledge," says Jeff Bieganeck, director of admissions and recruiting, MBA programs. "For example, alumni could learn more about functional areas not emphasized in their graduate programs or upgrade their skills through advanced elective courses. It's also an opportunity to take recently added courses, like classes on the medical industry and entrepreneurship."

Brad Hall, the treasurer at Minnetonka, Minn.-based Carlson, received his MBA degree in 2003 with concentrations in finance and strategic management. He returned to the Carlson School in 2008 to take additional courses in debt markets, interest rates and hedging, and financial risk management. "[At the time,] I was transitioning into a new role as assistant treasurer at Carlson and was interested in accelerating my transition and learning through classroom education," he says. "I could apply

Giving Back, Moving Forward

Thanks to the Carlson Graduate Business Career Center, Nathan Windom and Thomas Dixon have discovered that it's equally rewarding to receive and give career advice.

Nathan Windom, MBA '07, was so impressed with the variety and quality of services he received from the Carlson Graduate Business Career Center that he has committed himself to helping other students with their job searches. "I help with mentoring MBA students," says Windom, a senior business analyst in corporate strategy and business development at 3M. "That includes resume reviews, mock interviews, and how to best approach businesses. It's important to me for two reasons. I want to help students by sharing some of the knowledge and experience I have. It's also a thank you. The center provided so much help and guidance during my two years that I want to give back."

In addition to alumni volunteers who share Windom's commitment, the center offers a wealth of services and resources for job-seekers. "Our goal is to help students understand and identify their career focus and understand the job search process," says Ann Lowry, the center's director. "We also help them identify what makes them unique, how they can present that to potential employers, and how they can best articulate their leadership abilities."

With that in mind, the center offers everything from career coaching to workshops and recruiting events. It also works directly with recruiters, providing them with space in 24 interview rooms and assistance with job postings. "We also have a new online job search called The Edge," Lowry says, adding that the tool allows students to review job listings, post resumes, sign up for interviews, and more. "We want to create as many opportunities for students as we can and then help them be successful with their job searches."

Next fall, the center will open a Career Leadership Academy to help prepare students for their career searches. "It will engage alumni in many ways, including networking, and help with interviewing and resume writing," Lowry says. "Students appreciate working with alumni and find them very credible."



Thomas Dixon is one of those alumni. A 2006 MBA graduate, he is a consultant in the Minneapolis office of the Kurt Salmon Associates management consulting firm, and regularly speaks with Carlson students about networking and job searches, as well as his own career. "I'm grateful for the support the center gave me," he says. "When I was a student, I used the alumni database to network, and I never ran into any alumni who weren't willing to give me 30 minutes or an hour of their time. I want to give the same thing back to students."

—Vicki Stavig

Want to volunteer for the Carlson Graduate Business Career Center? Contact Ann Lowry at 612-624-0208 or lowry009@umn.edu.

PHOTOGRAPH BY PATRICK KELLY

to sharpen and broaden your skills.

the classroom education to my job on a real-time basis and demonstrate to senior management a capacity to take on the expanded responsibilities as treasurer. Taking classes under professional development status was a good move for me and I recommend it to other MBA alums."

Eldon Richards, an IT director at UnitedHealth Group who graduated from CEMBA in 2003, took a marketing research class in 2005 to prepare for an opportunity at his company. "Although the opportunity didn't materialize, the knowledge was very useful," he says. "It gave me a better understanding of how to gather and appropriately use 'voice of the customer' data, which I have applied in a variety of contexts, including in my current job as I focus on improving alignment between IT and the business. Interactions with the professor, students, and visitors helped me get a lot deeper into the subject than I could have done easily on my own. The professor also provided access to a lot of other resources (sources of marketing research information) that I have found quite valuable."

—Sue Wilson

To apply for professional development status, send an application and resume to: Carlson MBA Program, Attn: Brian Jacobson, 1-110 Carlson School, 321 19th Ave. S., Minneapolis, MN 55455.

For an application, call 612-625-5555 or visit carlsonschool.umn.edu/mba/profdev.

MBT alumni can return to class to brush up on new tax areas and satisfy continuing professional education requirements. Register through One Stop (onestop.umn.edu) or the MBT office (612-624-7511 or mbt@umn.edu).

MA-HRIR alumni may take courses as non-degree-seeking students. Alumni pay full tuition and enrollment is subject to space availability. For more information or to register, contact Susan Suchy at 612-624-5810 or ssuchy@umn.edu.

Pay it Forward

Luis Moreno understands the challenges faced by international students at the Carlson School, and he's taken it upon himself to ease their transition.

How much difference can one person make? Quite a bit, especially if that person is Luis Moreno, who graduated from the Carlson School's Full-Time MBA program with a strategic management and marketing emphasis in 2001. "Giving back has been a positive experience for me," says Moreno, a marketing manager with Land O'Lakes Inc. "There is much more that you can do beyond writing a check. Some students may struggle to make connections. The value of your time and your willingness to connect with them is priceless."

A decade ago, Moreno received a scholarship and left Venezuela to attend the Carlson School. He faced a range of issues when he arrived, including learning the local culture and customs and how to capitalize on opportunities at the University and with the local business community. "If you are a Full-Time MBA student, you are making plans to interview for internships during the first semester of your first year," he says. "You need to quickly find out about local employers and be prepared for interviews. Small talk can be a challenge, and it helps to be familiar with hometown details like the names of local sports teams and attractions."

To help international students, Moreno led The Globe, an international networking group, while he was a student. Today he has created similar groups. He cofounded EcoMondo while working at Ecolab and recently created and leads a new group called the Twin Cities Business Peer Network that includes more than 70 business peers from such companies as Target, 3M, Ecolab, General Mills, Land O' Lakes, Best Buy, UnitedHealthcare, and Northwest Airlines. "I invite talented peers to have lunch and I include Carlson MBA students," he says. "The students can make connections and increase their comfort in professional networking situations. They inspire each other and gain confidence."

Over the years, Moreno has also extended a welcome to many Carlson School international students by offering advice and inviting them to his home for group cookouts.

Fabio Cossini, who graduated from the Full-Time MBA program in 2002, met Moreno during International Students Week (held a week before the beginning of classes) when Moreno spoke about his Carlson School experiences. "He told us, 'I am a warrior and I fight every single day,'" Cossini says. "He said those words with such passion that I was touched. His work at The Globe inspired me to serve as its director of communications."

Pura Mendez, who will graduate in May 2010 from the Full-Time MBA program, joined other international students at Moreno's home this summer. "Everything Luis told us that day has been useful, especially his advice on managing time constraints, maintaining balance between studying and other community activities, and engaging in the school's initiatives. I also thank him for encouraging me to network and providing me with the opportunity to meet other professionals."

Full-time MBA student Oscar Garzon echoes the positive feedback. "For those of us who arrive from Latin America into such a different culture, many doubts and fears arise every day," he says. "But Luis knows how we think and sees our potential; he shows us how to overcome those fears and leverage the strengths of our culture as we explore the U.S. corporate environment."

—Sue Wilson



PHOTOGRAPH COURTESY LUIS MORENO



Matt Spaeth

Fantastic Finish

Matt Spaeth, '06 BSB, celebrates a big win.

Matt Spaeth had a good reason to celebrate after the Pittsburgh Steelers won their sixth Lombardi Trophy at Super Bowl 43 on February 1. The second-year tight end helped Pittsburgh pull out a nail-biting 27-23 win against the Arizona Cardinals in Tampa. While he only caught one pass, it was a big one: a six-yard reception in the third-quarter, keeping alive a Steeler drive that led to a field goal.

It's not the only big win Spaeth has experienced in the last few years. During his senior season with the Gophers, he won the John Mackey Award, which is given to the nation's most outstanding tight end. He's also Minnesota's all-time career leader in receiving yards (1,293) and receptions (109) by a tight end, and ranks ninth all-time in school history for career receptions and career receiving touchdowns.

—Kevin Moe

PHOTOGRAPH BY GETTY IMAGES



Tim Doherty

Hire Calling

Tim and Valerie Doherty earn a well-deserved award.

Tim Doherty, '76 BSB, and his wife, Valerie, cofounders and owners of the Doherty Employment Group, were recently awarded the University of Minnesota's 2008 Entrepreneur of the Year Award during the final awards reception for the Minnesota Cup, an annual, statewide competition that seeks out aspiring entrepreneurs. After founding the Edina, Minn.-based business as a temporary agency in 1980, the Dohertys have built it into a \$400 million operation that places more than 10,000 worksite employees in such realms as staffing, human resource outsourcing, payroll, and recruiting services.

"Tim and I want to thank everyone involved with the Carlson School of Management for this honor," says Valerie, a 1979 graduate of the University of Minnesota Law School. "When John Stavig and Mary Schmidt from the Gary S. Holmes Center for Entrepreneurship came to our office to tell us that we had been nominated for the award, we were surprised, humbled, and thrilled. Growing up in Litchfield, Minn., as one of six children of a truck driver and a homemaker, never did I dream that one day I would graduate from college and law school, become an owner of a business, and be here to accept such a prestigious award."

"This is a terrific success story of an entrepreneurial couple working together over a 25-plus-year period to build one of Minnesota's outstanding businesses," says Stavig, adding that both are active supporters of the entrepreneurship program at the Carlson School and that Tim often serves as a frequent guest lecturer in MBA entrepreneurship classes. "Working as a true entrepreneurial team, they have utilized technology and creativity to provide innovative services that add value to their clients. We're proud to recognize them with this award and to claim them as our alumni."

—Kevin Moe

Because They're Worth It

A rigorous weekend program at L'Oréal USA headquarters offers practical learning opportunities and more for a group of Carlson School students.

Last November, juniors Aneeta Babulal, Tyler Doroshwalther, and Tam Duong were selected from more than 1,000 national applicants to visit the New York City headquarters of L'Oréal Paris USA and get first-hand insight into the role of an international marketing manager for the cosmetics giant. Following the weekend, Doroshwalther and Duong accepted summer 2009 internships with L'Oréal.

Babulal, Doroshwalther, and Duong were among 60 students from across the country to attend L'Oréal's "Brandstorm," a weekend that included an interview for the summer marketing internship, a crash course in brand management, and a chance to learn about marketing in the beauty industry. Applicants were required to send resumes, answer essay questions, and complete phone interviews.

Doroshwalther says the weekend was intense. "On Friday night, we were introduced to our project—developing a fragrance and marketing strategy for Maybelline New York," he says. "We had less than 24 hours to come up with our ideas before presenting to L'Oréal executives and the other groups."

Duong echoes those sentiments. "It was an unforgettable experience and a fierce competition," she says. "On our first assignment, 'Trend Safari,' we went onto the streets to find inspiration for a product launch by smelling and listening to the city. I enjoyed applying the knowledge and concepts I am learning in class to a real-world case."

"This is the third year Carlson School students have been selected for L'Oréal's New York City Weekend and received summer internship offers," says Tess Surprenant, associate director of marketing and business development for the Carlson School's Undergraduate Business Career Center. "One of our past L'Oréal interns—Christopher Oudavanh—recently graduated and started in the company's management development program. We also have two student teams competing in the L'Oréal Brandstorm 2009 international marketing competition. As Carlson School students build a track record of success in these national competitions, our reputation for academic excellence grows and we are invited to compete in more events."

—Sue Wilson

PHOTOGRAPH BY HENRY KIM



As a result of the L'Oréal weekend, Tam Duong (above) and Tyler Doroshwalther (right) both earned summer internships with the company.



PHOTOGRAPH BY KIP REYNOLDS

One for All

Tim Huebsch, '07 MBA, works hard to stay connected to his community while encouraging others to do the same.

On his website (timhuebsch.com), Tim Huebsch invites young professionals to peruse what he (after five years of investigation) considers to be a list of the best organizations to join if they want to network and give back to their communities. Though the list is quite long, it doesn't include all of the many groups to which Huebsch has belonged since moving to the Twin Cities in 2002. "I made the site because I think getting involved with the community is a neat way to get a lot of wonderful experience and differentiate yourself from your peers," he explains.

Huebsch has always excelled at standing out in a crowd. As a kindergartner on his family's farm in Good Thunder, Minn., he immediately started trying to figure out how to operate the first computer they bought in 1986. By the time he was in high school, he was the kid who always helped teachers experiencing technical problems with any sort of equipment. After earning a bachelor's degree in computer science, Huebsch was hired at General Mills, one of three companies he interned with during school. Today he is a project manager on the company's consumer Internet team.

Looking to advance his skill set, Huebsch went back to school in 2007, earning his MBA from the Carlson School. One of the things he enjoyed most about his time at the school was the shared knowledge other professionals brought to the classroom. "All of the students were, for the most part, working professionals and the best classes were the ones in which the professor would facilitate discussions among everyone."

While on campus, Huebsch was one of about a dozen students on the Part-Time MBA Leadership Advisory Board, which acts as a liaison between students and administrators. He was also chosen as Part-Time MBA Student of the Year and participated in the Humphrey Institute Policy Fellows program, which is designed to build leadership skills and an understanding of policy issues.

After graduation, Huebsch joined the Carlson School's mentor program and began making financial donations to support scholarship programs. General Mills matches his support dollar for dollar. "I benefited a great deal as an undergrad from scholarships, so this is one way I can help the next generation," he notes.

—Meleah Maynard



Tim Huebsch

PHOTOGRAPH BY PATRICK KELLY

The Carlson School at 90



Although 2009 is the Carlson School's official 90th anniversary, the school's roots stretch back even farther. The idea for a business school was initially proposed in 1870 by the University's first president, William Watts Folwell, who felt the U needed a "College of Commerce." The idea was backed by then-University regent John Sargent Pillsbury, who later founded the company that still bears his name and who also served as Minnesota governor from 1876 to 1882.

According to the school's first Course Bulletin in 1919, the fundamental emphasis would be on using the "scientific method in analyzing business data and trained intelligence in dealing with human relationships." The bulletin also notes that students would be challenged to "analyze business situations accurately" to create "practical working plans."

A lot has changed in the last 90 years. As the articles in this section illustrate, the Carlson School has weathered challenges and remained a premier provider of business education. That steadfastness will remain in place. The school is continuing to refine its commitment to quality and its focus on laying a foundation of excellence for tomorrow's business leaders.

Curtis L. Carlson, 1914-1999

No look back at the Carlson School's history would be complete without mention of its namesake and perhaps most enthusiastic supporter, Curt Carlson. The son of a south Minneapolis grocer, he parlayed a creative brainstorm into the Carlson Companies (now known as Carlson), a travel, marketing, and hospitality empire that generates close to \$40 billion in annual sales and is one of the country's largest family-held businesses.



PHOTOGRAPH COURTESY CARLSON

Shortly after graduating from the U in 1937, Carlson started the Gold Bond Stamp Co., a business that provided trading stamps to retail outlets looking to encourage customer loyalty. The core idea: Customers would receive stamps for purchases and eventually redeem them for cash and rewards. The concept took off and paved the way for the company's expansion. In the early 1960s, Carlson purchased a Radisson hotel in downtown Minneapolis, which was the first link in what would become a worldwide chain. Along the way, the company diversified and grew, purchasing and opening travel agency networks, restaurants and hotels, cruise ship lines, and more.

Carlson was also an enthusiastic and generous supporter of the University and its business school. In 1986, he gave \$25 million to the U, earmarking \$18 million of it for the Carlson School (which was renamed in his honor). In 1993, he donated another \$10 million for the construction of a new facility for the school. Upon his death in 1999, he left another \$10 million to the University, \$8 million of which was used to endow the Carlson School. In total, he and the Carlson Family Foundation provided nearly \$50 million in gifts to the U and the Carlson School.

Carlson family members and company employees also have been extraordinarily active as volunteers over the years. Carlson's daughter, Marilyn Carlson Nelson, is a present member of the Board of Overseers and her husband, Glen, is a past member of the board. Carlson's other daughter, Barbara Gage, now leads the Carlson Family Foundation and her husband, Skip, is a former chair of the Board of Overseers, of which he had been a long-time member.

The 1920s

The birth of the University's new "College of Commerce."

While University of Minnesota leaders had discussed the idea of creating a College of Commerce—a school devoted to the study of business—as far back as the 1870s, it took a short-term, maverick professor and steady pressure from the local business community to convince the University's regents to approve the idea. No one could have been better prepared to start the University of Minnesota Business School than Willard E. Hotchkiss, a 44-year-old economics professor who had helped develop the business program at Northwestern University in Chicago. Hotchkiss, an expert in economics and political science and a vocal supporter of business education, would go on to lead business programs at Stanford University and the Illinois Institute of Technology. But as World War I raged, he moved to Minnesota to pull together faculty for a top-notch business school in a growing commercial center.

The author of a recently published book on business education, Hotchkiss believed business should operate not just for immediate profits but also for the long-term good of society and a healthy economy. The landscape he entered in the fall of 1917 was ready for a new approach to business education, and Hotchkiss' first task was to build a young and vibrant faculty. The war had taken some well-regarded faculty from the economics department, so he began recruiting—bringing in, among others, tax expert Roy Blakely; George Dowrie, a banking expert from Michigan; and Frederic B. Garver, who would collaborate on a popular text, *Principles of Economics*.

Hotchkiss envisioned a curriculum that promoted both the understanding of theory and the practical application of its principles, using the community as a laboratory for research and training.

Commerce Club members, circa 1919



GROWING PAINS

When the regents approved the school in June 1919, two unexpected problems emerged. First, fewer than 100 students met the rigorous standards. Second, Hotchkiss—apparently irritated that the regents refused to move night business courses to the new school from the general extension division—decided to leave the University for work as a labor negotiator. It fell to Dowrie to lead the fledgling school.

Small in number, the faculty and students in the early days of the school maintained close social and academic ties, frequently hosting dinners, picnics in St. Paul's Como Park, winter dances, and fall "smokers." Students met weekly at a tearoom in Dinkytown as part of the School of Business Luncheon Club, where the main goal was to "eat as much food as possible as quickly as possible to allow its habitué the greatest possible amount of time for so-called jokes and wisecracks," according to Henry Hilton, '29 BSB.

Students and faculty shared a sense of being part of something new and being "different" from the rest of the University community. As University historian James Gray wrote, the typical business student "has a view of the world toward which he is heading clearer than that of many fellow students. He does not always approve of that world, but he knows its ways."



George Dowrie

1919
University of Minnesota Business School accredited by the American Assembly of Collegiate Business Schools

1919
George Dowrie named first dean

1919
Commerce Club organized

1920
First graduating class of 14 students

1926
Accounting program established

A Full Cup

A look at the birth of a Carlson School tradition that continues today.

While enrollment continued to rise in the 1920s—by the fourth year, 250 students were enrolled in the school and more than 400 by the end of the decade—the School of Business Administration was still small enough for students to have an impact on how it operated—and to play a joke or two. Beginning in the fall of 1928, four students began a cooperative book exchange, which would continue for many years. The students bought and sold used textbooks, charging a 10 percent commission to cover expenses. The four founders named Henry Hilton the first manager of the book exchange. It was an immediate success, with more than 75 percent of students using the service. That same year, students asked Dean Stevenson to present an outstanding service award to a senior. Hilton, '29 BSB, volunteered to make the trophy that would be presented to the winner. For a joke, he fashioned a trophy from a tomato soup can nailed to a wooden candlestick that belonged to his mother. To Hilton's surprise, Stevenson presented him with his creation, which became known as the Tomato Can Loving Cup Award.

The tradition continues at the Carlson School today, as the increasingly rickety soup can is given each year to a deserving undergraduate student. In addition to the can, award recipients get another significant benefit: a full scholarship to the Carlson School's MBA program.

—M.L.S.



The Tomato Can Loving Cup

GROWING CONNECTIONS

In the mid-1920s, Dowrie left and it fell to Russell Stevenson, a 35-year-old former student of Dowrie's, to expand the school's offerings and solidify its programs.

While students and faculty may have felt different from the rest of the University, they established close ties to the Twin Cities business community, which had helped the school get started. In 1926, Stevenson told the Minneapolis Business Men's Association that one of the biggest challenges for business instructors was to "combine a theory of business with actual practice." Stevenson pointed with pride to agreements the school had reached to allow students in the new accounting program to work in the offices of several Twin Cities firms as they completed their degrees. Stevenson also realized the school must begin offering courses in all specialties and start a large-scale program of research and outreach that would speak to the needs of the community. From its earliest days, the school engaged in cooperative programs with other branches of the University, particularly the agricultural and engineering departments.

After Stevenson took over as dean, students were soon able to take courses in finance, insurance, transportation, marketing, and business law. Faculty began offering graduate courses as well. To reflect the broader scope of offerings, Stevenson persuaded the regents to change the school's name to the School of Business Administration.

As the 1920s ended, the school found itself in a strong position. It had an established faculty, a solid reputation in the business community, and links to scholars and business owners around the state. After the stock market crash in 1929, however, it would need all of those resources.

—Mary Labr Schier



Russell Stevenson

1926
Russell Stevenson
named dean

Notable Grads from the 1920s

Minnesota's business school may have been young, but it produced its share of innovators from its earliest classes. Several from the 1920s made their marks on iconic companies of the 20th century. **S. Clark Beise, '23 BSB**, was the son of a country doctor from Windom, Minn. He worked in banking for several companies before joining San Francisco-based Bank of America in 1936. He was elected president of the bank in 1954. Described as "calm and unruffled" by *Time*, Beise is widely credited with championing computerization and automation in financial services, in addition to shepherding the first credit cards to the market. He retired from Bank of America in 1963 and died in 1989 at age 91.

Classmate **Sidney Swensrud, '23 BSB**, attended Harvard before going into the oil business in 1927. He started with Standard Oil and made his reputation as an executive who rode on tanker trunks, visiting with workers and customers to understand every aspect of the company's business. Swensrud joined Gulf Oil in 1947, retiring as president in 1958. He died in 1996, at age 95.

Bryan Smith, '25 BSB, joined Liberty Mutual Insurance Co. in 1927 as a salesman. He worked territories in Duluth, St. Paul, and New York City before transferring to the company headquarters in Boston. He retired as the insurance giant's chairman in 1966 and died in 1989 at age 91.

—M.L.S.

1927
Name changed
to School
of Business
Administration

The 1930s

Rising to meet new challenges.



The School of Business Administration may have been born in the roaring years of the 1920s, but it came of age in the 1930s, when difficult times demanded the skills and resources the school could offer. No incident better illustrates that than a request for help the school received in 1931 from Minnesota Gov. Floyd B. Olson.

The state's unemployment rate had risen from about 3.5 percent in the late 1920s to nearly 20 percent. (It would peak at 35.5 percent in 1933.) Olson wanted help understanding how the economy worked and how the government could be most helpful in creating jobs. Beginning in 1929, William H. Stead, a recent Minnesota PhD and a professor in the business school, had been studying unemployment. He had surveyed women with home economics degrees seeking work, as well as unemployment trends in Duluth and St. Paul. With grants from the Rockefeller Foundation, the Carnegie Corp., and the Spelman Fund, Stead and his fellow business faculty members brought together experts from such fields as medicine, psychology, sociology, and engineering to study the balance between public and private investment in a healthy economy. Their goal: Guide the state's efforts to pull Minnesota out of the Great Depression. Over the next four years, the business school's Employment Stabilization Research Institute produced 36 monographs on topics ranging from industry studies in fields such as banking and construction to studies of scientific management in factories to the social consequences of long-term unemployment.

The research, published by the University Press, informed much of Olson's plans for bringing new jobs to Minnesota, including the creation of a state public employment office charged with putting the scholars' recommendations into place. The efforts proved so successful that the federal government asked Stead to oversee the creation of a similar research bureau to operate on a national level.

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REACHING OUT

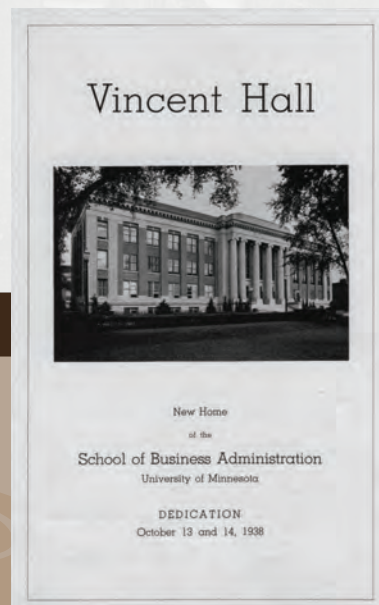
Throughout the 1930s, faculty continued to reach out to businesses around the state, providing information and forums for discussion. The annual bankers' conference held at the University each year often drew several hundred attendees. Faculty frequently taught at other noncredit institutes and were instrumental in forming organizations for specialty areas of business, such as the Minneapolis Advertising Club, the Minnesota Economic Club, and the local chapter of the National Association of Accountants. The drive to create and share knowledge also reached the students who published a research journal, the *Gopher Business News*, in the late 1920s and 1930s. In addition, the school began granting an MBA degree in 1935.

THRIVING UNDER PRESSURE

While faculty worked to solve the state's economic problems, the school suffered from challenges of its own in the 1930s. Enrollment dropped by 12 percent between 1931 and 1932 as more students found they simply could not afford the tuition, which cost \$30 per quarter. The school's 1932 request for a much-needed new building to ease overcrowding in Eddy Hall and update facilities crumbled



Eddy Hall classroom



1930

Associated Students group founded; later evolves into the Business Board

1930

University Business Women's Club founded to bring together women interested in business. Club members met regularly for lunch in the basement of Vincent Hall

1935

MBA program introduced

1938

School moves into the new Vincent Hall, giving students a single, permanent location for the first time



Students in Eddy Hall

as the Minnesota Legislature told the University to trim \$1 million from its funding requests.

Despite the pressures of the economy on students individually and the school collectively, the business school remained a lively, active place. The Book Exchange flourished so much that by 1936 its business manager put out a desperate plea for more copies of the popular economics texts. The Business Women's Club conducted a membership drive in 1932, hoping to top 100 members, and three women earned the now-coveted Tomato Can Loving Cup in the 1930s. Mary Jean (Thompson) Ritter, who won the cup in 1937, later recalled that the club gave women students an opportunity to consider job prospects and discuss women's issues in the workplace.

Students also annually held a "stockholder's meeting," sometimes with as many as 500 in attendance. During the meetings, students quizzed faculty about issues that concerned them—some of which seem remarkably similar to issues students worry about today. For instance, the topic in 1936 was "making contacts."

PAIN AND PROGRESS

As the 1930s continued and enrollment bounced back—by the later years of the decade, the school had more than 600 students—the conditions under which faculty and students worked grew increasingly difficult. Plans for an industrial management laboratory to give students hands-on experience in scientific management in a factory setting were put aside. Students often stood in line for more than an hour to use a mechanical calculator. Business students began passing around a petition to encourage the University's administration to fight for a new building. The *Minnesota Daily* took up the cause, publishing a series of articles about what it described as the "slum conditions" faced by business students. In one article, the *Daily* reporter followed a typical business student through his day as he crisscrossed the campus several times (in February) attempting to get to his classes on time. The pressure worked. The Minnesota Legislature approved a new building, and in 1938 the utilitarian Vincent Hall opened on the University mall.

Within a decade, however, the school would once again run out of room.

—Mary LaBr Schier

Alumni Memories: Orem O. Robbins, '36 BSB

PHOTOGRAPH BY JENNIFER ZIEGELMAIER

When Orem O. Robbins graduated from Minneapolis West High School in 1932, he planned on going to work. But with the Depression crushing much of the U.S. economy, no employers wanted to hire a teenager with no experience. Then Robbins' mother pulled him aside and told him she had saved \$25—almost enough for one quarter's tuition at the University. "You can start with this," she said, "and make your own way."

Robbins had wanted to major in electrical engineering, but the cost was too high, so he switched to the College of Arts and Sciences, where the business school was then housed. During the next four years, he took a full load of courses while working two or more jobs. He started out as a janitor at the University Bookstore and a dishwasher at the Men's Union. By his senior year, he'd worked his way up to book repairman and exam proctor. "I didn't have time to do lots of the things that some of the other students did, like playing bridge, but I'm making up for that now," says Robbins, a lively 94-year-old who lives in Florida. A serious student and long-time advocate of community service, Robbins won the 1936 Tomato Can Loving Cup Award.

After graduation, Robbins worked for AT&T in northern Minnesota. That experience—along with the military drill work the University required of all male students—led to a position in military intelligence during World War II. After the war, he earned a law degree from the University and later founded the Security Life Insurance Co. of America, which is now based in Minnetonka, Minn.

Robbins attributes the intellectual curiosity that fueled his career and his many philanthropic activities to his years at the University. "With education," he says, "you get a thirst for knowledge."

—M.L.S.





PHOTOGRAPH BY PATRICK KELLY

Alumni Memories: J. Peder Kvamme, BSB '43

Like many students in the 1940s, J. Peder Kvamme's education was interrupted by economics and politics. The Cloquet, Minn., native first came to the University in the fall of 1938, after completing two years at Hibbing Junior College. He stayed only a year. "I was broke," he says, recalling the three jobs he worked while taking a full course load. "I had to work so hard to stay there that it wasn't worth it. So I went home and got a job in a mill to make money to go back."

For two years, Kvamme lived with his parents while working, saving every penny he could. In September 1941, he enrolled again, joined a fraternity, and prepared for a genuine college experience. Three months later, the Japanese bombed Pearl Harbor. "Fortunately, there was a program called the V-7, which let you finish your degree before reporting for duty," says Kvamme, now 90. The program allowed college students to continue their course work as part of training to be deck and engineering officers in the U.S. Navy. In April 1943, two months before his intended graduation, Kvamme was called up and immediately sent to New York for military training. The University counted the training as credits and while serving in the Pacific theater, Kvamme received his diploma in the mail from his mother.

While Kvamme enjoyed his time at the University in the 1940s, he remembers it as much more formal than it is today. Students usually wore ties to class. Classes generally involved lecture and memorization rather than discussion. But like today, accounting was "just plain hard work."

After the war, Kvamme returned to the University as an employee, where he worked with former Vice President William T. Middlebrook, helping to assimilate the many soldiers coming to the University on the G.I. Bill. His job was to "collect money from the government for all the G.I.s."

Kvamme later started a furniture business before moving to Mankato, Minn., where he led generator manufacturer Kato Engineering Co. and Minnesota Electric Technology, which makes motors for farm and military vehicles. "I started out as the accountant and ended up president," he recalls. "With all of the businesses I started and worked for, my training from the U was of tremendous help."

—M.L.S.

The Carlson School
at 90

THE 1940s

World War II changes the face of the school, and also hints at a new era of national prosperity.

At the beginning of the 1940s, the business school had achieved stability. With Dean Russell A. Stevenson at the helm for more than a decade, faculty and staff at last enjoyed better facilities in their new home in Vincent Hall. A core of faculty—professors such as Dale Yoder, Roland S. Vaile, Helen G. Canoyer (the first woman to earn a PhD in economics at the U), Roy Blakey, Richard Kozelka, and Herbert Heneman—were increasingly making names for themselves as teachers and researchers. The school's outreach and research activities, begun during the Depression through the Employment Stabilization Research Institute, continued and the school offered more graduate courses and awarded more MBAs. Its reputation among other business schools was strong, and in 1941, it hosted a national meeting of collegiate business schools. In his keynote address, Stevenson discussed how the U's research had helped Minnesota rebuild its economy and how other schools might design similar outreach programs.

As if to celebrate its hard-won stability, the school held its first Business Day in 1941. Similar in focus to the programs held now during the Carlson School's Business Week, the event was designed to showcase research and activities. A faculty member panel answered questions from students and the public, followed by forums on business topics, a luncheon, and a dance in the evening. Among the forum topics was Economics Professor Frederic Garver's thoughts on an issue on many people's minds—the war.

THE WAR HITS HOME

The possibility of the United States entering the war naturally colored much of the campus atmosphere in the early 1940s. The *Minnesota Daily* frequently wrote about selective service rules, and

1940

Enrollment
reaches 686 (581
men, 105 women)

1941

First Business
School Day held

1943

School initiates
short (three-
quarter) courses
for women in
supervisory and
administrative
work to support
the war industry

after the country entered the war in December 1941, one campus humorist warned women students that the University would soon become a “middle-income Wellesley,” as all the men enlisted.

Indeed, many male students—and quite a few women, too—left school after the 1941-1942 school year. Despite a government program that allowed many business students deferments from the draft, enrollments in the school dropped 20 percent by the fall of 1942. The *Gopher* yearbook from 1943 described graduation as “Solemn, Serious, and Female.” More than 800 university faculty also were put to work on war-time projects. Two of these faculty were Dale Yoder, who was sent to Washington, D.C., to work with the War Manpower Commission, and Roland S. Vaile, who worked with the War Production Board. Students came and went, often leaving mid-term as they were called up. To stay in touch with students, the school published *The Servicemen's Informer* beginning in 1943 and sent to 200 business students who had left before graduation. Studded with gentle humor directed at faculty members, the newsletter also included Dean Stevenson's predictions about what the school would be like after the war.

PREPARING FOR PROGRESS

Stevenson left the University in 1944 and Richard Kozelka, a long-time professor at the school, took over. As the war drew to a close in 1945, faculty began working with the state again to develop estimates of post-war needs and how to meet them. Vaile worked with Minnesota cities such as Red Wing and Albert Lea to survey purchasing power in the community, measure the labor force, and determine the prospects for employment of returning veterans.

The school also responded to a growing interest in workforce training and development and founded the Industrial Relations Center in 1945. For the next two decades, Yoder and Herbert Heneman would be the yin and yang of industrial relations nationally. Yoder was “reserved and intense,” using his long, ivory cigarette holder as a pointer in meetings. The gregarious Heneman often burst into song. Yet together they wrote landmark texts in industrial relations and were guiding forces behind the new human resources



Dale Yoder



Students in Vincent Hall, circa 1940

profession. Their center, funded through the Rockefeller Foundation, developed tools such as the Triple Audit project in 1948, which connected human resources policies, economic characteristics of firms, and employee satisfaction. The study was the forerunner of current work on human resources.

The school also began offering PhD degrees for the first time in 1948—a new recognition of the scholarly work needed to understand the economy and the business community.

NEW CHALLENGES

As these areas of research developed, however, the business school faced more immediate challenges: how to integrate all of the returning military men and women who would be attending college under the G.I. Bill. In 1947-1948, enrollment swelled from about 700 to 1,631. With veterans making up about 90 percent of the new students, the business school became the largest unit at the University. Accounting and industrial relations were the most popular majors with vets, and new faculty had to be added to educate them. The school's staff and faculty increased to 80 and class sizes were enormous. (Post-war short-timers on the faculty included later Nobel Prize winners Milton Friedman and George Stigler.) Lectures in both economics and accounting were moved to Northrop Auditorium to accommodate the bulging enrollments. The University attracted national attention with a basic economics class that had an enrollment of 1,000. As the post-war economy began moving, the school expanded its placement services, too, to address a 100 percent increase in employer requests for workers.

Perhaps because so many students were returning from war, the school engaged in light-hearted activities as well. In 1947, the Business Day “Committee on Pulchritude and Efficiency” conducted a contest for the “Perfect Private Secretary” among women students. Twenty applied, and the winner was photographed sitting on the lap of Professor Francis Boddy.

By the end of the decade, the business school would be preparing to help Minnesota through a new period of growth and prosperity.

—Mary Labr Schier

1944

Annual Alumni Event introduced

1944

Enrollment drops to 153 at the height of World War II (63 men, 90 women)

1944

Richard Kozelka named dean

1945

Industrial Relations Center founded

1947

Enrollment swells to 1,741 (1,649 men, 92 women)

1948

PhD in Business Administration approved

The 1950s

{ The school refines and expands its programs to keep pace with the post-war economy. }



Vincent Hall, circa 1955

Given the economic growth Minnesota experienced in the 1950s and the bulging enrollments in the School of Business Administration after World War II, it's no surprise that the winner of the coveted Tomato Can Loving Cup Award in 1952 was not a student, but Mary Kruel, the school's placement secretary. Kruel organized job interviews for nearly 2,000 students in 1951-1952, bringing four times as many companies to campus to see prospective employees than in previous years. She reported that while accountants were in demand, those with advertising specialties had to work hard to find a job. But, with a little effort, she told the *Gopher* yearbook, all the seniors could find good jobs.

Getting a degree, getting a job, getting on with a normal life—that's what returning veterans and war-weary citizens wanted in the 1950s. As the state's premier business school, the University provided guidance to government, a forum for growing companies, and a place for future business leaders to learn what they would need to know in a rapidly changing world. It also refined and expanded its programs in the 1950s to change with the economy.

RESEARCH MATTERS

Recognizing the school's value to the state economy, the Minnesota Legislature in 1950 appropriated money (for the first time) to fund publication of the school's research relevant to economic growth. While the war had revived the mining industry in Minnesota and agriculture remained a significant part of the economy, many business leaders saw

that the future of the state would lie in value-added manufacturing and trade. The University research publications covered a wide range of issues, from the challenges faced by small businesses (limited access to resources and capital), to how interstate trade reflected Minnesota's economic strengths and

weaknesses to a suggested reading list for leadership and executive development. In addition to publishing, the school hosted regular events to bring the business community together. To celebrate its 30th anniversary in the early 1950s, the school hosted an alumni conference that featured talks on such subjects as how research could aid business policy and changes in international finance. Former Dean Russell Stevenson—then a dean at the University of Michigan—also spoke at the conference on trends in management training.

The school also began to reach beyond its traditional audience of business owners, investors, and executives. In 1951, in conjunction with the St. Paul Trades and Labor Assembly, the Industrial Relations Center (IRC) offered a series of courses in union leadership. These proved enormously popular, and nearly 1,300 people took the courses in the first three years. They led to a regular Summer Labor Institute that brought together management and labor for several days of information-sharing and helped solidify the IRC as a leader in workforce issues.

RETURN TO NORMALCY

While the serious work of the school continued, the 1950s also marked more of a return to traditional college life. Business Day continued each February, with a student committee now assisting in the planning. The day included the usual speeches and discussions and an annual broomball match between students and faculty. For the 1955 match, in an attempt to fight youth with ingenuity, the faculty decided to use a tractor equipped with a sweeper as a goalkeeper. The strategy failed, however, as the students scored three goals before the machine could be set up.

REACHING OUT TO ALUMNI

By the mid-1950s, Dean Richard Kozelka and the faculty realized the school needed to connect more formally with its growing cadre of alumni. Many U alums remained in the Twin Cities after graduation to work at such growing companies as Cargill, Dayton's, General



Herbert Heneman helped lead the IRC during the '50s

1951

IRC launches Workers' Education Program

1953

IRC establishes master's degree program

1955

First Alumni Institute held

1956

School holds program in "Elements of Management and Industrial Engineering" for the U.S. Navy



Mills, 3M, Honeywell, and the Gold Bond Stamp Co., the firm that became the Carlson Companies. Those alumni—about 7,000 in number by 1955—could be a powerful force to help the school with its research and training missions. In 1955, the school hosted its first Alumni Institute, a daylong program of talks on current business topics. The first institute included the presentation of an Outstanding Achievement Award to S. Clark Beise, '23 BSB, then president of San Francisco's Bank of America. As Kozelka noted, "The close cooperation and continued cordial relations with the business leadership of the state have been a source of strength in both the teaching and research of the school."

A POST-WAR BOOM

One other reason for reaching out to alumni was the anticipated growth of the school. Enrollment had stabilized at about 650 students after the post-war boom, but the faculty expected enrollment might double in the next decade. A long-range planning committee was already in place to determine the best response to increased enrollments. Moreover, the school had outgrown its quarters in Vincent Hall. In addition to beginning a campaign to improve the school's facilities, other internal changes were underway as well. In 1957, the economics faculty became a separate department—the first time the school had used departmental divisions since its inception. More PhDs and master's degrees were being earned and a new master's degree in industrial relations was created. The school also began exploring the idea of offering an MBA degree at night—a degree aimed at working adults.

The school was ready to take its next big step.

—Mary Labr Schier

1957 —

School gets its first mimeograph machine



Mimeograph machine



PHOTOGRAPH BY PATRICK KELLY

Alumni Memories: Ted Stromberg, '56 BSB

When Ted Stromberg came to the University in 1954, he wanted to get a degree as fast as possible. He took course overloads, went to school in the summer, and graduated in just over two years. Why the rush? "I was already married and had a little boy," recalls Stromberg, 78.

Like the veterans of World War II who crowded the business school in the late 1940s, military service interrupted Stromberg's education. After high school, he attended Augsburg College for a year before joining the U.S. Air Force in 1951 and heading off to Korea. When his service ended in 1954, Stromberg immediately enrolled at the U, even though classes had started a week earlier. "I knew I needed a college education," he recalls. "I wanted the best and I wanted to go back to Minnesota. Home was still home, and the U was—and still is—the best university in Minnesota."

In addition to studies and his family, Stromberg kept busy working at the Federal Reserve Bank in Minneapolis for 27 hours a week. "I never went to a football game the whole time I was at the U," he says. "Now I go to all the games."

Stromberg found the courses challenging, particularly one called Math of Investments. But he also remembers caring and committed professors who understood the difficulties students faced. Long-time Accounting Professor Carl Nelson, Stromberg recalls, was "one of the finest accounting teachers ever."

When he finished school in December 1956, Stromberg had a slew of job offers. The economy was hot, and growing companies such as Honeywell and 3M needed workers with strong financial skills. Stromberg took an offer from 3M, where he spent the next 35 years. He helped install one of the company's first business computers. (It had a whopping 100K of memory, he recalls with a laugh.) Retired since 1991, Stromberg loves to travel and is grateful for his education. "I never would have gotten where I got without that college degree," he says.

—M.L.S.

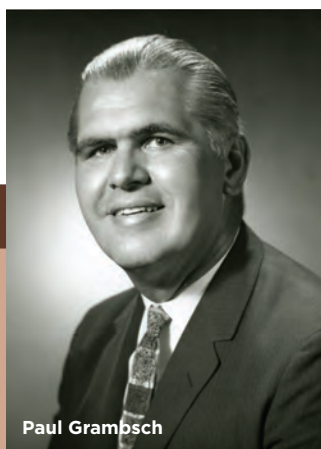
The 1960s

In the midst of an era of rapid and landmark societal changes, the school remains a stronghold of business education and intellectual achievement while offering some new innovations.

Ah yes, the 1960s. The decade that saw top 40 radio evolve from Pat Boone to the Beatles, the birth of passionate student protests, a nation grieving for its assassinated leaders, and a fraying of national consensus. Under the steady hand of Dean Paul Grambsch, however, the school fortified itself as a stronghold of research and educational preparation—and blazed some fresh new paths.

IN THE REAL WORLD

In a sense, academia wasn't immune to the tide of social change rippling through the United States. Case in point: In 1961, Professor Gary Andrew in the Quantitative Business Analysis department recognized the need for students to gain experiential learning beyond the confines of the classroom. It was an innovative notion that led directly to the Field Projects, which placed teams of four or five students in local companies to work on business challenges. At any time, there were 25 to 30 teams of students, and each would remain on a project for a quarter. "It was an outstanding opportunity for the students to practice some of the responsibilities they would have in their post-graduation careers," says Norm Chervany, the professor of Information and Decision Sciences who headed the program from roughly 1970 to 1980, adding that it also leveraged and enriched the school's relationship with the local business community. "It was equally outstanding for the supporting organizational community. Participating companies would have the energies of four or five students and their faculty advisor focused on a critical problem."



Paul Grambsch

1960

Paul Grambsch
named dean

1960

Office and
Secretarial
Management
programs
discontinued

1961

Evening MBA
program
approved

1963

Economics
department
transferred
to College of
Liberal Arts



PHOTOGRAPH BY PATRICK KELLY

The Field Projects stayed in place for nearly four decades, and were eventually phased out and replaced by the Carlson Enterprises, a term coined by Dean Lawrence Benveniste in 2001. Professor of Finance Tim Nantell notes that, like the Field Projects, the Carlson's Enterprise programs—Consulting, Brands, Ventures, and Funds—still allow students to create projects for outside companies and work hands-on in their fields.



Faculty meeting, 1964

PART-TIME PROGRAM, FULL-TIME SUCCESS

In classic fashion, the school's Evening MBA program identified a marketplace need and then filled it in a unique way. "The need was there in 1960 because the Twin Cities was a growing and diverse corporate community and we had demand for classes that could not be met in our full-time program," says Kathryn Carlson, assistant dean for MBA Programs. "The demand was from people who wanted an MBA but who were employed full-time during the day; they needed a school that offered classes at night."

Alumni Memories: Larry and Caryl Abdo, both '69 BSB

Larry and Caryl Abdo are owners of Abdo Market House, a Twin Cities-based holding company which includes a commercial real estate development firm and a hospitality group that owns and operates four properties. Both say their education has served them well in their careers, but marvel over the changes that have taken place over the last four decades.

As Larry remembers, the late 1960s can be summed up in four words. "Business was the villain," he says. "College students were gravitating toward being social workers or going into the Peace Corps. There was a lot of strong sentiment against business, so the business school was unpopular. But, being a contrarian, I thought that if everybody else was against it, it had to be good!"

Caryl's entrepreneurial bent was genetic; at 12, she was cashiering for Shoppers' City, a retail chain that her father had founded. Her experience at the business school was unique to the times—she was one of only three women in a graduating class of 280. "You were kind of a stranger in class," she says. "The professors didn't take you seriously because they didn't know how to treat a woman in their class. And the guys either really liked to talk to you or didn't give you any regard at all."

Amidst all the turmoil of the decade, the Abdos emerged with valuable tools. "My dad always said there are two things they can't take away from you—your name and your education," Larry says. "At the time, the business program included a little bit of everything—insurance, transportation, accounting, law, marketing, finance, management. It was a great variety of classes that gave you knowledge in all the areas that were part of operating any business."

—P.B.

With no other institution in the Twin Cities offering evening MBA classes, the program quickly filled up, growing to 800 students within five years. In the decades since, it has evolved into a sophisticated and consistently popular option. Enrollment is now at nearly 1,800 students, but as in its early days, the program has worked to find a balance between quality and quantity. "We want to make sure we keep the quality high," Carlson says. "If that means we can continue to grow, fine; but if it means we stay steady, that's fine, too. Our philosophy has always been quality first."

MIS RESEARCH CENTER

In the early 1960s, the business world looked at computers and saw data processing. Professor Gordon Davis saw the future. While computers were primarily viewed as data processing tools, he sensed opportunities to leverage the data and produce reports to aid management decision-making.

In 1968, Davis, working with fellow University professors Tom Hoffman and Gary Dickson, created the Management Information Systems department; the Management Information Systems Research Center (MISRC), which gained an international reputation; and a new information systems degree. The degree was the first formal program of its kind in the

nation. "Almost every major university had someone in its business school working on this and doing research, but they hadn't quite figured out how to put it together," says Davis, who retired in 2004. "We put it together in a formalized program and a research program, and created the department and the research center. So we're credited, and rightly so, I think, with being the innovators."

The new program required new textbooks, so Davis wrote more than 20 of them in the course of building the research center and the teaching program. His 1974 tome, *Management Information Systems: Conceptual Foundations, Structure, and Development*, is widely regarded as the classic in its field.

The efforts positioned the University at the forefront of a new frontier. "The idea was that we had new computer and communications technologies changing how organizations were managed and operated," Davis explains. "This was an important development, so we created a curriculum to teach the new principles and technologies. And we created a research center so we could do research and interact with the relevant business community, especially managers who had been assigned to the new business function of information systems."

MISRC is still known throughout the world as a preeminent research center. "That reputation is due not only because of our past efforts, but also because we publish the leading academic journal in the field, *MIS Quarterly*," Davis notes.

—Phil Bolsta



Management & Economics Building (Heller Hall)

1963

School moves into its new home in the Management & Economics Building (which is later renamed Walter Heller Hall, after former Economics Professor Walter Heller)

1963

School receives accreditation from the Association to Advance Collegiate Schools of Business, becoming one of only 20 U.S. business schools to be awarded the distinction

1964

PhD in Industrial Relations approved

THE 1970s

Life in the “disco” era—discontent and discomfort lead to new discoveries.

Early in the 1970s, the school was given a new name—the College of Business Administration—and new status as an independent collegiate unit of the University. It also faced a host of new challenges: bulging

enrollments, University-wide financial problems, repeated changes in leadership, and a perception in the state’s business community that some faculty members were more interested in business theory than business practice. But many of the changes in the 1970s set the stage for the school’s more prosperous future.

In some ways, the College of Business Administration was a victim of its own success and

popularity. As the social upheavals of the 1960s faded and the U.S. economy struggled with job losses and inflation, more students decided that a business degree would better prepare them for the economic storm. Moreover, after decades in which women students constituted a small fraction of the school’s student body, enrollments surged. In 1964, women made up only 3 percent of the school’s undergraduates. Ten years later, 16 percent of students were women—and the numbers continued to climb throughout the decade. The University also faced budget cuts due to state financial problems, which left the school short on faculty to teach the rapidly growing student body. In 1971, the school had 1,135 undergraduates (a 10 percent increase from the previous year), and by 1974 enrollment reached 1,612.

The situation was exacerbated by uncertainty and change in the school’s leadership. In 1970, Paul V. Grambsch left after a decade as dean. The school began searching for a new leader at the same time that 40 other business schools were on the market for a dean. The process took nearly two years and the new dean, noted accounting Professor James Don Edwards of Michigan State University, resigned after less



Business Board members with Minnesota Gov. Al Quie, 1979

than six months, telling the *Daily* that he was “disillusioned” by the University’s unwillingness to fund the school’s priorities. C. Arthur Williams, a consensus builder and committed instructor who had earlier served as interim dean, took over at the end of 1972, promising to work with the University and the business community.

To stem the enrollment tide, the school raised admission standards in 1975, requiring all students transferring from the College of Liberal Arts (CLA) to have a grade point average of 2.5, up from 2.0, and requiring a 2.7 from students wanting to major in accounting. Despite the new standards, the number of prebusiness students in CLA rose by 23 percent the next year. Hundreds of students couldn’t enroll in required courses and faculty found themselves overwhelmed and overworked.

A BUMPY RIDE

By the mid-1970s, the school faced increasing criticism, including barbs from a local business magazine that described the Twin Cities as “a first-class business community with a less than first-class business school.” The criticism stung, in part because it failed to recognize what the school was doing to improve programs despite what it thought was completely inadequate funding. For instance, the Minnesota Executive Program, which had been developed earlier in the decade, provided leaders of small and mid-sized firms access to an advanced course in management, strategic planning, and other organizational issues taught by the U’s top business faculty. The school also began teaching a required course in business and society that introduced undergraduates to the complex social environment in which businesses operated. In 1973, retired Dain, Kalman & Quail CEO Wheelock Whitney began teaching an undergraduate course in management problems, during which a who’s who of Twin Cities executives met with students. In 1976, five business students formed the Business Association for Minority Students, to form connections with the local corporate community.

BOLD STEPS

In 1977, Dean Williams decided to return to the classroom, and the school took a bold step, hiring a nonacademic as dean. David Lilly, CEO at Bloomington, Minn.-based Toro Co. and a former governor of the Federal Reserve Bank, brought new energy and a huge list of connections in Twin Cities corporations. Lilly hired economist Ed Foster

West Bank Computer Center, 1973



1970
Minnesota
Executive
Program
launched

1971
James Don
Edwards
named dean

1972
C. Arthur Williams
named dean



C. Arthur Williams

1976
Accounting
Research
Center
founded

1976
Business
Association
of Minorities
established

to oversee the school's internal operations, and fundraiser David Merchant to build a new income stream for its underfunded programs. Lilly also asked several members of the marketing faculty to survey the school's customers and help develop a strategic plan.

Seeing the need to act or risk losing accreditation of its long-respected business school, the University agreed to a 5 percent increase in allocations for the school—enough to hire 19 new faculty members. Lilly then began working with the Twin Cities' major corporations and within a year outside contributions grew from a paltry \$12,000 to \$598,000. By 1978-1979, Lilly had beefed up contributions to more than \$4 million.

Acting on the marketing survey, the school took several steps to increase outreach and—most significantly—revamp its MBA program. Based on information from businesses on the skills young managers needed, the new program moved students through the first year of studies as a cohort. At the time, it was lauded as more cohesive, more rigorous, and more likely to produce the kinds of graduates who move on to upper-level management posts. In an interview at the time, Lilly described the new program as “totally exciting and successful. We’ve increased the quality of the students to the point where we’re approaching some of the very best schools of business.”

As part of the school's outreach efforts, it formed what would become a crucial part of the school's future: a Board of Overseers. Beginning in 1979, this group of business leaders, many of them graduates of the school, would help faculty and administrators forge new approaches to business education and develop programs that would connect the school to its community as both education and industry experienced a revolution in how information was shared and businesses operated.

—Mary Labr Schier

Students and faculty in a Business Equality for American Minorities small business management class, circa 1971



PHOTOGRAPH BY PATRICK KELLY

Alumni Memories: Deb Peterson, '78 BSB

Deb Peterson saw the changes that swept through the College of Business Administration in the 1970s most clearly when she took a break from school.

Peterson, then Deb Bourassa, arrived at the University in 1975 after two years at a college in southwestern Minnesota. An accounting major, she joined the women's business sorority, Phi Delta, for camaraderie because there were so few women in her classes. In 1977, Peterson got married and took a six-month break from school. When she returned in January 1978 to finish her last few classes, the institution seemed transformed. “It was remarkable how many women there were at the school,” she recalls. “It struck me how much it had changed.”

Peterson's memories of going to business school at the U would ring familiar to many 1970s graduates: not having enough money; frigid walks across the Washington Avenue Bridge; trying to rustle up food from the vending machines in the basement of Blegen Hall, the only place to eat on the West Bank; learning FORTRAN, an early computer language (“We wrote our own software!” she recalls); and knocking herself out studying for advanced accounting, taught by Professor R. Glen Berryman.

After graduation, Peterson joined a Big Eight (now Big Four) accounting firm and worked as a CPA before becoming financial manager for a software company. She left the workforce in 1991 to raise her daughters. She is an active supporter of the school, serving on the Carlson School Alumni Board as well as the University of Minnesota's Alumni Association Board.

Going to the Carlson School transformed her life, says Peterson. “It gave me the opportunity to work for international companies with diverse clients; that opened my eyes to the world.”

—M.L.S.



David Lilly

1977

Management
Information
Systems
Quarterly
journal
launched

1978

Master of
Business
Taxation
program
established

1978

David Lilly
named dean

1979

Carlson
Board of
Overseers
founded;
N. Bud
Grossman
serves as first
chairman

The 1980s

The College of Business Administration gets a new identity and adds new innovations to keep pace with the rapidly changing business world.

The 1980s brought the Reagan Revolution, the dawn of an unprecedented bull market, Wall Street excesses, and the fall of the Berlin Wall. It also brought a new identity for the College of Business Administration. Following an \$18 million gift from Twin Cities-area business magnate Curt Carlson, the school officially became the Curtis L. Carlson School of Management. With the business world beginning to move at a breathless pace, the school kept up, educating executives, fostering entrepreneurship, and building a new global strategy.

EDUCATING THE EXECUTIVES

How do you identify a need in the marketplace? Sometimes it's as easy as picking up the phone when the marketplace calls. "In 1981, a group of corporate people approached the school and said, 'There's a growing need for an MBA experience for people with eight or 10 years of experience, and we want them to be able to learn experientially from each other,'" says Kathryn Carlson, assistant dean for MBA Programs.

The school was happy to fill the niche. "The associate dean and

several faculty members put together a proposal for what they called the Manager's MBA Program, took it out to several companies, and said, 'Here's what it could look like,'" Carlson says. "Corporations were very excited about it."

It was a win-win-win. Students, the school, and the companies that employed the students all benefited. "It was a rich experience—students were interacting with experienced, highly capable classmates.



Manager's MBA Program classroom, 1981



Professor Edward Joyce, 1988

They were also learning from them, as well as from faculty and the program itself," Carlson says. "Companies liked it because it wasn't only their employees getting educated—they also were getting the benefit of the learning from other students and companies."

The program grew quickly, adding more options (including international components), and eventually was rebranded as the Carlson Executive MBA Program, to better reflect the type of student for whom the program was designed.

ENTREPRENEURSHIP TAKES FLIGHT

Curt Carlson also initiated the school's entrepreneurship program in 1986 by endowing the Curtis L. Carlson Chair in Entrepreneurship. Marketing Professor Dick Cardozo, the first to hold the chair, developed the initial classes in entrepreneurship, and headed the new Center for Entrepreneurial Studies for 15 years. The center focused on such topics as startups, corporate ventures, takeovers, and business turnarounds. It filled a unique need, and one that reflected the tenor of the times. A 1980 study by UCLA and the American Council on Education found that college freshmen were more interested in business than at any time during the previous 15 years.

1981

Name changed to the School of Management to create a broader mission that also includes education in management of public and nonprofit institutions

1983

Edward Foster named acting dean

1984

Strategic Management Research Center created

1984

Preston Townley named dean



Preston Townley



PHOTOGRAPH BY PATRICK KELLY

Alumni Memories: Steve Daas, '86 BSB

Jobs were plentiful when Steve Daas graduated from the Carlson School. "I was one of 20 interns at Arthur Andersen, one of the Big Eight accounting firms at the time," he says. "The demand for accounting professionals was huge. I don't think I've seen that large of a cohort since then."

During his time at the Carlson School, Daas' daily schedule had little wiggle room. "I was working full-time and going to school full-time," he says. "There tended to be more group projects in the upper-level courses, and managing that without email and cell phones was a bit of a challenge. I was working nights in the warehouse at the Fisher Nut Co. in St. Paul—I always tell people I worked for peanuts."

Even with a full dance card, Daas found ways to stay active on campus. "I got involved in the honors program and was treasurer of the Honors Board," he says. "There were five of us who organized special events and programs for anyone taking honors classes."

These days, Daas is co-owner of Global Tax Network, a Golden Valley, Minn.-based tax consulting firm that specializes in international tax services for companies with employees working overseas. It's a busy job, but he has stayed involved with the Carlson School. "I've been a part of the mentorship program for the last 17 years, even when I was living in Singapore for three-and-a-half years [while working for Ernst & Young]," he says. "We mentor a student or two each year. It's a great one-on-one experience for them and it keeps me in touch with the Carlson School."

Daas is so grateful to the Carlson School that he established the Stephen Daas Scholarship Fund to pay partial tuition for two or three students each year. "I tell my nieces and nephews that going to school there was the best thing I ever did," he says. "I would not be where I am today without getting the education I did at the Carlson School."

—P.B.

NEW WORLD ORDER

When Professor Mahmood Zaidi was named director of International Programs in the mid-1980s, he rolled up his sleeves and got to work. Not only were there no exchange programs, there weren't even any international-related courses at the time. "The leadership at the Carlson School strongly believed that we should turn out graduates who had an international experiential component in their curricula," Zaidi says.

Zaidi was the right man for the job. Born in India, he had worked in China and Europe. He had also conducted research in Australia, Canada, Japan, Thailand, and the Caribbean, and had taught in numerous other countries.

"My passion has always been globalization," he says. "I knew business was changing because of the globalization of markets and production, and I saw the need for employers in Minnesota that were operating globally. I believed that nobody should leave the school without being exposed to international activity."

Starting from scratch, Zaidi established the Office of International Programs, assisted faculty with international curriculum development work, and raised funds. He also developed and nurtured student and

faculty exchange agreements with schools in Western Europe, Asia, and South America. And he helped establish international executive MBA programs in Poland, Austria, and China.

Zaidi, who retired in June 2008, is thrilled at how far the program has come. "We started at ground zero, and I must tell you I am very happy that we are where we are at now," he says. "All of our undergraduates are required—I repeat, required—to have an international component in their curriculum. And there is now an excellent team in place that will continue to build on the foundation laid years ago."

—Phil Bolsta



Tim Nantell (at left)

1985

Evening master's degree in industrial relations established

1986

Curt Carlson donates \$18 million to the school, which is renamed the Curtis L. Carlson School of Management

1988

Finance Professor Tim Nantell named acting dean

THE 1990s

The Carlson School breaks ground on a new era, opening a new building and forging valuable partnerships with the local business community.



From left, Carlson Board of Overseers Chair Sandy Grieve, Dean David Kidwell, Curt Carlson, and University of Minnesota President Nils Hasselmo at the groundbreaking for the Carlson School's new building, 1995

On June 27, 1995, a crowd of students, faculty, alumni, donors, business executives, university leaders, and politicians attended the ceremonial groundbreaking for the Carlson School's new, state-of-the-art building. Curt Carlson, '36, who had donated the lead gift of \$10 million toward the \$45 million building, was welcomed to the speaker's stage through an arch composed of briefcases. A little more than two years later, 500 guests strode through Hollywood-style searchlights to attend a black-tie affair celebrating the building's grand opening. Even Goldy Gopher was decked out in a tux. Across the entrance was a Sidewalk of Fame adorned with the building's 78 major donors spelled out in boldly colored 3M-brand graphics reflective film.

Before the new building opened its doors, the Carlson School had been spread among five different buildings on campus. While the new facility was a powerful draw for top-quality faculty and students and also helped bolster the school's identity and image, it was only one of several key developments over the course of the decade.

PARTNERS IN PROGRESS

When David Kidwell was named the Carlson School's dean in 1991, one of his first actions was to meet with 150 local business people to share views and solicit feedback. He also met with students, faculty, and senior University officials to get their input before designing a strategic plan on how to strengthen the school's relationship with the business community.

Kidwell was determined to get everyone on the same page. "Those efforts enabled us to have broad buy-in from our major constituents when we unveiled our plan," says Kidwell, who left the University in 2001 and now lives in Washington, D.C.

The strategic plan that was approved was revised over the decade, but five elements remained constant from year to year. "One goal was to recognize that we had to be good at teaching," Kidwell says. "Second, we wanted to generate high-impact, problem-driven research that was

important and valued by students and the business community."

The third goal was creating a community where business people and students could learn together and from each other. The fourth was developing executive training and education programs to serve the community.

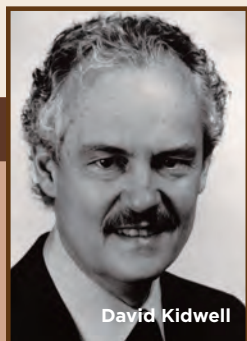
The fifth goal: go global. "Top business schools need the ability to deliver knowledge internationally, both face to face and through the use of technology," Kidwell says. "We had established partnerships with schools in Poland, China, and Austria. One pleasant side effect of the international programs was that it helped our faculty develop a more global outlook with regards to their teaching and research."

Ultimately, the plan was a win-win. "What I said to the business community is that we could have a symbiotic relationship here," Kidwell says. "I wanted to make them partners in the business school. I think it turned out pretty well."

Lauded by many as a consensus-builder, Kidwell also helped pave the way for new programs and research centers.

INSTITUTE FOR RESEARCH IN MARKETING

One of those new offerings was the Marketing Research Center, which began operations in the early part of the decade and evolved into its current incarnation as the Institute for Research in Marketing. The operation has become an honest-to-goodness laboratory. "We do a lot of fundamental research," says Professor Akshay Rao, who holds the General Mills Chair in Marketing. "We have labs, theories, and procedures. We do research that allows us to answer puzzles or questions. It's similar to what goes on in a chemistry or physics lab. Our goal is to take this fundamental research and bring it to the real world, the practitioner world, so that our 17 advisory board members, which include firms such as General Mills, 3M, Unilever, and Kraft, are aware of this research and recognize its implications for the way they do business."



David Kidwell

1991

David Kidwell
named dean

1993

Quality
Management
Leadership
Center founded

1993

Curt Carlson
commits \$10
million toward
new facility for
Carlson School

1994

New milestones
reached: 3,000
students
participate in
degree programs,
and 10,000
in nondegree
professional
programs

1995

Groundbreaking
for new building



Alumni Memories: Kris Kowalski-Christiansen, '98 MBA

Over the years, faculty research has covered everything from consumer buying habits to trends, political advertising, product development, and more. "The marketing faculty here does very good research based on the number of papers that we publish in the premier academic journals," Rao adds. "And we are spoken of in the same breath as Wharton, Columbia, Stanford, and Northwestern."

IN SEARCH OF EXCELLENCE

Almost 20 years ago, Kidwell was visited by Jim Buckman, the president of the nonprofit Minnesota Council for Quality (MCQ). The purpose of the visit was to see if Kidwell was interested in integrating more quality-related materials into the school's curricula and research. "As it turned out, Carlson School Professors Roger Schroeder and John Anderson, as well as a number of local businesses, had been pushing for the same thing," Buckman recalls.

Kidwell decisively answered Buckman's question by joining the MCQ board and asking the business community to form a task force to figure out the best way for the Carlson School to place a greater emphasis on quality. Guided by Schroeder, the task force met monthly from February through August of 1993. "We concluded that the best way to get curricula changed in the long term was to develop a research center in quality that would serve the whole university; the learnings would then gradually start seeping into the curricula," says Buckman.

Schroeder and Buckman became codirectors of the new center, which ramped up operations in 1997 when Joseph Juran, U of M class of '24 and an internationally recognized quality pioneer, turned over his small foundation to the University. In gratitude, the center was renamed the Joseph M. Juran Center for Leadership in Quality. Since its founding, the center has become a nationwide leader in quality research.

—Phil Bolsta



PHOTOGRAPH BY PATRICK KELLY

These days, Kris Kowalski-Christiansen, '98 MBA, is chief operating officer of Kowalski Companies, an upscale supermarket chain with 10 stores in the Twin Cities metro area. When she was considering graduate school, however, she was nervous about going to the University. "I always thought the U of M was a gigantic place where you didn't get much personal attention," she says. "So I was a little intimidated when I was accepted at the Carlson School."

She quickly realized that her intimidation was unwarranted. "Throughout my MBA program, there was never a period when I thought I wasn't getting a lot of personal attention," she says. "In fact, when I was a little bit lost in a financial class, I went to the professor's office for help a couple of times; he got me back on track so I understood everything."

Kowalski-Christiansen was also pleased to discover that she could handle the coursework. "All

the classes were manageable and relevant, and I learned a lot," she says. "The faculty was very respectful of the things I had already learned. They did a good job of matching that up with common sense and experiential learning."

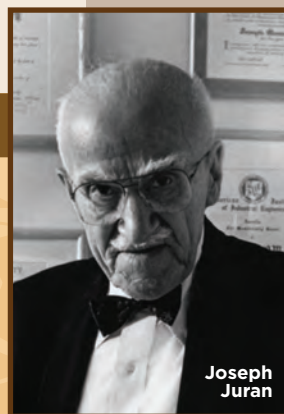
Kowalski-Christiansen views her two years at the Carlson School as an investment that will continue to pay dividends in the years to come. "I chose the school because it has a fabulous reputation," she says. "I would encourage people like me who might feel a little intimidated to not feel that way. It's a great program that provides a well-rounded education."

—P.B.



1997

Joseph M. Juran Center for Leadership in Quality established



Joseph Juran

1998

School moves into new building that features 33 classrooms, 35 meeting rooms, a 180-seat lecture hall, and a 250-seat auditorium

1998

Carlson Growth Fund established; the small-cap growth fund is managed by students in the Carlson Funds Enterprise



PHOTOGRAPH BY PATRICK KELLY

Alumni Memories: Mike Hoffman, '02 MBA

While many working adults take up the notion of going back to school, few among us can attest to actually doing it. We have long days at the office, families to care for, and hobbies that fill our hours outside of work.

Impressive, then, that Mike Hoffman—chairman and CEO of the Bloomington, Minn.-based Toro Co.—carved out time in his schedule to get his advanced degree. In fact, he earned both his undergraduate and graduate degrees as he moved up the ranks from a service representative position, which he started at in 1977; through sales, marketing, and divisional management; to the CEO position, to which he was elected in 2005. “I didn’t go back just to advance my career,” says the soft-spoken Hoffman. “I went back because it had been a personal goal, an ongoing commitment to lifelong learning.”

He chose the Carlson School due to the strength of its Executive MBA program, as well as its respect for an executive’s most valued commodity: time. From 2000 to 2002, he attended classes every other weekend, and all day Friday and Saturday—all while running Toro’s consumer business and helping to raise a family. At the time, students in the Executive MBA program were placed in study groups that worked together inside and outside of class for the entire two years. (Today, group members are rotated between their first and second years). The name of Hoffman’s group of five: the Outliers.

“I was fortunate to end up with a group of people with a lot of diversity,” he says, noting that its members worked for the Mayo Clinic, Guidant, 3M, and Thompson West. “The group process is really an important part of the experience. The dynamic in the learning was very good, so it just [made] the experience much richer.”

Today, he and his former group members continue to meet about once a year to catch up, and Hoffman remains involved with the school as a member of the Carlson School Board of Overseers. His commitment is a result of the dedication he saw from the school during his time there as a student—and continues to see. “This is a very choreographed program,” he says. “They’re sensitive to the executive audience. It allows people to focus on the learning.”

—Jenny Sherman

The Carlson School
at 90

The 20

New buildings, programs, and leadership guide the Carlson School into the future.

As the 2000s dawned, the Carlson School continued to evolve and adapt to the increasingly demanding pace of the business world. No surprise, then, that the school’s new building was so well received. It literally unified faculty, students, and staff, and also helped give the school a solid sense of identity with which to tackle new challenges. “Prior to this building, we were in Heller Hall and departments were separated on different floors,” says Associate Dean Michael Houston. “Students took classes in about seven different buildings. This building brought us all together.”

NEW INNOVATIONS

Working from a firm foundation, the school embarked on a round of innovative changes. When Lawrence Benveniste took over as dean following David Kidwell’s departure in 2001, he spelled out a vision of offering new experiential learning opportunities. “Students expect top-performing, full-service programs,” he said at the time. “And programs themselves have evolved from academic studies into business education ‘experiences.’”

The result was the Carlson School Enterprises, which focused on the primary career paths that MBA students would pursue. The initial offering was the Funds Enterprise, followed closely by the Consulting Enterprise, Brand Enterprise, and Ventures Enterprise. As one of the first business schools to offer experiential learning as part of its curriculum, the Carlson School soon found the Enterprises to be hugely successful. “They’ve become a defining characteristic of the Full-Time MBA program,” says Houston.

Building on the progress made in the previous decade, the Carlson School also expanded its international programs. Soon, more than half of the school’s undergraduates were participating in an international experience. The school also saw a growth in its global

2001

Lawrence Benveniste named dean



Lawrence Benveniste

2003

Carlson Brand Enterprise launches; students’ high-level brand consulting helps relaunch the Radisson Seven Seas cruise line

2004

Herbert Hanson, Jr., ’49 BA, donates \$10 million to help fund a new undergraduate classroom facility

2004

First two classes in the China Executive MBA program graduate

2004

Carlson School chapter of National Association of Women MBAs launches its first women’s leadership conference

2006

Medical Industry Leadership Institute established

2006

Center for Entrepreneurial Studies renamed Gary S. Holmes Center for Entrepreneurship

000s

executive MBA programs through the last eight years. The China Executive MBA was created in 2000 to join the successful Vienna and Warsaw programs. “Our international activities really became a strength and differentiating feature of the school,” says Houston, who was a driving force behind expanding the programs. “Students who might have chosen to go elsewhere went here, partly because of the international activities that were available.”

NEXT STEPS

After Benveniste resigned his post, Houston and retired Wells Fargo Minnesota CEO and former Board of Overseers member James R. Campbell served as interim codeans until Alison Davis-Blake joined the school in 2006. Prior to joining the Carlson School, she had served as the senior associate dean for academic affairs at the McCombs School of Business at the University of Texas at Austin. Davis-Blake focused her attention on growing the tenured/tenure track faculty and improving the academic excellence of the Carlson School. She also drove an overhaul of the Executive Education program, the unification of the Carlson School MBA portfolio, and a wholesale reexamination of the undergraduate curriculum.

To enhance the undergraduate student experience, the Carlson School broke ground in 2006 for Herbert M. Hanson, Jr. Hall. Funded from a \$10 million pledge from alumnus Herbert Hanson, '49 BA, and his wife, Bar; a \$26.6 allocation from the Minnesota Legislature; and additional money from other donors, the 132,000-square-foot, state-of-the-art facility celebrated its grand opening in 2008.

Undergraduates were also given a new curriculum, revised by the Undergraduate Faculty Advisory Committee under the leadership of Associate Dean Bob Ruekert, and approved by a vote of the full fac-



ulty. The changes included an immersion core of four business courses, a capstone experience within each major, and a required international experience.

BOLSTERING THE FOUNDATION

Strengthening the school's various centers and institutes was also given high priority in the 2000s. In the fall of 2006, the Carlson School partnered with the Humphrey Institute of Public Affairs to launch the Center for Integrative Leadership. This University-wide initiative promotes research and teaching about the nature and value of leaders working across disciplines to solve complex problems. Additionally, the Carlson School collaborated with the Humphrey Institute to add a new undergraduate public/nonprofit management major, which dovetailed with the opening of Hanson Hall.

With a \$6 million gift in 2007, the school's Center for Entrepreneurial Studies became known as the Gary S. Holmes Center for Entrepreneurship. The center has established a global reputation for insightful academic research that attracts leading scholars and students.

In sum, the Carlson School has a rich history, but it is not resting on those laurels. As these recent developments illustrate, the school has an eye on the future and is ready to embrace tomorrow's challenges.

—Kevin Moe



PHOTOGRAPH BY PHIL PROWSE FOR RSP ARCHITECTS



Clockwise from top left: Hanson Hall under construction, interior shot of Hanson Hall, and Herb and Bar Hanson at the groundbreaking

2006

Alison Davis-Blake named dean

2006

Center for Integrative Leadership, a partnership with the Humphrey Institute of Public Affairs, established

2006

Master of Accountancy program launched

2007

Carlson School named educational partner of the year by the National Black MBA Association's Twin Cities chapter

2007

New major in public nonprofit Administration established

2008

School celebrates grand opening of Hanson Hall; the 132,000-square-foot, four-story facility features classrooms, a collaborative learning center, private offices, a recruiter-meeting lounge, interview rooms, and student gathering spaces

2008

New undergraduate curriculum launched; features required freshman course in contemporary business management, immersion core during sophomore year, an international experience requirement, and a capstone course in each academic major

8 Questions: Sara Fenlason

If you look closely at the alumni or fundraising information you receive from the Carlson School, you'll likely see Sara Fenlason's name on it. As the school's director of institutional advancement, she leads a team of staff members and volunteers dedicated to a key strategic goal: ensuring a financial foundation for academic excellence. As part of this goal, the team is charged with developing and executing campaigns that leverage private philanthropy and programs that promote engagement among parents, alumni, and business and community leaders.

Raising money and getting people involved is second nature to Fenlason, who brings nearly two decades of experience to her position at the Carlson School. Her interest in fundraising was ignited while attending Smith College in Northampton, Mass. As a student calling alumnae during a college fundraising campaign, she made two discoveries: She enjoyed talking with alumnae and she was good at raising money. In fact, she did such an effective job that the consulting firm conducting the campaign hired her after graduation.

Since then, Fenlason has worked as a fundraising consultant for public and private higher education institutions, led individual giving for the Guthrie Theater in Minneapolis, and served as executive director for Women Winning, a Minnesota political action committee dedicated to electing women at all levels of public office. A key reason why she joined the Carlson School is her belief that higher education can help women achieve parity at the top levels of government and business.

She sat down with us recently to discuss her plans for enhancing and expanding the school's institutional advancement programs and initiatives.

How are trends in public higher education affecting the Carlson School?

Throughout the country, shortfalls in state budgets are translating into significant budget cuts for public colleges and universities. Since most of these schools must keep tuition increases to a minimum, they are looking to private sources of revenue such as corporate and individual philanthropy to make up a large part of the difference. While this model may seem new, school systems such as the University of California adopted it almost two decades ago. And private schools have always used it.



Sara Fenlason

The University of Minnesota and the Carlson School are facing these state budget issues right now. To maintain the quality and competitiveness of our programs, our vision is to boost the percentage of our operating budget that comes from private funding sources.

Another key trend is the growing influence of social networking in forging connections within groups. We are actively exploring new social networking tools and applications to strengthen connections between alumni and the Carlson School. For example, we are investigating online interest groups for alumni ranging from past students of the Medical Industry Leadership Institute to runners in the Twin Cities.

Tell us about the Carlson School's Institutional Advancement programs and staff.

I lead an energetic, enthusiastic team of staff members and volunteers that focuses on three areas: alumni relations, individual giving, and corporate relations. While each area has distinctive audiences, programs, and goals, building relationships lies at the heart of all three. My team's overarching mission is to engage alumni, benefactors, and businesses with the Carlson School community.

During my time here, I have been amazed by how much our alumni want to be involved with the Carlson School. They are truly proud of their alma mater. I also have enjoyed being back on campus. I am in awe of the energy and intelligence of our students.

What changes have you made since joining the Carlson School two years ago?

We started by benchmarking where the Carlson School stood versus other business schools and universities in terms of its alumni, giving, and corporate outreach programs. Next, while keeping in mind the vision of updating our revenue model and strengthening our relationships, we created plans and programs to enhance and expand the school's engagement with alumni, benefactors, and businesses. We hope that everyone involved will benefit from these more active relationships and that the Carlson School can raise the percentage of its budget derived from private endowments and gifts.

What new alumni programs are planned for 2009 and 2010?

We want to continue growing the impact and reach of our reunion program. We have had fun, successful annual reunions for the past three years and we hope to involve even more alumni in the future. We also are developing regional alumni clubs in New York City, Chicago, and San Francisco. Over time, we would like to expand them to other cities that have many Carlson School alumni. Finally, we are strengthening our corporate clubs in the Twin Cities area. Right now, we have clubs at 3M, Cargill, Ecolab, GE Fleet Services, General Mills, Medtronic, Target, and RBC Dain Rauscher. Alumni ambassadors at each company serve as contacts for Carlson School alumni and current students and help build the alumni network within each organization.

And, speaking of business relationships, we are also stepping up our corporate relations efforts. The Twin Cities area has a thriving business community and we want to continue developing our corporate connections. There's no question that corporate giving is an important revenue source for the Carlson School. However, these vital business relationships also benefit alumni and students by ensuring access to employment and networking opportunities. Business and community leaders also play key roles on the Carlson School's advisory boards and provide critical feedback on issues and opportunities facing the school and its students.

What new initiatives are planned in the giving area?

We plan to enhance and expand some of our existing programs such as the senior gift program, the parents' fund, the annual fund, and our estate/planned giving initiatives.

The annual fund is especially important because it allows us to address urgent needs and take advantage of unique opportunities as they arise; it provides us with the flexibility to support innovative programs while sustaining our day-to-day operations. A priority this year is increasing our alumni participation rate. And we have started a special program, The Dean's Circle, to recognize donors of \$1,000 or more to the annual fund. These generous benefactors will be invited to special programs throughout the year and recognized in unique ways.

What are some key reasons why alumni should give back to the Carlson School?

Your gift has a big impact. Your donation helps the Carlson School retain talented faculty members, fund cutting-edge research, attract promising students, improve facilities, and sustain the operations of our innovative centers, institutes, and enterprises.

Giving back to your alma mater can be much more than writing out a check each year. More than 2,000 alumni and friends give the gift of their time by serving as volunteers in a wide array of programs. You can network with students and alumni, and encourage your employer to

provide internships and employment opportunities. Or you can serve as a guest speaker or mentor; participate on a panel, case competition, or advisory board; or be a client for one of the Enterprise programs.

I want all alumni to know that we recognize your ability to give financially varies greatly throughout your life, with most people contributing more as they advance in their careers. However, we know that many other factors affect that, such as paying for your children's college tuition or weddings, losing your job, or making life transitions like retirement or opening a business. We hope you'll stay in touch in other ways during these times.

While there are lots of barriers to giving, there are many benefits to contributing. The value of one's college degree is always changing. The more you give back to your alma mater and invest in it, the more the value of your investment increases. The good news is that the reputation and credibility of the Carlson School has steadily increased over the last couple of decades. By continuing to give back to your alma mater—whether through time, talent, or treasure—you help keep this momentum going.

How is the current economic environment impacting alumni and giving programs?

The economy is negatively impacting investments, jobs, and philanthropy. While we realize that many alumni may be considering reducing or eliminating their annual gifts this year, we also believe that this may be an opportune time for some to start giving, continue giving, or even give more.

This is one time when I would encourage alumni to think about what you can get back from the Carlson School as well as what you can give. If you want to make new business connections, Carlson School alumni represent a powerful corporate network that you can easily access via our website and alumni events. For example, our secure online directory allows you to find former classmates, network within your industry, or find other alumni in your area. And the Alumni Career Network enables Carlson School alumni and current students to build their professional networks and serve as career-related resources for one another. You can also join the Carlson School group on LinkedIn.

If you are job hunting, consider using the resources and services of our business career centers. Both are accessible via the school website. And if you want to upgrade or expand your skills, take a look at our Executive Education and graduate programs. There are also special programs for alumni who would like to return to class.

What would you like to say to alumni who haven't stayed in touch?

There's never been a better time for you to get involved with and support the Carlson School. We want you to come back and reconnect with your fellow classmates. Why not attend this year's Carlson School reunion? Mark your calendar for game day on Saturday, October 10, in the new TCF Bank Stadium. Take a look at the school website and see what's going on. You can check out the school's alumni events and resources at carlsonschool.umn.edu/alumni. And be sure to surf our pages on Facebook and LinkedIn. We want to hear from you. If you would like to tell me about your thoughts and ideas, you can send them to csomalum@umn.edu.

—Sue Wilson

Common Ground

The Cargill Foundation is helping the Carlson School find new solutions by integrating across disciplines.



Minneapolis-based Cargill Inc. prefers to take the long view when it comes to corporate giving and philanthropy. The global food giant's strategy is to invest in and engage with community partners and institutions dedicated to promoting sustainable growth and stability in their programming and in the communities they serve. The goal is to keep programs working long after any initial grant money is gone.

That philosophy is behind two recent major gifts from Cargill to the Carlson School: \$100,000 toward the new Hanson Hall undergraduate building and \$400,000 for the school's Center for Integrative

Leadership. "We tend not to do bricks and mortar," explains Mark Murphy, executive director of the Cargill Foundation. "We prefer to give money to fund programs, and help them become sustainable. We want to help programs get started, but we also hope the programs can find a way to keep themselves going."

Murphy, who's been with Cargill since 1995, explains that while the company is selective about the recipients of its charitable grants, it finds certain types of projects particularly attractive. Hence the emphasis on the Center for Integrative Leadership, which is designed to develop a better understanding of how collective action across sectors and geographic boundaries can solve societal problems. The center is co-coordinated by the Humphrey Institute of Public Affairs and the Carlson School. "One thing we talk a lot about in our relationship with the U revolves around the need to try to integrate across disciplines and programs," says Murphy. "The Center for Integrative Leadership was what the Carlson School served up to us as one of the steps it was taking to get leaders and students to look across particular disciplines so they learn how to make connections across functions and across colleges in the University."

Since 1996, Cargill and the Cargill Foundation have provided millions in gifts and grants to the University of Minnesota. In addition to those directed to the Carlson School, funding has gone to support programs in food safety leadership, veterinary and human health, biological sciences, engineering, and more.

Murphy notes that the Carlson School's mission dovetails nicely with that of Cargill, which stresses the ability to reach across imagined boundaries in business dealings. "Every day at Cargill we talk about the need for greater 'connectivity' across our teams and businesses, our functions and geographies, and even across our customers and partners," he says. "That idea of integrative leadership seemed to make a lot of sense."

—Dan Heilman

Of Love, War, and Cookies

Burt and Helen Swanson give back after gaining so much.

Burt '50 BSB, and Helen '51 BS, Swanson have a deep affinity for the Carlson School. In 2007 they created a lasting reminder of the relationship: the Burt and Helen Swanson Family Scholarship for undergraduate students. However, their appreciation goes way beyond the education they received here. To them, the school represents much more—it is a tale of love, war, and cookies.

The story begins with Burt coming home from a 13-month deployment in World War II, anxious to continue his education. "The makeup of the school of business was quite different than today," he says. "There were about 900 to 1,000 students and only about 40 of them were women."

Despite the long odds, he met the love of his life, Helen, when he applied for chairmanship of the Business Board, which oversaw extracurricular activities such as Business Day. "I had to explain to the board why I would be a good chairman," he says. "That's where I met my wife—she was the sophomore student representative on the board."

Burt won the job, and one of his responsibilities was to help organize the next Business Day. The event featured conferring the title of Miss B-Day. "The contestants were sponsored by the various women's organizations," says Burt. "My wife was one of them. She didn't win the title, but she was in the group and that's how I got to know her."

Soon they were an item.

A slight change in plans

When Burt graduated in 1950 (he also received the Tomato Can Loving Cup award that year), he received gold bars as second lieutenant in the U.S. Army. Fifteen days later, the Korean War broke out, but it seemed far away. Burt continued on with his life, working in a summer management





Burt and Helen Swanson

training program at Donaldson's and marrying Helen in September. "While we were on our honeymoon, I was called into active duty," he says. "I had a week to wind up my affairs, quit my job, sell my car, and get out to California and report."

His major in marketing and merchandising and a minor in accounting helped him land a position as an executive officer of a quartermaster company in Kobe, Japan, which helped run a general depot that received, stored, and shipped supplies to U.S. forces in Korea. After the war, Burt went to law school on the G.I. Bill. Until his retirement in 1995, he practiced law for 40 years, the last 30 in business law. "That's where my business school training really helped me," he says. "I understood how to talk to business people, knew what their problems were, and how to read a cash projection and a balance sheet. I owe a lot to the school."

Helen taught for several years and worked at an advertising firm in Minneapolis after finishing her degree in business education. She is thankful for the education she received, as well as for the friendships she forged, particularly in the Phi Delta business sorority. "We met every Monday, had dinner at Mrs. Bryant's Tea Room, and would walk over to another home to hold our meetings," she says, adding that she still meets with her friends a few times a year for dinner and bridge. They also have an annual Christmas cookie exchange, now in its 53rd year.

Lasting contributions

The business school experience continues to be an important part of the Swanson's lives; one of their sons, Tim, earned his MBA from the Carlson School in 1983 and is now a bank president. Through their scholarship fund, Burt and Helen ensure that students of all means and backgrounds can have the same positive experiences they did. The Burt and Helen Swanson Family Scholarship is given to incoming freshmen, with preference to students who have shown an interest in how the free enterprise system works, or demonstrated evidence of leadership and/or entrepreneurial experience. "We wanted to make a lasting contribution to the business school," Burt says. "We are thankful for so much."

—Kevin Moe

CLASS NOTES

1970s

Steve Fritze, '75 BSB, '77 MBA, was named Public Company CFO of the Year by the *Minneapolis/St. Paul Business Journal*.

Ron Meyer, '75 MBA, is president of Thomson, a Danaher Motion company.

Diane Thormodsgard, '77 MBA, was named one of the 25 most powerful women in banking by the *StarTribune*. She is vice chairman of wealth management and securities services at U.S. Bancorp.

Jon T. Tremmel, '68 BSB, '74 MBA, has been elected to the EnteroMedics board of directors.

1980s

Nancy Jones, '89 MBA, is chief marketing officer of Allianz Life Insurance Co. of North America.

Pamela Lampert, '87 MBA, is senior vice president of human resources and communications for the Pohlrad family of companies and Marquette Financial Companies in Minneapolis.

Garry Lowenthal, '80 BSB and '83 MBT, is chairman of Marner Storage Technologies.

William Pick, '82 BSB, '89 MBA, is associate practice director at Fujitsu Consulting.

Andrew Sukawaty, '86 MBA, is chairman and CEO of Inmarsat PLC and chairman of the board of directors for Xyratex Ltd.

Tom Velin, '84 BSB, was named Small Private Company CFO of the Year by the *Minneapolis/St. Paul Business Journal*.

1990s

Tim Allen, '90 BSB, '96 MBA, was named CFO of the Year by the *Minneapolis/St. Paul Business Journal*. He is chief operating officer and CFO for ProStaff.

William Benjamin, '92 MBA, is CEO of U.S. Bancorp Investments Inc. and U.S. Bancorp Insurance Services LLC.

Kelly Johnson, '85 BSB, '97 MBA, is executive vice president of asset management at Umpqua Bank in Portland, Ore.

Jay Krasnow, '97 MBA, is a senior research analyst with the Freedonia Group in Cleveland.

Shawn McCormick, '98 MBA, is senior vice president and CFO of ev3.com.

Aric Nissen, '93 BSB, is vice president of marketing and research & development at Famous Dave's of America Inc.

Heather Passe, '96 MBA, is vice president of customer relationship management for Carlson Hotels Worldwide.

Aurora Toth, '98 MBA, is vice president of marketing for Country Inns & Suites.

John Vanderheyden, '83 BSB, '91 MBA, is senior vice president and chief operating officer of NFP Securities Inc.

Greg Waibel, '90 BSB, '96 MBA, was named Large Private Company CFO of the Year by the *Minneapolis/St. Paul Business Journal*.

2000-Present

Marcus Brans, '08 EMBA, is head of brand development and marketing in Germany for Allen & Overy LLP.

Jeanne Chase, '03 MBA, is vice president of Marketing at EquiFirst Corp.

Tim Emslie, '09 MBA, is research manager for Country Hedging Inc.

Ahmet Hepdogan, '05 MBA, is vice president of procurement for Pennant Foods.

Carrie Hirst, '08 MBA, has joined the Wisconsin School of Business as a lecturer.

Raj Khankari, '00 MBA, is CEO of Bioenergy Inc.

Rahul Koranne, '08 MBA, is responsible for guidance in development and delivery of clinical quality initiatives for Bethesda Hospital.

New York Regional Alumni Event



Erik Allen, '99 BSB, (left) and event host Robert Kueppers, '76 BSB, during the New York Regional Alumni event held at Deloitte in November 2008.

In Remembrance of

Brian McQuillan, '92 MBA, passed away Saturday, Oct. 18, 2008. He spent much of his career in public finance with Evensen Dodge Inc. and Public Financial Management.

Casey Langworthy, '07 MBA, was married on March 13, 2009.

Martine Larson, '02 BSB, is a counselor at Carmichael Lynch Spong in Minneapolis.

Lars Leafblad, '06 MBA, is a policy fellow at the Humphrey Institute.

Stephen Manlove, '05 MBA, is managing director of Perkins+Will's Washington, D.C., office.

David Melby, '08 MBA, was married in July 2008 and works for Fairview Hospital as an HR data analyst.

Jaclyn Miller, '03 BSB, is membership manager of the Plains Art Museum in Fargo, N.D.

Kate Nordstrum, '00 BSB, is music programming director at the Southern Theater in Minneapolis.

Christopher Oudavanh, '08 BSB, is an assistant brand manager for L'Oréal USA in New York City.

Rolf Paeper, '05 MBA, is director of global products marketing at Eaton Corp.

Nate Pearson, '08 MBA, works in Mortenson Construction's Preconstruction and New Business group.

Philippe Pezet, '08 MBA, is CEO and president of U.S. operations for Bulthaup.

Matt Redlon, '04 MBA, helped design Clario's web-based analytics platform.

Kevin H. Roche, '03 MBA, is on the board of directors of Virtual Radiologic Corp.

Kellye Rose, '05 MBA, has a consulting service for farmers and rural businesses.

Ari Rosenthal, '01 MBA, owns his own photography business.

Michael C. Tobin, '01 MBA, is a senior real estate advisor at CresaPartners.

Kathy Tune, '00 MBA, is a principal at Thomas, McNeerney & Partners.

Ben Wright, '05 FTMB, is vice president of sales and marketing for Appareo Systems in Fargo, N.D.

Want to be included in Class Notes? Contact csomalum@umn.edu or visit Alumni Online at carlsonschool.umn.edu/alumni.

EDITOR'S NOTE: Class notes are submitted by alumni and gathered from various newspapers and media sources. While we welcome alumni news, the Carlson School does not verify class note submissions and is not responsible for the accuracy of information contained in class notes.

New York Regional Alumni Event



From left, Dean Alison Davis-Blake; Joe Barsky, director of the Carlson Funds Enterprise; and Alex Stower, '07 BSB, at the New York Regional Alumni Event in November 2008.

San Francisco Regional Alumni Event



From left, Lynn Roberts; Philip Roberts, '59 BSB; and Diane Perro, '87 BSB enjoying time together at the San Francisco Regional Event held in January 2009 at McKesson.

Lou Nanne, '63 BSB, Named Outstanding Achievement Award Recipient



From left, Nanne; Bob McNamara, '53; and Associate Athletics Director David Crum during the Outstanding Achievement Award Celebration at Eastcliff in October 2009.

Make the Connection!

The top 10 ways for alumni to connect with the Carlson School.

10. Update your information

We need to know how to find you to get you the most up-to-date information on what's happening at the Carlson School.

9. Be a mentor

The Carlson School Undergraduate program and the Center for Human Resources and Labor Studies program both have amazing mentorship options for alumni and other business professionals.

8. Join a regional club

There are many Carlson School grads in major cities around the country. We are also establishing clubs this year in New York City, San Francisco, and Chicago.

7. Join the Carlson School LinkedIn Group

Plug "Carlson School of Management" into LinkedIn's search function to find our official page.

6. Join UMAA

The University's Alumni Association (UMAA) offers opportunities to get involved. See UMAA's website, alumni.umn.edu, for more information.

5. Speak in a class

Share your expertise with undergraduate or graduate students. It's also a great resume builder.

4. Join/start a corporate club

The Carlson School's Alumni Corporate Clubs provide a great way for fellow grads to connect.

3. Join our Facebook Groups

There are several to choose from: Carlson School of Management Alumni Networking Council: Graduate

Carlson School of Management Alumni Networking Council: Undergraduate

Carlson School of Management New York City Area Alumni Club

Carlson School of Management San Francisco Area Alumni Club

Carlson School of Management Chicago Area Alumni Club

Find them all at Facebook.com.

2. Check out the Graduate Business Career Center

It can help with your job search, resume-building, and career-counseling needs.

1. Attend an event

Make sure your information is up to date so you can hear about First Friday outings, events in the new TCF Bank stadium, continuing education seminars, reunion programs, and much more!

Want more information on any of these? Contact alumni relations at 612-625-1556 or csomalum@umn.edu. We'll get you in touch with the right people.

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SPRING 2009

Event Calendar

APRIL 2009

- 22 Inside the Boardroom** Marilyn Carlson Nelson, chairman, Carlson, hosts Thia Breen, president, Estée Lauder Worldwide; Carlson School of Management, 321 19th Ave. S., Minneapolis; 5:30-8:30 p.m.

MAY 2009

- 2 First Friday** MBA Alumni and student networking event; View Restaurant & Bar, Calhoun Beach Club, Minneapolis; 5:30-7:30 p.m.
- 5 First Tuesday** Kate Rubin, president, Minnesota High Tech Association; McNamara Alumni Center, 200 Oak St. S.E., Minneapolis; 11:30 a.m.-1 p.m.
- 18 Commencement** Sherron Watkins, former Enron executive and whistleblower, will speak. Graduate student commencement will be held at 9 a.m., and undergraduate commencement at 1 p.m.; Northrop Memorial Auditorium, 84 Church Street S.E., Minneapolis.

JUNE 2009

- 3 First Tuesday** Speaker TBD; McNamara Alumni Center, 200 Oak St. S.E., Minneapolis; 11:30 a.m.-1 p.m.

JULY 2009

- 7 First Tuesday** Jim Lawrence, CFO, Unilever; McNamara Alumni Center, 200 Oak St. S.E., Minneapolis; 11:30 a.m.-1 p.m.
- 8 Carlson Night at the Minnesota Twins** Game vs. New York Yankees. Metrodome, Minneapolis, 5 p.m., tailgating and networking prior to game.
- TBD New York City Regional Event** Central Park Boathouse.

AUGUST 2009

- TBD Carlson School Day at the Races** Reconnect with former classmates and friends, and make new ones. Canterbury Park, Shakopee, Minn.

SEPTEMBER 2009

- 3 First Friday** MBA Alumni and student networking event; 7 Sushi, Minneapolis; 5:30-7:30 p.m.
- 8 Classes begin**

OCTOBER 2009

- 9 Reunion 2009 Lunch** Carlson School Atrium, time TBD.
- 9 Reunion Networking Event** Gasthof zur Gemütlichkeit, Minneapolis; 5:30-7:30 p.m.
- 10 Homecoming** Game vs. Purdue Boilermakers. Carlson School tailgating event two hours prior to game. TCF Bank Stadium, Minneapolis.

**For more information on alumni events,
go to carlsonschool.umn.edu/events.**