

UNIVERSITY OF WISCONSIN-LA CROSSE | COLLEGE OF BUSINESS ADMINISTRATION

# BuildingBridges

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Spring 2022



## The future of finance

Kaplan Finance Lab provides students  
real experience with real investments

*Andy Temte, '88, former  
CEO of Kaplan Professional*

# BuildingBridges

University of Wisconsin-La Crosse



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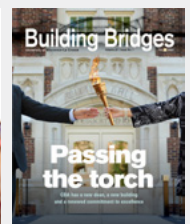
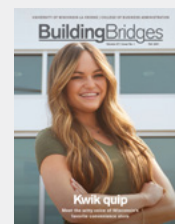


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*TJ Brooks was named the dean of the College of Business Administration after filling the role on an interim basis the past two years. “Our future is bright,” he says, “and I’m honored to be a part of it.”*

# Familiar face to lead CBA

## TJ Brooks to lead UWL’s College of Business Administration

TJ Brooks has been named the dean of UW-La Crosse’s College of Business Administration after filling the role on an interim basis for nearly two years.

Brooks was selected after a national search and interview process that spanned much of the current academic year. His official start date was April 1.

“As the interim dean, I was always careful when working with faculty and staff to make decisions for the organization that didn’t handcuff the next dean of the CBA,” Brooks says. “The thing I’m looking forward to the most is being able to take the handcuffs off and help the college make some important strategic decisions. Our future is bright, and I’m honored to be a part of it.”

Brooks joined UWL in 1999 and has served as a professor and chair in the Economics and Finance departments. He became interim dean in August 2020, replacing Laura Milner.

Professor of Economics Mary Hamman, who chaired the search committee, says the group selected Brooks in part because he is “data driven and inquisitive, with a desire to lead the CBA as a partner with the campus and the community.”

Brooks notes a number of exciting recent developments within the CBA.

The college recently moved into newly renovated, state-of-the-art Wittich Hall. It also celebrated its 50th year on campus in 2021 — an opportune time to reflect on the past and look to the future.

“As we begin the next 50 years, the college has the opportunity to define what the future of the college looks like, both for our students and ourselves, and for the community,” he says. “This is an exciting time for faculty to be able to create or innovate what those student experiences are, and to contribute to new knowledge through their research and practice.”

# ‘Challenging but re



**C**hallenging but rewarding.

That’s how College of Business Administration students describe the Kwik Trip Integrated Core Program — which provides students with open-ended, real-world learning opportunities preparing them for careers in business.

“My time in the Kwik Trip Integrated Core Program was one of the best experiences I’ve had in my life,” says Grace Engberg, a junior majoring in marketing. “I loved being able to challenge myself professionally while still being able to grow and learn in the safety net environment of still being in undergrad. This program pushed me to work on my critical thinking skills, leadership skills and team collaboration skills.”

The program consists of four CBA courses — FIN 355, MKT 309, MGT 308 and FIN/MKT/MGT 323 — and is designed to help students develop critical thinking and communication skills

while boosting their understanding of core business functions.

Students work in groups and learn material in a way that directly supports their group project. In addition to business practices, they learn about emotional intelligence and other qualities found in high-quality teams.

The projects are deliberately open-ended to mimic the business environment and highlight the intersection of finance, marketing and management. One of the projects allows students to tackle a real-world issue at Kwik Trip.

Christa Kiersch, an associate professor in the Management Department, says Integrated Core faculty are in frequent communication to ensure their curricula are complementary.

“As program faculty, we’re able to make direct connections across disciplines and specific classes,” she explains. “If I know that in their finance class they will be using a specific

# ewarding'



## Kwik Trip Integrated Core Program gives students glimpse into the business world

company example to learn about financial reporting in annual reports and shareholder communication, I might use the same company to illustrate organizational behavior and human resource management practices that also get discussed in annual reports. This way, we can help students connect the dots across the business disciplines and specific courses.”

When it comes to student achievement, the program is already paying dividends.

“Evidence from my finance classes shows that students in the Kwik Trip Integrated Core Program perform better on exams and in the class overall, which is likely due to the increased level of engagement,” says Diana Tempski, a professor in the Finance Department. “Additionally, the nature of integrated material and applying it to real business problems builds their critical thinking skills at an enhanced level.”

Faculty say the program is a win-win.

Businesses, especially those in the La Crosse area, will have access to a talented pool of young professionals at a time when many employers are struggling to fill positions.

Meanwhile, students gain valuable knowledge and experience that will serve them well in their careers, above and beyond what a more traditional classroom experience would provide.

“Just like the real-world, the program gave us a chance to make our own rubric and process with our projects, with the advice from our professors,” says Maisy Dyhr, a junior majoring in finance. “Because of the critical thinking and working with my peers on these projects, doing interviews for my potential internships was a breeze. I am comfortable and confident when sitting down in a professional setting.”

Olivia Kees, a junior marketing major, adds: “The program allowed me to grow and gain confidence in problem-solving, teamwork and business communication skills. I’m grateful for its impact... and the skills that will follow me in my future career.”



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*Top: CBA students learn about the Kwik Trip Integrated Core Program and other career and internship opportunities during Kwik Trip in the CBA Day.*

*Left: Students in the Kwik Trip Integrated Core Program give a presentation during the fall 2021 semester.*

# A DESERVED DISTINCTION

UWL's Derek Poggemann receives Hoeschler Award for Excellence

**D**uring his time at UWL, Derek Poggemann hasn't just received an education.

He has received the complete La Crosse experience.

"During my time here, I have particularly enjoyed the downtown and community life," says Poggemann, who will graduate in May 2022 with a bachelor's degree in information systems. "From getting food at Buzzard Billy's, to the downtown Rotary Lights during Christmas, to hiking and hammocking on Grandd Bluff, weekends in La Crosse have always been eventful."

Embracing the community is a core part of Poggemann's identity. In fact, it was the tight-knit atmosphere around campus — "It seemed as if everyone was happy and knew one another," he notes — that convinced the Appleton native to attend UWL.

Four years later, he has left quite the mark on campus, receiving the Jake and Janet Hoeschler Award for Excellence. The award is given annually to the College of Business Administration's top student, with particular emphasis on academic achievement and leadership on campus and in the community.

"I feel like my dedication, hard work, and involvement at UWL has paid off," Poggemann says. "Being recognized as the top student in the College of Business Administration is a great honor, and I am humbled to receive this prestigious scholarship. I look forward to paying it forward by continuing to involve myself with UWL post-graduation."

Poggemann's achievements at UWL include earning a 4.0 GPA and serving as president of two student groups: UWL's Collegiate Entrepreneurs' Organization and Information Systems Association. He was also a member of Beta Gamma Sigma, an international business honor society.

Additionally, he spent the 2020 spring semester in Aberdeen, Scotland, studying abroad through the UWL Exchange Program.

Poggemann's interests have also taken him into the business world.

Poggemann has completed three internships at Heartland Business Systems in Appleton. He most recently served as a data analyst intern with Kwik Trip's accounting department.


Studying information systems, he says, has provided insight and potential job opportunities in a range of fields.

"I enjoy that, as an information systems major, I gain expertise in both information technology and business," Poggemann explains. "From taking programming courses, to finance courses, to marketing courses, it allows me to take a variety of paths post-graduation. Being the highest-credit degree in the College of Business Administration, the major prepares students to excel in our data-driven world."

Poggemann's work ethic has already paid off in the form of a job offer. Upon graduation, he will begin as a power platform engineer at Heartland Business Systems' facility in Little Chute, just outside Appleton.

Having been inspired by other college entrepreneurs, he hopes to one day start his own business. When that moment comes, he'll be well prepared.

"The College of Business Administration has been particularly impactful," Poggemann says. "They have provided me opportunities to network, learn and get involved on campus. But most importantly, I have been able to form personal relationships with my professors that will last beyond my college experience."



*Derek Poggemann, an information systems major set to graduate in May, is the recipient of the Jake and Janet Hoeschler Award for Excellence.*

“They have provided me opportunities to network, learn and get involved on campus”

**Derek Poggemann**

# Rising Athletes

*UW-La Crosse football player Rusty Murphy was worried about the impact of COVID-19 on local K-12 student-athletes. So, he co-founded Rising Athletes, a non-profit that strives to help youth sports programs by organizing, creating and sustaining opportunities for K-12 students.*



UW-La Crosse student creates non-profit benefitting K-12 athletes



**C** OVID-19 affected athletes in many ways — an abrupt end to competition, canceled and shortened seasons, fewer conference and national championships, and more.

But UW-La Crosse football player Rusty Murphy was more worried about the impact on local K-12 student-athletes.

“The biggest thing was realizing that, due to effects of COVID-19, a ton of kids were going to miss out on playing youth sports, which in my life were the most important thing for me growing up,” says Murphy, a standout linebacker who recently completed his senior season with the Eagles. “I knew that post-pandemic youth sports would lead to inequality in opportunities for young people to participate in sports and wanted to be a part of the solution to that problem.”

So, Murphy and La Crosse parent Katie Leaver co-founded Rising Athletes, a non-profit aimed at inspiring and motivating K-12 athletes. The organization strives to help youth sports programs by organizing, creating and sustaining opportunities for them.

Murphy was involved in football, basketball, baseball and powerlifting while attending Cudahy High School. He knows their importance and impact.

“Athletics have meant the world to me ever since I was a young kid,” explains Murphy. “Whether it was little league baseball, elementary recreation league basketball or flag football, after I had my first interaction in team sports settings, I was hooked.”

The double major in marketing and economics says athletic participation has kept him on the right path — from elementary school through college.

“Sports kept me busy before and after school, drove me to get good grades, treat

others with respect, collaborate as a team, and taught me time management skills,” notes Murphy.

He says the life lessons athletics gave him are numerous and priceless. Athletics impact everyone, Murphy says.

“Whether it’s one season of testing out a sport you might be interested in, or playing



*Murphy has been an outstanding contributor for the Eagles, earning All-WIAC First Team honors in 2019. CREDIT: Jim Garvey*

a sport you love for 20 years, there’s bound to be a positive impact through the experiences you have and the relationships you make,” he says.

Murphy credits co-founder Leaver for building and growing Rising Athletes. He says as a parent of students in La Crosse schools, she brings insights on community needs and strategies to help students.

Murphy says Rising Athletes is already making an impact.

“We have aided teams in getting overall costs lowered or even erased and helped fund scholarships for different programs,” he says. “We look to continue this type of

work in a more consistent matter the more we grow.”

Murphy sees his UWL education landing him and a job in business after he graduates in May. Once he’s established in his career and underway with family aspirations, he hopes for Rising Athlete’s continued growth, eventually becoming profitable enough to support him there full-time.

“I would like to be an entrepreneur, starting my own company, and getting to a point where I can work on Rising Athletes more hours per week and in a larger region to impact more kids,” he says.

Rising Athletes: The non-profit organization’s mission is to inspire and motivate K-12 athletes and youth sports programs by organizing, creating, and sustaining opportunities for them. Rising Athletes strives to build bridges between the community and young athletes.

See more at Rising Athletes’ website: [risingathletes.org](http://risingathletes.org).

### Who is Rusty Murphy?

- Cudahy High School graduate where he was in football, basketball, baseball and powerlifting.
- UWL senior linebacker, majoring in marketing and economics.
- UWL football success includes: 2018 All-Wisconsin Intercollegiate Athletic Conference (WIAC) Honorable Mention Team; 2019 All-WIAC First Team; D3football.com Team of the Week; WIAC Scholastic Honor Roll; four-year letter winner

# Investing in the future

UWL's Kaplan Finance Lab  
inspires tomorrow's investors

**A**ndy Temte, '88, had an excellent college experience — one that propelled him to a successful career as CEO of Kaplan Professional in La Crosse.

All that was missing from his time at UWL was hands-on learning opportunities; back then, courses were mostly “chalk and talk at the front of the room,” he says.

However, Temte has ensured that current and future UWL business students will receive plenty of real-world experience. Under his direction, Kaplan's donation to the College of Business Administration paved the way for the new, state-of-the-art Kaplan Finance Lab in renovated Wittich Hall.

The space, equipped with computers displaying up-to-the-minute stock market information, allows students to manage both real and simulated investments.

“There used to be this mindset where you could only be successful in the investment field if you graduated from an elite college in the middle of a big financial center,” Temte explains. “But the guys and gals from the Midwest are just as smart as those kids from Boston, New York or Tokyo. I wanted to bring that high-level finance expertise to La Crosse and build a center for excellence right here at UWL.”

The lab is already being put to good use.





*A donation from Andy Temte, '88, and Kaplan Professional in La Crosse helped spark the creation of the Kaplan Finance Lab in Wittich Hall. The state-of-art space gives students hands-on experience managing investments.*

Assistant Professor Adam Stivers' Investment Analysis and Portfolio Management course regularly meets in the lab. They used the Telemet software, a terminal containing investment and economic data, for a group project on wealth management during the fall 2021 semester.

"Students who go into a role as an analyst or go into any area of investments need to know how to access and interpret or apply investment data," Stivers notes. "They will likely use a software like Telemet every day in their jobs if they go into investments as a career."

The lab, and the transformational education happening there, was made possible by a \$50,000 donation by Kaplan in the early 2000s. While the project initially failed to get off the ground, the donation sat in the stock market, accruing value. When it was finally time to build the lab, the fund had swelled to \$375,000.

Planting the seed for the Kaplan Finance Lab is far from Temte's only contribution to the CBA.

Temte taught finance courses at UWL earlier in his career at Kaplan, which started in 1999 when Kaplan acquired a company he helped create, the Schweser Study Program for the CFA (Chartered Financial Analyst) Exam.

For 20 years, he also personally funded three scholarships to cover the cost of students taking the CFA exam.

Temte's connections to UWL came in handy as Kaplan worked to recruit new employees. UWL students often interned with the company and made strong first impressions, setting them up for jobs upon graduation.

"We would consistently get individuals with that sponge mentality," he says. "I think that comes directly from the cultural environment that's been created at UWL, getting involved

and being part of a robust community."

The Kaplan Finance Lab is designed to harness that sense of ambition and curiosity among students today and in the future.

Even if a student has limited experience with business or finance, Temte says, he hopes the lab will draw them in.

"You're going to have students from all walks of life, all sorts of backgrounds, go by this room and wonder what happens in there," he says. "That's going to spark creative juices inside that individual that walks away and says, 'That looks interesting from the outside. Let me get in and see if it's right for me.'"

# PART OF THE SOLUTION

CBA launches new series promoting diversity, equity and inclusion

*Paul Mueller, regional vice president for Mayo Clinic in La Crosse, discusses the health system's diversity, equity and inclusion efforts during a panel discussion at UWL.*

**A** new panel series from the College of Business Administration explores how Coulee Region businesses are embracing diversity, equity and inclusion.

The series has been spearheaded by Dean TJ Brooks and Professor of Economics Nabamita Dutta, recently named the CBA's inaugural faculty fellow for diversity, equity and inclusion (DEI).

After the killing of George Floyd and many other examples of racial injustice throughout the country, Brooks and Dutta wanted the CBA to be more intentional about its role in the ongoing conversations about racism, bias and how organizations change.

"A lot of CBA efforts on this have already started," Dutta notes, "but we thought it would be helpful for us and for students to find out what businesses and community organizations are doing."

Brooks says it's important for the CBA to play a supportive role in issues directly affecting businesses and organizations.

"Universities should be the place where we have conversations about where society should go and what society should be doing," he explains. "I hope this is part of that conversation about what organizations are doing on DEI issues."

The first panel discussion, held Nov. 15, featured leaders from Mayo Clinic Health System in La Crosse.

The panel discussed Mayo's wide range of DEI principles and initiatives, many implemented over the past few years. Among them:

- Ensuring all Mayo staff have required and recommended DEI training, and that front-line workers have the tools and information they need to treat patients with compassion. One example is adding patient pronoun preferences to the forms nurses receive before they see a patient.



*Mayo has taken several steps to create a more welcoming and inclusive environment.*

- Tracking cases of racism or bias and encouraging people to report them. Key to this effort has been the Get Real Mayo Clinic platform, where employees can submit reports and read those submitted by others. "Sometimes, we think that it doesn't happen at Mayo Clinic, but it very much happens at Mayo Clinic," says Shawn Dutchin, operations manager for Mayo in La Crosse. "When those stories are shared ... I think it's really eye-opening."
- Identifying ways to achieve equity in health outcomes across all populations. One challenge has been a higher degree of vaccine hesitancy among those from underprivileged backgrounds. To overcome this, Mayo partnered with organizations like the Boys & Girls Clubs of Greater La Crosse to host a vaccine clinic for families. "They've already built trust with families who might have been on the fence about getting vaccinated," Dutchin notes. "Just by virtue of us being with the Boys & Girls Club, we were able to vaccinate a lot of families."
- Examining the rate at which people from diverse backgrounds are interviewed, hired and retained. "If you have a diverse group ... it actually leads to higher-quality work," says Paul Mueller, regional vice

president for Mayo in La Crosse. "Studies have shown better decision-making, because you're including more voices, great team satisfaction, teamwork, employee engagement and lower turnover." From a patient perspective, Mueller adds, people like receiving care from people with whom they identify.

- Enacting a visitor and patient conduct policy with guidance on how to handle bias incidents directed at staff. The policy includes steps to de-escalate a range of situations, from inappropriate touching and offensive comments to aggressive behavior.
- Scheduling cultural learning sessions each Friday, during which Mayo staff can learn about LGBTQ+ pride, the history of refugees, the experience of Hmong people during the Vietnam War and other topics. "You're able to have a discussion, ask questions of presenters, get a little uncomfortable and ask questions of yourself," says Becky Kronebusch, a clinical nurse and specialist manager at Mayo in La Crosse. "I look forward to those sessions every Friday."

Dutta says it's critical that students be exposed to these conversations, as it will prepare them to discuss and address DEI issues in their future careers.

"Business are interested in this more than ever, and our students need to be prepared in a way I don't think we fully grasped previously," she says. "We want to serve as a thought leader and provide a platform where business can talk about their DEI processes, plans and struggles. It's important for students to see that."

*From left to right: Jack Hansen, Weston Davis, Pratham Arora and Professor Adam Stivers at the Student Managed Investment Fund Consortium Conference in Chicago in October 2021.*



# MASTERING MONEY MANAGEMENT

## Students learn best practices at Chicago conference

**T**o succeed in finance, students need real opportunities to manage real money.

That's exactly what they're getting through CBA's Spellman Fund, a student-managed investment fund providing valuable experience in researching, buying and selling stock.

"Finding, accessing and using financial data is not something you can teach students using a textbook and exams," says Adam Stivers, assistant professor of finance. "Students must get the hands-on experience with an investment platform or terminal, such as we have in the Kaplan Finance Lab, to be able to carry this skill with them moving forward."

Also helpful was a trip Stivers and his students took to Chicago for the Student Managed Investment Fund Consortium Conference, Oct. 28-29.

Stivers was joined by three students from the CBA Investment Club: Pratham Arora, Jack Hansen and Weston Davis. The group observed poster presentations by students from around the country, learning about best practices in investment management and other areas of finance.

"I learned a lot about the current economic outlook for the future months as well as learning about the different job opportunities in the fixed income, bond, and options markets," explains finance major Weston Davis. "The conference was a great experience, and I could not recommend it enough to future students. I can't wait to go back next year."

*Assistant Professors of Management Christine Ascencio and Randika Eramudugoda (above) are using a virtual learning tool called X-Culture to connect their students with peers from across the world. Together, the students share ideas and solve real-world business problems.*

# CREATING CONNECTIONS WORLDWIDE

**Online learning tool brings global business challenges to campus**



Imagine sitting next to another student halfway around the world – tackling the same business issues as you.

Students in two CBA management classes don't have to imagine that – they're living it.

Assistant Professors of Management Christine Ascencio and Randika Eramudugoda are connecting students worldwide through X-Culture, an online collaboration launched in 2010 by Vas Taras, an associate professor of international business at the University of North Carolina.

Taras was prepping for a new international business course and wanted to partner with a professor worldwide teaching a similar course. He placed a query through an Academy of International Business mailing list.

Taras received dozens of responses from seven countries in the first hour. By 2015, nearly 4,000 students from more than 100 universities in 40 countries on six continents were participating in X-Culture each semester. X-Culture is still going strong.

Ascencio says global virtual teamwork has been essential for international business — even before the pandemic. Technology allows international companies to have team members in multiple countries, she notes, which is key for creative solutions and strategizing.

“I thought this would be the perfect opportunity for our international management students to get a real taste of what it's like to work in a global virtual team,” Ascencio explains.

*"I thought this would be the perfect opportunity for our international management students to get a real taste of what it's like to work in a global virtual team," Ascencio says. "Students value having that real-life global business experience."*





The best part is the experience students get working with peers worldwide on real business projects, she notes.

“Not only do they learn how to communicate across cultures, but they also get to work on a strategy for a real business that has asked for help to expand to a different part of the world,” she says. “While it can be frustrating at times working around different time zones, communication barriers and cultural differences, students value having that real-life global business experience.”

Eramudugoda agrees that X-Culture offers a key educational challenge, allowing students to experience unique learning environments. Along with being a great fit for students in his International Management class, Eramudugoda says X-Culture challenges his teaching, too.

“Seeing our students working with students from such diverse backgrounds and overcoming challenges pertaining to the virtual work environment has been a great experience as an educator,” says Eramudugoda. “It also allows me to see how other instructors around the globe rate our students’ work in these projects. Such insight provides me with valuable feedback regarding what topics I must emphasize further and other changes I must make in order to improve student learning in my classes.”

Eramudugoda says X-Culture allows students to fully embrace a global business mindset to apply what they learn to suggest feasible outcomes. It’s key for students, he notes, to get hands-on experience with workplace diversity and working as a virtual team. Due to the pandemic, Eramudugoda says remote work and virtual team projects have become more important than ever.

“Moving forward, many companies will continue to leverage such options to attract a diverse pool of talent,” he explains. “Therefore, having additional experience in this area can be a great asset to our students moving forward.”

Eramudugoda’s students have had to adjust to interacting with international team members who don’t speak fluent English. One of his students noted that some teammates were very direct and didn’t show much emotion — which bothered the student.

“The student did not realize that this was an ordinary occurrence that took place due to differences in communication-related norms across other cultures,” notes Eramudugoda. “I was able to use my own experience as a non-native English speaker to provide them with advice on how to best improve their communications.”

Ascencio says it’s crucial for students to experience these life lessons.

She points to a student who says the biggest takeaway is that nationality is considered more important than it needs to be.

“Everyone at the end of the day is just people with different backgrounds, so you might as well try to make friends with as many people as you can,” the student noted. “I definitely went into this project always thinking internally about the others as ‘Yusra’ from Pakistan or ‘Andrew’ from Ghana, but at the end of the project, I really just thought about their characteristics instead. They just became ‘Yusra’ and ‘Andrew,’ my teammates and friends.”

Ascencio says that discovery — and others like it — provide examples to highlight in future job interviews. She says students can compare it to real experience working in diverse groups and overcoming large challenges.

Both Eramudugoda and Ascencio plan to continue using X-Culture in future classes — and with good reason. They were recently named X-Culture “2021-22 Best Instructors,” based on 124 performance variables, including student performance and instructor-specific factors. A total of 47 professors emerged from the 157 worldwide considered for the honor.

### Worldwide wisdom

Among the countries CBA students worked on teams with during last semester were:

- Bangladesh
- Belarus
- Brazil
- China
- Colombia
- Estonia
- Finland
- France
- Ghana
- Greenland
- India
- Indonesia
- Ivory Coast
- Jamaica
- Morocco
- Norway
- Pakistan
- Peru
- Russia
- Saudi Arabia



## What is X Culture?

# ‘Something to be proud of’

With \$200K endowment, Schoenberger reflects on evolution of CBA

**D**ick Schoenberger remembers when the College of Business Administration was in its infancy.

“I came here in January of 1973 ... when we were just the School of Business,” says Schoenberger, a longtime faculty member in the Economics Department. “There was no dean. Just a couple of departments. All of our offices were spread out. The most challenging time was when the CBA was just trying to get going.”

Today, the CBA is celebrating 50 years of excellence — with strong and growing enrollment, a wide array of programs, and a state-of-the-art home in newly renovated Wittich Hall.

And thanks to Schoenberger and his wife, Susan, '78 & '79, CBA students will have even more opportunities to thrive. (Susan also had a long and successful career at UWL, retiring as the assistant chancellor for Budget Planning and Control.)

The couple has created a \$200,000 endowment that will support two \$3,000 scholarships annually—one for an economics student and one for an accountancy student. The endowment will award its first scholarships during the 2023-24 academic year.

The gift comes as no surprise given Schoenberger's passion for teaching and supporting students. That passion continues to burn nearly 30 years after his retirement.

“I had some excellent students,” he notes. “I miss the teaching, and I miss the stu-



dents. I don't miss all the meetings we had to attend.”

Much has changed in the CBA since Schoenberger's retirement in 1993. Much more has changed since his arrival on campus nearly 50 years ago.

Back then, the CBA was struggling to find its footing and build its reputation.

In 1974, Schoenberger's second year on campus, many CBA offices moved into the newly constructed North (now Wimberly) Hall.

“That changed an awful lot,” he says. “The facilities were better. The audio equipment was better. The faculty was better, and it just kept getting better. I think we took pleasure in the idea that we were part of something that was finally getting off the ground and had high expectations for the future. It was an exciting time.”

In the '80s and '90s, the CBA continued to hire more qualified faculty. Many had doc-

torate degrees — a rarity when the college first opened.

Schoenberger left his mark on the growing Economics Department, serving as the department chair for a number of years. During this stint, he wrote many of the department's bylaws, some of which became university bylaws and he suspects are still in effect.

More importantly, he made a positive impression on countless students.

Once, when he was out of town presenting a paper, one of his former students approached him and invited him to lunch. She had gone on to earn her Ph.D. in economics, and had landed a job with the U.S. Department of Agriculture in Washington, D.C.

“She and her mother took Susan and I out to lunch, at Chinatown in San Francisco,” Schoenberger remembers. “I said, ‘I'll have anything you order.’ We had a wonderful meal, and she wrote me a number of times after that.”

Looking back on his career, Schoenberger is most proud of what the CBA — and so many of his students — have become.

“You take a certain amount of pride starting out, grassroots, and something turns out as wonderful as this and as large as this,” he says. “It's something to be proud of, I think.”

Left: Dick and Susan Schoenberger had long and successful careers at UWL — Dick as a professor of economics, and Susan as assistant chancellor for Budget Planning and Control. They recently created a \$200,000 endowment that will support CBA students for generations to come.

Right: CBA Dean TJ Brooks shows the Schoenbergers a Wittich Hall learning space that was recently named in their honor.

Below: Chancellor Joe Gow talks with the Schoenbergers in Wittich Hall.



# Budding business professionals

Take an Eagle to  
Breakfast connects  
students with  
local businesses

**T**he Silver Eagles' Take an Eagle to Breakfast event connected nearly 50 top business students with dozens of alumni and business professionals from across the Coulee Region, including presenting sponsor Citizens State Bank, and Gillette Pepsi and Kwik Trip as event sponsors.

The event, held Feb. 23 in Strzelczyk Great Hall in the Cleary Alumni & Friends Center, was a valuable networking opportunity for students and employers alike.

"Take an Eagle to Breakfast was a wonderful opportunity for the Silver Eagles alumni organization to showcase the best and brightest of our College of Business Administration students," says Jane Morgan, '85 & '86, executive director of the UWL Alumni Association. "It provided an opportunity for alumni and business leaders to connect with students, faculty, and staff. The Alumni Association was proud to be a part of it."

Joe Chilsen, '87, says the event helps businesses identify and ultimately hire young, skilled workers — critical at a time when employers are struggling with hiring. The laid-back atmosphere is also conducive to building relationships, he says. Chilsen is the current

president of the Silver Eagles and an event sponsor, along with past president Marlin, '78, and Julie, '76 & '93, Helgeson.

"This event provides employers with the opportunity to discuss future internship or employment opportunities with some of the CBA's outstanding students in a less formal environment," Chilsen notes. "Students who participate have the opportunity to open doors to their futures, and I am hopeful they will take full advantage."

Take an Eagle to Breakfast is the most recent iteration of the Take an Eagle to Lunch and Take an Eagle to Dinner programs, which have connected CBA students with local employers and Alumni for two decades.

Proceeds from the event support the Silver Eagles Endowment Scholarship Fund.

**For more information, visit**  
[www.uwlax.edu/cba/alumni](http://www.uwlax.edu/cba/alumni)

