

JESSUP

JOURNAL

A Publication of William Jessup University

School of Business

One-Year MBA/Entrepreneurship

Global Business Trips

ARTIFICIAL INTELLIGENCE | CYBER SECURITY
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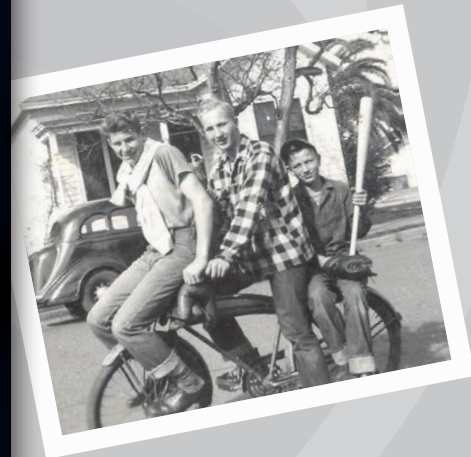
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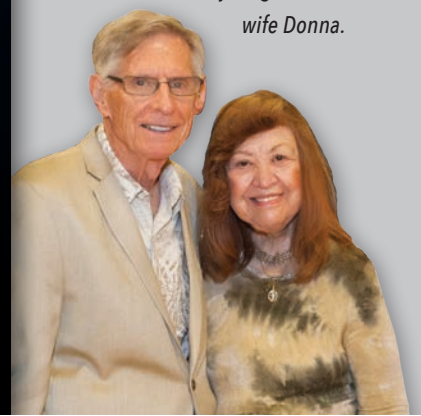
CONTINUING A STRONG TRADITION OF CHARITABLE SUPPORT

The Stilgebouer Legacy Society was established in 2018 to recognize and honor legacy-minded individuals who have made a charitable deferred gift to William Jessup University.



Larry Stilgebouer knew the Jessup's from a very young age. He has observed and supported the college from the days of San Jose Bible College to San Jose Christian College, and now William Jessup University.

Pictured above from left to right are Larry Stilgebouer, Veltie Jessup, and Bryce Jessup in 1947. Pictured below, Larry Stilgebouer and his wife Donna.



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WINTER ISSUE 2019

WILLIAM JESSUP UNIVERSITY

In partnership with the Church, the purpose of William Jessup University is to educate transformational leaders for the glory of God.

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WISC



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Kingdom Business *is Business...*

United States President Calvin Coolidge, Daddy Warbucks in the musical *Annie*, and a host of other political figures have all said some variation of the quote, “The business of America is business.”

*I have a modification of that famous line:
The Kingdom business of Christ followers
is business.*

I’m on a mission to declare a “second Reformation.” The first Reformation was about grace received (salvation by faith through grace alone); I believe the second Reformation is all about grace distributed. We said we believed in the priesthood of all believers and have spent 500 years largely not living that out in the church. My prayer and hope is that we will activate men and women in every sphere of life to carry the life of Jesus and help to distribute His grace wherever they go. There is no such thing as “sacred” and “secular” space. Jesus cares about all the places and spaces on our planet.

There is perhaps no better way to live out our convictions about the Kingdom of God than to take the good news of His grace into the sphere of business. Jessup is aggressively pursuing the education and transformation of undergraduate and graduate students in business like never before. Business is now the largest major at Jessup and we have more than 400 business majors studying in Rocklin, San Jose, and online.



In this issue, you will read stories from the Jessup School of Business. You'll learn about some of our great leaders, students, and our increasing leadership in the areas of management, marketing, finance, and entrepreneurship. International business management is also a very robust field and is coupled by our cybersecurity, artificial intelligence, and project management endeavors. Jessup is cutting-edge, and engaged in the marketplace. One of our exciting student-led projects is the recent rebranding of a local arts company.

Jessup continues to prepare men and women to be great husbands and wives, dads and moms, pastors, missionaries, worship leaders, youth pastors, and church leaders. At the same time, we are preparing business, education, health care, technology, government, arts, and cultural leaders. We partner with the church to educate transformational leaders for the glory of God.

Preparing church and cultural leaders is what we do at Jessup. We do it for the glory of God because we believe all of life is sacred and that the grace of Jesus needs to go into every sphere of society. Read these pages and rejoice with me that Kingdom business is flourishing at Jessup!

Thank you for your partnership in the mission and ministry of William Jessup University.

For His Glory,

A handwritten signature in black ink that reads "John Jackson".

John Jackson, Ph.D.
President



Stephen Strombeck

Dean, Jessup School of Business

The Jessup School of Business

The Jessup School of Business (JSOB) is training the next generation of entrepreneurial business leaders who are purposeful, principled, and proficient. To do this, our team is committed to strengthening our three strategic pillars: service, entrepreneurship, and stewardship.

The JSOB defines itself as a faith-based, service oriented learning community that is distinctively entrepreneurial. It is our belief that each member in our community is made in the image of God and has been called to a life of service. Because of this, our faculty strive to co-labor with God as He transforms us and uses us to have a Kingdom impact on business and society.

We believe this transformation process begins with serving others. An uncompromising devotion to service is what elevates companies to live through and beyond challenging circumstances. Companies need leaders who do more than simply focus on the bottom line. While profitability is a must, it is our belief that servant leadership is the channel through which high rates of return are achieved. In short, serving others is an irreplaceable strategic asset.

Our Jessup business faculty contribute to this transformational process by encouraging and supporting their students' academic achievements, vocational development, and spiritual growth. JSOB faculty also encourage and support the learning capacity and career aspirations of other faculty members knowing that the ultimate goal is to love and serve each other.



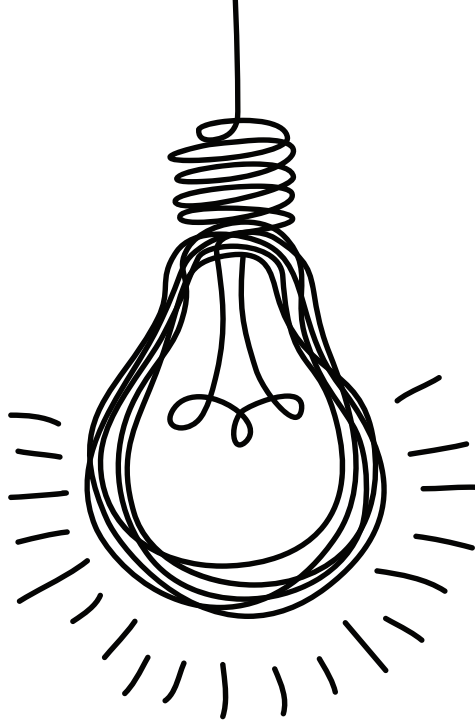
We consider ourselves to be a team of educational entrepreneurs. JSOB faculty implement innovative pedagogies that lay the groundwork for transformational learning. JSOB faculty use in-class projects, activities, cases, and experiential learning tools (e.g. business simulations) to challenge our students to think more deeply about the material within a given course. Our faculty also use a variety of online tools to creatively deliver supplemental course materials and online discussions.

This entrepreneurial spirit, however, is not bound to the classroom setting. Faculty members collaborate with business leaders in local and global companies to provide substantive experiential learning opportunities for our students. These experiences include corporate visits to local firms, manufacturing facilities, and executive boardrooms. These visits are designed to help our students better understand how business ideas, knowledge and skills are being implemented in the marketplace. For example, last fall our MBA students learned first hand about global partnerships during a trip to Europe.

Through all of this, we train our undergraduate and graduate students to be good stewards of what God has entrusted them. To do this, we set up hands-on learning opportunities for our students through internships, service learning, and corporate projects. These projects have built-in tasks that challenge our students to integrate and use course knowledge from different subjects to solve industry problems. These experiences are intended to supplement the traditional learning of JSOB students which takes place in the classroom setting.

Training the next generation of entrepreneurial business leaders is our passion.

Throughout this edition of the Jessup Journal, you will be encouraged to hear how God is helping us to achieve our goals through His abundant provision.



“I HAVE A **GREAT IDEA**. I’M GOING TO
START A COMPANY AND GET RICH.”

AND SO BEGINS THE END OF MANY
AN ENTREPRENEUR’S DREAM.



Ray Bryant

Assistant Professor,
Entrepreneurship

Great companies are almost never founded as a way to get rich. If they are, they most often fail. A few make it, but eventually end up in the trash heap of commerce because they lack real value for their customers. Not surprising, since they originated with the desires of the founders in mind, not the customers.

Great companies--those that have a lasting impact on their customers and society at large--are usually a product of founder’s love, hate, or heartbreak.

Truett Cathy loved people and great food (especially chicken sandwiches) and that was the way he served people. He started Chick-fil-A, which now has more than 2,200 locations and \$9 billion in revenue.




Eric Knopf hated having to remember usernames and passwords and was driven to create a better experience for Internet users. This led to the founding of Webconnex, a Sacramento-based event registration platform that processes more than \$2 million per day in registration fees.

Harry Holt served in the Korean War and was heartbroken by the number of war orphans he saw. He started the adoption agency Holt International that has now placed thousands of international orphans into loving homes.

But having a driving love, hate, or heartbreak is not enough. There are two other important elements. First, a God-given calling; and second, a framework for launching and growing a successful business.

At the Jessup School of Business, we not only help students learn the importance of their “why,” but also the importance of a specific calling (Romans 11:29). Starting a company is hard enough. Without a specific calling and mission, it’s almost impossible.

A calling is something that really can’t be taught. So, in the Entrepreneurship program we emphasize that students take three steps to determine whether they have a calling:

-  THE HOLY SPIRIT HAS PUT IT ON YOUR HEART
-  TRUSTED OTHERS SEE IT AS YOUR CALLING
-  OBJECTIVELY, YOU HAVE THE SKILLS TO MAKE IT HAPPEN

If they have an affirmative response to these three, then it likely makes sense to proceed. In fact, it probably doesn’t make sense not to.

SO, WHEN SOMEBODY EXPERIENCES LOVE, HATE, OR HEARTBREAK AND HAS A GOD-ORDAINED AND VALIDATED CALLING FOR STARTING A COMPANY, IS THAT ENOUGH?

IN SHORT, NO. THEY NEED A FRAMEWORK FOR SUCCESS.

Almost every successful, innovative company uses some version of the same framework based on the scientific method. Harkening back to high school chemistry, the scientific method is basically making and testing observations that lead to a conclusion (or more hypotheses to test).

Great startups follow a similar process using a tool called the Lean Canvas. Translating the above steps into “startup speak,” we get:

- ➔ Experience a problem and look for a solution to your problem
- ➔ Figure out there are no good solutions
- ➔ Ask a bunch of people if they have the same problem
- ➔ Build a minimally viable solution
- ➔ Let other people test that solution
- ➔ Learn from their experiences
- ➔ Rebuild your solution, adding even more value

All successful startups (including product launches inside large companies) follow this process either explicitly or intuitively. Our program walks students through this framework to help them de-risk their ideas and increase their chances of success while they follow their calling.

The ‘final exam’ for our MBA cohorts is pitching their startup idea to a group of angel investors. To date, students have pitched their ideas to 12 companies, received more than \$100,000 in funding offers from four companies and been offered direct mentorship from angel investors.

As we move forward, we anticipate presenting more companies, involving more angel investors and eventually engaging our local venture capital community.

Finally, through success, failure, and everything in between, the most important knowledge that we share with the Entrepreneurship students is the importance of knowing their identity in Christ first. It is the first and best investment of effort, emotion and time any Kingdom entrepreneur can make.



Stephen Strombeck

Dean, Jessup School of Business

One-Year MBA Program

The Jessup School of Business now offers a one-year MBA program. This MBA program is designed for recent college graduates with relatively little work experience. It is unique in that it equips graduates with advance business knowledge and skills while they are transitioning into their careers.

There are an estimated 1.8 million bachelor's degrees awarded each year in the United States, however, unlike other university students, business grads typically do not pursue a graduate degree in business immediately after college.

Jessup's one-year MBA program is a game changer for young executives. It is a distinctively Christ-centered, high-quality graduate business education that equips and empowers our graduates to run companies. Through advanced knowledge and skills in such areas as strategic planning, supply chain management, innovation and technology, and entrepreneurial management, our MBA's learn how to design and deploy profitable value offerings for customers and stakeholders.

Across the MBA curriculum, we train our MBA's to think entrepreneurially, to be ethical in decision making, and to act as Kingdom stewards. The pace of the marketplace now dictates that effective leaders be able to identify and respond to shifts in technology, customer demands, the regulatory environment, and the competitive landscape. Such opportunity planning is not something that comes natural--it must be trained. To achieve this, we use case analyses, business simulations, and corporate-sponsored projects.

Career-directed experiential learning is the backbone of the one-year program. To help our MBA's accelerate their careers, we have built into the program some unique career enhancing activities. During the program, MBA's participate in paid internships, a one-to-one corporate mentorship program, monthly corporate seminars and a global business trip. Our MBA's also go through a comprehensive one-year entrepreneurship project which requires them to design, validate, and launch a startup company.

To deliver excellence in our teaching, we hire the best. Our faculty are deeply committed Christians who are academically and professionally qualified in their respective fields of expertise. So while we rely on the Lord to help us deliver a transformational MBA curriculum, our key strategic asset resides in the rich experiences of our faculty. All of our faculty have years of experience from a variety of different industries and have represented various companies including Hewlett Packard, Google, Intel, and Oracle.

Students who complete our accelerated one-year MBA are equipped as transformational stewards to impact business and society.



Fulfilling His Mission and Preparing for Kingdom Work

Attending William Jessup University and being part of the inaugural one-year MBA program has been an awesome experience and one of the greatest blessings I have encountered. I thank God for this, since “every good and perfect gift comes down from above” (Js 1:17). I had some trepidation about going back to school at my age; I knew it would pose some challenges and to be completely honest, I had some reservation embarking on this journey.


As a retired, disabled veteran, staying home and playing golf twice a week was not how I wanted to finish out my life. My attitude has been “I would rather expire than retire,” but was feeling like I was “expiring” too soon and it was having a negative affect on me. I believed through the years God was preparing me for “Kingdom” work but considering where I was in my life, I felt stuck and useless. Despite these feelings, I applied and was accepted to Jessup. It has been absolutely amazing, realizing this opportunity is God’s continual preparation for my future endeavors. Although returning to school has had its share of challenges, the staff has been excellent and the professors are professional and exceedingly personable.

The three-pillars of the program are a comprehensive, Christ-centered approach that is designed to develop and transform the student, not just academically but personally and professionally. Coupled with the rigorous academics, the internship opportunities and mentorship component have been exceptional tools in fostering innovative and principled leadership. The emphasis on servant-leadership and the continual application of biblical principles would never be taught at a secular university.

In addition to the academic requirements, Jessup has partnered with local businesses providing internships, allowing for practical experience and application in the business community. They have also selected a number of successful business owners as mentors, giving students a broader understanding how Christ-centered, servant-leadership is manifested into the world of business. The comprehensive nature of this program has been instrumental in the developing of future successful servant-leaders.

The “cohort” approach has been an integral component as well. Although we are a diverse, eclectic group of individuals from age, race, gender, and culture, we have experienced something extremely unique. We know God requires excellence, our very best, and working together has been extremely advantageous, understanding that “iron sharpens iron.” In my opinion, you will not find or receive this kind of transformational experience in any secular university--this is what truly sets WJU apart from other institutions of higher learning.

Reflecting on my experience thus far, as a Christian and future entrepreneur/business leader, I appreciate the implementation of the three-pillars into their MBA program. Because of it, I am continually growing, expanding in knowledge and wisdom, and believe through my efforts, God will continue to prepare me for successful future endeavors.



Greg McNamara

Business 101



Richard Yang

Assistant Professor - International Business

Jessup's School of Business recently added a new course entitled, *Foundations for Business Success*. The Jessup Journal staff had a chance to speak with assistant professor Richard Yang to learn more about how the class began and what students are learning.

Q. What is the backstory to how this class was formed?

A. Some years ago, at an alumni function of an elite business school, I attended a student club sponsored presentation given by a former felon. At the end of the seminar, he asked MBA students if they would be willing to serve time for \$3 million. I watched in amazement as I saw the more hands raised as the amount of money offered went up. Five million dollars, \$10 million...it wasn't long before the majority of the crowd was willing to go to prison in exchange for an exorbitant financial compensation.

Q. What was your reaction?

A. I thought something was terribly skewed. After all, this group comprised potentially the best and the brightest, the cream of the crop. These are future business leaders, and even potential politicians who would lead the country; people who no doubt would play important future roles in society...and their hands were up.

This incident revealed to me the urgent need for higher learning institutions to embed an ethics course based on foundational character virtues that will inform the mindset of future businessmen and women.



We're not talking the run-of-mill virtues of determination, perseverance and such much bandied about qualities necessary for worldly "success," but foundational character virtues of humility, honesty, self-control, responsibility, gratefulness, decisiveness, discernment, and the courage to stand alone and to stand up and be counted.

The business world is full of examples of failures brought on by the lapse of character of those in leadership, resulting not only in the downfall of the wrongdoer but also tangibly affecting the lives of those who have placed their faith in that leadership. Hence the genesis of the Business 101 course – The Foundations for Business Success.

Q. This aligns well with our mission as you teach biblical concepts throughout the course. Why is this essential for business students?

A. As an institution of Christian higher education, I believe William Jessup University adheres to the sovereignty of God's Word. In the Bible, Christians are taken full circle, from Genesis to Revelation, when humankind experienced the Fall to when Christ comes to redeem and restore us to the New Jerusalem, where everything flourishes as God originally intended.¹

Business leaders, but especially Christians, must be good stewards on earth. The rationale? Men and women are commanded to use the talents God has graciously given to provide goods and services and be responsible stewards of new communities. In Genesis, the Creator God urges us to "be fruitful, and multiply, and replenish the earth, and subdue it: and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moves upon the earth" (Genesis 1:28 KJV).

Inherent in that command is the word "subdue" which contextually, in the original Hebrew points more toward a stewardship process that transforms bad into good rather than destroy, just as a farmer "subdues" the soil into providing life giving crops year after year, while at the same time ensuring the soil is not depleted by employing good farming techniques. In the same way, in business it is essential that the idea of maximizing profits for stakeholders are sustainable and not at the cost of killing off the enterprise. Instead, it is done for the benefit of creation.

As demonstrated by the big show of hands at the presentation, following the secular world's way of increasing knowledge without first having built character leads to deceitful and harmful practices that damage the economy and society. The Foundations course seeks to consciously embed students with core character values, infuse knowledge with virtue, formulate their thinking process, and set the foundation for trustworthy future leaders, leaders who can stand alone.

For this reason, giving all diligence, add to your faith virtue, to virtue knowledge (2 Peter 1:5).

(1) Echo, "New Jerusalem"

Recognizing Cultural Variation in the Classroom

Yi Sun

Global Student Coordinator

In 2018, there were more than 200 graduate and undergraduate international students at William Jessup University. Of those students, 179 are business majors. These students represent a broad range of cultural and educational backgrounds from around the world. This cultural diversity is an exciting development, but it also poses challenges to faculty and staff.

As Jessup's global student coordinator, I help raise awareness about the challenges international students face and offer suggestions or solutions for these complex issues. It is critical to recognize and address cultural variation in an increasingly multicultural setting, because these students' background issues affect them in class and may shape their vision of higher education.

International students meet the same challenges their American peers face in college--however, they are also navigating new cultural terrain, a new language, and an educational system with different rules and expectations. In some countries where our international students come from, education mainly focuses on gaining expertise in a focused area. For example, college admission may be determined solely by a score on a national exam, or students are only expected to take courses in their major.



In contrast, educational systems in the United States emphasize exposing students to a wide range of subjects and developing skills in different areas. Achievement is measured in a variety of ways, and participation in a range of activities is valued. At Jessup, students receive a Christ-centered higher education with quality curriculum founded on the integration of faith and academia. Students have even more exposure to subjects outside their major and are encouraged to think critically and problem solve for lifelong learning. As a result, international students coming to Jessup may not understand why they must study subjects outside their field.

As a former international student myself, I understand how overwhelming it is to learn a new language. English is difficult to learn, especially if it isn't practiced often. Many international students face the fear of not being understood or mispronouncing the English language. As our international population grows, so does the demand for English language support. In the Learning Commons (Jessup's hub of collaborative services committed to promoting effective learning), we began offering English as a Second Language (ESL) writing tutor services and study hall sessions for our international students, which provides them additional supports during their studies here.

Cultural background also affects students in classes as it shapes their attitudes and values, study habits, and faculty-student interactions. For example, in the United States' educational system, students are generally expected to ask questions. In some instances, they are encouraged to debate their classmates. However, in most of our international students' home countries, students are expected to maintain a respectful silence in class, because it is believed that the professor's role is to impart expert knowledge and the student's role is to absorb it.

Another variation is that schools in the United States value class discussions and projects as important parts of the learning process along with lectures. However, in their countries, lectures are the standard mode of instruction and discussions may not have a place in the classroom.

Recognizing cultural variation in the classroom is beneficial to faculty and students. Instead of lowering or altering standards to accommodate international students, Jessup faculty are using different pedagogical practices that provide opportunities for international students to practice and apply the knowledge and skills necessary for a successful college experience.





Stephen Strombeck

Dean, Jessup School of Business



At the Jessup School of Business, we believe that a global education is essential for the careers of our undergrad and graduate students. A global education goes well beyond a knowledge of world history, finding various countries on a map, or fluency in more than one language. It really means learning to walk in the “cultural” shoes of people from a different country. More specifically, it means becoming more sensitive to the ethnic differences that shape how individuals from diverse cultures think, feel, and live.

We do not expect our students to become cultural chameleons but we do see tremendous value in helping them learn to become global citizens. For many of our graduate students, cultural training has an immediate impact on their level of productivity at work. On-the-job effectiveness now hinges on our ability to work closely with people who are from all over the world. In truth, the global village is not located in some remote part of the planet; it is now deeply embedded in our neighborhoods, places of work, and spaces of recreation.

Last fall, we launched our first global MBA business trip which focused on how Multinational Corporations (MNCs) adjust strategically and operationally to effectively compete within the European marketplace. The goal of this trip was to help our MBA students understand how different European cultures influence global management decisions. During this trip, we visited seven MNCs (Philips, FedEx, Samsung, etc.) across four European countries (France, Germany, Belgium and the Netherlands) over a span of nine days.

Each corporate visit in Europe this fall was unique. Our MBA students learned how Samsung responds to highly competitive European markets with its various technologies. They learned how Giant Bicycles continues to stay ahead of its European competitors with leading products. They discovered how FedEx Europe successfully merged its operations with an acquired local competitor. They also learned how Philips, a highly diversified corporation, adopted a focus strategy to become a major player in the medical tech industry. In sum, these corporate learning experiences were very beneficial to our students because they were able to hear and see firsthand what these companies are doing in Europe.



Of course, we also soaked in many of the iconic landmarks in Western Europe that undergird the cultural differences between France, Germany, Belgium and the Netherlands. One must spend hours in the Louvre to fully appreciate the French passion for beauty or take a boat ride through the canals of Amsterdam to understand the commercial inclinations of the Dutch or experience the vast network of highways and roads that reflect the German drive for efficiency. For it is the artifacts, traditions and landscape of a country that one finds the rich cultural identity of its people.

We strive to give our business students a global education that goes beyond the classroom setting. Our global trips are the means to achieving this end.



Jessup Offers Live Face-to-Face Video Courses



Erin Hill, JD, LL.M., MFP®, CAM™, MPM®, CIPM®, MQM™, CFC™, CRP™

Associate Dean, School of Business
 Chair, School of Business (undergrad)
 Assistant Professor, School of Business

The Jessup School of Business and the Adult Degree Completion (ADC) program recently launched innovative face-to-face video courses. The Project Management concentration is the first to roll out this new format using Zoom video conferencing as the platform. Our technologically advanced courses are taught in a seven-week hybrid format with a three-hour video class session each week. This interactive format allows students to connect to a virtual classroom in real-time and learn valuable web conferencing skills.

Traditional vs. Real-Time Online Classes

Traditional online courses are often offered as asynchronous courses and have no real-time contact with students. However, Jessup’s synchronous online alternative provides weekly scheduled class time and allows students to login to a virtual online classroom with the instructor and their classmates. In this format, the student logs into Zoom (the virtual classroom), at a regularly scheduled class time and interacts with the professor and other students. This can be done on most devices such as a laptop, tablet, PC, MacBook, etc.

The live course allows attendance from any location where there is a connection to the Internet. This creates a classroom that is virtual, without a physical classroom. Some students may be hundreds of miles away while others may be connected via Wi-Fi directly on campus. The class still meets at a specified time and there is live interaction with the professor. Lectures can be given and feedback can be received during the virtual class time. This innovative technology allows for class to continue as it normally does in a physical classroom.

Zoom Format

A Zoom class begins like any other classroom. After roll call, the traditional delivery mechanisms for instruction begin. Normally, this entails the instructor or room host sharing a computer window or screen with participants and beginning a lecture or discussion. During the presentation, students may interact with the instructor in a variety of methods as determined by the room host: activate their microphone and speak, signal the instructor they wish to speak via a virtual raised hand, using a room chat box to type questions and comments to the instructor, or annotating any shared desktop. Zoom allows for Video Breakout Rooms where a professor can create smaller teams within one class session. The Zoom room is recorded and added to the course website for students to review the lecture or watch their own presentation at a later time.

Face-To-Face Helps Create Community

Utilizing Zoom and face-to-face teaching allows online students to interact with instructor and peers in real-time. Several research studies have indicated synchronous sessions in an online course improve students' sense of community and social presence (McBrien, Cheng & Jones, 2009; Oztok, Zingaro, Brett, & Hewitt, 2013). This virtual format allows the face-to-face component of classes that most students prefer and allows students from different locations to attend the virtual course. The students can still interact in small group breakout sessions that the professor can jump into and monitor during the class session. This allows for a sense of community and social engagement.

Virtual Video Conferencing Classroom

Our video conferencing classes prepare students for success in a virtual environment within our global and technology-rich economy. This learning experience is facilitated in an Internet-based and interactive environment. Students taking our new Zoom video courses have a high-tech platform to develop technology skills and virtually collaborate. We are excited to have ADC spearheading the move toward the use of synchronous online courses across a number of different degrees, and to see The Jessup School of Business pilot these new courses. It is likely that synchronous courses will be used for other degrees and student populations as the success of this technologically savvy format grows.

Reference: <http://www.irrod.org/index.php/irrod/article/view/605/1264>

Jessup Students Help Rebrand

The Nutcracker

William Jessup University delivers exceptionally employable graduates because the classroom experience students receive involve experiential learning. Last fall Jessup's upper-division marketing class had the opportunity to partner with the Sacramento Ballet's production of *The Nutcracker* in an effort to rebrand the infamous holiday performance. With production costs totaling more than \$1 million dollars, Jessup's Adjunct Professor Scott Alvord led his marketing students as they executed a world-class marketing project for the well-known ballet series.



“We decided to go in a completely different direction for our 2018 marketing effort for “The Nutcracker,”” said Ken Fry, Sacramento Ballet Board Member. “We contacted William Jessup University and were very impressed with the fresh concepts they delivered.”

One of the approaches that most impressed Fry was a Target Avatar Marketing concept that Alvord teaches his upper-division marketing students. Alvord utilizes this method at his company, Advanced Development Concepts LLC, where he serves as CEO. The process utilizes in-depth interviews and research to develop a demographic and psychological profile of a specific target. Then, strategic content and images are crafted to hone in on the emotions of that specified

audience. Jessup students also shared their expertise using social media and identified ways to track specific results throughout the process.

“It was exciting to learn we were able to bring this major marketing campaign into the classroom,” said Dr. Stephen Strombeck, dean of the School of Business at WJU. “This was a hands-on project with a legitimate marketing budget and we’re thrilled our students were able to have this real-world experience.”

The experience proved valuable for all parties involved. Near the end of November, Sacramento Ballet CEO Anthony Krutzkamp reported ticket sales were already \$60,000 ahead of 2017 ticket sales. Students also received a letter of recommendation from the Sacramento Ballet for their work on the memorable project.



Jacob Custodio



Kaylee Harlan



Abigail House

Deliverables for the class included creating posters, postcards, a variety of social media ads, and advertisements via “IP Targeting,” a strategy that targets internet advertising to specific households based on their internet protocol address and displays ads on numerous online locations only at specified street addresses.

“We used IP Targeting to reach the homes of previous ticket purchasers,” Alvord said. “We also connected with church activity directors in an effort to assist them to encourage group ticketing options with their box office.”

Business student Jacob Custodio enjoyed the learning experience of the project. “We targeted multiple avatars with our strategy through different mediums. One was what we called a ‘Millennial Mom’ looking for a fun new tradition to start with her family. The new Disney movie, ‘The Nutcracker and the Four Realms’ was a perfect holiday match and helped to garner momentum for the Sacramento Ballet’s live production of ‘The Nutcracker,’” Custodio said.

Alvord credits his students. “Although it was very challenging, the class was fully equipped to think critically and kept up well as they dove deep into hands-on marketing concepts. They were very excited, and it was infectious,” Alvord said.

“It was a fantastic opportunity to be able to learn marketing by actually doing a serious marketing project, with a real budget, for a quality company like The Sacramento Ballet and with a well-known product like ‘The Nutcracker.’ This experience provided a nice addition to my resume,” said Kaylee Harlan, WJU Senior.

Abigail House, WJU Junior, added, “Other than the homework assignments, this project felt like we were working for a real marketing firm. We even had the opportunity to dress professionally and formally interview our client. I loved this class.”

VETERAN PERSPECTIVE

Upon graduating from West Point, I began my career as an armored cavalry officer. I loved my profession, and still love and miss the people I worked with. They value ethics, character, teamwork, and above all, selfless service. My leaders were committed to me as a person, and they earned my trust and respect with their actions on a daily basis. They inspired me to be the same kind of leader for those placed under my command.

I followed my seven-year Army career with a 10-year corporate career as a sales representative for surgical devices in the orthopedic and cardiac markets. I worked for privately held and publicly traded Fortune 500 companies. Disappointingly, I found their corporate leadership climates to be void of the values I'd had instilled in me since I was an 18-year-old cadet. Those who rose to the top valued service of self above all else, leaving me wondering if selfless service and a commitment to people were things civilians understood. In the end, I found myself incompatible with these values, and purchased a logistics business that my wife and I run together.


Using my Post-9/11 GI Bill, I got a second bachelor's degree in Computer Science at Oregon State University. The experience gave me great exposure to the climate at a large public school. While the curriculum was excellent, I missed the small class sizes and the mentor relationship I had with my professors at West Point.

I had considered an MBA for the entirety of my military and corporate careers, and I researched many programs extensively. After hours of research, online meetings with students from cohorts, and prequalification screenings with admissions counselors, I narrowed my choices to Berkeley Haas School of Business, Cornell's Executive MBA, U.C. Davis, and UNC Kenan-Flagler's online program. With the generosity of the Post-9/11 benefit, the cost wasn't a consideration, and I was afforded the opportunity to make my selection based strictly on which program I felt was the best fit for me.



Anthony M. Wilcox

CPT (Ret), U.S. Army



Surprisingly, my research led me to the conclusion that I didn't want to get an MBA. I knew from conversations, online meetings, and cohort observation in those programs that I would find the same frustrations I had in the corporate world. I didn't want to find myself trying to improve my leadership and management skills among those seeking to improve their ability to serve themselves. The entire concept seemed like a paradox I couldn't reconcile.

As a Christian, I've known about William Jessup University from attending local churches. I decided to see if Jessup had any programs I may find interesting. I was thrilled to see that the University launched an MBA program, and my decision to pursue admission was immediate.

All the people I interacted with during the process affirmed my hope that Jessup's program would be different. I knew I'd have the opportunity to be around Christian leaders who value and teach the importance of ethical behavior.

I'm a very recent graduate of the two-year MBA program at Jessup, and have renewed hope for joining and being successful in a corporate environment while maintaining my commitment to the values my military service instilled in me.

I have had small group classes with men and women of faith sharing their success in the corporate world. They've helped students understand how to stay true to our Christian values while we advance. All of my professors have offered to meet with me outside of class to mentor and help guide me as I seek God's will for the next phase of my life. I have taken several of them up on it, and now have what I missed from the Academy; a mentor-mentee relationship with men and women of character who I trust and respect.

Take a look at any news source, and you'll find that the world is in desperate need of leaders of character. The Jessup MBA program addresses that need directly, and I'm proud to have been a part of it.

William Jessup Center Institute for Financial



Greg Hurley

Business professor, Co-Director
of William Jessup Center for the
Ron Blue Institute for Financial
Planning (San Jose, CA)

There are 2350 verses in the Bible about money and possessions. That is staggering. In fact, money and people's desire for valuables is the most talked about subject in the entire Bible!

Jesus spoke more about money and possessions than heaven and hell combined. God knows that the allure of money and possessions is a huge issue that often stands in the way of loving Him with all our heart, soul, mind, and strength and with loving our neighbors as ourselves.

William Jessup University is at the forefront of equipping students both to confront the practical realities of managing money but also to do so as Christ followers with a focus on eternity. One of the first priorities is teaching students what the Bible says about money and possessions.

Curt Nichols and myself are the co-directors of the William Jessup Center of the Ron Blue Institute for Financial Planning and we are eager to offer this message of life transforming biblical financial freedom to Jessup students in both Rocklin and San Jose.

Business 242 was first taught last fall as an elective in the Jessup School of Business by Professor Nichols. Building on the premise of Psalm 24:1, we teach that God owns it all, "The earth is the LORD's and the fullness thereof, the world and those who dwell therein."

Center of the Ron Blue Financial Planning

The course is a blend of practical learning and uncovering heart issues around money. In addition to learning about budgeting and how to avoid debt, students have the opportunity to learn the biblical principles of money management through discussion and teaching around softer financial topics such as contentment, greed, and covetousness.

The mission of the Center extends beyond campus, as we engage with the people of Northern California so they can live the life they were created to live in Christ. Struggles around money can prevent believers from having true freedom in Christ. We invite students of all ages to explore and implement what the Bible says about money and possessions in its totality, being led by the Holy Spirit and remembering the words of our Lord and Savior from Acts 20:35, that “it is more blessed to give than to receive.”

In the greater San Francisco Bay Area, we are working closely with ministries and churches to offer educational seminars for all socioeconomic levels on managing money while keeping our eyes on heaven. Last November, in partnership with Youth With A Mission San Francisco, we presented “Managing Money in Light of Eternity” to a group of excited learners in the Tenderloin district. We included both head and heart learning about money and possessions, time for fellowship and meal sharing as well as an opportunity to practically serve our brothers and sisters who live on the streets. With eagerness and anticipation, we are also sharing the transformational “God Owns It All” curriculum with Bay Area Christian schools and churches while remaining ready to help make generous servant leaders, all for God’s glory.



ARTIFICIAL INTELLIGENCE



Ahmad Shaar

Director of Corporate Learning
- Graduate School Advisor
Associate Professor

The School of Business at William Jessup University foresees technology and innovation from all angles. By having a presence in the Capital of Silicon Valley -- San Jose -- the School of Business adopted the Agile methodology in reviewing and implementing curriculum, improving academic practices, and recruiting top-notch business professors.

Agile methodology is the flexibility of changes and adapts while implementing a project, through prioritizing and solving ad-hoc issues without deviating from the scope of the project. We also apply this methodology to our projects internally and rely on business analytics to bring Intelligence to decisions.

Artificial Intelligence (AI) is the new horizon of computer capability to process tons of data and analytics to support decision through creation of machinery computing intelligence that can interact with human actions. It is growing faster than expected as the International Data Corporation predicted the growth of AI will reach about \$57.6 billion by 2021.¹

Jessup's School of Business not only focuses on leadership, entrepreneurship, critical thinking, project management, business intelligence and analytics, it also focuses on AI. Thus, we have integrated into our curriculum a variety of practices and courses that optimize the understanding and capability of students to use data and blockchain (a digital ledger of economic transactions) to support decision making.

Keeping our students up to speed in this emerging field is critical. In the era of AI, business analytics is not artificial. It is real, it is data-driven and tangible based on the analytics, queries, and algorithms that smart Enterprise Resource Planning (ERP) platforms provide such as IBM Watson, Cognos, SAP, Salesforce, Adobe CRM, and other data analytics tools.

We believe AI is the new internal advisor that supports niche and segmentation in marketing. It is the brain of numbers in economics and the thinker in customer relations management. In addition, it is the pilot for decisions to lead operations and development with ethical principles. In business, we rely on AI as the landscape that empowers a wider vision of strategies for organizations.

AI is a knowledgeable agent that blends decision with tremendous interrelated opinions, information, and parameters to optimize opportunities analysis. With the overflow of data, data mining and blockchain are two different approaches that support filtering and boosting insights for better decision making. AI analyzes and provides valuable insights to drive decision making.

Adobe recently announced that only 15 percent of enterprises use AI, however, Adobe predicted this rate will reach 31 percent within the coming year. Also, Juniper research showed that the spending on AI will increase from \$2 billion in 2018 into \$7.3 billion in 2022.² These increases are due to the high interest in investing in this burgeoning industry.

AI is the new landscape that will generate a wider understanding of the usefulness of data and knowledge. Yes, it is artificial, but it is very intelligent...and Jessup's students are benefitting as they learn these cutting-edge methods in our School of Business.

Reference:
International Data Corporation, Framingham Mass., Sept. 25, 2017.
Juniper Research, Hampshire, UK, Jan. 31, 2018.

New Project Management Certification



Erin Hill, JD, LL.M.,
MFP[®], CAM[™], MPM[®], CIPM[®],
MQM[™], CFC[™], CRP[™]

Associate Dean, School of Business
Chair, School of Business
Assistant Professor, School of Business

Jessup's School of Business now offers a new Project Management concentration that prepares students for becoming Certified Project Managers. This concentration extends to different disciplines that involve project leadership such as education, cybersecurity, sports management, public policy, leadership, and visual and performing arts. Current undergraduate and graduate students as well as alumni are encouraged to pursue this training as a way to prepare for a certification exam.

Project Management Field

Project management is an exciting career that is highly sought after by employers in both public and private sectors. This collaborative field focuses on delivering projects on time and within budget by organizing people, resources, and tasks. Companies rely on project managers to oversee all aspects of a project so that everything flows seamlessly and the timeline, scope, and budget goals are met. As more organizations use project-based methods to accomplish tasks, experienced project managers are in greater demand.



Concentration Courses

Our concentration is made up of four courses that are aligned with the core processes found in *A Guide to the Project Management Body of Knowledge* (PMBOK Guide), which is standard practice across the profession. This alignment provides students with specific training for the Project Management Institute (PMI) certification exams: Certified Associate in Project Management (CAPM) or Project Management Professional (PMP). The four courses are composed of: Project Management Tools and Techniques, Project Quality Management, Project Cost and Budgeting, and Project Risk Management. This foundation provides practical training to take the CAPM or PMI certification exam and be employed in a project leadership position.

Transformative and Interactive Learning

The course format is designed to deliver a transformative learning experience. Our technology focused classes blend business and leadership principles with the skills it takes as a project management professional to initiate, plan, execute, control, and close out projects. Students experience integrating hands-on and applied learning with theory. Certified faculty with industry experience guide students in problem-based exercises and introduce the tools, templates, and software to implement strategic project management.

Project Management Jobs

PMI estimates by 2020, 15.7 million new project management roles will be created globally across seven project-intensive industries (PMI Industry Growth Analysis). This enormous anticipated growth, along with higher-than average salaries, will make the next few years an opportune time for job-seekers to build project management skills. These skills can be used for a variety of positions such as: project manager, project analyst, quality manager, procurement administrator, and risk analyst. Project driven careers can be found in nearly every industry, including marketing, human resources, engineering, education, construction, finance, informational technology, and manufacturing.

Become a Certified Project Manager

The project management concentration trains students in the technical and leadership skills required to obtain a career leading projects. The rapid growth for project management roles and the exceptional salary levels make this career highly desirable to job seekers. Our concentration provides both the education and training to assist students by building valuable project management skills, adding to their resumes, and giving them the tools to become certified. As we move forward, we are pursuing advanced project management training at the graduate level where students from the MBA and MSCS programs take these courses to manage real life projects. This will provide them with a competitive advantage over other students to be pursued by employers such as Google, Apple, Cisco, Facebook, Deloitte, Salesforce, and other top 100 Fortune companies.

Reference:

PMI Industry Growth Analysis- <https://www.pmi.org/-/media/pmi/documents/public/pdf/business-solutions/project-management-skills-gap-report.pdf>

Cybersecurity Demand and Opportunity



Jaime Sainz

Adjunct Professor,
School of Business

Today, enterprises are becoming increasingly aware of the need to secure their information. Things like data, computing devices and networks are at risk of cyberattack every day. Among the bad actors performing these cyberattacks are hackers, organized crime, and nation states who have learned that cybercrime can be very lucrative. Their skills and tactics have become advanced and creative.

Cyberattacks and data breaches can have disastrous effects on an organization. Loss of brand reputation and financial impact can severely impact a company's viability even to the point of shutting the business down. Data breaches could cost an organization an average of \$141 per record (Ponemon Institute, 2017). A breached database with 100,000 records, for example, could cost the company \$14.1 million.

Cybersecurity should be a key concern for any business. With the increase in cyberattacks and the lack of skilled cybersecurity individuals, many companies and educational institutions are seeking ways to address this issue. Some companies are training their existing staff to build skills from within (Zerofox, 2018).

Businesses are challenged with a lack of skilled cybersecurity professionals. The gap between the existing cybersecurity workforce and the expected demand is projected to reach 1.8 million positions by 2022 (Helpnetsecurity, 2017).

Organizations need individuals with not only technical skills but also business people who understand cybersecurity concepts.

William Jessup University has created a cybersecurity concentration to equip business students with an understanding of cybersecurity concepts and best practices that protect the information assets of future employers.

The WJU cybersecurity concentration consists of five classes. The first is an Introduction to Information Security Systems which covers a broad range of security domains. Students gain hands-on exposure to some of the concepts and tools used in the security industry.

Governance of Enterprise IT Environments is also offered, introducing students to concepts and best practices used to ensure business strategies align with IT strategy.

Next is the Information Security Management course. Here students gain a management perspective on information security. They also learn how to implement and manage a security program in an enterprise.

Fourth, the Information Risk Management course introduces students to the field of IT Risk Management. Students will cover topics such as IT risk identification, IT risk assessment, risk response and mitigation and risk monitoring and reporting.

The fifth class in the cybersecurity concentration is an Introduction to Ethical Hacking. This course exposes students to the world of ethical hacking and penetration testing where they will be introduced to several of the tools used by security professionals to perform ethical hacking activities.

These classes are intended to prepare students for careers in IT and cybersecurity. Students should be equipped to pursue positions such as security analysts, risk analysts, and security project managers at the entry level. Our students gain workplace experience that better equips them for security portfolio management or security management roles.

As the number and complexity of cyberattacks grows, so does the field of information security. The demand for individuals with foundational knowledge of cybersecurity will not decrease any time soon. The William Jessup University cybersecurity concentration will help equip students to enter their business careers with the foundational knowledge needed to add value to any organization.

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Cybersecurity Workforce Gap to Hit 1.8 Million by 2022 (n.d.) Retrieved from <https://www.helpnetsecurity.com/2017/06/09/cybersecurity-workforce-gap/>

International Student Profile

Hugo Chong

Growing up in Hong Kong, I always wanted to study in another country to explore the world as well as learn and experience a different culture. Four years ago, I started my journey to the United States and settled in Los Angeles where I went to junior college and planned to transfer to a four-year university located in South Dakota. When it came time to transfer, I learned about William Jessup University. Suddenly, I was at a crossroads. I decided to pray over this decision to determine where God wanted me to go.

After all, the university in South Dakota was my own plan, one I didn't want to change because I had already applied and desperately wanted to go there. So I prayed again but this time, I heard God telling me that Jessup was the place He had for me.

In obedience, I applied at Jessup and within 12 hours, I was accepted. I was very surprised and reluctantly let go of my plan to head to the midwest because I knew it was best to follow God's plan.

During my first week at Jessup, I received an email from the school in South Dakota wondering if I was still interested to attend. For some unknown reason, they never received my application or any of my paperwork! That helped to confirm for me that Jessup was God's plan; there are no coincidences.

As a December graduate, I received my bachelor's degree in business administration from William Jessup University and currently work at Jeld Wen (a global window and door supplier). There, I work to improve our production process and continue to have many opportunities to learn from my supervisors. I help improve the company by using the knowledge I learned from my courses at Jessup, especially my Operations Management and Project Management classes.

While at Jessup, I learned that working is not just about getting paid, but also about spreading the seed. Jessup's mission statement includes educating transformational leaders for the glory of God. I know that I am here to glorify God in all I do--both on and off the job.



Eddie Zacapa ('98) released his book *Essentials for Cultivating Passionate Volunteers and Leaders*. He is a resident services coordinator with Mercy Housing in El Dorado Hills and Shingle Springs, Calif.



Eric Winton ('10,'17) is an associate marriage and family therapist and professional clinical counselor in private practice in Brentwood, Calif.

Heather Jose-King (Class of '08) and her husband, Kelly Jose were tragically brought home to their Savior Nov. 8, 2018. Heather was a business-owner and the mother of three step children whom she adored. The pair are revered for their love and service to the Lord and others.



Leta (Luttrell '79) and David Leggitt ('08) celebrate David's thirtieth year in Christian Education. David is currently an elementary principal at Milpitas Christian School.



Chuck Richards (Class of '49) is remembered by his wife Mickey, whom he met at SJBC in the late 40s. Prior to his home going, the pair served faithfully in ministry including many years in the Philippines as Bible translators.

Alumni updates



Daniel Martin ('14) is the community developer at Folsom Coworking in Folsom, Calif.



Paige (Middleton) ('18) and Kevin Patterson ('16) were married last June. Paige is now working at WJU and Kevin is employed with Blue Shield of California.



Pictured at far right, Dave Holden ('92) is an adjunct professor at WJU and has a new book available through Amazon entitled, *Glad to be a Dad: Calm to be a Mom*.



Jim Kropilak (Class of '89), husband to Sue (Coleman, '84) went to be with the Lord Nov. 21, 2018. Most recently he served as the pastor of Somerset Christian Church in Beaverton, Ore. and as loving father to his two children.

Not pictured: Monty Gilmore ('16) is a worship pastor in Kingsburg, Calif.

Katie (Blanco) ('12) and Abhijeet Lall ('11) live in New Hampshire where Abhijeet serves as campus pastor at Crossway Christian Church. The couple welcomed their second child, Ava Joy last July.



Rebekah Long ('17) is pursuing her master's degree at Johns Hopkins University School of Nursing.



Lois Fishback ('60) is living in a retirement home in Oregon.

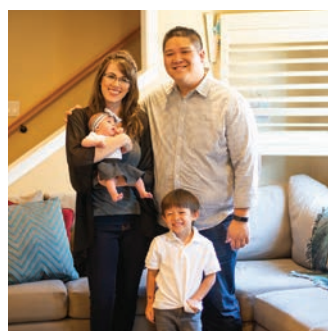
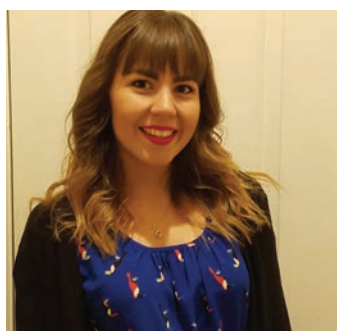


Amy Schofield ('18) is teaching seventh grade English and sixth grade Bible at Vacaville Christian Schools.

JoyLynn (Miller) ('08) and Ben Wong ('09) welcomed their second child Grace Lucille Wong last May.

Ron Sararana (Class of '06), known as DJ Efecto, passed away unexpectedly while on a tour last month. He is remembered for his many talents, love of music and cooking, profound kindness, and deep friendship shared with many.

Not pictured: Maria-Jose Fernandez-Flores ('18) is a legislative advocate for the California Catholic Conference in Sacramento, Calif.



ALUMNI HIGHLIGHT

Christopher Lemas

Major: Business Graduating Class: 2015

At Jessup, I was challenged to grow in my faith, study often, and do my best. But that wasn't all. My years at Jessup were about developing deep relationships which led to walking alongside people I admired and diving into what made me feel challenged.

I approached Jessup with an open mind. My goal was to meet as many people as I could and get involved with as many projects related to my field of study as possible. I learned to work with any type of person, (even those I may have disagreed with) and was surprised by how much I learned.

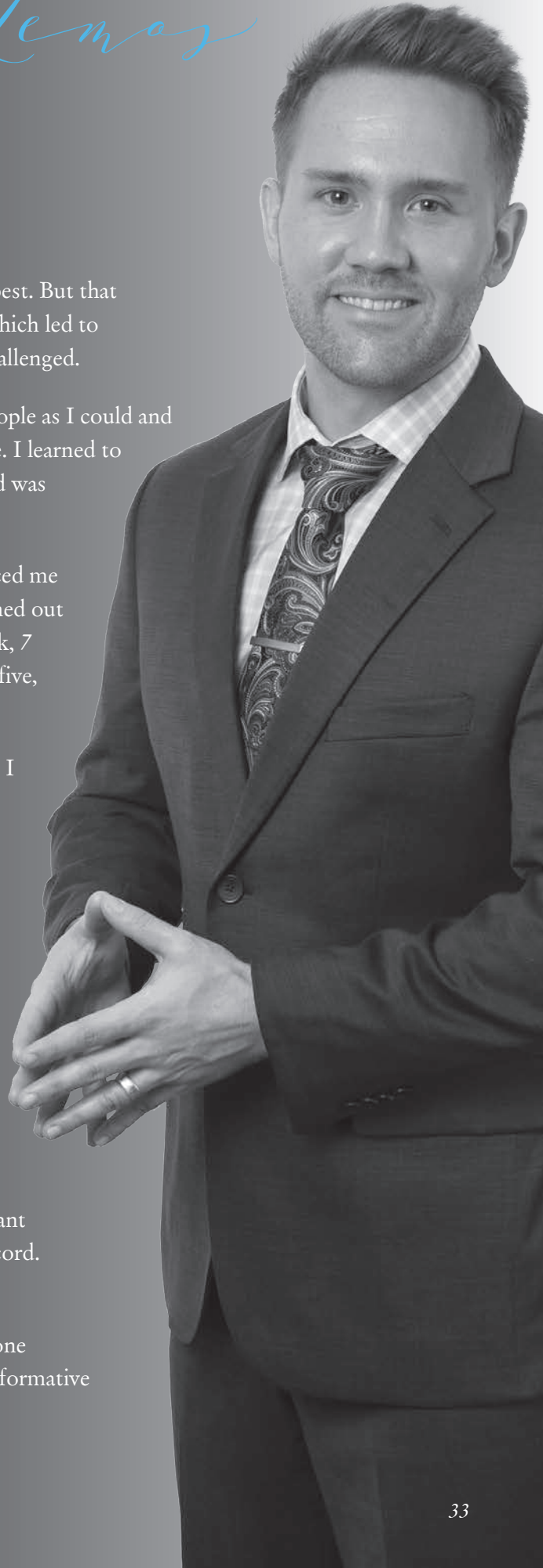
The courses I took required me to work with a variety of people and forced me to build projects that had a cohesive message or goal that often times turned out far better than if I simply did the project myself. In Stephen Covey's book, *7 Habits of Highly Successful People*, his genius to me is spelled out in habit five, "Seek first to understand, then to be understood."

While at Jessup, I learned how to apply Christian principles to everything I did, which allowed me to become transparent, something I consider an essential skill. As a result, I found myself leaning on Christ in more ways than I ever thought possible as I geared up and stepped into my professional career.

Today, I work with a dynamic team that builds truly affordable housing communities throughout the western United States and while I'm still only about a quarter of the way into my career development, Jessup helped me prepare for this stage like no other university could have. I attribute my progress to dear relationships and faith.

I believe we can't have real relationships with a weak reputation and lack of faith. Sam Zell, one of the greatest multifamily commercial real estate owners in the country, once said, "Reputation is your most important asset. Everything you do, everything you say, is part of the permanent record. Your name reflects your character."

My time at Jessup essentially built the beginnings of my brand and everyone around me was there to sincerely help. I am grateful to have had the transformative experiences that helped contribute to who I am today.





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