



Day 2 – March 02, 2022  
2022 Undergraduate Deans Conference

## Session #4

# A New Era for Innovation in UG Programs



**Robert Whitelaw, PhD**  
*Vice Dean, New York University*



**Shu Schiller, PhD**  
*Associate Dean, Wright State University*



**Laura Kornish, PhD**  
*Associate Dean, University of Colorado Boulder*



 NYU | STERN

# Innovation in Undergraduate Business Education

Robert Whitelaw, Dean of the UC  
March 2, 2022

**CHANGE. DARE IT. DREAM IT. DRIVE IT.**

NYU STERN SCHOOL OF BUSINESS

TISCH HALL

40

TISCH HALL

40



## What is innovation?

- A tagline

***CHANGE. DARE IT. DREAM IT. DRIVE IT.***

- An educational philosophy  
Today's business world demands talent with the skills and mindset to excel in environments that constantly change — people who are nimble, adaptable and agile when it comes to dealing with ambiguity.
- A culture  
As a School, we are role modeling this for students through our approach to innovation.

## **What does it mean? For staff, for faculty, for leadership?**

- Develop processes and systems, provide resources
- Resist inertia, encourage experimentation

## **A framework is critical — the Stern Undergraduate College Pillars**

- Academics
- Global
- Social Impact
- Professional
- Community

## The Business, Technology & Entrepreneurship “Design Sprint”



New Degree Immerses Students In Real-World Challenges

A new take on experiential education

- 1-week immersion
- Working with early-stage NYC ventures
- 10 weeks into their first semester
- Putting their education into action



## The Coronavirus Response Fellowship

Professional development in a pandemic

- 8-week summer program
- Three options:
  1. Pursue a research project
  2. Consult with a small business or nonprofit
  3. Work on an entrepreneurial venture
- Alumni led teams
- Develop teamwork, leadership, and real-world business skills
- Create a positive impact

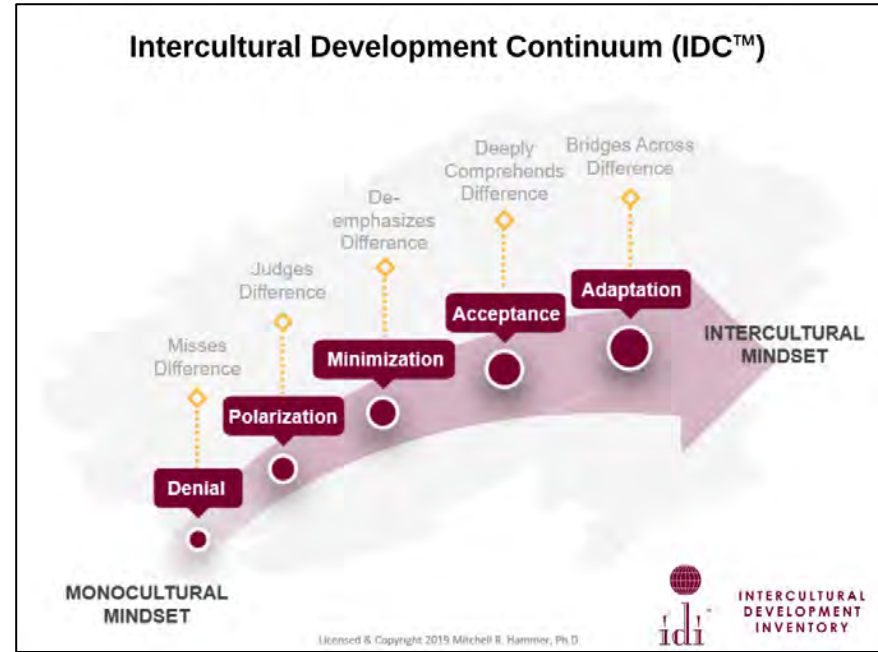




# Intercultural Development

An integrated process for building an inclusive community

- The Intercultural Development Inventory assessment is administered to all incoming students
- Students meet 1-on-1 with one of more than 50 trained administrators to formulate a development plan
- Follow-ups occur throughout the 4-year program and when students study away





# Digital Marketing Championed by Marketing Students

UT Dallas Undergraduate Deans Conference  
March 2, 2022



RAJ SOIN  
COLLEGE OF  
**BUSINESS**

Dr. Shu Schiller  
Associate Dean  
Professor of Information Systems  
[shu.schiller@wright.edu](mailto:shu.schiller@wright.edu)

# Goal

- Use digital marketing campaigns to promote business graduate programs.
  - M.B.A.
  - 5 specialized master's programs

## Process

- 146 students (2021)
- \$100,000 investment
- Advised by Dr. Dinsmore
- Design, develop, implement, track, report, evaluate, and improve
- Search engine ads, organic and paid social media posts, influencer campaigns, and viral marketing



Dr. John Dinsmore  
Professor of Marketing

# Impact

- Students gained real-world experience and managed a substantial budget
- Increased web traffic and applications
  - 1.1 million avg. monthly impressions
  - a 1.3% avg. click-through rate
  - web traffic increased 13x (MBA) and 37x (MSMAI)
  - confirmed applications
- The college brand reaches new territories



# Associate Deans' Conference, UTD

Laura Kornish  
Associate Dean  
Undergraduate Programs



**Leeds** School of Business  
UNIVERSITY OF COLORADO **BOULDER**







# Boulder, Colorado #1 Place to Live

*US News & World Report  
2021*



# Leeds has a four-year curriculum

Business  
Foundations

1

**Freshman**

Areas of  
Emphasis  
Exploration

2

**Sophomore**

Specialize  
Your  
Degree

3

**Junior**

Build  
Expertise  
+ Career  
Launch

4

**Senior**



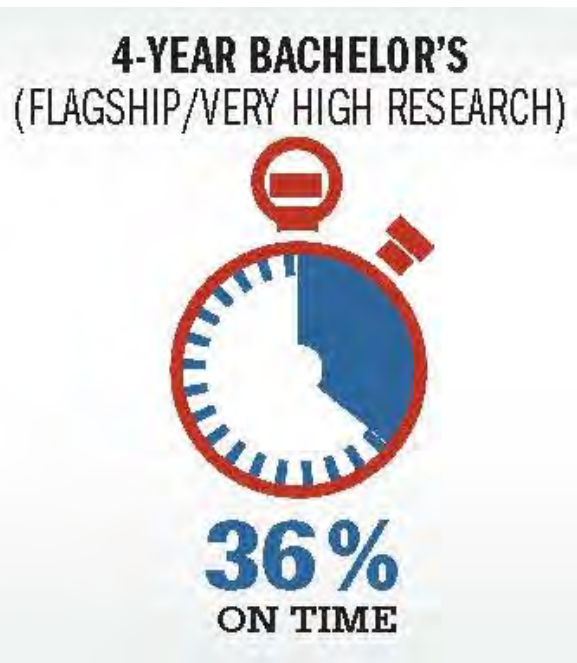


# Four-Year MYTH

Make college more affordable.  
Restore the promise of  
graduating on time.

COMPLETE COLLEGE AMERICA

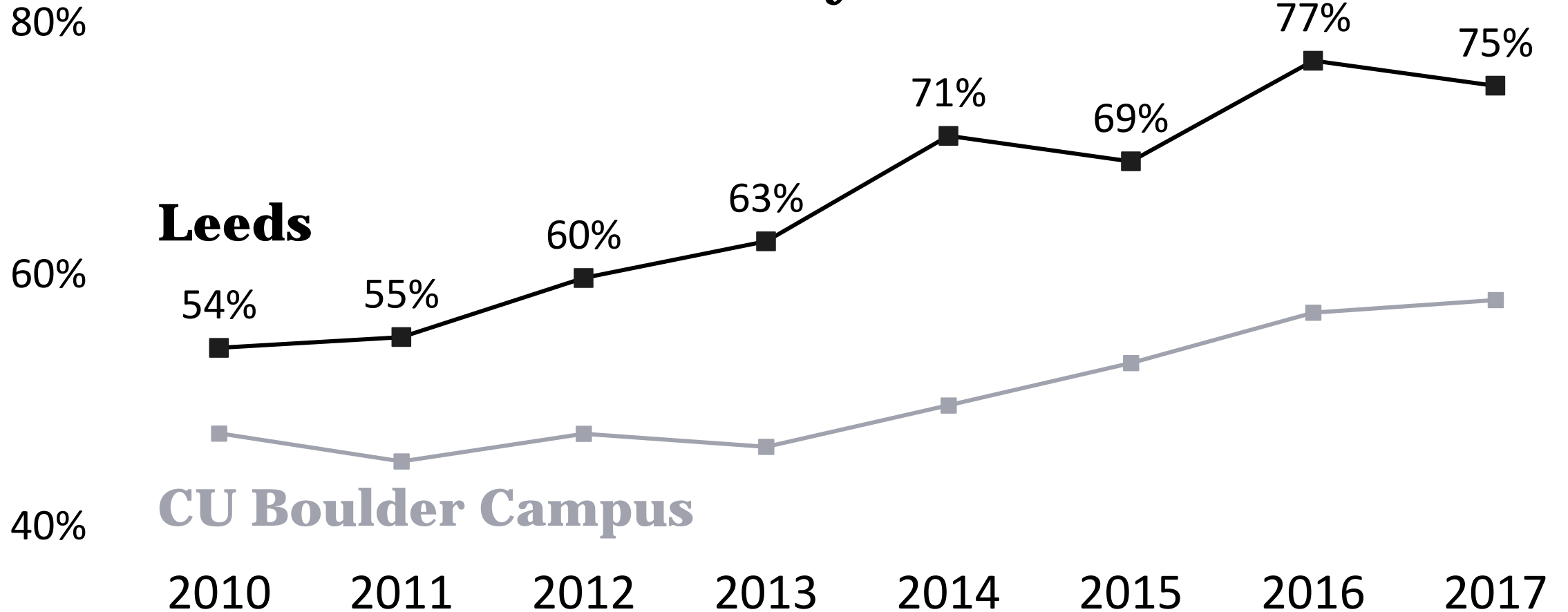
In 2014, the organization CCA (Complete College America) issued a report called “Four-Year MYTH” about the sad state of on-time college graduation in the US.



In 2014: on our *campus*, we were at 47%.  
Leeds' rate was higher (54%), but not good enough.



# Graduation from CU by 4th Summer



These years are the entry years, so the 2010 value is the percent who graduated in 2014.



# How did we increase our grad rate by 20%?

**Context: we have 4000 undergraduates and 11 academic advisors**

- 1) Efficient use of advisor time** with carefully scheduled **advisor drop-in hours** at busiest times of the semester.
- 2) Proactive & “intrusive” advising.** Mandatory advising each of first four semesters. Plot out path to graduation in 4<sup>th</sup> semester.
- 3) Lockstep curriculum** for first two years so it is obvious how to stay on track and we can definitively say who is off track. We **pre-register** students for the **first semester**.
- 4) First year seminar** = weekly “eyes on” all frosh.
- 5) Advisor review of degree audit for every rising senior** and human outreach where there are issues.





# Continued innovation

We use **systematic approaches backed by data** as far as we can, and then we **do one-to-one outreach to students**.

This is a **school-wide effort**: “every extra year in school can cost the student \$100K in tuition + lost wages.” Department chairs understand that when creating the schedule.

## New things we are trying

- Frosh cohorting for classes
- First year experience programming

## Session #5

# Tools and Technologies in Business Education



**Sarah Moore, Clinical Assistant  
Professor**  
*The University of Texas at Dallas*



# Tools and Technology in Business Education

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**Sarah E. Moore, PhD**

**Director, Business Communication Program**

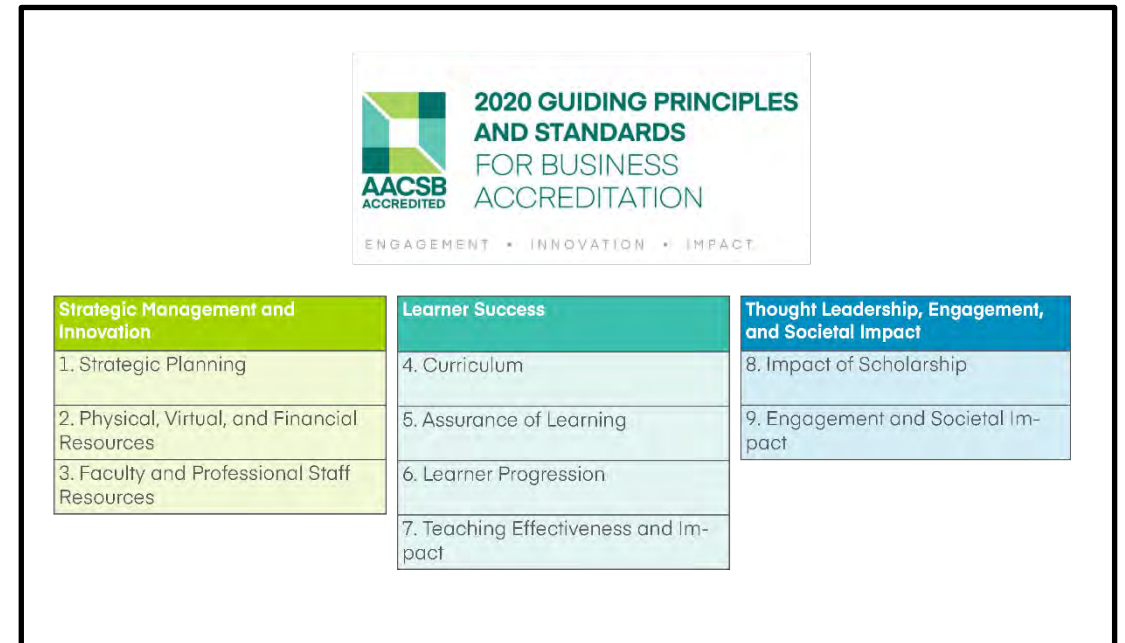
**Jindal School of Management**

# Technology: Potential for Problem Solving

*An overwhelming amount of education technology services promise big solutions.*

Solutions are needed, for teaching as well as for providing insight into student behaviors and skills that can inform assessment practices.

- Coaching activities have been identified as an effective of improving learning progression
- Teaching activities such as communication training or professional development work demands individual assessment and personal feedback. Effective teaching on this level needs good technology to assist in coaching activities.
  - Example: Resume writing in undergraduate and graduate courses with support of two centers and online modules.



**“Technology should support organizational objectives to create value, not merely align with strategy to cut costs.”**  
**Brian Cameron, Associate Dean, Smeal College of Business, Penn State University**

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# Exploring Solutions & Piloting Programs

## *Tool Assessment*

We implemented a strategy to analyze value.

Goals:

- Avoid unnecessary costs
- Avoid stand-alone or course-specific products
- Avoid products that take significant time commitments from faculty
- Pick tools that offer something new rather than duplicating LMS tools
- Pick tools that are cost-efficient and easily integrated
- Pick tools that solve problems and “create value”

## *Potential Tools*

Based on identified needs, we implemented two student-focused Artificial Intelligence tools.

We considered ease of use and cost but focused on improved outcomes and potential for data-driven solutions outside of the tech. The assessment included:

- Administrative Initiation
- Committee assessment
- Student assessment
- Administrative review



# Problem: Improved Communication

*A need was identified for improved written communication skills at all levels.*

Value: Grammarly acts as an AI Writing Assistant

- Through an analysis of multiple tools, Grammarly was found to be the most cost efficient and correct. (Analysis was made easier by scholars who study this, and by creating a class project where students compared Grammarly, MS Word, Google Docs, and another grammar checker.)
- Features include sentence-level advice for grammar and spelling, and advice on improving tone and avoid plagiarism.
- We found students were already paying for Grammarly.
- By making it available through Single Sign On, we provided access to staff and faculty.
- Used in a core course to gather data on student skills and needs.



# Sample Online Report

The screenshot displays the Grammarly online report interface. On the left, a document titled "Untitled document" is shown with the following text:

1 | Branching Paths: A Novel Teacher Evaluation Model for Faculty Development James P. Bavis and Ahn G. Nu Department of English, Purdue University ENGL 101: First Year Writing Dr. Richard Teeth January 30, 2020 Commented [AF1]: At the top of the page you'll see the header, which does not include a running head for student papers (a change from APA 6). Page numbers begin on the first page and follow on every subsequent page without interruption. No other information (e.g., authors' last names) is required. Note: your instructor may ask for a running head or your last name before the page number. You can look at the APA professional sample paper for guidelines on these. Commented [AF2]: The paper's title should be centered, bold, and written in title case. It should be three or four lines below the top margin of the page. In this sample paper, we've put four blank lines above the title. Commented [AF3]: Authors' names are written below the title, with one double-spaced blank line between them. Names should be written as follows: First name, middle initial(s), last name. Commented [AF4]: Authors' affiliations follow immediately after their names. For student papers, these should usually be the department containing the course for which the paper is being written. Commented [AWC5]: Note that student papers in APA do not require author notes, abstracts, or keywords, which would normally fall at the bottom of the title page and on the next page afterwards. Your instructor may ask for them anyway — see the APA professional sample

On the right, the "All suggestions" panel shows 208 suggestions. A summary box at the top of this panel offers to "Accept 20 suggestions at once" and lists several suggestions: "First Year" (change to First-Year), "left-aligned" (change to left-aligned), and "domain-specific" (change to domain-specific). Below this, a list of individual suggestions is shown, such as "First Year - Add a hyphen", "2020 - Add a comma", "page - Add a comma", "you'll - Use consistent punctuation", "on - Remove the phrase", "In this sample paper, we've put fo... - Rephrase sentence", "are written - Rewrite the sentence", and "be written - Rewrite the sentence".

On the far right, the "HIDE ASSISTANT" sidebar displays the overall score of 91 and various performance metrics:

- Overall score:** 91 (See performance)
- Goals:** Adjust goals
- Correctness:** 85 alerts
- Clarity:** A bit unclear
- Engagement:** Very engaging
- Delivery:** Just right
- Style guide:** All good
- Plagiarism:** (Icon)

At the bottom of the document editor, a toolbar includes icons for Bold (B), Italic (I), Underline (U), Heading 1 (H1), Heading 2 (H2), Link, Unlink, Bulleted List, Numbered List, and Text Color. A word count indicator shows "5,264 words".



# Additional Value: Plagiarism Detection

The screenshot displays the Grammarly plagiarism detection interface. On the left, a document titled "Untitled document" contains a paragraph of text about APA formatting, with several lines highlighted in light blue. The text includes phrases like "Branching Paths: A Novel Teacher Evaluation Model for Faculty Development" and "James P. Bavis and Ahn G. Nu Department of English, Purdue University ENGL 101: First Year Writing Dr. Richard Teeth January 30, 2020".

In the center, a "Plagiarism" panel shows a "100%" match with a source titled "Branching Paths: A Novel Teacher Evaluation Mo..." from "https://owl.purdue.edu/owl/research\_and\_citation/apa\_style/...". It includes a "Click to copy reference" button and a trash icon.

On the right, a sidebar titled "HIDE ASSISTANT" displays performance metrics: an overall score of 91, a correctness score of 85 with "85 alerts", a clarity score of "A bit unclear", an engagement score of "Very engaging", a delivery score of "Just right", and a style guide score of "All good". At the bottom of the sidebar is a "100% Plagiarism" badge.

At the bottom of the document editor, a toolbar shows standard text formatting options (bold, italic, underline, list, link, unlink, indent, outdent) and a word count of "6,264 words".

# Detailed Data Sample

Untitled document

## Performance

Text score: 91 out of 100. This score represents the quality of writing in this document. You can increase it by addressing Grammarly's suggestions.

91

## Word Count

Characters	41,189	Reading time	25 min 3 sec
Words	6,264	Speaking time	48 min 11 sec
Sentences	317		

## Readability

Metrics compared to other Grammarly users

Word length	5.1	Above average
Sentence length	19.8	Above average
Readability score	40	

Your text is likely to be understood by a reader who has at least some college education, but it may not be easy to read.

[DOWNLOAD PDF REPORT](#) [Close](#)

11 Branching Paths: A Novel Teacher Evaluation  
Development James P. Bavis and Ahn G. Nu De  
Purdue University ENGL 101: First Year Writing D  
30, 2020 Commented [AF1]: At the top of the pa  
which does not include a running head for stud  
APA 6). Page numbers begin on the first page a  
subsequent page without interruption. No other  
last names) is required. Note: your instructor ma  
or your last name before the page number. You  
professional sample paper for guidelines on the  
The paper's title should be centered, bold, and  
should be three or four lines below the top marg  
sample paper, we've put four blank lines above  
[AF3]: Authors' names are written below the titl  
blank line between them. Names should be writ  
middle initial(s), last name. Commented [AF4]: A  
immediately after their names. For student paper  
be the department containing the course for wh  
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require author notes, abstracts, or keywords, which would normally fall at  
the bottom of the title page and on the next page afterwards. Your  
instructor may ask for them anyway — see the APA professional sample

6,264 words

HIDE ASSISTANT >>

**91**  
Overall score  
See performance

Goals  
Adjust goals

All suggestions

Correctness  
85 alerts

Clarity  
A bit unclear

Engagement  
Very engaging

Delivery  
Just right

Style guide  
All good

Plagiarism

- In this sample paper, we've put four... - Rephrase sentence
- are written - Rewrite the sentence
- be written - Rewrite the sentence

# Admin Panel Sample for Feb. 2022

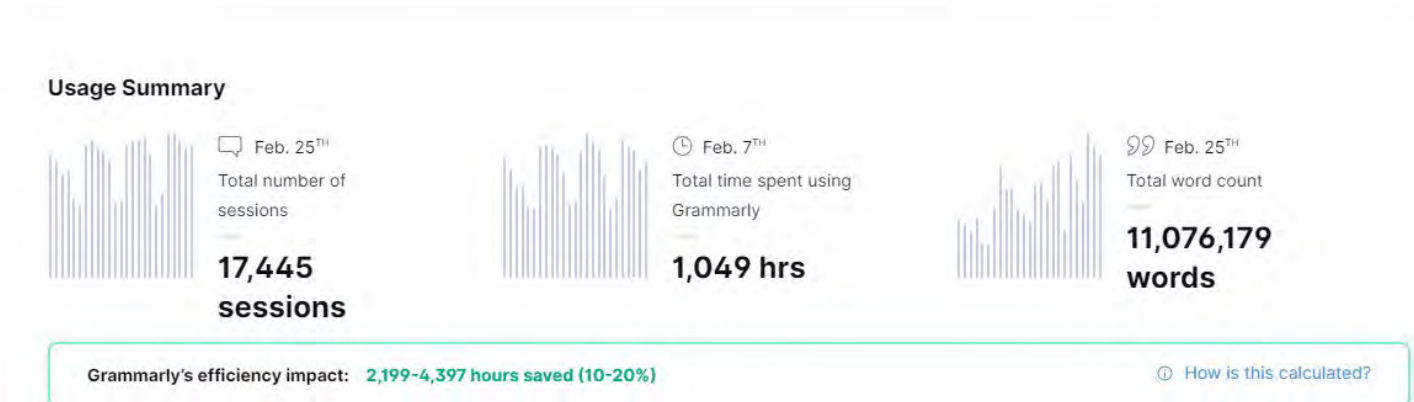
## Tracking Usage

Grammarly provides an administrative panel that tracks who uses it and time saved.

Generally, writing efficiency is improved 10-20%.

Unaccounted for is the probable improvement in grades and faculty satisfaction with student writing.

- Students reported having fewer errors when using Grammarly as a live extension.
- Students reported higher writing scores when running multiple drafts through Grammarly.



# Admin Panel Sample for Feb. 2022

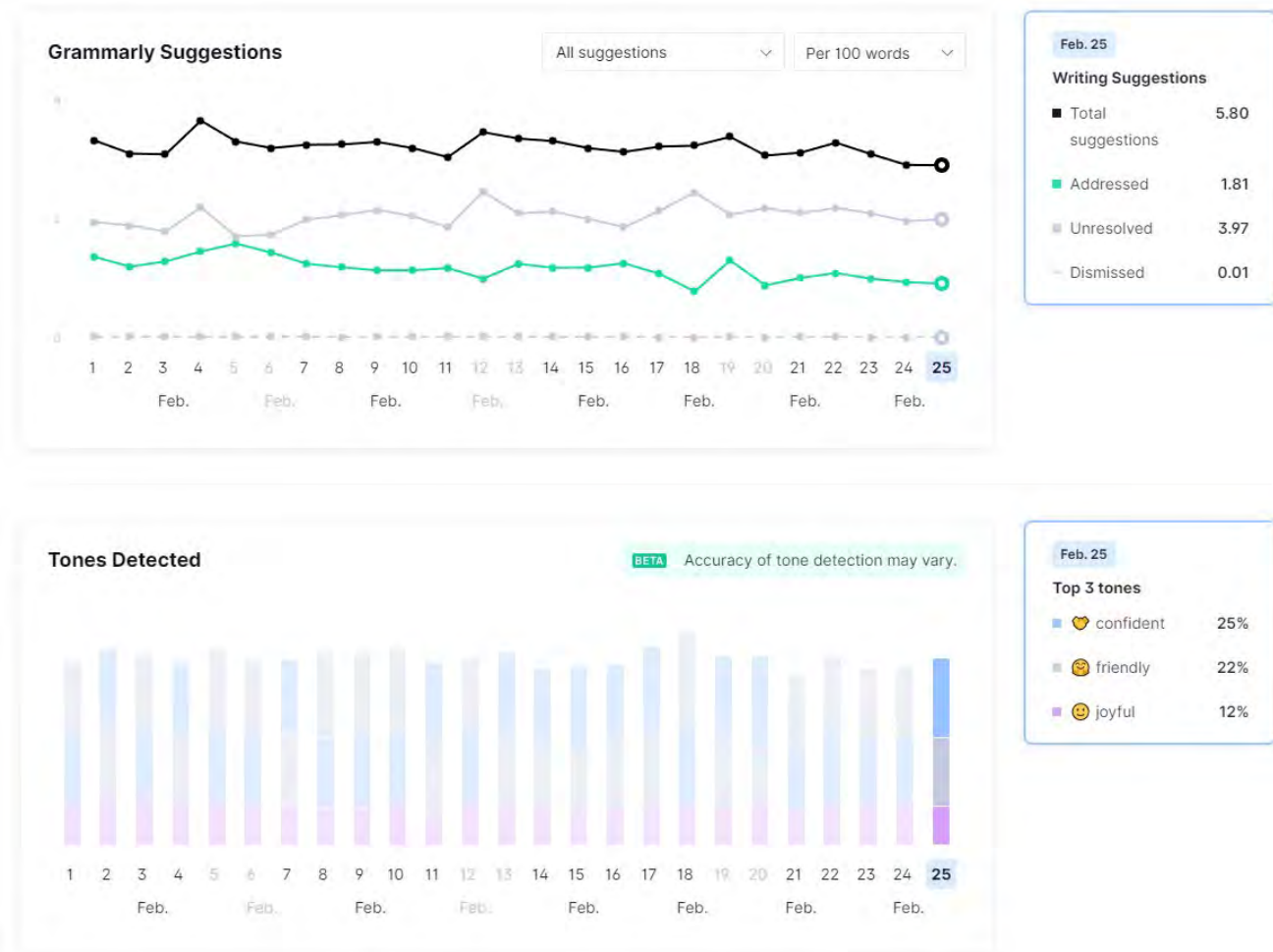
## Tracking Style & Mood

Grammarly offers high-level information about tone and whether suggestions are used.

We wanted additional information for faculty training. In Oct. 2021, Grammarly report data was collected from 1,328 undergraduate students on a final course assignment in an intro course.

We wanted to make data-driven decisions on course content for Spring 2022.

- Good news: Students reported an average readability score of 58.4 (on level).
- Useful information: Students reported their most significant errors (punctuation in complex sentences) and their least significant (subject-verb agreement).





# Program Assessment & Faculty Training

## *Data-Driven Instruction*

The tool was supported with faculty professional development.

All business communication faculty were given high-level student-reported information.

- Having data to represent student performance can support or counter assumptions made about writing.
- A tool to address grammar and tone can free non-communication faculty to focus on content and critical thinking, supporting the vision of business education.

Having a tool that works outside of the classroom can continue to improve performance long-term.

## *Sample Faculty Training*





# Problem: Earlier Internship Placement and Continued Resume Issues

*A need was identified for improved resumes and online interviewing skills.*

Value: automated resume and interviewing (speaking) feedback through a student's time in the school

- A need was identified for in-depth coaching for resume writing and interviewing with the goal of placing students in internships after their first two semesters.
- As class sizes increased, ability for faculty to coach individual improvements or host multiple mock interviews decreased. We also wanted to increase opportunities for individual rather than group assignments with clear goals.
- Further, many corporations use AI-based screening systems, and students (and faculty) sometimes struggled to understand the way content is screened.
- Other similar services require significant faculty involvement. We piloted Interview Stream when we piloted Quinnia, but Interview Stream requires a faculty member or Career Management Center staff member to leave written feedback.



# Immediate Outcomes

## *Time Saved*

Quinnia has saved faculty and staff at UTD 1,520 hours just with resume advising.

- This does not include the time that faculty may have spent grading and assessing interviews or individual presentations.
- Quinnia provides more points of feedback on verbal performance than some other systems. Communication Center staff can assign interviews to improve speaking skill.

## *Time Spent*

Students spend an average of 381 minutes using Quinnia.

- This has increased coaching visits to our communication center, but students now come more prepared and with a stronger draft ready for improvement. This has reduced appointment lengths.
- Students have access during the course and throughout their time. This provides critical access during a student's final two semesters.



# Measurement of Student-Reported Soft and Hard Skills

## SKILLS

### Top 5 skills for Resume

Quinn has reviewed students' resumes to tell you what the top 5 most common essential and technical skills are on their resumes!

#### ESSENTIAL

- digital technology
- multi-cultural fluency
- entrepreneurship
- leadership
- communication

#### TECHNICAL

- python
- sql
- tableau
- r
- marketing

## SKILLS

### Top 5 skills for Interview

Quinn has reviewed students' mock interviews to tell you what the top 5 most common essential and technical skills are that they speak on in their interviews!

#### ESSENTIAL

- career management
- leadership
- professionalism
- creativity
- critical thinking

#### TECHNICAL

- consulting
- accounting
- real estate
- government
- human resources

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# Quinncia Demo: Skills Development & Assessment

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**Quinncia is here to demonstrate what they offer and talk more about skills analysis as supporting business school administration.**

# Need: Consistent Standards for Written Assignments & Saved Time

*TurnItIn can simplify grading.*

Known for plagiarism detection, TurnItIn also offers a feedback studio.

Program-level rubrics can be deployed with training so faculty use the same means of assessment across large programs.

Shared rubrics shifts faculty time to student coaching, and their other duties. (See image.)

Through the use of the feedback studio, faculty or TAs can generate user statistics, send assignment reminders, and run reports on rubric data.

1300 3300 Portfolio

Criteria	Scales				
	F 55.00	D 65.00	C 75.00	B 85.00	A 95.00
<b>1. REFLECT</b> INTRODUCTION, CONCLUSION, & ADDITIONAL DEVELOPMENT (20%)	INCOMPLETE. Your supervisor would consider the poor quality of work, missing sections, lack of analysis and/or your sloppiness as a sign that you may need to be replaced. This section shows a misunderstanding of	POOR. Your supervisor would be troubled by the poor quality of work. You do not demonstrate personal reflection and/or an understanding of business communication. Your sections have significant errors, stylistic issues, and content choice	FAIR. Your supervisor would ask you to revise and edit before allowing people outside of your department to see the document. The sections are either incomplete, lack in-depth reflection, or display of just the minimum of communication	GOOD. Your supervisor would send this document with minor editing. You had very few errors and showed significant consideration of professional communication. Your work would "get the job done" as it meets the expectations of	EXCELLENT. Your supervisor would send this document or approve the work without any changes. Exceeds criteria, provides deep insight, and gives the reader a holistic understanding of their strengths, weaknesses, and ability to
<b>2. WRITE</b> WRITING SECTION (40%)	INCOMPLETE. Your supervisor would consider the poor quality of work, missing sections and/or your sloppiness as a sign that you may need to be replaced. This section shows a misunderstanding of communication basics and	POOR. Your supervisor would be troubled by the poor quality of work. Revision and editing are essential. Parts of this section show no improvement. You do not demonstrate an understanding of professional writing. There are	FAIR. Your supervisor would ask you to revise and edit before allowing people outside of your department to see the document. The documents demonstrate little improvement and meet minimum expectations of professional writing	GOOD. Your supervisor would send this document with minor editing. You had very few errors and showed significant consideration of audience. Your work would "get the job done" as it meets the expectations of professional writing	EXCELLENT. Your supervisor would send this document or approve the work without any changes. Exceeds expectations of professional writing. No easily noticeable errors and significant consideration of audience. Documents demonstrate
<b>3. SPEAK</b> ORAL COMMUNICATION SECTION (20%)	INCOMPLETE. Your supervisor would consider the poor quality of work, missing sections and/or your sloppiness as a sign that you may need to be replaced. This section shows a misunderstanding of speaking basics and conventions	POOR. Your supervisor would be troubled by the poor quality of work. You do not demonstrate an understanding of professional and public speaking. Your reflections have significant errors, stylistic issues, and content choice issues	FAIR. Your supervisor would ask you to revise and edit before allowing people outside of your department to see the document. The documents are either incomplete, lack in-depth reflection or display of just the minimum of oral	GOOD. Your supervisor would send this document with minor editing. You had very few errors and showed significant consideration of professional and public speaking. Your work would "get the job done" as it meets the expectations of	EXCELLENT. Your supervisor would send this document or approve the work without any changes. Exceeds criteria and demonstrates well-thought-out reflection/analysis of professional and public speaking. No easily noticeable errors and
<b>4. ADHERE</b> COHESION (10%)	INCOHERENT. Submission was uploaded as a series of documents, and virtually no effort was made to ensure consistency between sections. Missing materials	INCONSISTENT. Direct contradictions can be quickly and easily identified. Little effort put toward presenting various analyses as a single unified submission. Missing materials or difficult to find materials	LOGICAL. Various submissions were uploaded as a single uniform document with limited contradictions, errors, or unexplained decisions. All basic materials included	CONGRUOUS. Virtually no contradictions exist within the submission, and some level of explanation for decisions that may appear unrelated or at-odds. All materials included and effectively introduced	HARMONIOUS. Analysis and communication decisions made clearly based on career aspirations. All materials included. Portfolio goes "above and beyond" on some sections such as including evidence of communication ability
<b>5. APPEAR</b> DESIGN & FORMAT (10%)	UNREADABLE. Significant portions of the assignment were illegible because of format, design, and/or use of a prohibited file format (pages, numbers, etc.)	READABLE. Design was simple, and in no way inhibited the reader from understanding any portion of the submission. Organization issues were minor	READABLE. Design was simple, and in no way inhibited the reader from understanding any portion of the submission. Organization issues were minor	DISTINCT. Submission was not only legible and well-organized, but it was also structured in a way that placed the reader's experience as a priority	SUPERB. Design was consistent throughout the submission, and expressed the author's personality and message in a professional and creative way



# Need: Professional Development and Leadership Training

## *Leadership development and faculty guidance*

Value: asynchronous and synchronous training

- UT Dallas purchased access for all faculty and staff (not a business school initiative)
- With an institutional license, courses and written materials provide guidance on topics ranging from how to lead as a new dean to developing advancement campaigns.

The screenshot shows the Academic Impressions website interface. At the top is a dark blue navigation bar with the logo 'ai ACADEMIC IMPRESSIONS' on the left, and icons for phone, shopping cart, 'My Account', and search on the right. Below the navigation bar is a horizontal menu with links: 'Become a Member', 'Start Learning', 'Custom Training', 'Coaching', and 'About'. The main content area features a row of category tiles: 'All Resources', 'Leadership', 'Women's Leadership', 'Academic Leadership' (highlighted in blue), 'Faculty Success', and 'Institutional & Academic Planning'. Below these tiles are filter buttons: 'All', 'Leading Self', 'Leading Others', 'Leading the Department/Division', and 'Faculty Affairs'. A central section titled 'Academic Leadership' contains a paragraph: '80% of a university's critical decisions are made at the department level, yet most faculty leaders were not trained and receive little support for the critical roles they now assume. Give academic leaders the resources and support they need with the help of these trainings.' Below the text is a blue 'Learn More' button. At the bottom of the page, there is a search bar with a dropdown menu set to 'Format: Any', a search input field containing the text 'hiring', a blue 'Search' button, and a black 'Upcoming' button. To the right of the search bar is a 'Recently Added' section.

# Piloting Programs

## *Identify Key Users*

### Build Faculty Champions

Form an assessment committee, ideally not with just technology experts but also with subject matter experts.

#### Faculty Champions

- Technology averse faculty member
- Technology adept faculty member
- Student feedback in pilot courses

## *The “Slow Roll”*

### Establish a Pilot

Immediate implementation without thorough consideration can be costly and frustrating.

- Consider starting with two sections before moving to a whole program and then whole school.
- Pilots offer the opportunity to gather student feedback.
- Pilots can identify issues with company support and flexibility.

## *Continue Assessment*

### Watch for Changes

Given rapid changes in student behavior and technology functions, the tools must be assessed on a regular basis.

- Tools can become redundant as free options expand.
- Free options can stop being free and need a paid replacement.
- Reward technological flexibility.

A person is standing in a server room, reaching up to a server rack. The room is filled with rows of server racks, and the lighting is dim, creating a sense of depth and perspective. The person is wearing a dark jacket and pants, and their hands are reaching towards the top of a rack. The background is slightly blurred, emphasizing the person and their interaction with the technology.

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“Technology is so much fun, but we can drown in our technology. The fog of information can drown out knowledge.”

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**Daniel Boorstin**

Former Historian at U of  
Chicago

*Thank you!*



**Sarah E. Moore**  
**Director, Business Communication**  
**Program & Center**  
**Jindal School of Management**







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# Outcomes

*Help every student get the best outcomes possible at graduation.*

- Integrate Professional Development into Academics
- AI to Save Faculty & Staff 1200+ hours per year
- Measure & Evaluate Core Competencies and Skills

# NACE Competencies/Essential skills

Career & Self Development

Communication

Critical Thinking

Equity & Inclusion

Leadership

Professionalism

Teamwork

Technology

Adaptability

Coachability

Empathy

Entrepreneurship

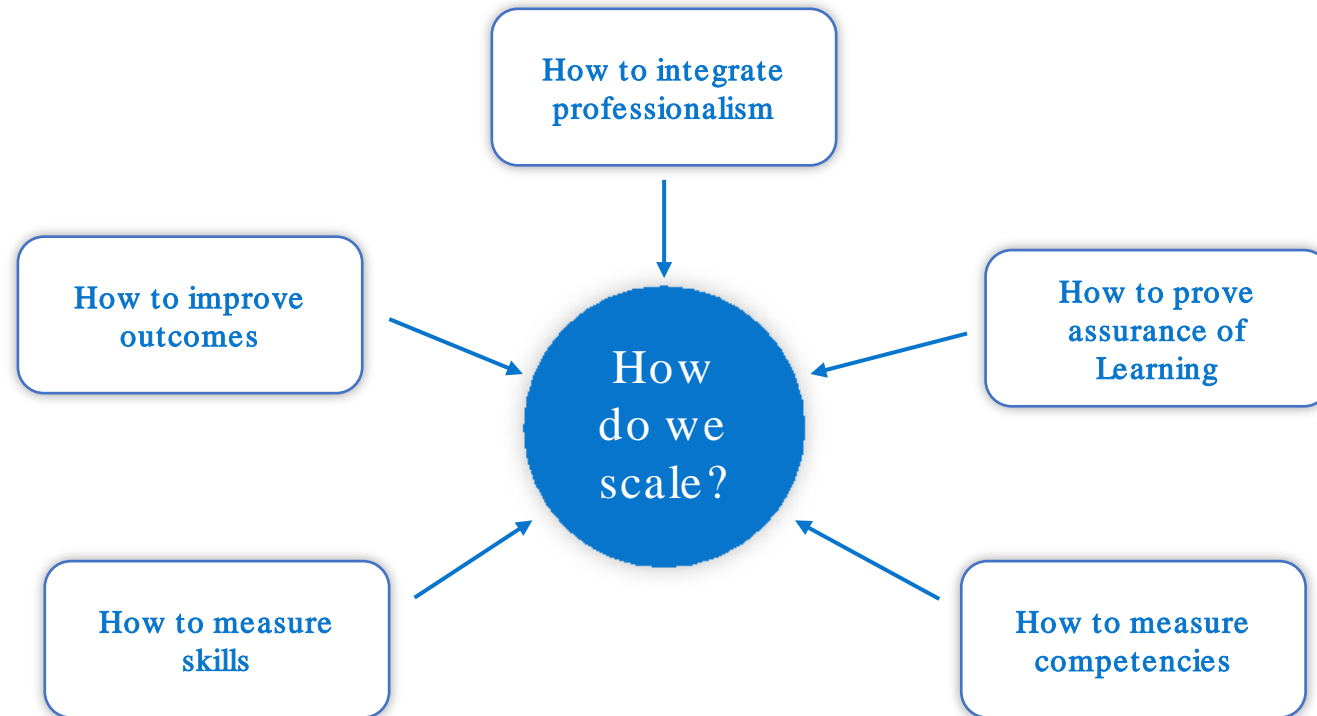
People Management

Resilience

Time Management



# Classic Concerns

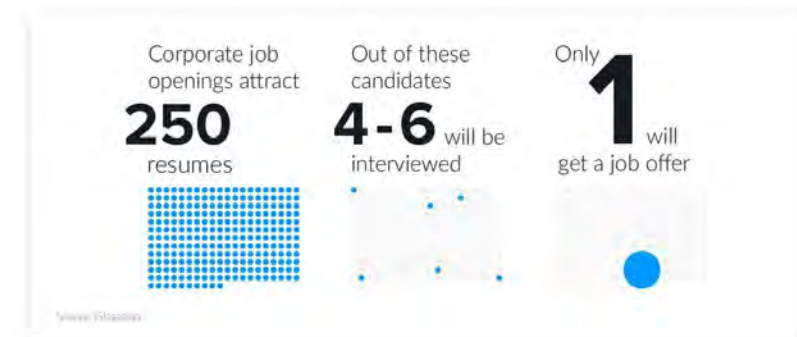




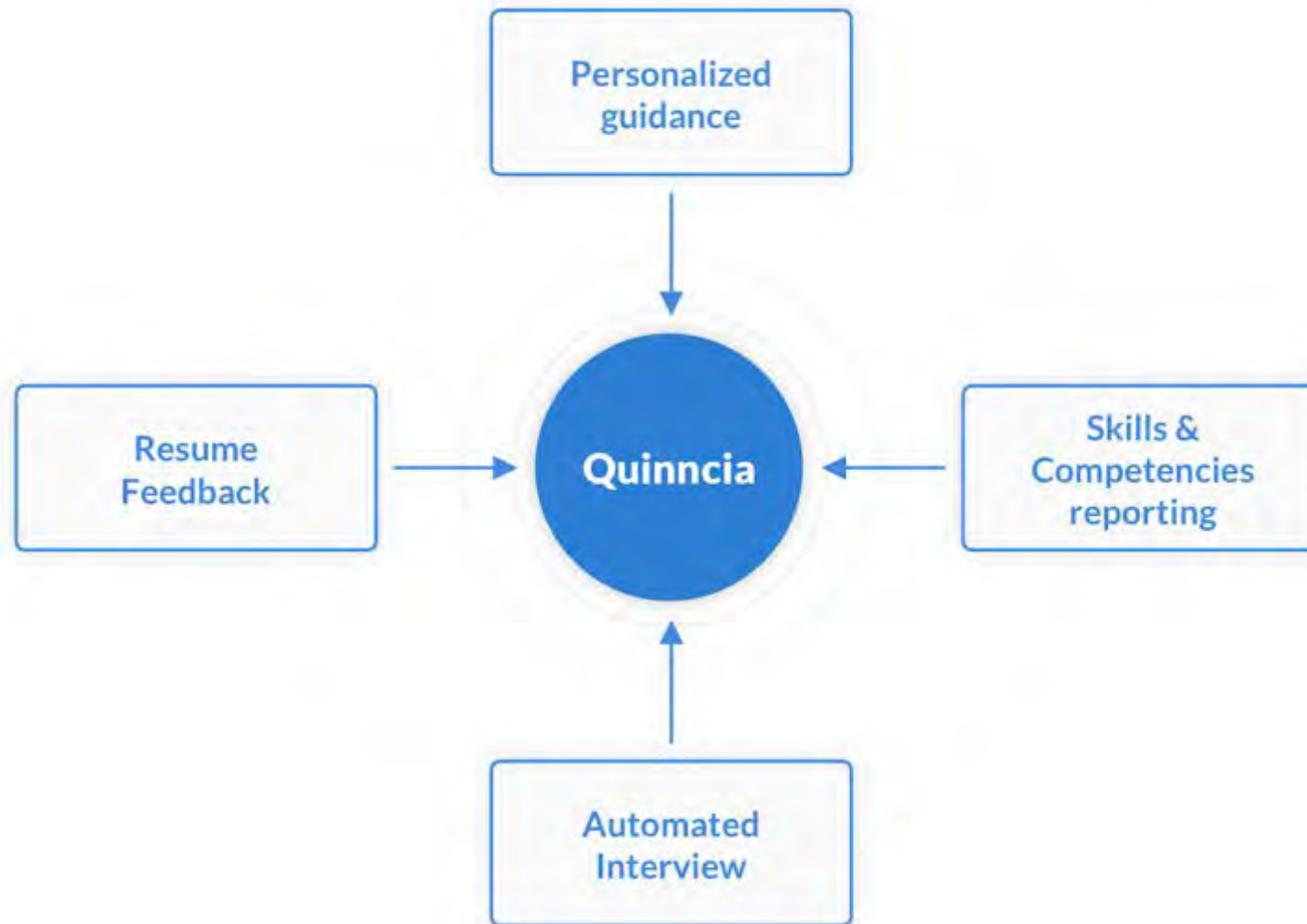
Q

# Employers already do this with using AI

- CNN: Getting vetted AI 2020
- InsideHighered.com: AI Assessed Interviews 2019
- CNBC: Robots Reading Resume 2018
- Wall Street Journal: Robot-Proof Applications 2020
- 99% of Fortune 500 companies use ATS to evaluate applicants 2020

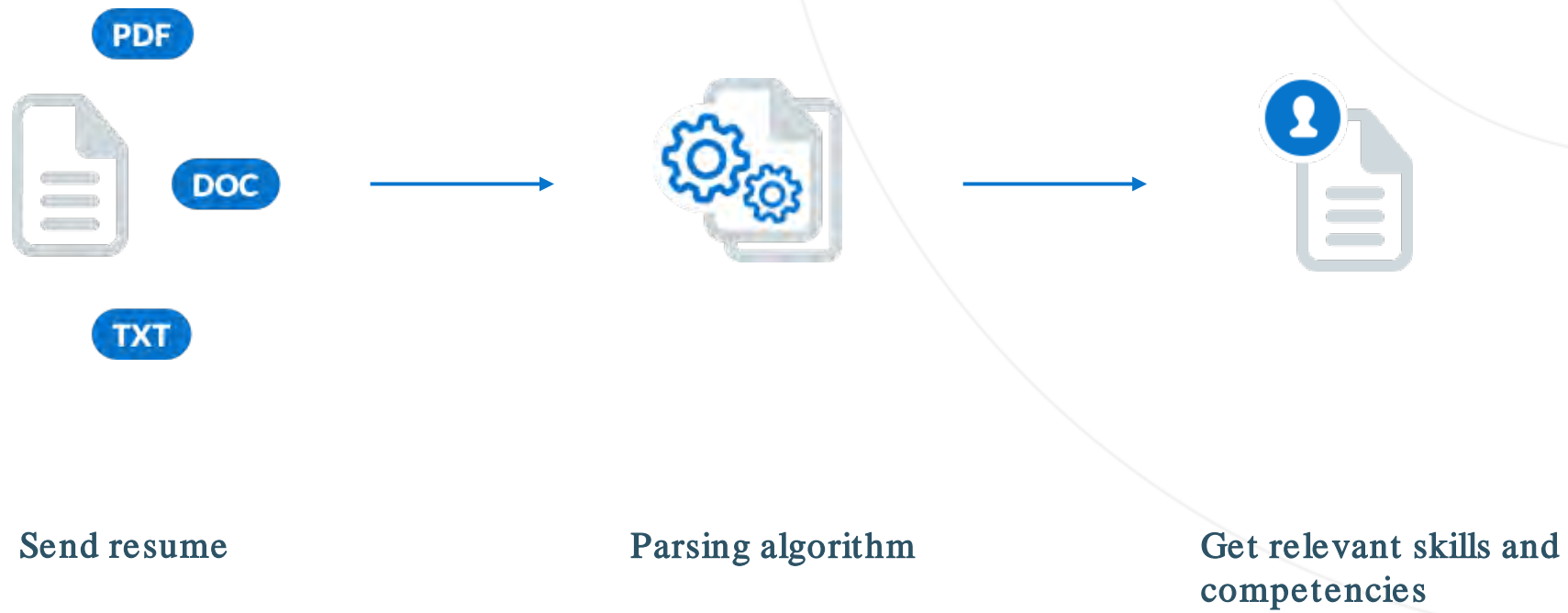


# Quinn: AI career assistant for all students



# Extracting skills from Resume & Interview

How does resume parser work?



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# Partners

*Working with 100+ Universities and Business Schools...*



FLORIDA STATE UNIVERSITY



UNIVERSITY of  
ROCHESTER

Yale University



Stony Brook  
University

THE UNIVERSITY  
OF TAMPA



University  
of Victoria





Q

# Carley Meyers

*University Relationships*

*quinn@quinncia.io*

*Quinncia.io*

*“Quinncia delivers a high-quality AI product to students while evaluating our ability to impact the experience students have with our staff in preparing for their professional future.”*

- University of Tampa

## Session #6

# Student Engagement Matters



**Charles Allen, M.Ed.**  
*Assistant Dean, Temple University*



**Kaustav Misra, PhD**  
*Associate Dean, Central Connecticut State University*



**Kevin Jackson, PhD**  
*Associate Dean, University of Illinois Urbana-Champaign*

# Fox Leadership Development Program (FLDP)



Fox School of Business

Chuck Allen  
Assistant Dean  
Undergraduate Programs

# ABOUT FOX...

- 7,200+ students
- 73% from PA, 27% non-resident
- 7 departments
- 16 majors, 24 minors
- 30+ Student Professional Organizations (SPOs)



# Where We Started

- In-house “Immersion” program
- Hand-tracked, labor intensive
- Deck stacked for “traditionals”
- No central activity repository
- Not helpful for reaccreditation

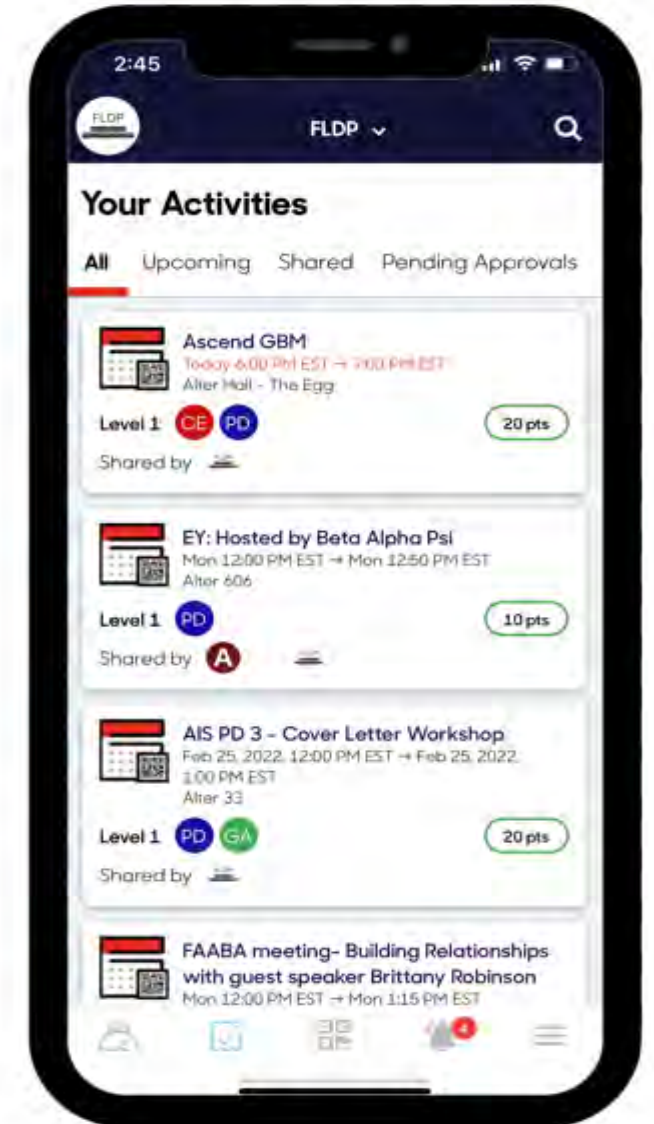


So we built...

# How the FLDP Works



- **Students Complete Activities**
  - Each Activity is assigned a Competency and Level
  - QR Code Scans, Reflections, Portfolio Items, Qualtrics
- **Activity Completions Count Toward Point Requirement**
  - Students need to earn points in all five competencies
  - Activities requiring longer commitment earn more points
- **Some Activities Count Toward Optional Badges**
  - Social Impact Badge, Peer Mentor Badge, CSPD Badge, etc.
- **Data can be shareable co-curricular record**





### ACCT 3581 VITA Badge

VITA is a nationwide organization regulated by the IRS that offers free tax help to people who make less than...



### Human Resource Management Badge

Complete all activities to earn this optional HRM Badge!



### FLDP Full Requirements 2019-2020

This Badge will help you keep track of all your FLDP points throughout the 2019-2020 academic school...



### Social Entrepreneur Badge

Are you making an impact? Attend 3/5 Social Entrepreneurship workshops (including the mentoring...



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### MSCM Quant Camp 2018

Complete all 5 sessions of Quant Camp and submit a reflection for credit.



### Social Entrepreneurship Badge 2018

Make an impact with your innovative ideas! The 2018 Social Entrepreneurship Workshop Series, hosted by...



### CSPD Badge

Attend Getting Started, Resume Development and Resume Critique put on by CSPD to earn the CSPD...



Edit



### Owls Be Well

Attend four events at the Wellness Resource Center to earn this badge!



### Target Case Competition Badge

To earn this badge, submit reflections or upload documents for the following Target Case Competition...



### Choose Your Own Adventure Badge

Complete four of the activities listed to earn you Choose Your Own Adventure Badge. Freshman...



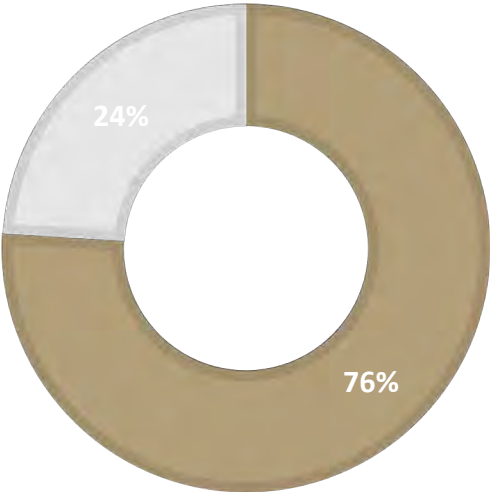
### Social Entrepreneurship Badge

Make an impact with your innovative ideas! The 2018 Social Entrepreneurship Workshop Series, hosted by...



Help

### OVERALL ENGAGEMENT %

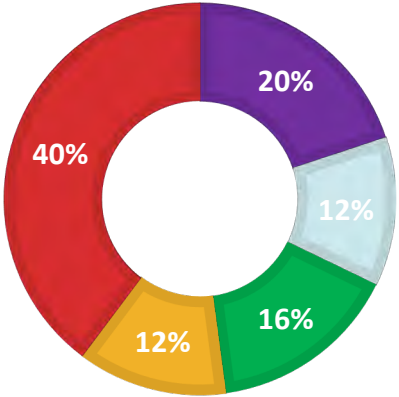


■ Engaged

# 77,225

Student Activity Completions  
*(Last 12 months)*

### FLDP POINTS EARNED %



- Community
- Ethics
- Financial Literacy
- Global and Cultural
- Personal and Professional



Fox School of Business

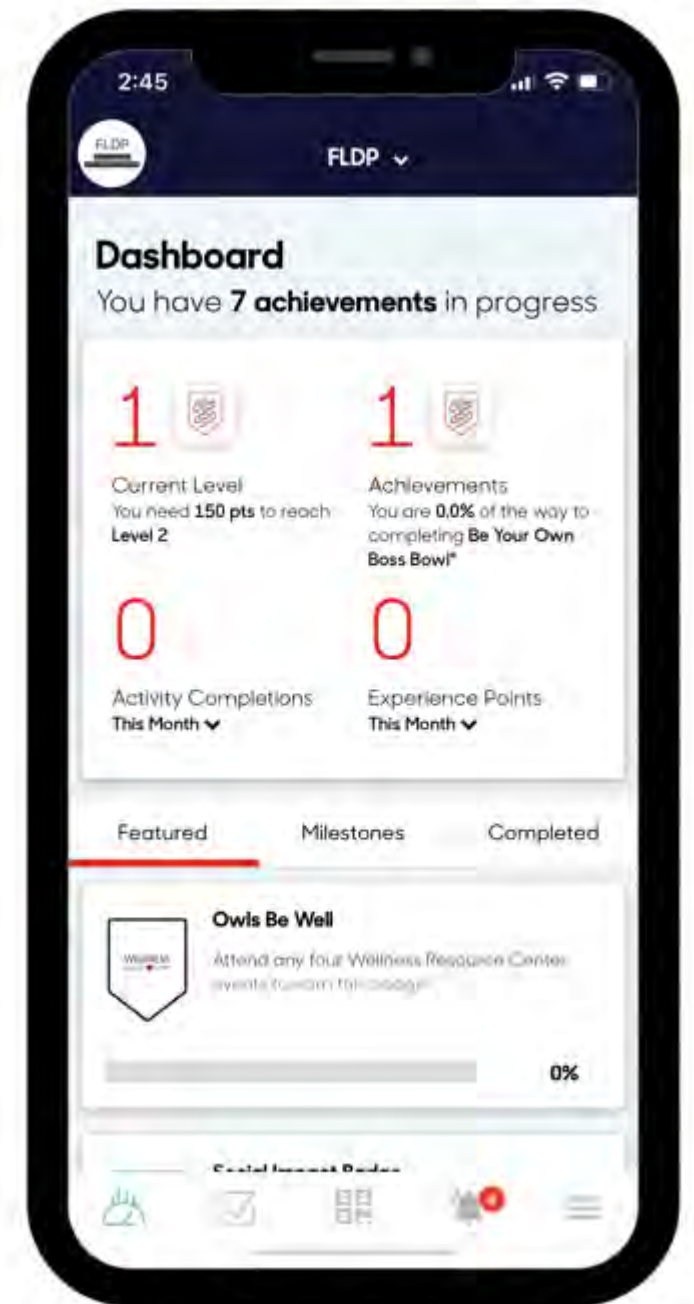


# What We've Learned

- Students want plethora of engagement options
- Messaging is critical; not just another checkbox
- Focus on both sides of the leaderboard
- Student organizations remain critical, majors too
- Where we still need support services/programming
- Covid challenged engagement at all levels

# Where We Can Improve

- Closer link to classroom learning
- Employer-branded badges
- Connection to community college partners
- Correlate data to retention, graduation and career outcomes
- AACSB standards for engagement & social impact



Thank you for listening!

Questions?

Chuck Allen  
callen@temple.edu





**Student Engagement Matters  
Undergraduate Deans Conference  
Theme: Differentiation Post Covid  
University of Texas at Dallas  
March 1-2, 2022**

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**Panelist: Kaustav Misra, PhD. MBA  
Associate Dean, School of Business  
Central Connecticut State University**



# Pillars of Student Engagements



Academic engagement:  
*“Academic engagement is the type of engagement that is required for students to complete their academic tasks.”*



Intellectual engagement: *“Intellectual engagement is essential to reeling in students’ interests, gifts, and talents.”*



Social-emotional engagement:  
*“Socialization is a huge factor in what brings students to the school building everyday.”*





# Pre-Pandemic Engagements



Classroom Engagements



In-person internship



In-person Co-op



Study Abroad Programs



Community Engagements



Undergraduate Research



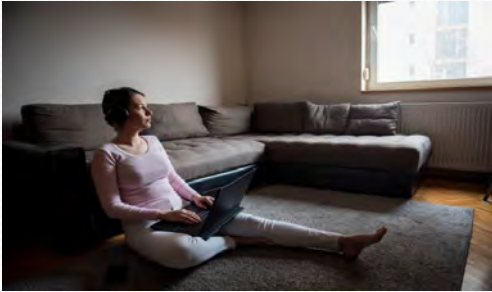
In-service Learnings



# During Pandemic Engagements



Online/Hybrid Classrooms



Virtual internship/Limited Co-op



VITA IS GOING VIRTUAL!



At this time, Danbury VITA is virtual only for those who are filing their current year 2020 taxes.

Virtual Community Engagements



No Study Abroad Programs



Undergraduate Research



In-service Learnings



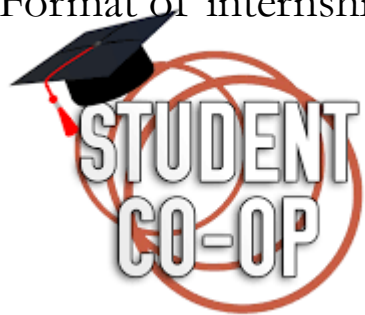
# Post-Pandemic Engagements



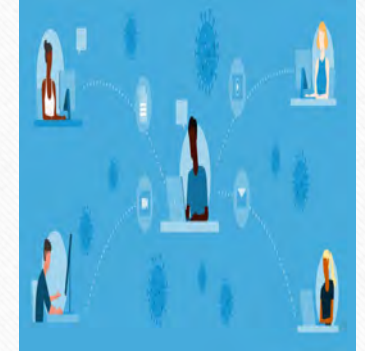
High Tech Classrooms – Less interactions



Hybrid Format of internship/Co-op



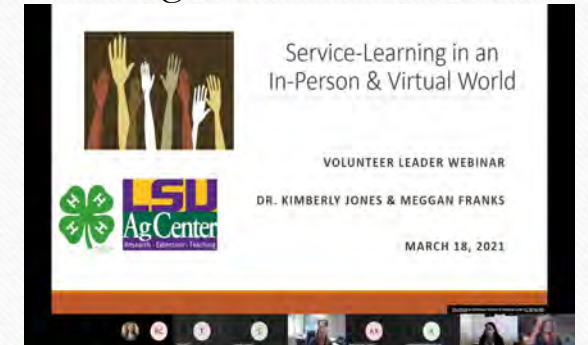
Study Abroad Programs



Hybrid Format of community engagements



Undergraduate Research



In-person & Virtual Service Learnings



# Summary



Undergraduate Students Research  
engagement in business - Modality.

## **Benefits:**

1. Students
2. Faculty
3. Institution
4. Retention and graduation rates
5. Graduate school
6. Alumni base





**Thank you!**



# ACCESS AND MULTICULTURAL ENGAGEMENT



# Who is AME?



Jewell White  
Assistant Dean



Andrea Fierro  
Program Coordinator



## What does AME do?

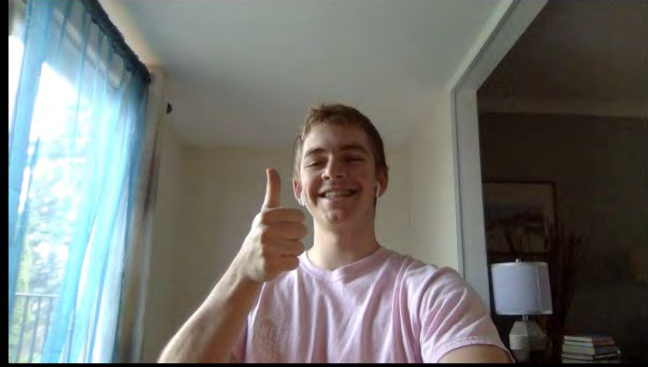
- Gies Affinity Groups
- Gies Community Groups
- Diversity and Inclusion Events
- AME Student Leaders





## What does AME do?

- Gies Affinity Groups
- **Gies Community Groups**
- Diversity and Inclusion Events
- AME Student Leaders



- **Gies Community Groups**
  - Students sign up, providing demographic information
  - Student groups are formed with diverse composition
  - Each group has a representative who guides discussion and serves as liaison to us
  - Groups meet every other week





- Details of Illinois approach
  - We have averaged about 400 student participants each of the last four semesters (5-7 students per group)
  - Coaches (student workers) are paid and oversee 8-10 groups. They meet with representatives every other week and meet with us weekly.
  - Coaches help us design curriculum of topics and discussion questions, as well as develop “training” for representatives.

- Important notes

- We're still learning
- We utilize MS Teams for communication and for groups who wish to meet virtually
- We're working on ways to connect the groups
- Purpose: Community and Capability



## Session #7

# Supporting Students' Mental Health Needs Post-Covid



**John Bingham, PhD**  
*Associate Dean, Brigham Young University*



**Mari Buche, PhD**  
*Associate Dean, Michigan Technological University*



**Jenny Zhang, PhD**  
*Associate Dean, California State University, Fullerton*

# Supporting Students' Mental Health Needs Post-Covid

John Bingham  
Associate Dean

**BYU**MARRIOTT  
SCHOOL OF BUSINESS

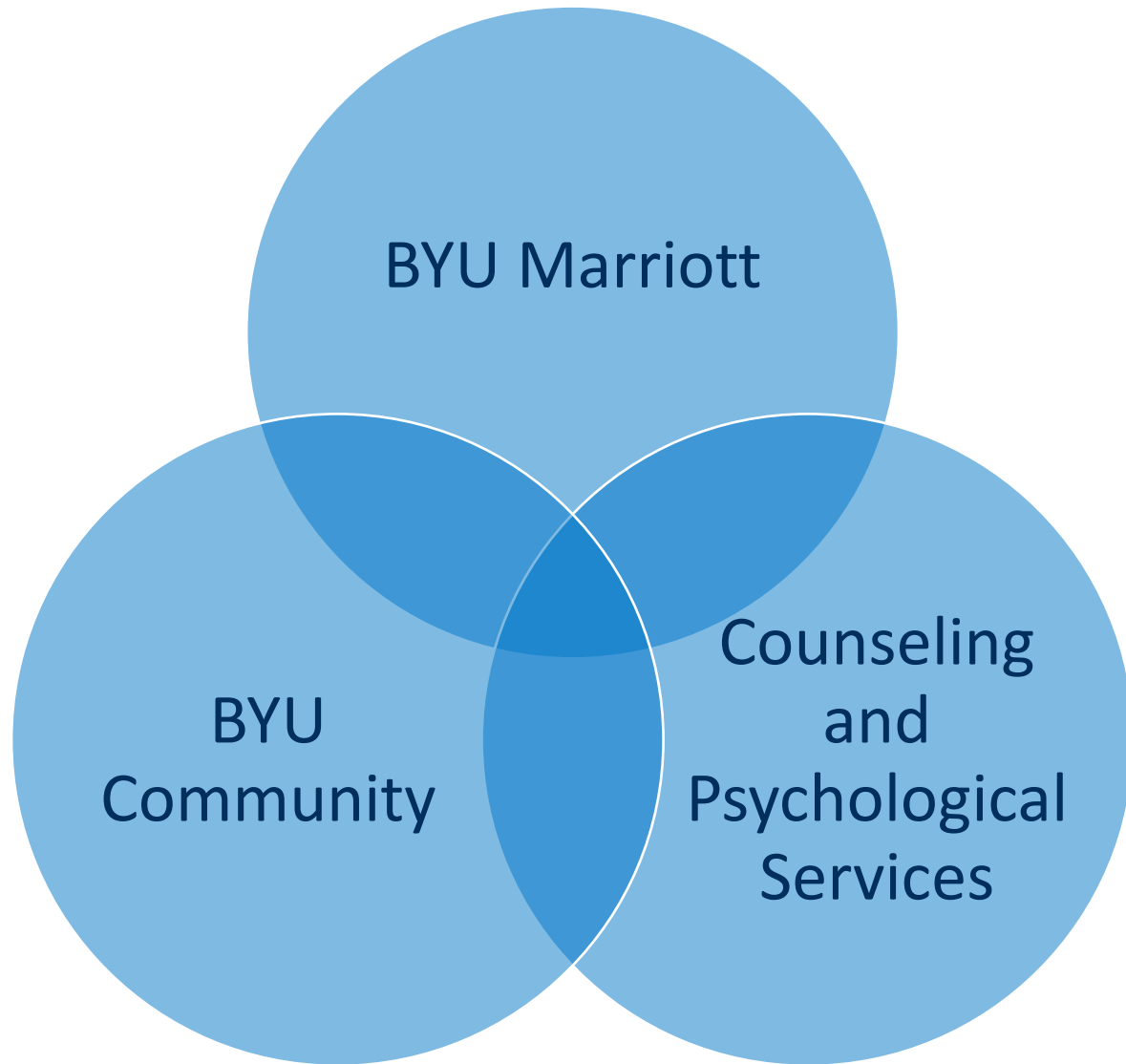


# GUIDING PRINCIPLE

## *CENTERED ON STUDENTS*

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We evaluate our decisions and actions by the impact they will have on the academic experience, professional preparation, character development, emotional well-being, and spiritual growth of our students.



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Improved  
Coordination

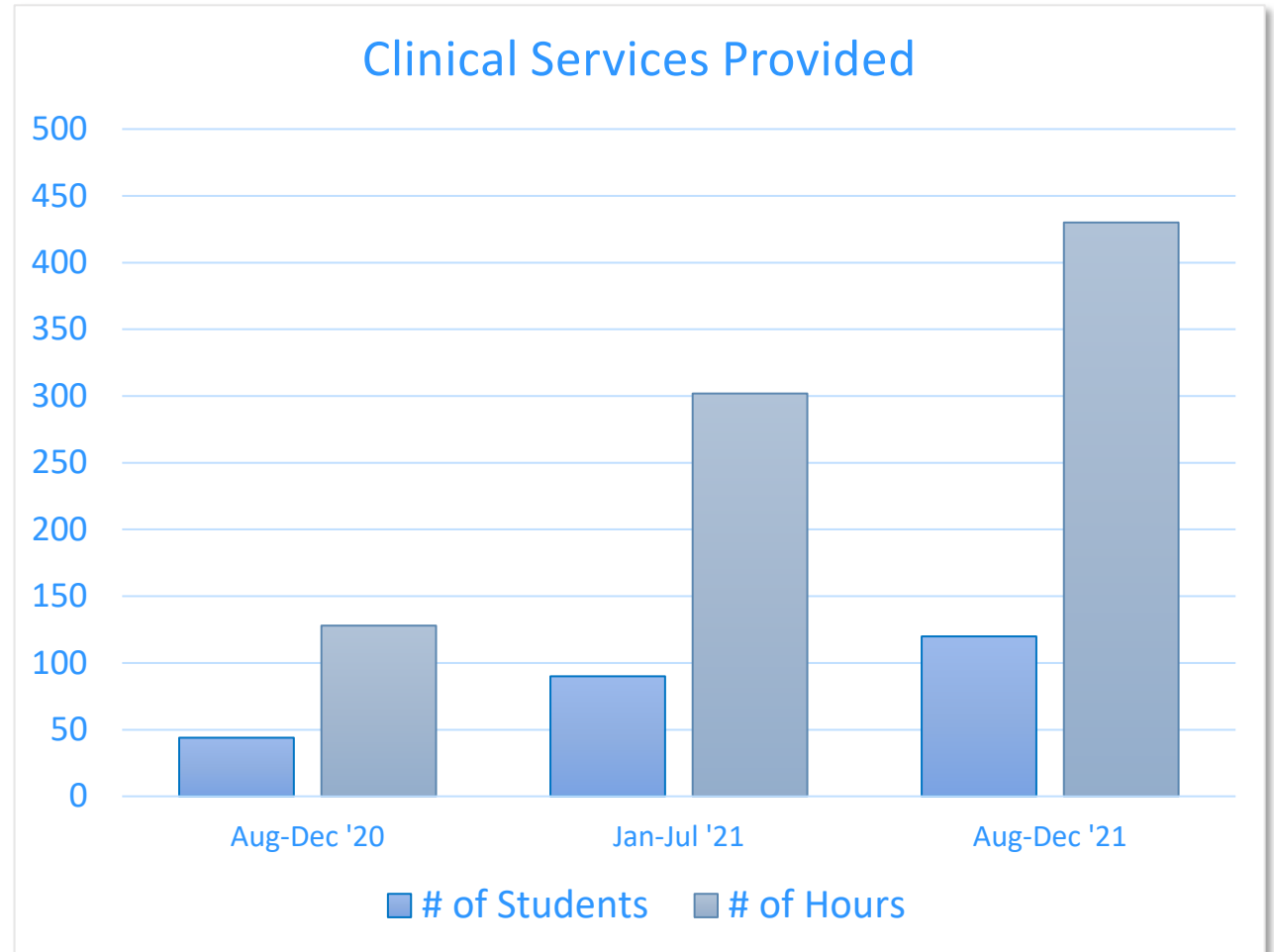
Collaboration

Speed

# Mental Health & Wellbeing

- Clinical Services

- New relationship with Social Work program
- Interns / therapists-in-training
- Response times





# Mental Health & Wellbeing

- College Mental Health & Wellbeing Employee Advisory Council
- In the Classroom
  - Courses taught
  - Guest lectures
- In the Halls
  - Marriott Night, student council events
- On the side
  - Faculty and staff consultations
- University collaboration and outreach
  - BYU Belong, You Are Loved, CAPS Outreach

# An Emphasis on Wellbeing

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- Focus on mental health concerns is reactive, defensive, or responding to problems that already exist
- Wellbeing is proactive, offensive, and embraces a focus on unnecessary setbacks
- We divide our time roughly equally between these two priorities – we gain ground instead of losing it or just holding it

# Supporting Students' Mental Health Needs Post Covid

Mari W. Buche, Ph.D.  
Associate Dean, College of Business  
Michigan Technological University  
[mwbuche@mtu.edu](mailto:mwbuche@mtu.edu)

2 March 2022





# Agenda

- Overview and Summary
- DOS and Counseling Services
- Signs and Symptoms
- Partnerships/Communication
- Future Scope



# Overview & Summary

- **March 2020** - Abrupt change – Zoom instruction (sent students home)
  - Remote work – everyone
  - Amplified idiosyncrasies (personal observation)
- **Fall 2020** – Returned to modified classroom experience – (e.g. social distancing and mask mandate)
  - Community numbers increased → remote instruction
  - Hybrid instruction – challenging for faculty and students
  - Mandatory Testing – symptomatic and asymptomatic available
- **Spring 2021** – Continued masking, combination of in-person and remote instruction, disruptions due to positive tests and quarantine/isolation
- **Summer 2021** – Dropped the indoor mask mandate, temporarily
- **Fall 2021** – Vaccine mandate, continued mask mandate indoors, increase in positive cases
- **Spring 2022** – Forced to pause the vaccine mandate, cases peaked and then dropped precipitously, divided campus



# Dean of Students & Counseling Services

- Staffing – newly hired [DOS](#), Dr. Wallace Southerland
  - Open office hours
  - New online forms for excused absences
  - Building relationships across campus
- [Counseling](#) Appointments and Walk-in Clinics
- Launch of My SSP mobile app (telehealth)



# Signs & Symptoms

- Anxiety, rage, tears
- Sleep variations – noticeably more or insomnia
- Neglect of academic work
- Eating disorders
- Alcohol and/or drug abuse
- Irritability – change of personality
- Declining personal hygiene
- Isolation and withdrawal (e.g. excessive video gaming)





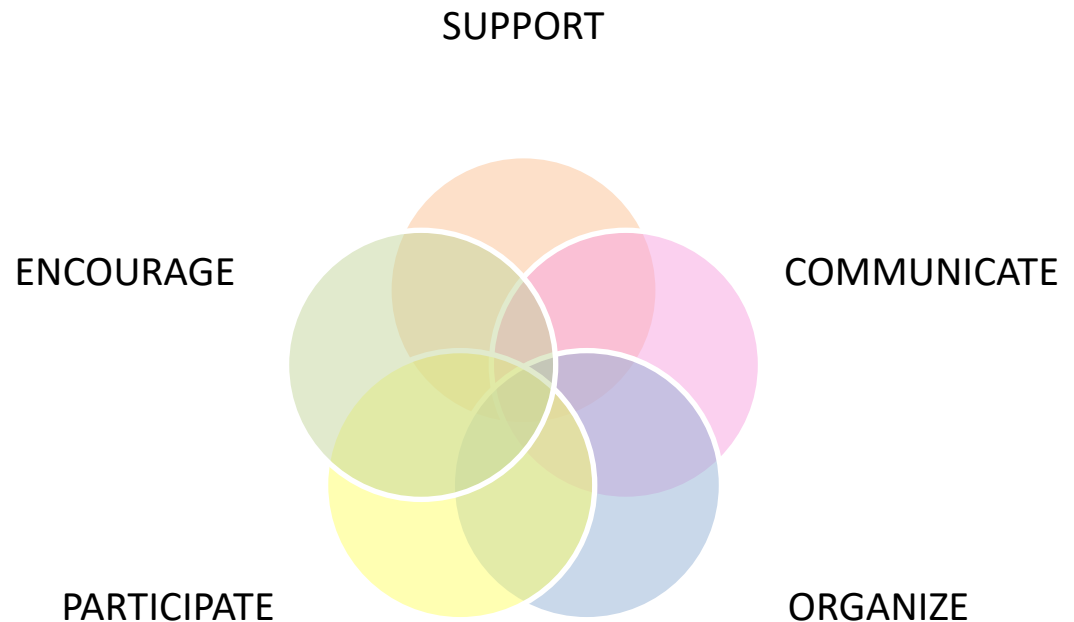
# Partnerships & Communication

- [Report a Concern](#) – tipline (DOS)
  - Can be anonymous submission
  - Safety or wellbeing
  - Team meets to discuss response
- Associate Dean and Faculty
  - Excessive absenteeism
  - Noticeably diminished class performance
  - Shared verbal concerns



# Future SCOPE

- Support
- Communicate
- Organize
- Participate
- Encourage



Mari W. Buche  
[mwbuche@mtu.edu](mailto:mwbuche@mtu.edu)



CSUF | Business and Economics

# SUPPORTING STUDENTS MENTAL HEALTH NEEDS

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By: Jenny Zhang, Associate Dean  
California State University, Fullerton





# Our Observation

- Pre-Covid
  - Even before Covid, we see an increasing needs for mental health supports among college students.
- Through virtual environment
  - Isolation, loneliness, distance learning, financial and health challenges has made mental health issues much more prevalent in higher education
- After returning to campus
  - Students are still struggling with the uncertainty of the Covid situation, adjusting to virtual, in-person and hybrid learning environment.



# Some data

- A study from UNC at Chapel Hill (Fruhwirth et al. 2021) with 419 First-year college students found:
  - The prevalence of moderate to severe anxiety in first-year college students increased 40%, from 18.1% before the pandemic to 25.3%
  - The prevalence of moderate to severe depression in first year increased by 48% from 21.5% to 31.7%
  - Hardest hit by depression were Black students, whose incidence of depression grew by 89%
- HMS (The Healthy Minds Study) Fall 2020 data on national level of all college students showed:
  - 40% moderate to severe depression
  - 34% moderate to severe anxiety

# Strategies at CSUF to support students mental health needs

- Counseling & Psychological Services
  - Various individual counseling
  - Workshops
  - Therapy Groups
  - Drop-in Groups
  - Preventative Outreach
  - Wellness Coaching
  - Online self-care resources
- From Dean of Students office
  - Tell Us Your Issue
  - Student in Distress Referral



# Strategies at CSUF to support students mental health needs (Cont.)

- From College of Business & Economics
  - Support faculty when they have any student issues
  - An online module for all new transfer students on wellness
  - Student success center serves as a hub to refer students to the right resources

# Challenges

- Capacity
  - Appointments for counseling session with CAPS were booked four weeks ahead
  - High turnovers in staff members
- Struggling with multiple learning modalities and how to best support students in each
- To provide supports for faculty and staff in supporting the needs of diverse student population



# Things to consider

- Partnering with other higher ed. Institutions, community colleges, k-12 schools in this endeavor
- Involve community
- Provide consistent message
- Leverage technology to provide more online resources