

Developing

A GLOBAL MINDSET

A Panel on International Programs at Three Universities

2024 UT Dallas Undergraduate Deans Conference

Robert Whitelaw, PhD – New York University, Stern School of Business

Todd Alessandri, PhD – Northeastern University, D'Amore-McKim School of Business

Nikhil Celly, PhD – University of Houston, Bauer College of Business

Frank Kelley
UH Bauer College
Moderator

 NYU | STERN

International Programming

UT Dallas
2024 Undergraduate Deans Conference

Robert Whitelaw
Dean, Undergraduate College
NYU Stern School of Business
March 7, 2024

CHANGE. DARE IT. DREAM IT. DRIVE IT.

NYU STERN SCHOOL OF BUSINESS

TISCH HALL

40

40

TISCH HALL

NYU

Three 4-Year Degree Programs

1. BS in Business (2,300 students)
2. BS in Business & Political Economy (200 students)
3. BS in Business, Technology & Entrepreneurship (200 students)

Two Dual Degree Programs

1. BS in Business/BFA in Film & Television
2. BS in Business/MS in Accounting

One International Start Program

1. First Year in London Opportunity (40 students)

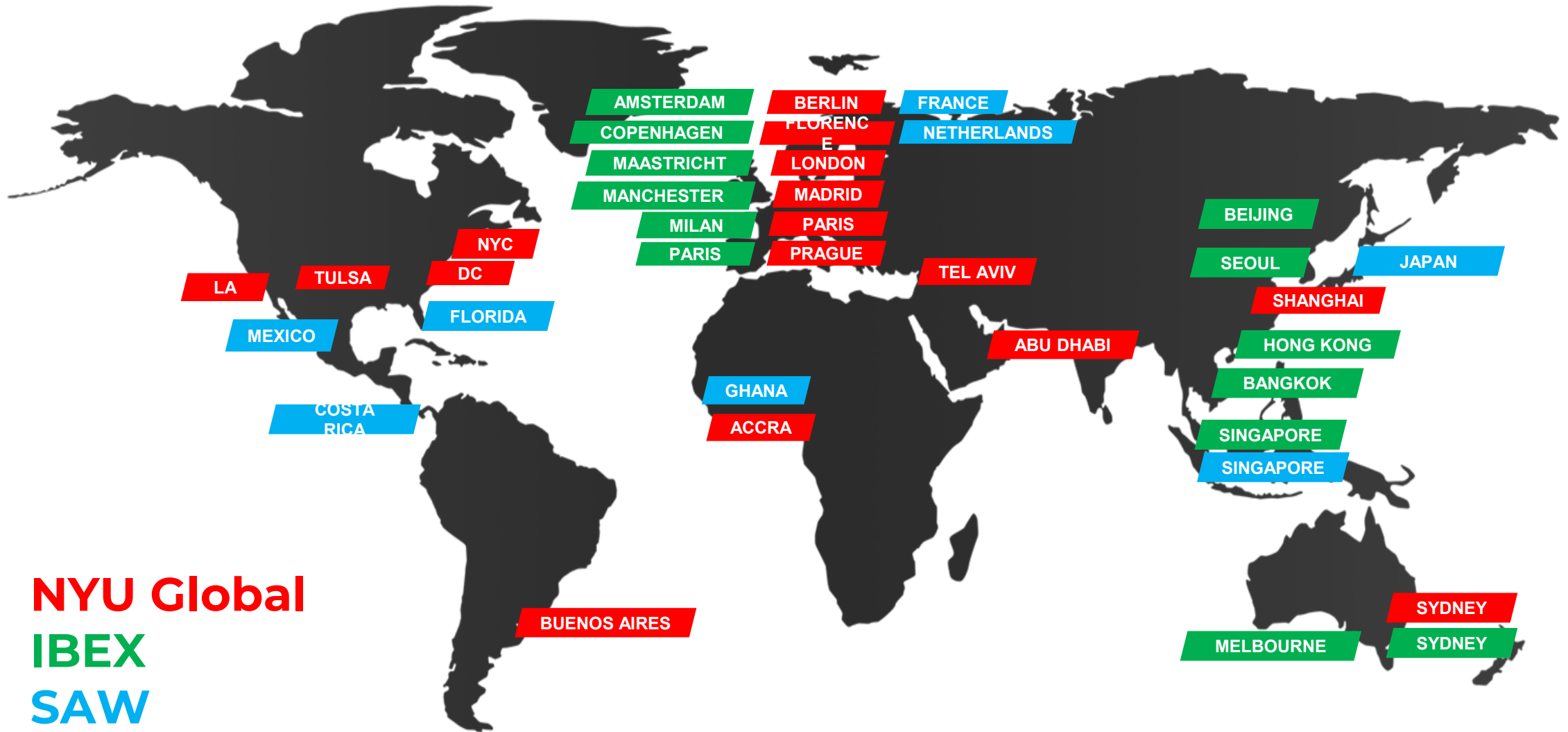
Academics	Social Impact	Global	Professional	Community
<p>We take pride in our well-rounded education and approach our academics with honesty and integrity</p>	<p>We're eager to use business to create a positive impact, and we take this responsibility seriously</p>	<p>We seize opportunities to expand our perspectives and serve as global ambassadors</p>	<p>We act with professionalism as we explore our interests and shape our future</p>	<p>We support each other and foster an inclusive community where everyone can grow and excel</p>

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Global Experience Requirement

All students are required to have a global experience during their time at NYU Stern

- Effective Fall 2023 (Class of 2027)
- Three main ways to satisfy this requirement (**target**)
 1. Study away at one of the 15 NYU global sites (**60%**)
 2. Study away at one of our 17 International Business Exchange (IBEX) partners schools (**10%**)
 3. Take a short-term immersion course—Stern Around the World (SAW) (**30%**)



NYU Global
IBEX
SAW

SAW

- Semester long courses taught in NYC
 - Fall and spring
 - Capped at 34 students
- Short-term travel component
 - Fall course → fall break or January travel
 - Spring course → spring break or late-May travel
- Different flavors
 - General – business and economics of ...
 - Specialized – sustainable consulting, social entrepreneurship, global real estate, ...
 - International & domestic
- Course fee + travel costs
 - Detailed budgeting is key
 - Visible, generous & seamless financial aid
- Resource intensive
 - 1 faculty and 2 staff members on every trip
 - On-the-ground partner

IBEX

- 17 partner schools in 13 cities
 - Bilateral agreements
 - Pure exchange (no money changes hands)
 - Selection of courses in English is key qualification
- Supply & demand
 - Keep surpluses and deficits to a minimum
 - NYC is desirable (we are lucky)
 - Students are fickle (Maastricht vs. Singapore!)
 - Leveraging visiting students and former participants
- Resource intensive
 - Global Experiences team has 4 full-time staff
 - Transferring credits back to Stern
 - All pass/fail
 - Speed vs. flexibility in course choices
 - Making sure incoming students are placed appropriately

Why Global? Consistent Messaging!

“We seize opportunities to expand our perspectives...”

- Build intercultural competence
- Acquire (and demonstrate) skillsflexibility, adaptability
- Gain direct knowledge (there is no substitute for being there)
- Create memories

Study abroad has a substantial long-term impact on individuals' career paths.

Skills obtained by studying abroad, strategic international understanding and cross-cultural experience, are included among the top 4 most important employee traits.

64 percent of employers consider study abroad experience to be important.

Over a third of employers surveyed would consider offering a higher salary to a job candidate who has studied abroad.

Nearly a quarter of employers said they are more likely to hire a recent graduate that has lived or traveled abroad.



Implementing a Global Mindset at the D'Amore-McKim School of Business

Todd Alessandri
Associate Dean of Undergraduate Education

*UT Dallas
Associate Dean's Conference
March 2024*





D'Amore-McKim Snapshot

Approximately 5,250 undergraduate students

- Additional ~1,200 students outside DMSB pursuing major

200 Full-time faculty

Degree Programs

- BS in Business Administration
- BS in International Business
- New Business and Law Program
- Combined majors (14)

18 Concentrations



Context of Northeastern University

Co-op = signature of NU

4-6 month experiential learning

”next level” internship

Required for business students

NU Global Campus Network

12 network locations (including 2 full campuses) outside Boston

Varying levels of course offerings and university infrastructure

Global mindset = key dimension of Northeastern University and D’Amore-School of Business visions

One size does not fit all

Provide menu of opportunities



Immersion Opportunities

Dialogues of Civilization: 30-day themed summer immersion program

2 academic courses

Partner with local institutions/organizations

Semester In: pursue semester at one of NU's network locations

London

Silicon Valley

Global cooperative experiences

Study abroad

Semester/year abroad at one of our partner school programs

BS in International Business

- One of our 2 business degrees
- Global mindset fundamental to the program
- Focus on developing knowledge and cultural competency
- Global experience required for at least 1 semester
 - Study at a partner institution and/or global coop
- Partner schools
 - Member of the International Partnership of Business Schools (IPBS)
 - Number of additional partner schools through University relationships



Lessons and Challenges

- Cost of infrastructure
- Relationship building
- Risk management
- Transfer equivalency
- Student preference vs. academic needs vs. business logic





Thank you.

Questions?

A GLOBAL MINDSET

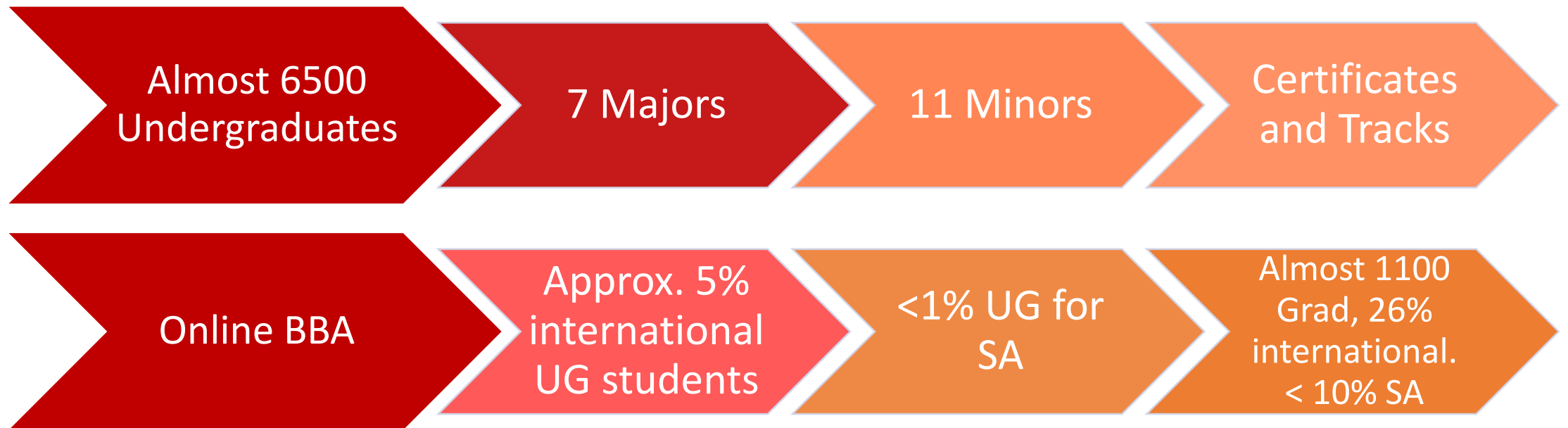
BAUER GLOBAL INITIATIVES

2024 UT Dallas Undergraduate Deans Conference

Nikhil Celly, PhD
Assistant Dean of Global Initiatives
March 7, 2024

BAUER
COLLEGE OF BUSINESS
UNIVERSITY of HOUSTON

Key numbers/data



Global partnerships, programs and focal countries

- 40+ global partnerships
- 2+2 BBA with IU-VNU, Vietnam
- Dual degree.
 - BBS MIS/ BS DSBA with the Asian Institute of Management, Philippines
- Accelerated pathways to BBA and MS

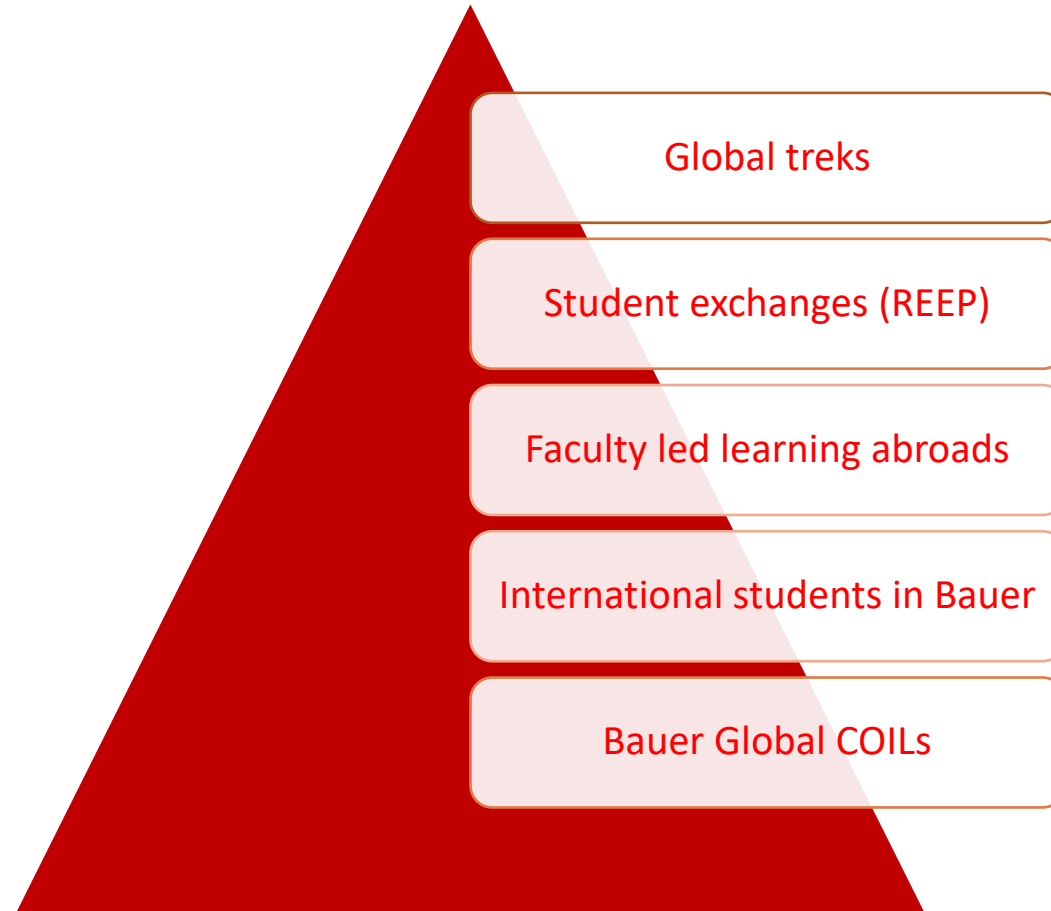
Vietnam

Philippines

India



Strategy for global mindset and experiences



Building the culture/ structure for a Global Mindset

- Info sessions, promotions and advising
- BAUER+: An online platform for students to reflect on activities they are engaged with, structured around the NACE competencies, which includes “Intercultural Competence.”
- Global Citizens Credential
- Faculty – Annual Global Initiatives Award
- Global alumni engagement
- Global internships



Bauer team and resources

Assistant Dean of
Global Initiatives

Graduate Assistant

Associate Dean
Undergraduate Programs
Advising and admissions

Other Assoc. Deans, Alumni
relations, Executive
Development, Department
Chairs

Challenges or Opportunities?



AI and Business Education

Joe Bailey

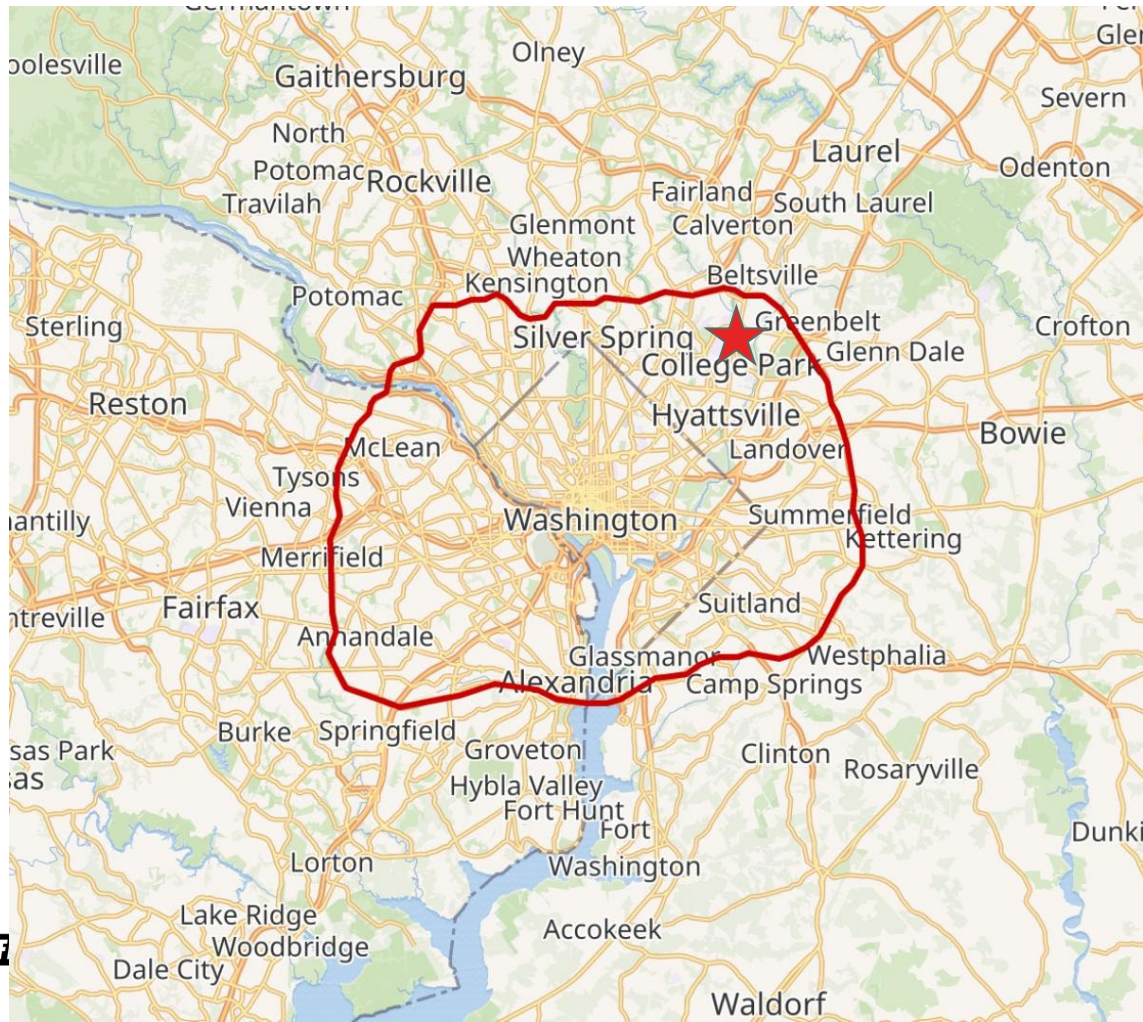
Associate Dean of Undergraduate Programs

March 7, 2024



ROBERT H. SMITH
SCHOOL OF BUSINESS







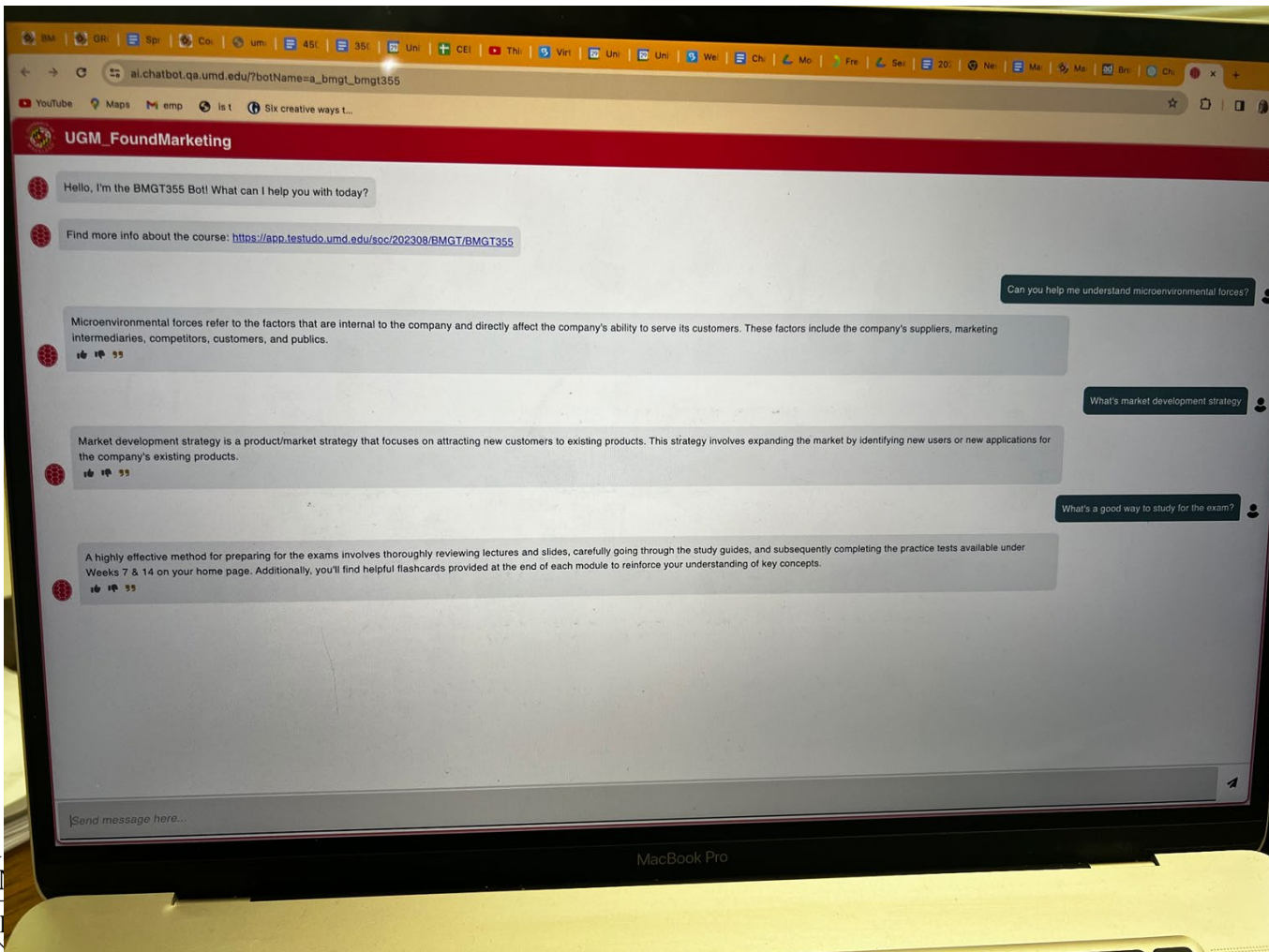
COMPUTER SCIENCE
UNIVERSITY OF MARYLAND



A large yellow arrow graphic pointing to the right, positioned on the left side of the slide.

1. Student Services

Chatbot



ai.chatbot.ga.umd.edu/?botName=a_bmg_t_bmg355

UGM_FoundMarketing

Hello, I'm the BMGT355 Bot! What can I help you with today?

Find more info about the course: <https://app.testudo.umd.edu/soc/202308/BMG7/BMG7355>

Can you help me understand microenvironmental forces?

Microenvironmental forces refer to the factors that are internal to the company and directly affect the company's ability to serve its customers. These factors include the company's suppliers, marketing intermediaries, competitors, customers, and publics.

What's market development strategy

Market development strategy is a product/market strategy that focuses on attracting new customers to existing products. This strategy involves expanding the market by identifying new users or new applications for the company's existing products.

What's a good way to study for the exam?

A highly effective method for preparing for the exams involves thoroughly reviewing lectures and slides, carefully going through the study guides, and subsequently completing the practice tests available under Weeks 7 & 14 on your home page. Additionally, you'll find helpful flashcards provided at the end of each module to reinforce your understanding of key concepts.

[Send message here...]

MacBook Pro



What's market development strategy?

Market development strategy is a product/market strategy that focuses on attracting new customers to existing products. This strategy involves expanding the market by identifying new users or new applications for the company's existing products.

What's a good way to study for the exam?



How we provide student services: 24/7 + Scalability

- How do student services scale?
- What scaffolding can AI bring to student services?





2. How we teach

Prompt Engineering

Causal Inference and Data Analytics for Managers

Course Information

Instructors: Evan Starr and David Waguespack

Term: Fall 2023

Course Description

The goal of the course is to provide students with a toolkit for linking data analysis and strategic decision making. Even while there is an increasing proliferation of data and analysis tools, making informed predictions about how and when policy decisions will influence performance outcomes is challenging. Making informed and useful predictions requires: a) understanding the basics of data structures, variables, and relationships; b) a nuanced understanding of the limits of statistical analysis as applied to causal reasoning; c) the application of research design solutions for common inferential pitfalls; and d) facility with credible research and reporting practices.





You


write r script that calculates the correlation between two variables: sales and year



ChatGPT

Certainly! Below is an example of R script that calculates the correlation between two variables, "sales" and "year":

R

 Copy code

```
# Generate sample data for demonstration
sales <- c(100, 120, 150, 180, 200) # Sample sales data
year <- c(2010, 2011, 2012, 2013, 2014) # Sample year data

# Calculate correlation between sales and year
correlation <- cor(sales, year)

# Print the correlation coefficient
print(correlation)
```



In this script:

- We first create sample data for "sales" and "year". These are just placeholder values for demonstration purposes. You would replace these with your actual data.
- Then, we use the `cor()` function in R to calculate the correlation coefficient between "sales" and "year".
- Finally, we print the calculated correlation coefficient to the console.

You can run this script in an R environment to calculate the correlation coefficient between your two variables.



How we teach: Prompt Engineering

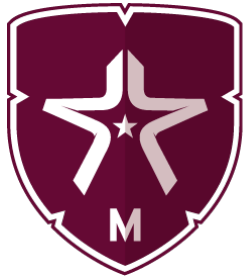
- Prompt engineering is the process of structuring text that can be interpreted and understood by a generative AI model. A prompt is natural language text describing the task that an AI should perform
- Who does the job?
 - Human
 - AI
 - Human + AI





#3: What we teach

Supervision



HONORS COLLEGE INTERDISCIPLINARY BUSINESS HONORS

Is software neutral?

Survival of the Best Fit is an educational game about hiring bias in AI. We aim to explain how the misuse of AI can make machines inherit human biases and further inequality. Much of the public debate on AI has presented it as a threat imposed on us, rather than one that we have agency over. We want to change that by helping people understand the technology, and demand more accountability from those building increasingly pervasive software systems.



To hire: 7 people
Time left: 00:24

Jeremy Johnson

Skill

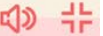
School Prestige

Work Experience

Ambition

OFFICE

WAY OUT



From: software-engineer@bestfit.com

Subject: Hiring Algorithm

We're trying to figure out what's wrong with the algorithm.

Let's break down its decisions by orange and blue?

Here they are; what do you think?

Accepted Orange/Blue Makeup



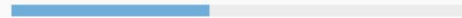
Average Orange Person Performance



Rejected Orange/Blue Makeup



Average Blue Person Performance



We're rejecting more blue people.

This isn't biased.



What we teach: AI & Supervision

- How do we design AI models?
- Who supervises the models?
- How do we address errors, bias, and ethics?



Other Possible Use Cases

- Datathons
- Forensic Accounting
- Sports Management
- Supply Chain Management
- Experiential Learning
- Computational Finance



Perspectives on AI

- AI is in every discipline
- It impacts
 - How we provide student services
 - How we teach
 - What we teach





Thank you



Panel Session on AI

3/7/2024

Background for this conversation

- AI lab at Eller since 1992
- Highly ranked in MIS (#3) and the department is celebrating its 50th year.
- Working on AI on Business degree
- Worked on reinforcement algorithms in 2003 as a part of my dissertation thesis
- Structured similar to MSBA (at Eller) and MSBAIM (at Purdue)



Three Emphasis

Techniques

Machine learning algorithms, e.g., KNN, neural nets.

Increased neural net focus
CNNs, RNNs, Transformers.

Architectural design

Technologies

AI Engineering: data augmentation, chaining, etc.

Scalable deployment of AI:
Multi cloud infra

APIs, data piping, etc.

Business Relevance

Explainability, reliability,
Hallucination

Functional domains (e.g.,
healthcare)





MS in AI in Business
AI in Medicine
Course Syllabus

Instructor Contact Information



Gondy Leroy, PhD

gondyleroy@arizona.edu

520.621.4106

<https://mis.eller.arizona.edu/people/gondy-leroy>

Course Overview



Thank you

Karthik Kannan – kkarthik@arizona.edu



Filling the Skills Gap: Strategies for Enhancing Career Readiness

Greg Muccio, Managing Director, Talent Acquisition

Agenda

1 Talent Acquisition Programs at Southwest Airlines

2 Understanding the Gaps

3 Key Attributes of Successful Early Career Professionals

4 Bridging the Gap: Collaboration with Academia and Industry

5 Preparing for Future Skill Demands

6 Q+A

Talent Acquisition at Southwest Airlines | Who We Are



**#16 on Talent Board Candidate
Experience Awards**



**Ranked Among Forbes' Best
Employers in America in 2023**



**No furloughs or layoffs in
our 52-year history**

Pipelining Programs at Southwest Airlines

The pipelines that help us meet new business needs and opportunity gaps through early career hiring and awareness



K-12 Outreach

Provide **career exploration opportunities and build talent pipelines** to meet short and long-term hiring needs.

- High School Internship
- Summer Camp
- Job Shadow to Job
- Employee Resource Kit
- Aviation Days

Destination 225° Pilot Pathways

Trains and empowers aspiring pilots to fly The Southwest Way.

- University Pathway
- Employee Pathway
- Cadet Pathway
- Military Pathway

Campus Reach & Early Careers

Prepare college students, recent graduates, and other **entry-level professionals** for **full-time roles**.

- Neurodiverse Intern Program
- Associate Analyst Rotational Program
- Junior Technology Associate Program
- College Internship
- Direct College Hire
- Campus Ambassador

The Opportunity and Awareness Gap

“Young people simply don’t know what they don’t know about **rewarding careers in high-demand fields**” ¹

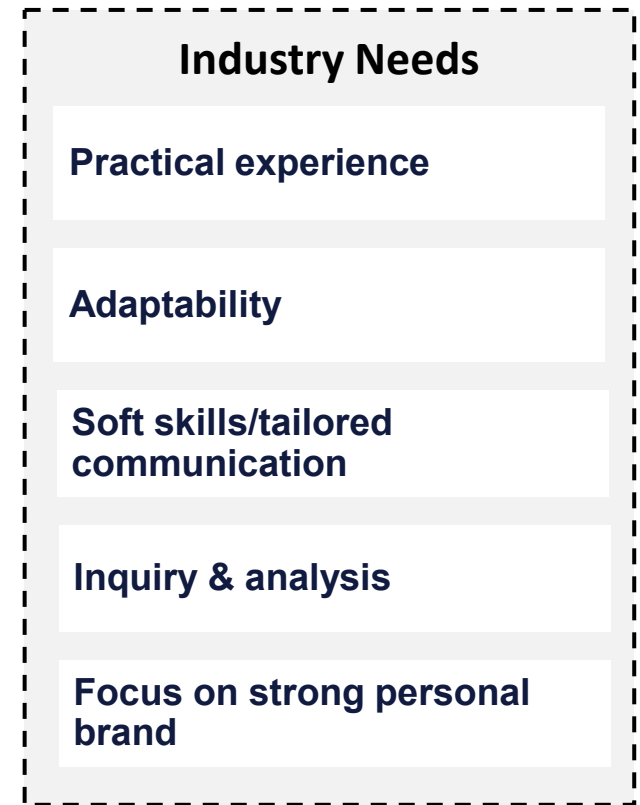
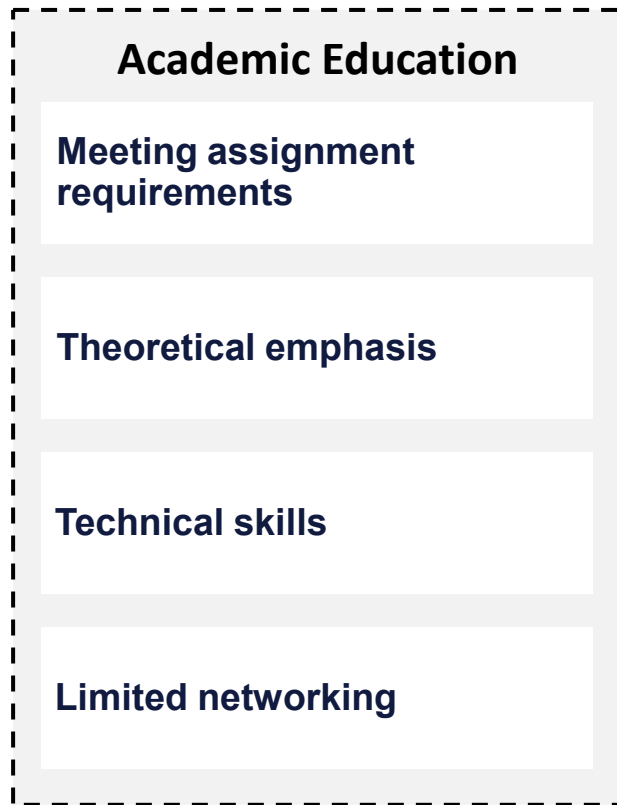
A 2023 ZipRecruiter survey showed **3 in 10** graduating seniors regretted their college major ²



The Skills Gap

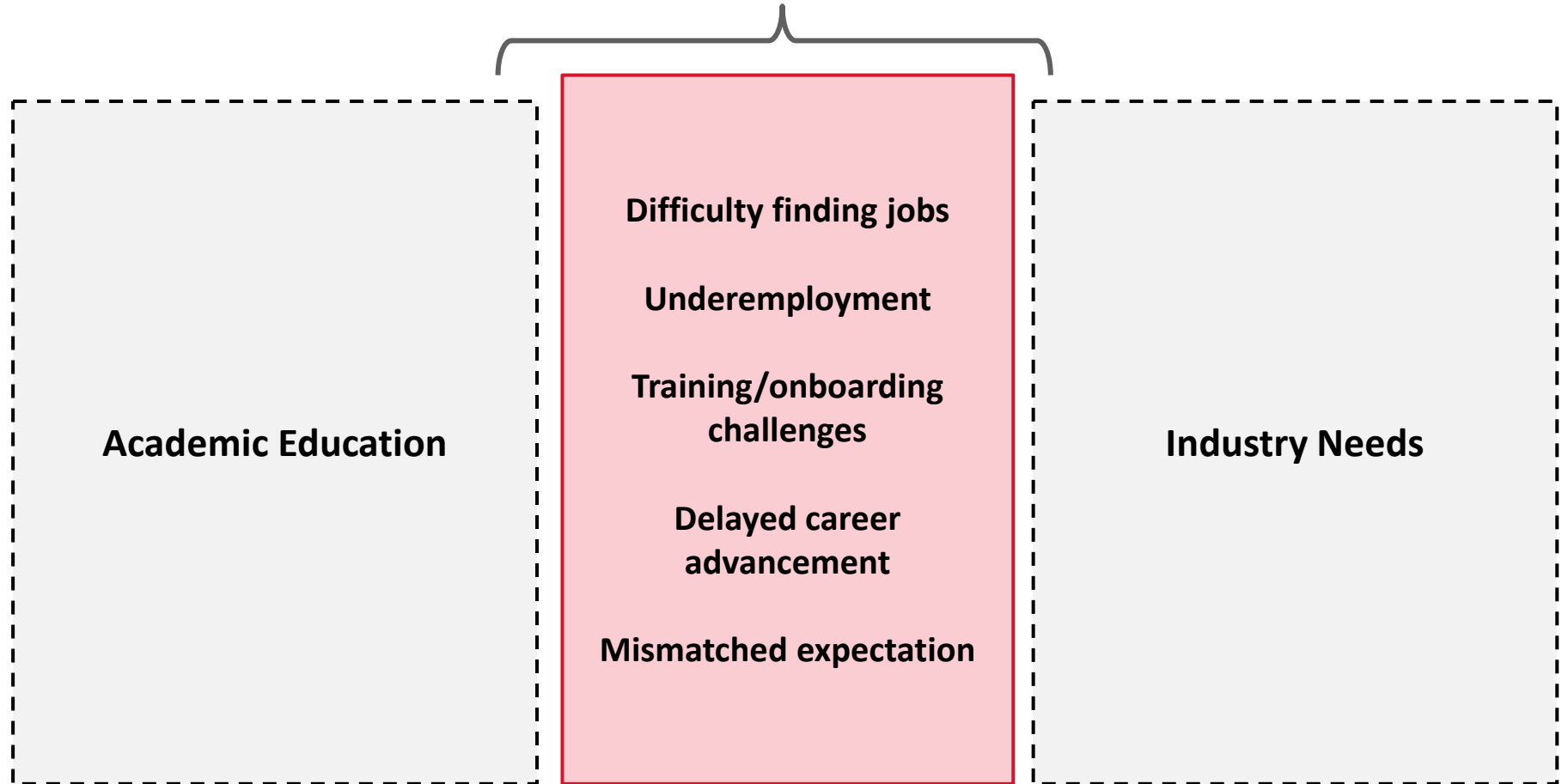
According to the World Economic Forum (WEF), over half of all employees globally will **require upskilling or reskilling by 2025** to embrace new responsibilities driven by automation and new technologies. ¹

So, universities need to develop these skills too!



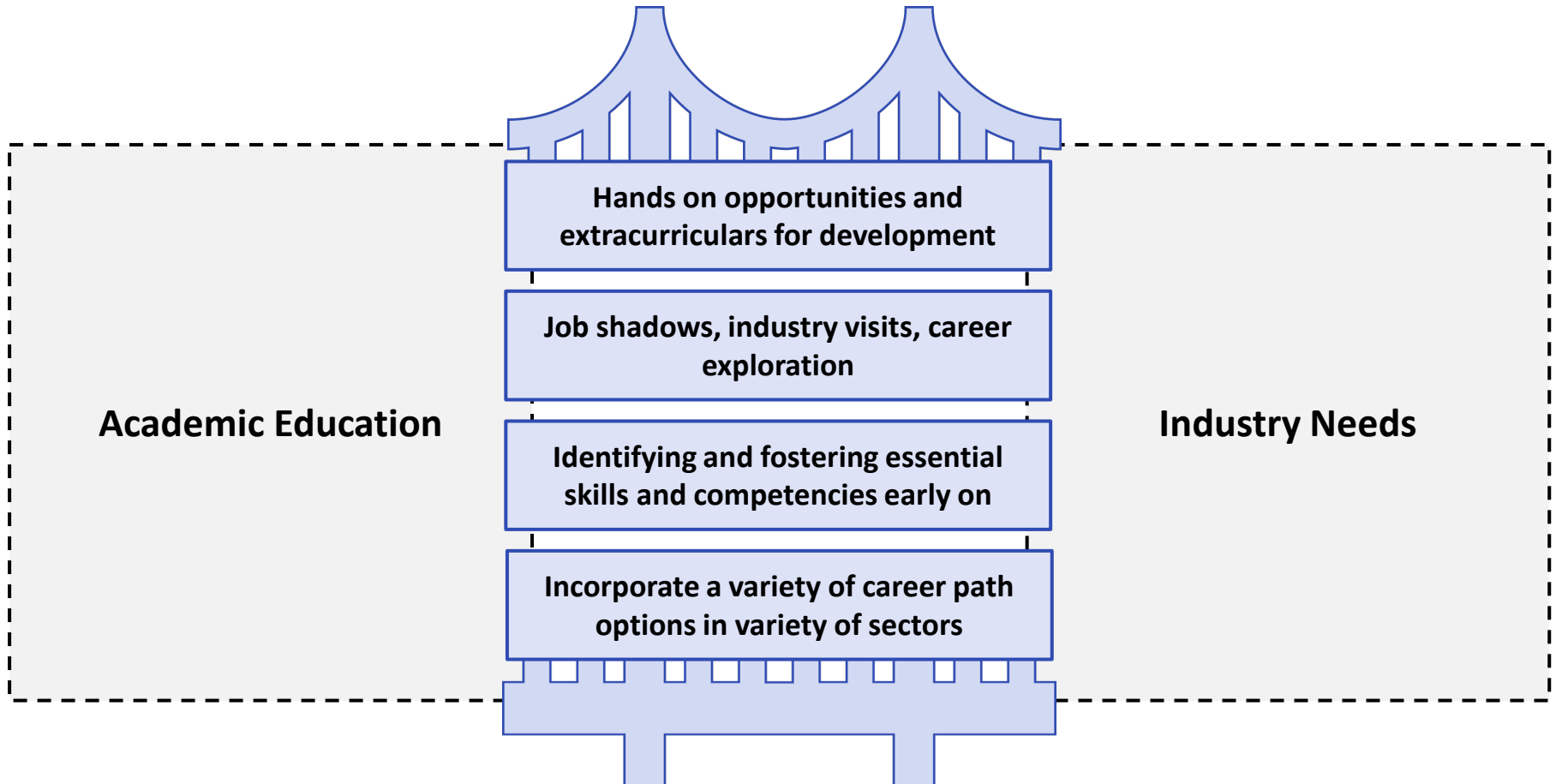
The Skills and Awareness Gap

Challenges for Early Career Professionals

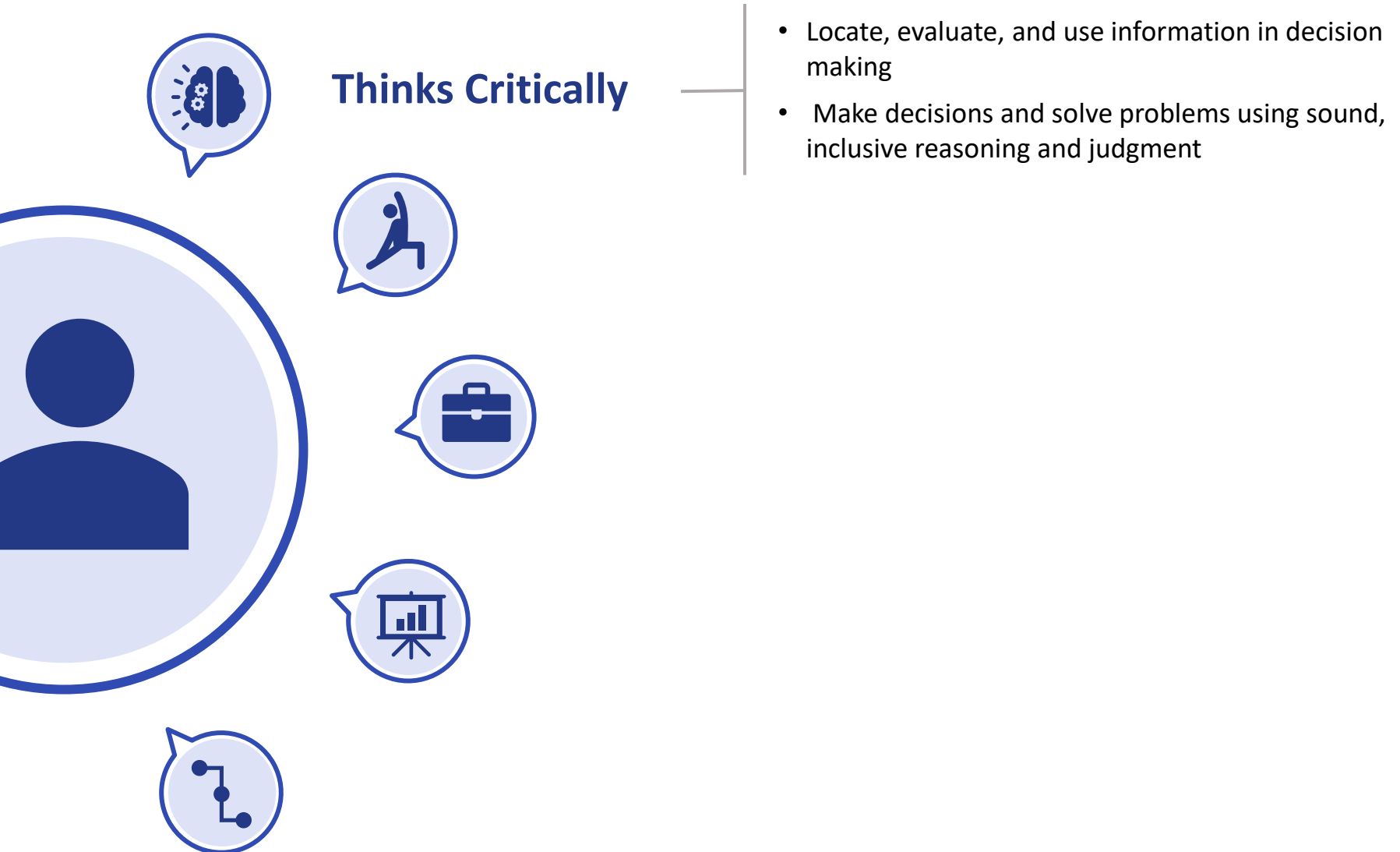


Bridging the Gap

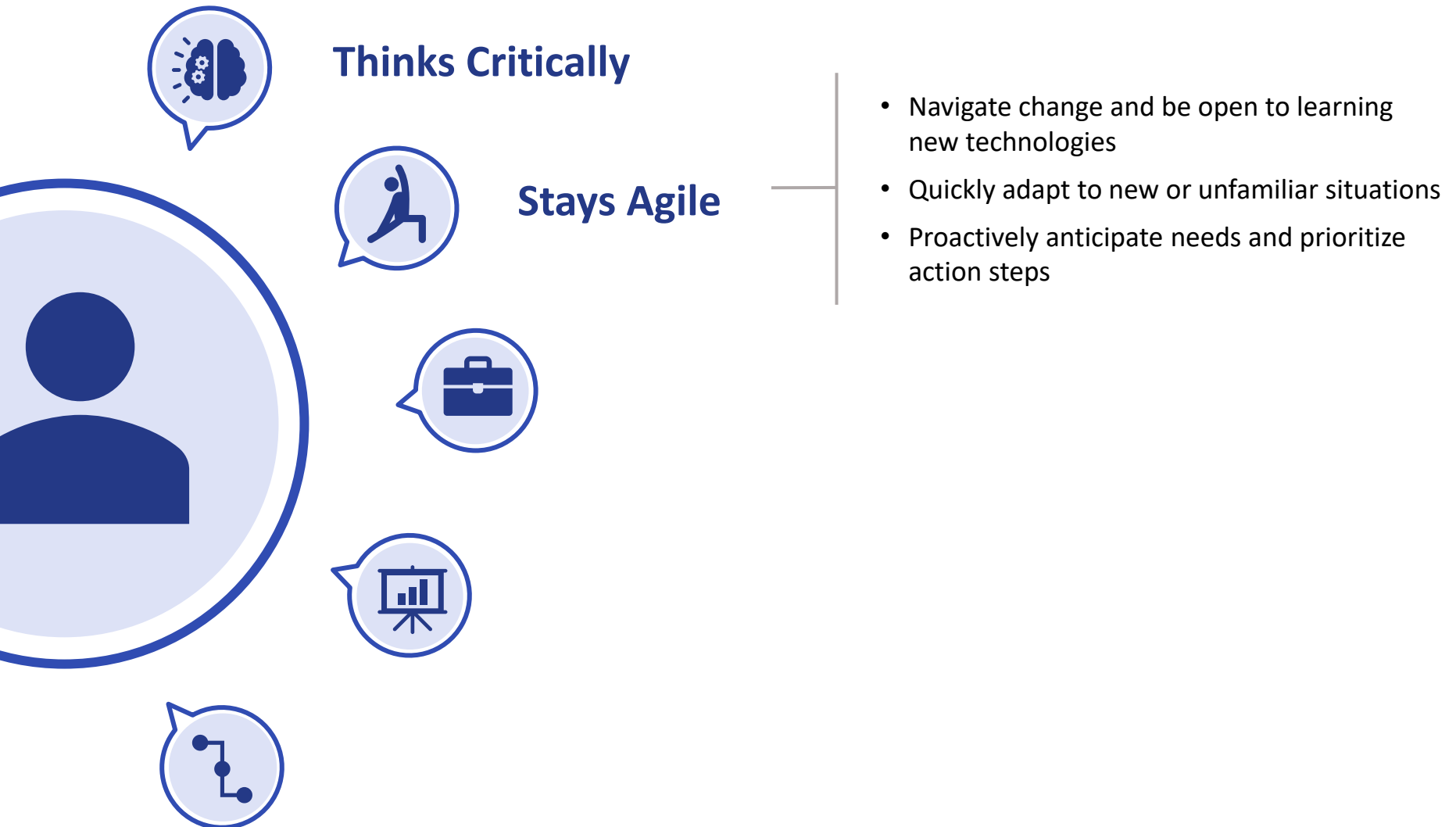
Expanding awareness and developing skills to meet the needs of industries



Key Attributes of Successful Early Career Professionals



Key Attributes of Successful Early Career Professionals



Key Attributes of Successful Early Career Professionals



Key Attributes of Successful Early Career Professionals



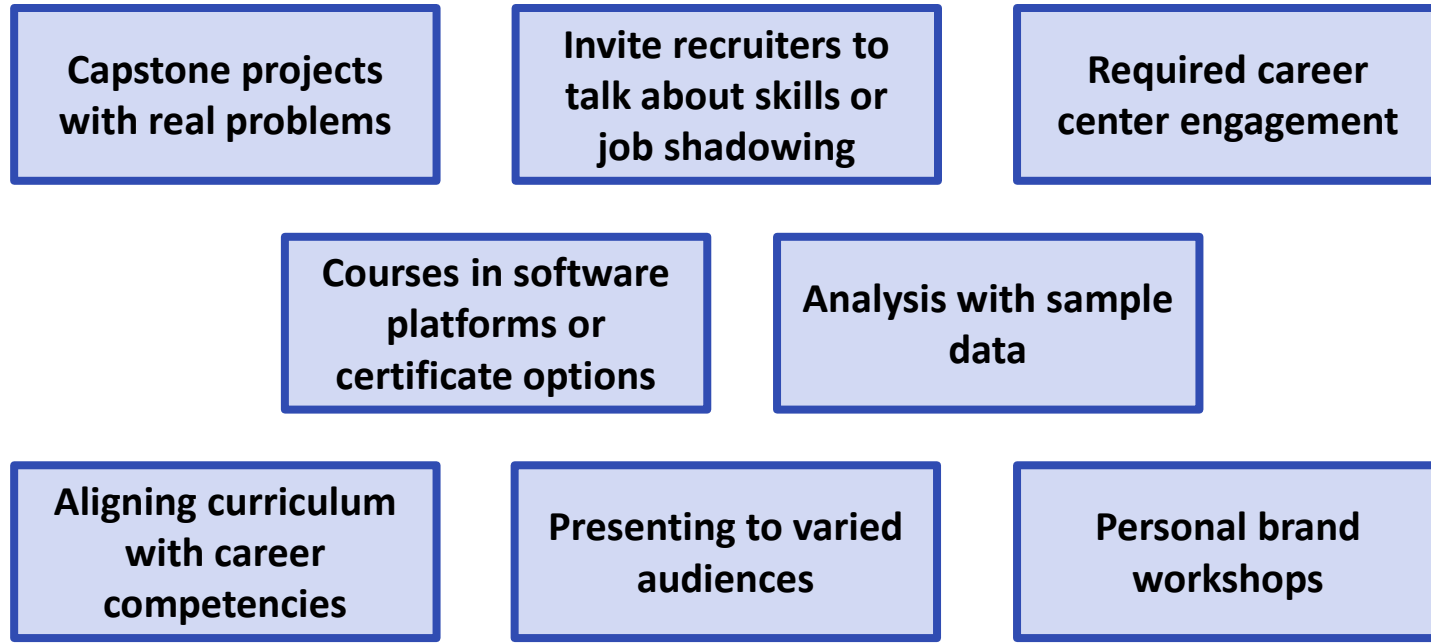
Key Attributes of Successful Early Career Professionals



- Ability to analyze and interpret data
- Ability to integrate ideas/information across settings and contexts
- Ask appropriate questions for specific information from supervisors, specialists, and others

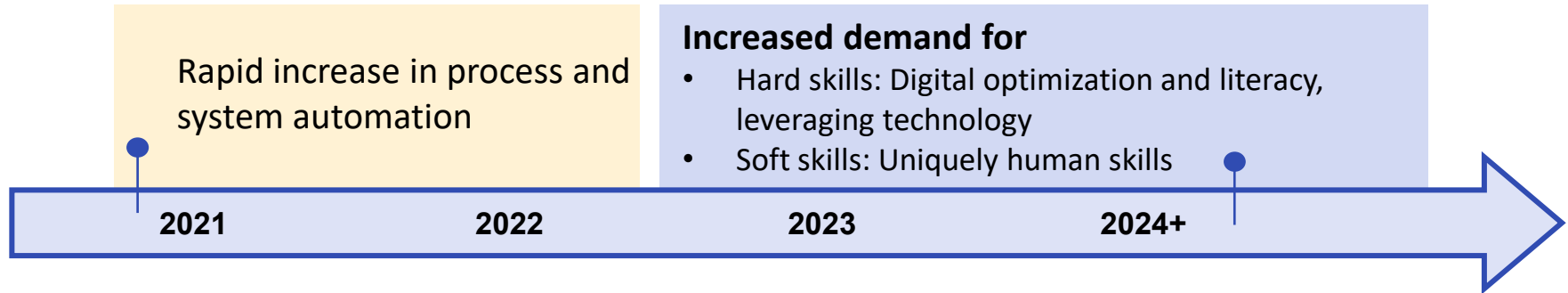
Bridging the Gap

Strategies for building desired competencies through collaboration between universities and companies



**Early career professionals ready
for varied industry needs**

Preparing for the Skills of the Future



Digital literacy requirements across career paths

“Within the enterprise, **every department or function has spawned an alphabet soup of SaaS...** that require dozens — **if not hundreds** — of hours of training in order to navigate them competently.”¹

Uniquely human skills

“Students should be equipped with the tools to effectively interact with technology while **simultaneously cultivating** emotional intelligence, contextual understanding, critical thinking and problem-solving skills. This **holistic approach to education** will empower individuals to **thrive in an automated world by harnessing their uniquely human capabilities.**”²

Q&A

Student Success and Engagement Strategies

Gaurav Shekhar

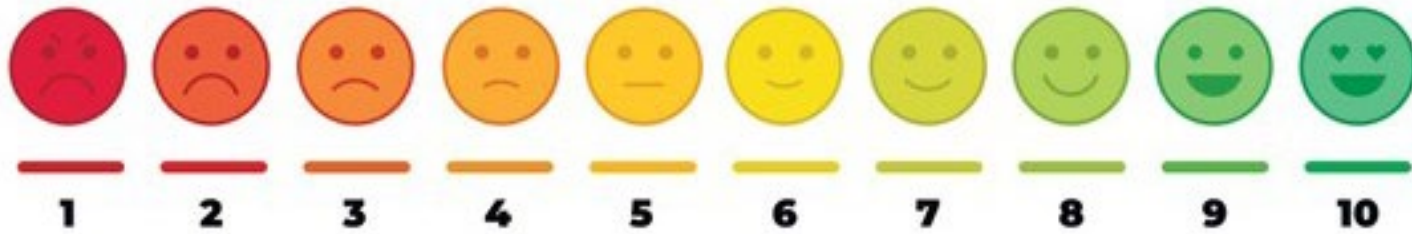
Senior Assistant Dean - Graduate Programs

Naveen Jindal School of Management

The University of Texas at Dallas



My students are a _____



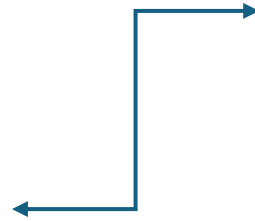
Student engagement is tough



~~Student engagement is tough~~
Pleasing my students is tough



Opportunity

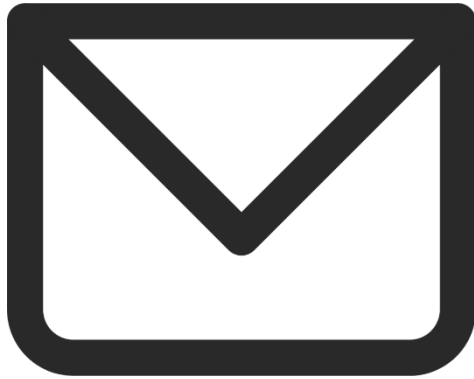


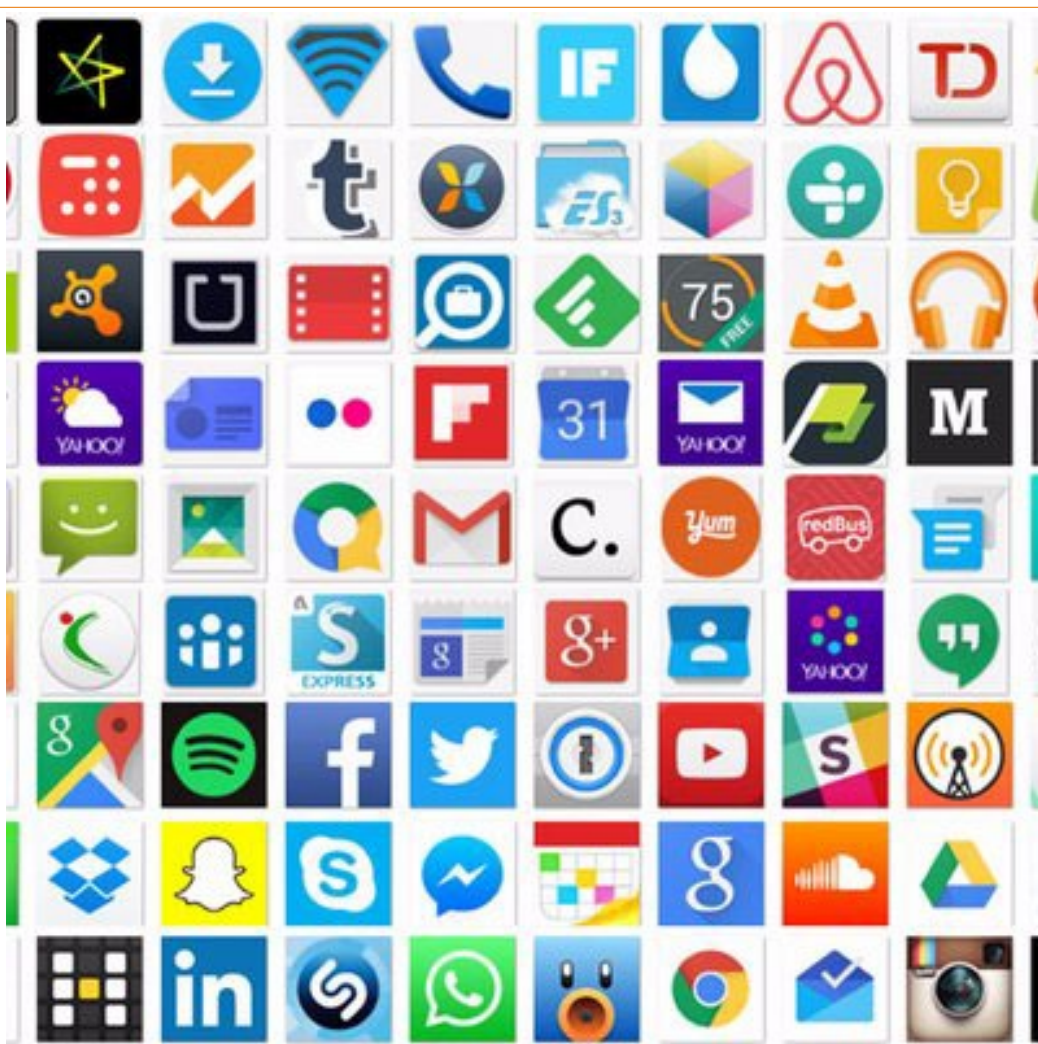
Solution

Have we defined the problem?



Social Media Growing up!





Social Media Now!



Your **ONE** innovative strategy that worked?



**Personalized
learning
initiatives**

**Fostering a
sense of
community**

**Active
learning
techniques**

**Technology
integration**



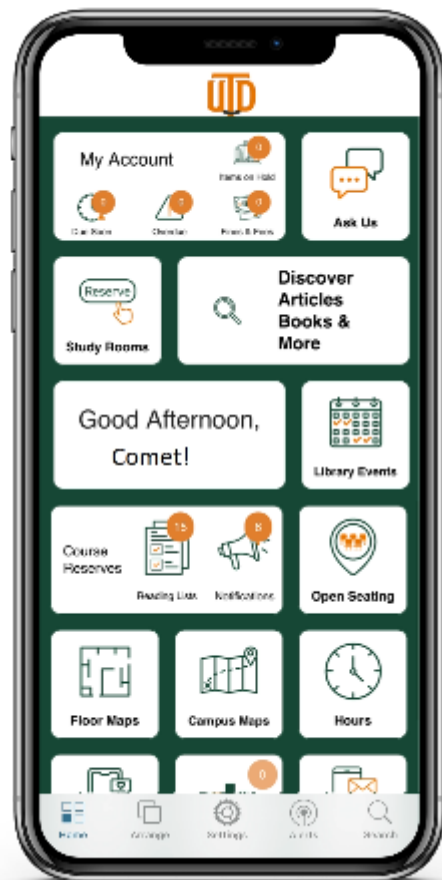
How do you measure your Student's success?



How do you measure your Student's success?

- Exit Surveys
- Event Surveys
- Personal Interaction
- Advising





Engagement

All Engagements

for

All Experiences & Audi...

in

Last 30 days

Download All Engagement

App Users

565 (1.5%)

Multiple Engagements

Download

1374 (3.5%)

One Engagement

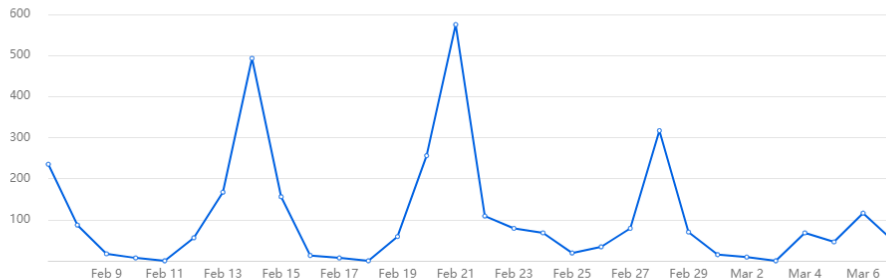
Download

37K (95.0%)

No Engagement

Download

Engagement Over Time



Events



1028
Total Events



45
Events Assessed



2409
Total Attendees



4.5
Rating



969
Feedback Received

Services



59
Total Services



7
Services Assessed



799
Total Attendees



5.0
Rating



432
Feedback Received



MSBA Flex Coffee Chat

Info Assessment

All Experiences & Audiences ▾

Download Assessment

Add Check-in ▾

29





Check-ins

9

Ratings

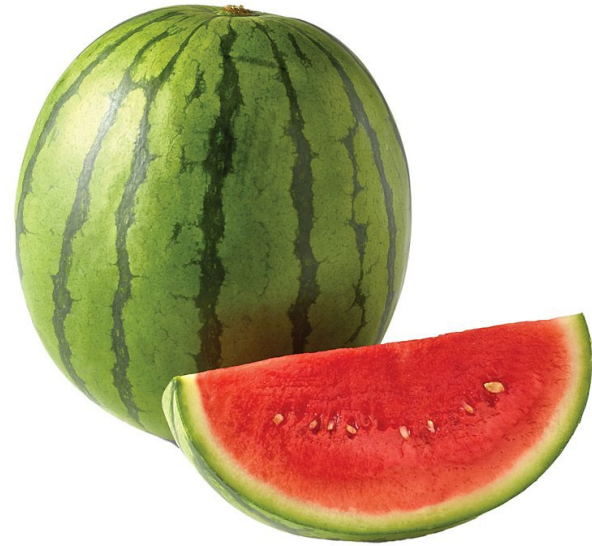


Average Rating: 4.1

Name	Check-in	Method	Rating
 [Redacted Name]	03/06/2024, 1:03pm	☐	★ ★ ★ ★ ★
 [Redacted Name]	03/06/2024, 1:03pm	☐	★ ★ ★ ★ ★
 [Redacted Name]	03/06/2024, 1:02pm	☐	★ ★ ★ ★ ★
 [Redacted Name]	03/06/2024, 1:00pm	☐	★ ★ ★ ★ ★



Your biggest
obstacle
in keeping students
engaged?





Brainwriting





Gaurav Shekhar

Senior Assistant Dean, Graduate Programs

Gaurav.Shekhar@utdallas.edu

972-883-5147

 /in/gauravshekhar/



What Happens to Learning When Generative AI Can See, Hear, and Speak

A New Era of Enlightenment: Amplifying Business Education

Haya Ajjan, Associate Dean and Professor of Management information systems

Martha and Spencer Love School of Business

Elon University, North Carolina, USA

Mar 8, 2024

The Annual Undergraduate Deans Conference, Wednesday, March 6-8, 2024



Agenda



A RAPIDLY CHANGING LANDSCAPE

A Year of Accelerated
Changes with OpenAI
Innovations



IMPACT ON PRODUCTIVITY

Across Businesses and
Research



EXAMPLES FROM THE CLASSROOM

From Lesson Plans to
Regression Analysis



WHERE TO START?

How to Begin Your
Exploration Journey?



Sam Altman 

@sama · [Follow](#)



today we launched ChatGPT. try talking with it here:

chat.openai.com

2:38 PM · Nov 30, 2022



[Read the full conversation on Twitter](#)



30.7K



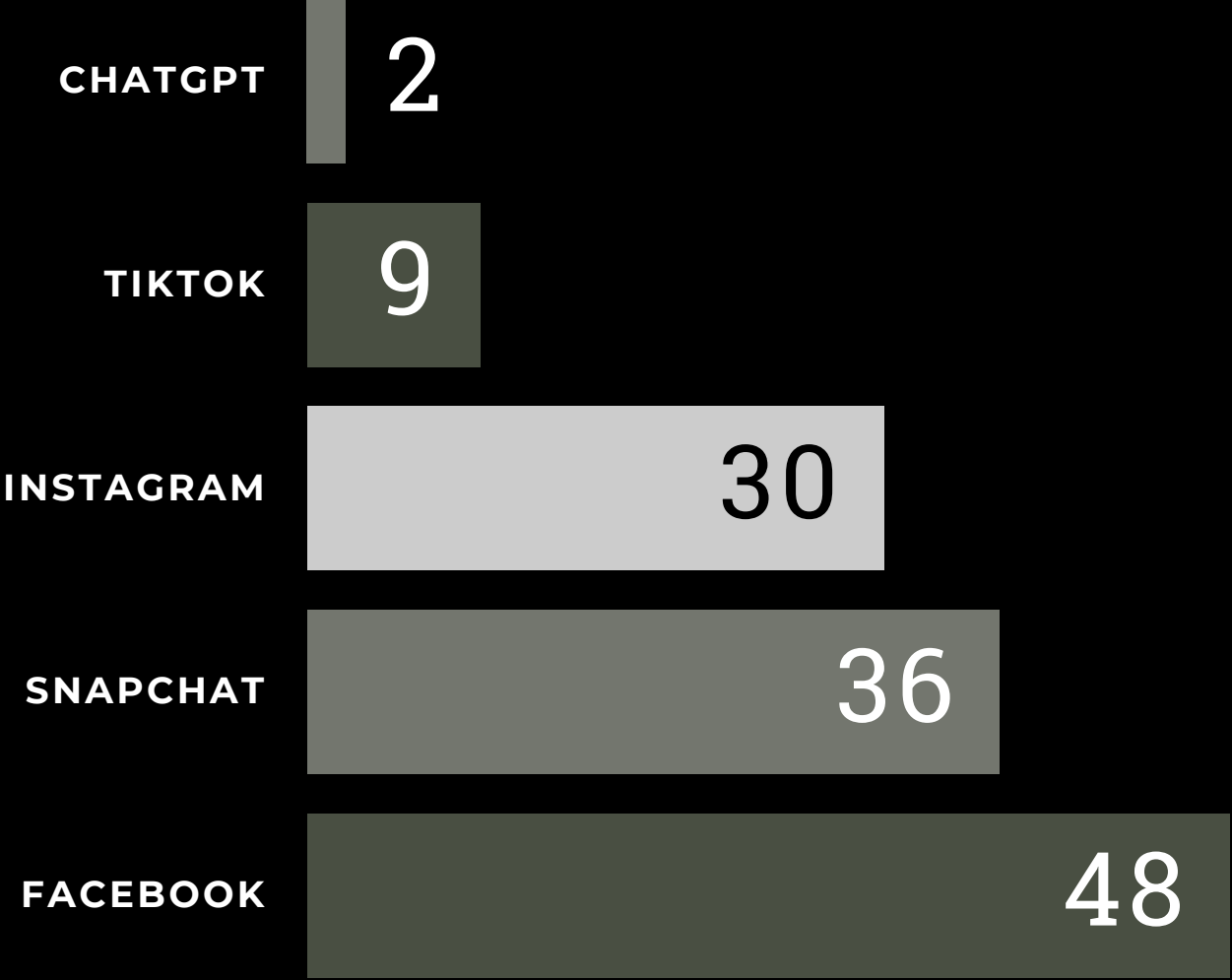
Reply



Copy link

[Read 1.2K replies](#)

NUMBER OF MONTHS TO REACH 100 MILLION ACTIVE USERS

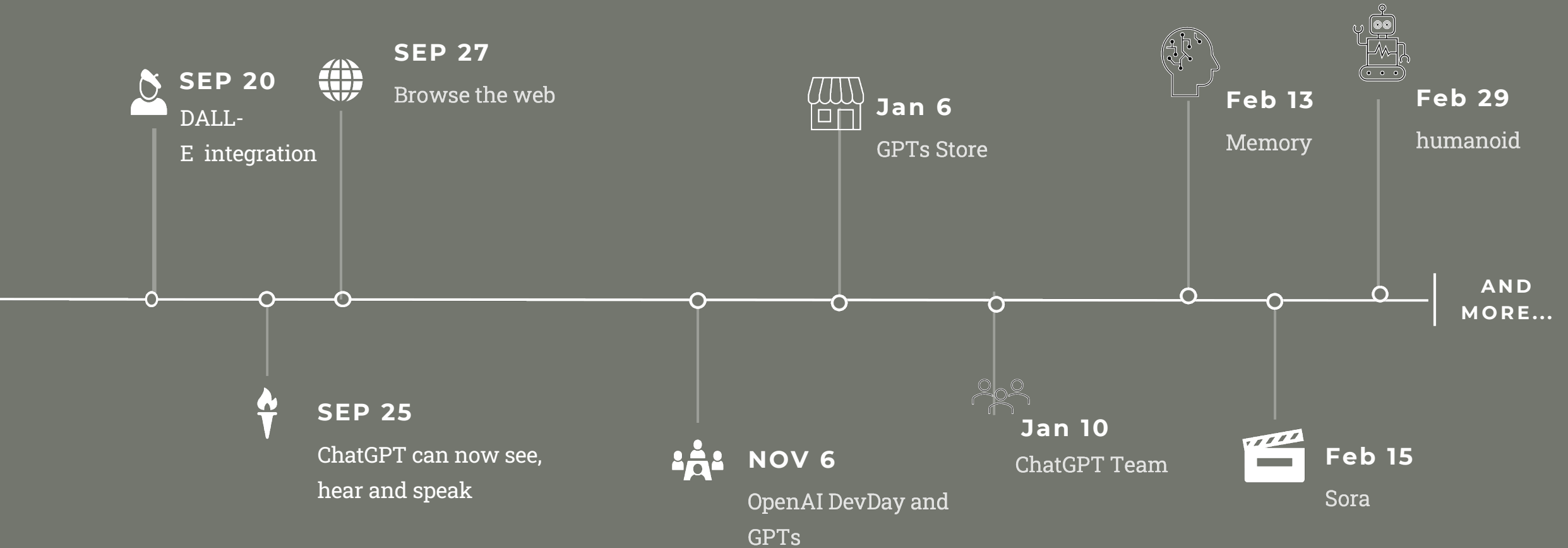


ChatGPT passes exams like LSAT and GRE

Exam	GPT-4	GPT-4 (no vision)
Uniform Bar Exam (MBE+MEE+MPT)	298 / 400 (~90th)	298 / 400 (~90th)
LSAT	163 (~88th)	161 (~83rd)
SAT Evidence-Based Reading & Writing	710 / 800 (~93rd)	710 / 800 (~93rd)
SAT Math	700 / 800 (~89th)	690 / 800 (~89th)
Graduate Record Examination (GRE) Quantitative	163 / 170 (~80th)	157 / 170 (~62nd)
Graduate Record Examination (GRE) Verbal	169 / 170 (~99th)	165 / 170 (~96th)
Graduate Record Examination (GRE) Writing	4 / 6 (~54th)	4 / 6 (~54th)
USABO Semifinal Exam 2020	87 / 150 (99th - 100th)	87 / 150 (99th - 100th)
USNCO Local Section Exam 2022	36 / 60	38 / 60
Medical Knowledge Self-Assessment Program	75 %	75 %

Source: GPT-4 Technical Report <https://cdn.openai.com/papers/gpt-4.pdf>

A Rapidly Changing Landscape

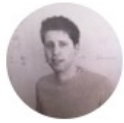


← Post

Prompt: “Beautiful, snowy Tokyo city is bustling. The camera moves through the bustling city street, following several people enjoying the beautiful snowy weather and shopping at nearby stalls. Gorgeous sakura petals are flying through the wind along with snowflakes.”



1:14 PM · Feb 15, 2024 · **94.2M** Views



Sam Altman  @sama · Feb 15



cate bligh  @catebligh · Feb 15

Replying to @sama

A instructional cooking session for homemade gnocchi hosted by a grandmother social media influencer set in a rustic Tuscan country kitchen with cinematic lighting

QUESTION 1:

Have you used ChatGPT
in your classes?



Productivity Impact

ChatGPT continues to be one of the fastest-growing services ever

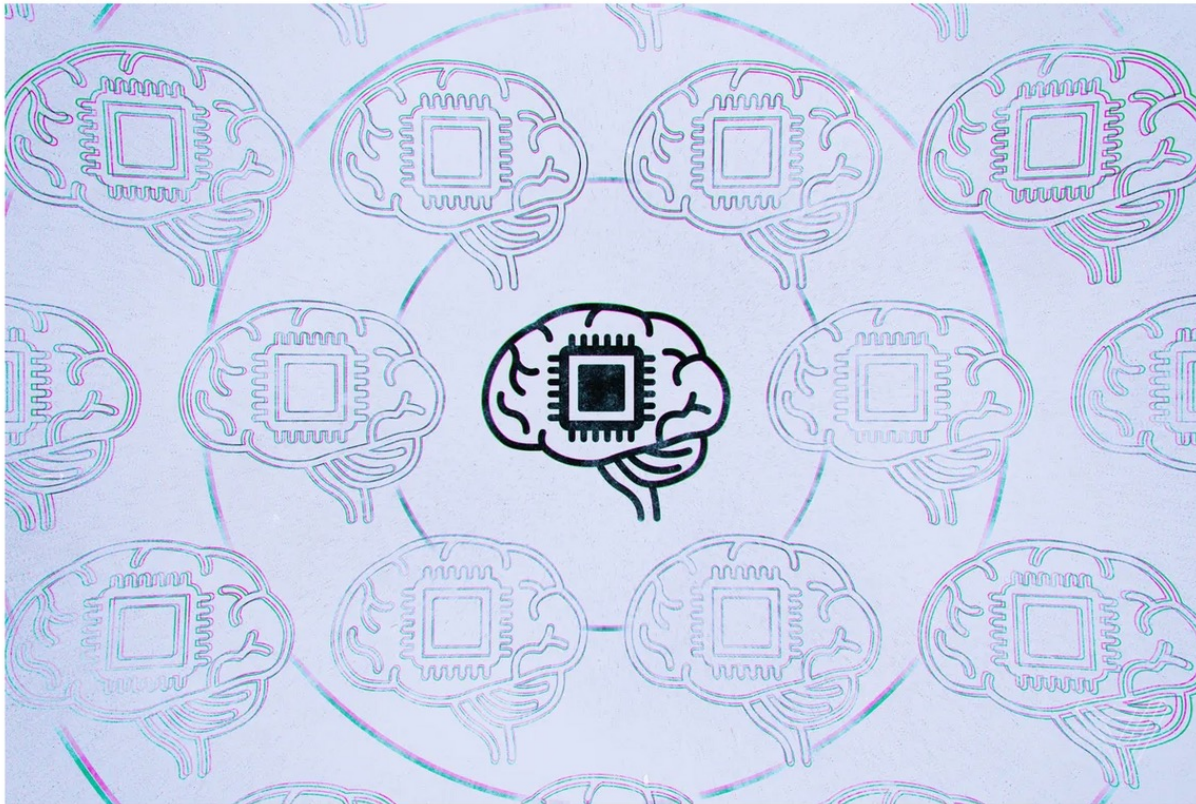


Illustration by Alex Castro / The Verge

/ In less than a year, it's hit 100 million weekly users, and over 2 million developers are currently building on the company's API, including the majority of Fortune 500 companies.

By [Jon Porter](#), a reporter with five years of experience covering consumer tech releases, EU tech policy, online platforms, and mechanical keyboards.

Nov 6, 2023, 1:03 PM EST | [0 Comments](#) / [0 New](#)



Navigating the Jagged Technological Frontier: Field Experimental Evidence of the Effects of AI on Knowledge Worker Productivity and Quality

Harvard Business School Technology & Operations Mgt. Unit Working Paper No. 24-013

58 Pages • Posted: 18 Sep 2023 • Last revised: 27 Sep 2023

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Harvard Business School - Technology and Operations Management Group; Harvard Institute for Quantitative Social Science; Harvard University - Berkman Klein Center for Internet & Society

Date Written: September 15, 2023

Now: Key findings

When is generative AI likely to transform your organization?

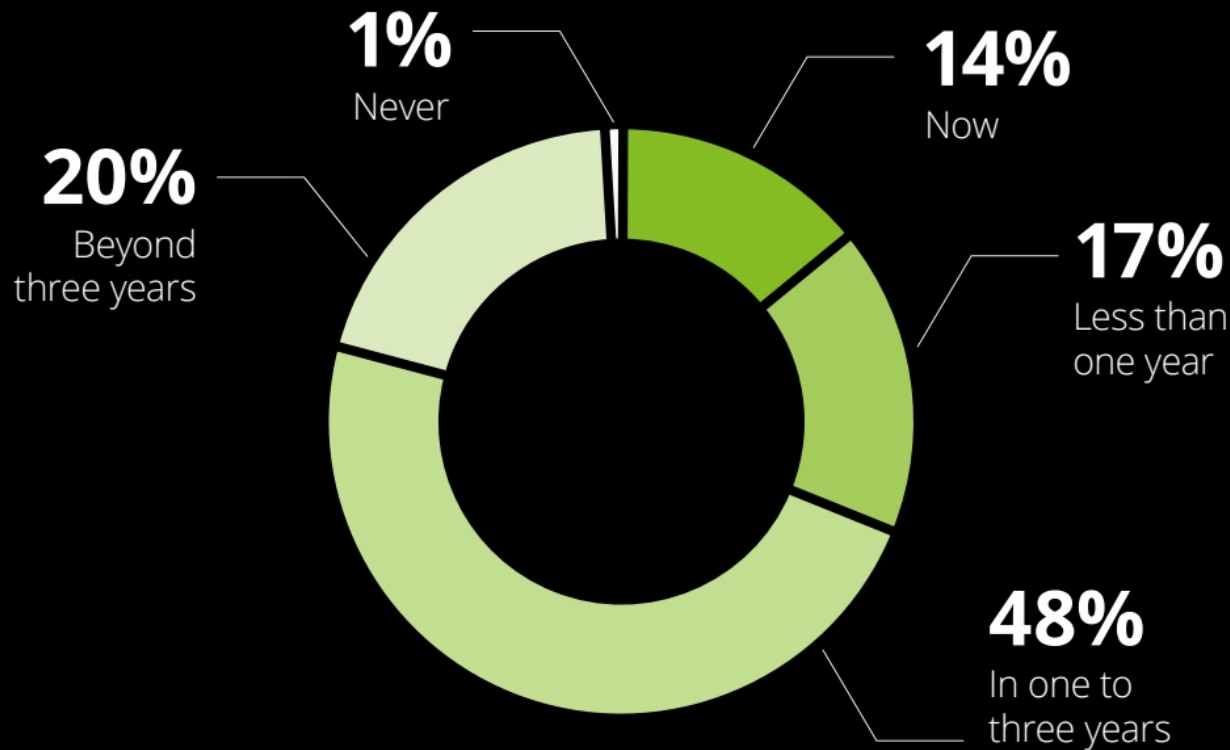


Figure 2

Q: When is generative AI likely to substantially transform your organization and your industry, if at all?

(Oct./Dec. 2023) N (Total) = 2,835

Now decides next: Insights from the leading edge of generative AI adoption Deloitte's State of Generative AI in the Enterprise Quarter one report January 2024

<https://www2.deloitte.com/content/dam/Deloitte/us/Documents/consulting/us-state-of-gen-ai-report.pdf>

Math Education with Large Language Models: Peril or Promise?

9 Pages • Posted: 1 Dec 2023

[Harsh Kumar](#)

University of Toronto - Department of Computer Science

[David M. Rothschild](#)

Microsoft Research

[Daniel G. Goldstein](#)

Microsoft Research New York City

[Jake M. Hofman](#)

Microsoft Research, New York City

Date Written: November 22, 2023

Abstract

The widespread availability of large language models (LLMs) has provoked both fear and excitement in the domain of education.

On one hand, there is the concern that students will offload their coursework to LLMs, limiting what they themselves learn.

On the other hand, there is the hope that LLMs might serve as scalable, personalized tutors.

Here we conduct a large, pre-registered experiment involving 1200 participants to investigate how exposure to LLM-based explanations affect learning.

In the experiment's learning phase, we gave participants practice problems and manipulated two key factors in a between-participants design: first, whether they were required to attempt a problem before or after seeing the correct answer, and second, whether participants were shown only the answer or were also exposed to an LLM-generated explanation of the answer.

Subsequently, all participants were tested on new test questions to assess how well they had learned the underlying concepts.

THOUSANDS OF AI AUTHORS ON THE FUTURE OF AI

PREPRINT

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January 2024

ABSTRACT

In the largest survey of its kind, we surveyed 2,778 researchers who had published in top-tier artificial intelligence (AI) venues, asking for their predictions on the pace of AI progress and the nature and impacts of advanced AI systems. The aggregate forecasts give at least a 50% chance of AI systems achieving several milestones by 2028, including autonomously constructing a payment processing site from scratch, creating a song indistinguishable from a new song by a popular musician, and autonomously downloading and fine-tuning a large language model. If science continues uninterrupted, the chance of unaided machines outperforming humans in every possible task was estimated at 10% by 2027, and 50% by 2047. The latter estimate is 13 years earlier than that reached in a similar survey we conducted only one year earlier [Grace et al., 2022]. However, the chance of all human occupations becoming fully automatable was forecast to reach 10% by 2037, and 50% as late as 2116 (compared to 2164 in the 2022 survey).

Most respondents expressed substantial uncertainty about the long-term value of AI progress: While 68.3% thought good outcomes from superhuman AI are more likely than bad, of these net optimists 48% gave at least a 5% chance of extremely bad outcomes such as human extinction, and 59% of net pessimists gave 5% or more to extremely good outcomes. Between 37.8% and 51.4% of respondents

Kiv:2401.02843v1 [cs.CY] 5 Jan 2024



How Generative AI Can Augment Human Creativity

Use it to promote divergent thinking. by Tojin T. Eapen, Daniel J. Finkenstadt, Josh Folk, and Lokesh Venkataswamy

From the Magazine (July–August 2023)



Work Trend Index Special Report

What Can Copilot's Earliest Users Teach Us About Generative AI at Work?

A first look at the impact on productivity, creativity, and time

November 15, 2023

Research findings from early Copilot users

70%

said they were more productive

29%

faster overall in a series of tasks (searching, writing, and summarizing)

Nearly 4x

faster catching up on a missed meeting

77%

said they didn't want to give it up



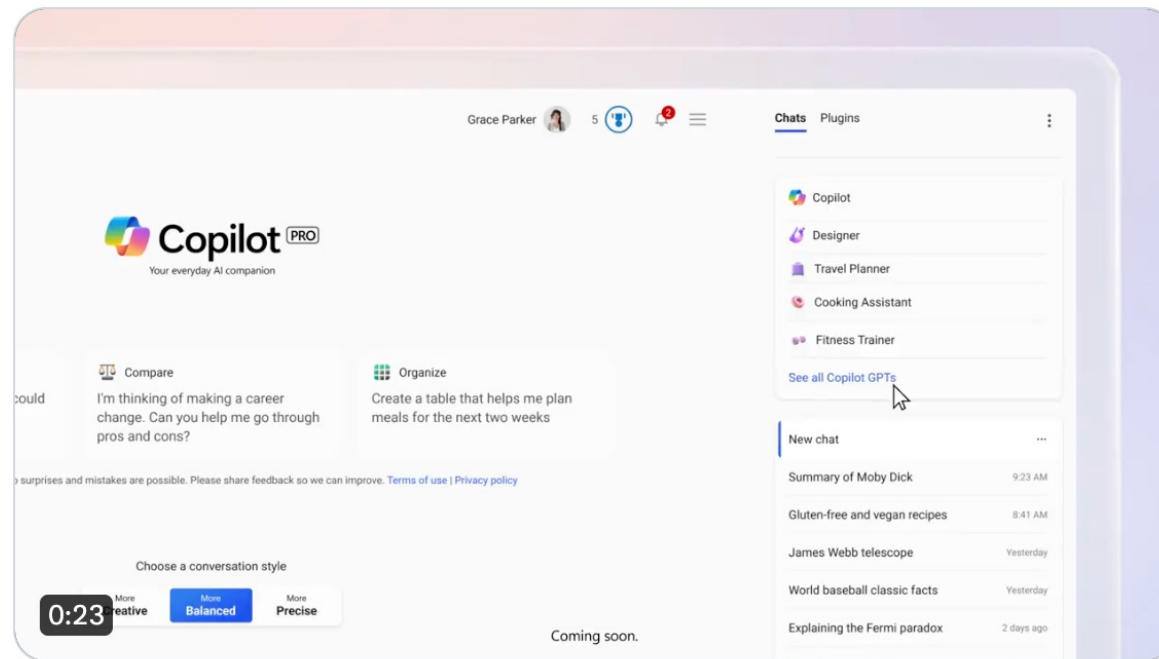
Yusuf Mehdi  
@yusuf_i_mehdi



Today we're launching Copilot Pro, a new subscription for individuals looking to supercharge their productivity and creativity. Key features include priority access to the latest models, enhanced AI image creation and the ability to build your own Copilot GPT, among others.

We're also expanding Copilot for Microsoft 365 to businesses of all sizes, launching Copilot GPTs, and the Copilot app for iOS and Android phones is now generally available. Details here:

blogs.microsoft.com/blog/2024/01/1...

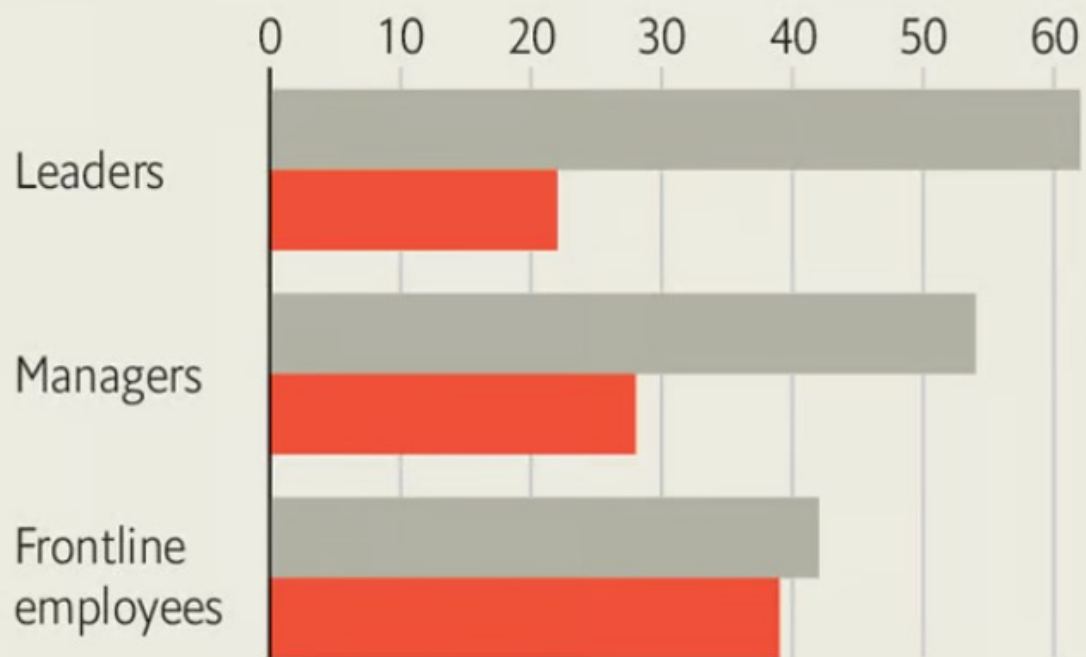


3:41 PM · Jan 15, 2024 · **200K** Views

Not so sure

Sentiments about the impact of AI on work*, %, 2023

■ Optimism ■ Concern



*Based on 13,000 survey respondents in 18 countries

Source: BCG



Talent Management

Reskilling in the Age of AI

Five new paradigms for leaders—and employees by Jorge Tamayo,
Leila Doumi, Sagar Goel, Orsolya Kovács-Ondrejko, and Raffaella
Sadun

From the Magazine (September–October 2023)



TECH DRIVERS

OpenAI announces first partnership with a university

PUBLISHED THU, JAN 18 2024•10:33 AM EST | UPDATED THU, JAN 18 2024•12:55 PM EST



Hayden Field
@HAYDENFIELD

SHARE [f](#) [t](#) [in](#) [✉](#)

KEY POINTS

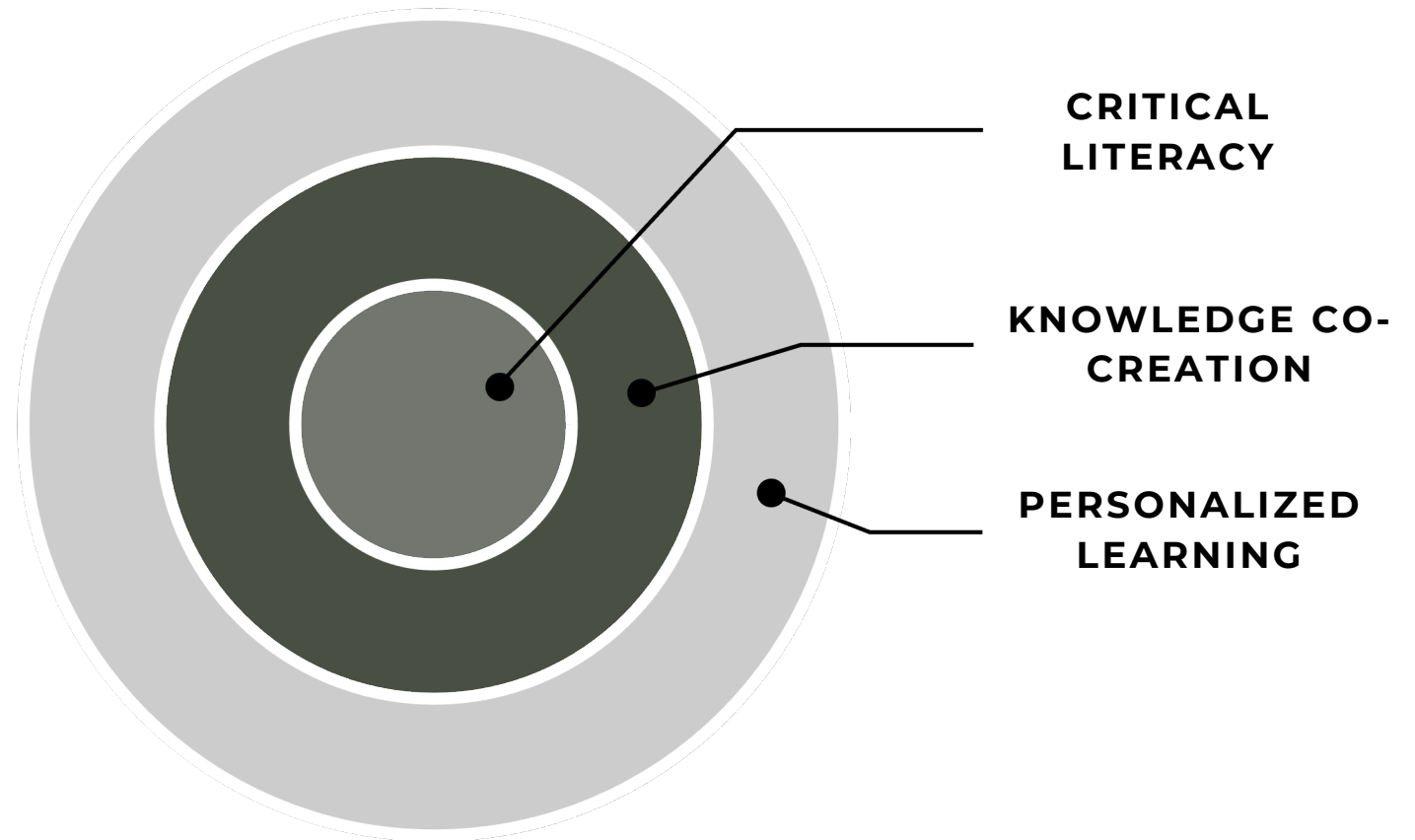
- OpenAI on Thursday announced its first partnership with a higher education institution.
- Starting in February, Arizona State University will have full access to ChatGPT Enterprise and plans to use it for coursework, tutoring, research and more.
- The partnership has been in the works for at least six months.
- ASU plans to build a personalized AI tutor for students, allow students to create AI avatars for study help and broaden the university's prompt engineering course.

What if ROI
meant **return**
on innovation?



Impact on Higher Education

How will we prepare our students?



QUESTION 2

Does your institution
have an AI Statement?

Generative AI Policy Example

by
Haya Ajjan
Mustafa Akben
Paula Rosinski

Elon's Generative AI Statement

OFFICE OF THE PROVOST

About the Provost

Elon's Generative AI Statement

About Dr. Rebecca Kohn

Provost's Staff

Academic Affairs Advisory Council

Provost's Advisory Council

Academic Dean's Advisory Council

Academic Deans

Academic Affairs Priorities

Provost's Report

Administration Home

As a pioneer and national leader in engaged and experiential learning, Elon University prepares ethical, resilient, and agile graduates who are active and responsible citizens who shape the future. In line with our mission, we recognize the importance of equipping our students with the necessary skills to embrace technology for enhanced learning and engagement in their personal, professional, and civic lives. Generative AI technologies hold immense potential for accelerating the co-creation of knowledge, enhancing effectiveness and efficiency. However, they can also introduce novel challenges to student engagement; pedagogy design and assessments; diversity, equity, and inclusion concerns; ethical considerations; and honor code expectations.

The decision to incorporate these technologies into teaching and learning is at the discretion of the Elon faculty. While some faculty members may choose to utilize generative AI in their instruction in select instances, others may opt to refrain from its use. It is the responsibility of faculty to make their course policies clear and explicit and to discuss them openly with students. It is the responsibility of students to adhere to the guidelines established by their faculty. Employing the output of these technologies in violation of the policy set by the faculty will be considered a violation of the academic integrity policies of the Elon University honor code.

Elon University AI Principles

- The use of AI at Elon should begin with the primacy of human health, well-being, dignity, safety, privacy and security.
- The use of AI is appropriate and effective in some applications and inappropriate and ineffective in others. Faculty should decide whether, when and how AI should be used in courses and clearly communicate those boundaries to students. Staff should incorporate the use of AI in their work with full awareness and support of their supervisors. In all situations intellectual honesty and transparency about the use of AI is paramount.
- We see AI as a tool to enrich and enhance teaching, learning, creativity and human development. We believe the role of AI should be to augment, not fully replace the vital human relationships between teachers and learners, or within groups of peer learners.

Link to white paper:

<https://shorturl.at/jkqE6>





Examples From the Classroom

THE ULTIMATE GUIDE TO ENGAGE YOUR STUDENTS OUTSIDE
THE CLASSROOM

Extend classroom conversations



Meet GPTs

You can create you own customized ChatGPT based on your own data and configuration.

The image shows a composite screenshot of the OpenAI GPT Builder interface. On the left is a dark sidebar with a list of GPTs: ChatGPT, Essentials of Marketin..., MBA 7130 Costa Rica..., Michael Porter, and MGT 4260: Data Mining..., with an 'Explore' button at the bottom. A red arrow points to the 'Explore' button. The main area is divided into two sections: 'My GPTs' and 'Recently Used'. The 'My GPTs' section lists several custom GPTs, including 'Create a GPT' (with a red arrow pointing to the 'Create a GPT' button), 'A Personal Tutor', 'Michael Porter', 'MBA 7130 Costa Rica Guide', 'MGT 4260: Data Mining for Business Analytics', and 'Essentials of Marketing Analytics'. The 'Recently Used' section shows 'Michael Porter'. On the right is the 'New GPT' configuration screen, which has a 'Create' button and a 'Configure' button (with a red arrow pointing to it). The 'Configure' screen shows a 'GPT Builder' section with a description and a 'Preview' section with a large empty area. At the bottom, there are two input fields: 'Message GPT Builder...' and 'Message GPT...'. A 'Save' button is visible in the top right corner of the configuration screen.

Meet GPTS Store



My GPTs

+ Create

GPTs

Discover and create custom versions of ChatGPT that combine instructions, extra knowledge, and any combination of skills.

🔍 grade

Top Picks DALL-E Writing Productivity Research & Analysis Programming Education Lifestyle

Featured

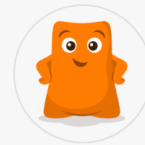
Curated top picks from this week



Canva

Effortlessly design anything: presentations, logos, social media posts and more.

By canva.com



CK-12 Flexi

The world's most powerful math and science AI Tutor for middle and high school students.

By flexi.org



Consensus

Your AI Research Assistant. Search 200M academic papers from Consensus, get science-based...

By Consensus



SellMeThisPen

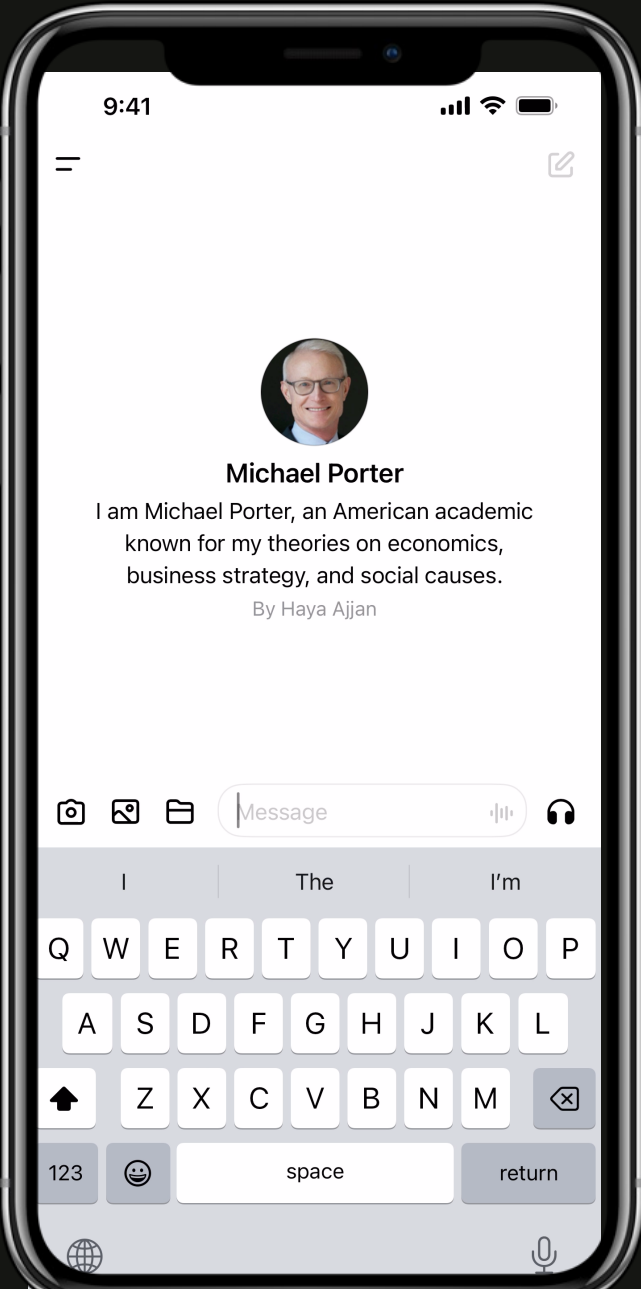
Create second hand marketplace listings based on pictures. Start by uploading a picture.

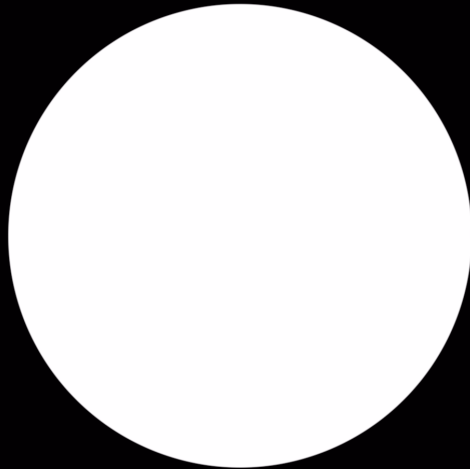
By activesolution.se


A Conversation With Your Syllabus



A Conversation With Professor Michael Porter






Start speaking



Pretend to be an insurance billing company representative. Your name is Joy. You are selling your billing services to the owner of a small family medical practice. The owner's name is Dr. Najib. The family medical practice goal is to reduce their billing staff from 7 to 2 people and increase their account receivable collections by 12%, especially for privately insured patients. These patients make up about 30% of the practice patient numbers. Your billing company will make \$170,000 per year for acquiring the small family medical practice. You as a representative of the insurance company should try your best to close this deal. Only ask one question at a time.

CONDUCTING ROLE-PLAYS.

EXPERIENTIAL LEARNING USING AI

Debrief

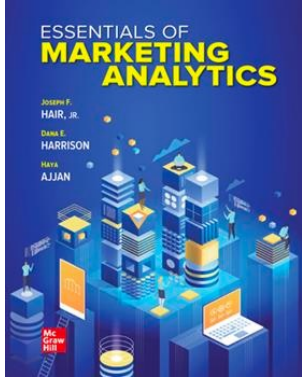
Role-Play

Did Joy recognize the needs of the customer?

Did she respond suitably to Dr. Najib's questions by providing the appropriate data?

What would you change the next time you engage in this role-play?

Building Your Lesson Plan: Marketing Analytics



FROM
TEXTBOOK



**BUILD A LESSON
PLAN**



ASSESSMENT



PODCAST



SLIDES

TO
CLASSROOM



You are an expert marketing faculty focused on engaged and experimental learning. You want your students to learn practical marketing applications that they can apply in their workplace. Design a 30 mins lecture about the pages I uploaded.

Building Your Lesson Plan

Tell me a fun fact
about the Roman Empire

Recommend activities
for a team-building day wit





Generate a presentation with ai. BETA

- Start from...
- BLANK PRESENTATION
- PRESENTATION TEMPLATES TEAM
- STARTER TEMPLATES
- IMPORT PPT
- DESIGNER BOT AI

Create a presentation about...

| Describe the topic of your presentation... (Note: You can leave this blank to create a presentation just based on the additional context you add)

EXAMPLE PROMPTS ▾

GENERATE PRESENTATION

AI Credits Remaining: Unlimited during beta

During the beta period, you are limited to 200 generated slides with context per day. Pricing and availability of this feature may change in the future.

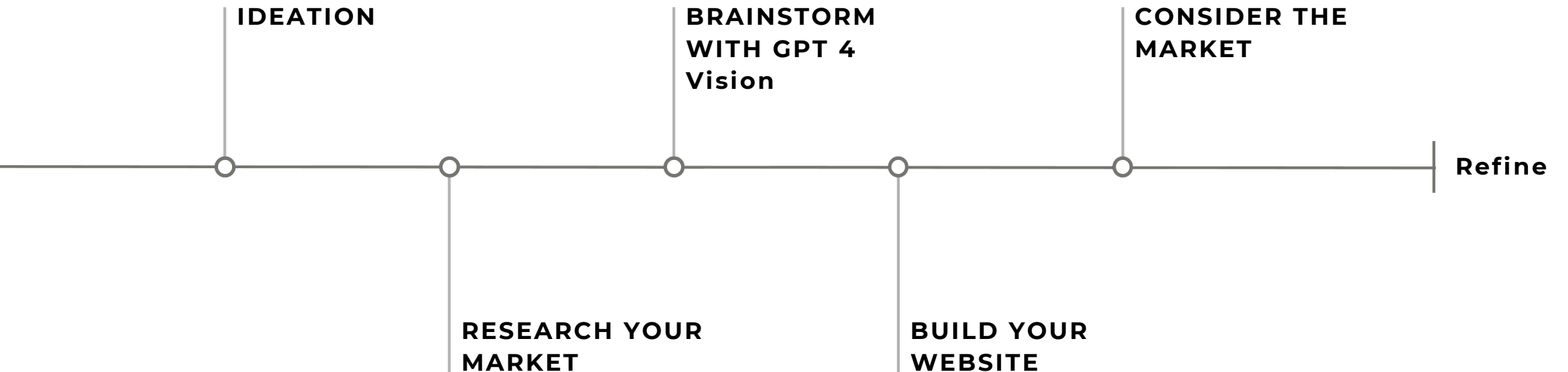
UPLOAD ✕

Upload a text file, word document or PDF

Powered by Anthropic

Content generated may be incorrect, inappropriate, or incomplete. Please use at your own risk and be sure to verify accurate results.

Bringing Your Venture to Life



9:41



ChatGPT 4 >



Create a charter
to start a film club

Explain airplane turbulence
to someone who has never flown



Message



You are an entrepreneurship professor focused on mentoring college students to come up with viable creative ideas. You want your students to learn how to come up with new product ideas that they bring to market. Come up with 3 creative product ideas combining all the items in the uploaded image.

Bringing Your Venture to Life

EXPERIENTIAL LEARNING USING AI

StoryTime Kits

- [Home](#)
- [About](#)
- [Contact](#)

Storytelling Kit for Preschoolers

Engage your preschooler with our interactive storytelling kit! Designed to inspire creativity and a love for reading, this kit includes a colorful storybook, character figures, and puzzles.

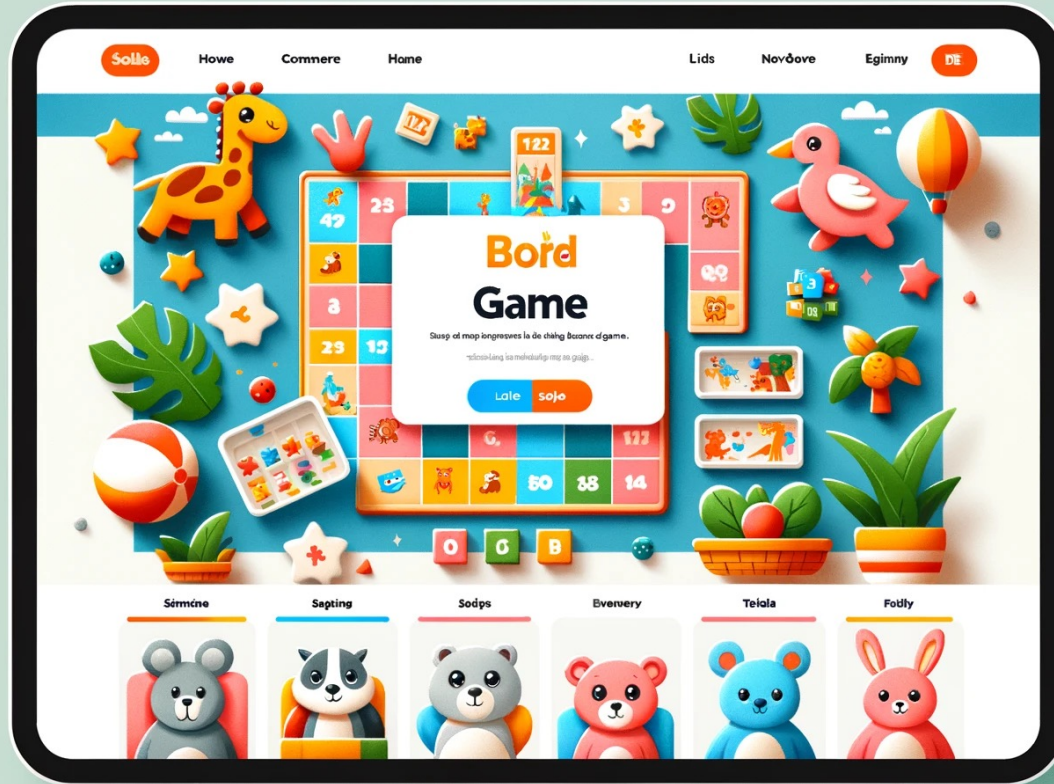
 Storytelling Kit

Price: \$29.99

Add to Cart

A simple website based on the code generated

Create a UI interface based on an image



“I am working with a web designer for a new website to sell board games for kids. Could you recommend a website UI's that are both modern and simple that I can share with her as examples based on this image.”



Build a Regression Analysis

	A	B	C	D	E	F	G	H	I	J	K
1	price	bedrooms	bathrooms	sqft_living	sqft_lot	floors	waterfront	view	condition	grade	
2	221900	3	1	1180	5650	1	0	0	3	7	
3	538000	3	2.25	2570	7242	2	0	0	3	7	
4	180000	2	1	770	10000	1	0	0	3	6	
5	604000	4	3	1960	5000	1	0	0	5	7	
6	510000	3	2	1680	8080	1	0	0	3	8	
7	257500	3	2.25	1715	6819	2	0	0	3	7	
8	291850	3	1.5	1060	9711	1	0	0	3	7	
9	229500	3	1	1780	7470	1	0	0	3	7	
10	323000	3	2.5	1890	6560	2	0	0	3	7	
11	662500	3	2.5	3560	9796	1	0	0	3	8	
12	468000	2	1	1160	6000	1	0	0	4	7	
13	310000	3	1	1430	19901	1.5	0	0	4	7	
14	400000	3	1.75	1370	9680	1	0	0	4	7	
15	530000	5	2	1810	4850	1.5	0	0	3	7	
16	650000	4	3	2950	5000	2	0	3	3	9	
17	395000	3	2	1890	14040	2	0	0	3	7	
18	485000	4	1	1600	4300	1.5	0	0	4	7	
19	189000	2	1	1200	9850	1	0	0	4	7	

- `PTRATIO`: Pupil-teacher ratio by town.
- `LSTAT`: Percentage of lower status of the population.
- `MEDV`: Median value of owner-occupied homes in \$1000s.
- `CAT. MEDV`: This column seems to be a categorical version of the `MEDV` column, likely indicating whether the median value is above or below a certain threshold, with 1 indicating above the threshold and 0 indicating below.

This dataset is commonly used for regression analysis and predictive modeling tasks. The `MEDV` column is typically the target variable, with the goal being to predict the median value of a home based on the other features. [-]

You
What is negatively correlated with MEDV?

ChatGPT
The features negatively correlated with `MEDV` (median value of owner-occupied homes) in the Boston Housing dataset are:

- `CRIM` (per capita crime rate by town): Correlation coefficient of -0.388, indicating that higher crime rates tend to be associated with lower home values.
- `INDUS` (proportion of non-retail business acres per town): Correlation coefficient of -0.484, suggesting that areas with more industrial non-retail business land tend to have lower home values.

Message ChatGPT... [Send icon]

Ready for Grading?



Grade My Essay

Certainly! To effectively score the document "Building AI Capabilities," I'll consider several aspects typically important in academic or professional writing. These include clarity, structure, content relevance, depth of analysis, and use of evidence. Given that the document is a detailed exploration of AI implementation in organizations with case studies from the Australian Taxation Office and General Electric, I will base the score on these criteria.

1. **Clarity and Readability (4.5/5):** The document presents complex topics like AI's technical challenges and organizational integration in a clear and understandable manner. Technical terms are explained, and the writing is coherent, although some sections might require a higher level of technical understanding.
2. **Structure and Organization (4.5/5):** The document is well-structured, with a clear introduction of the topic, followed by a detailed exploration of the AIX capability dimensions, and ending with practical case studies. Each section flows logically into the next, though some transitions could be smoother.
3. **Content Relevance (5/5):** The content is highly relevant to the subject of AI capabilities in organizations. It addresses current challenges and provides practical examples, making it a valuable resource for understanding AI implementation in a business context.
4. **Depth of Analysis (4.5/5):** The document offers a thorough analysis of the challenges of AI in organizations, including model opacity, bias, and value formulation. The case studies add depth, showing real-world applications of the theoretical framework. However, a deeper exploration of alternative perspectives or contrasting case studies



Message Grade My Essay...



QUESTION 3

Do you have a syllabus
policy about
Generative AI use?



ARE WE READY?

Current Concerns...



Addressing Concerns

ACADEMIC INTEGRITY

Use AI responsibly and ethically.

CRITICAL THINKING

AI should enhance, not replace, human critical thinking.

LEARNING OUTCOMES

AI must demonstrably improve key learning outcomes for students.

HUMAN OVERSIGHT

Educators should monitor and oversee the use of AI tools.

STUDENT PRIVACY

Student data privacy must be protected when using AI.

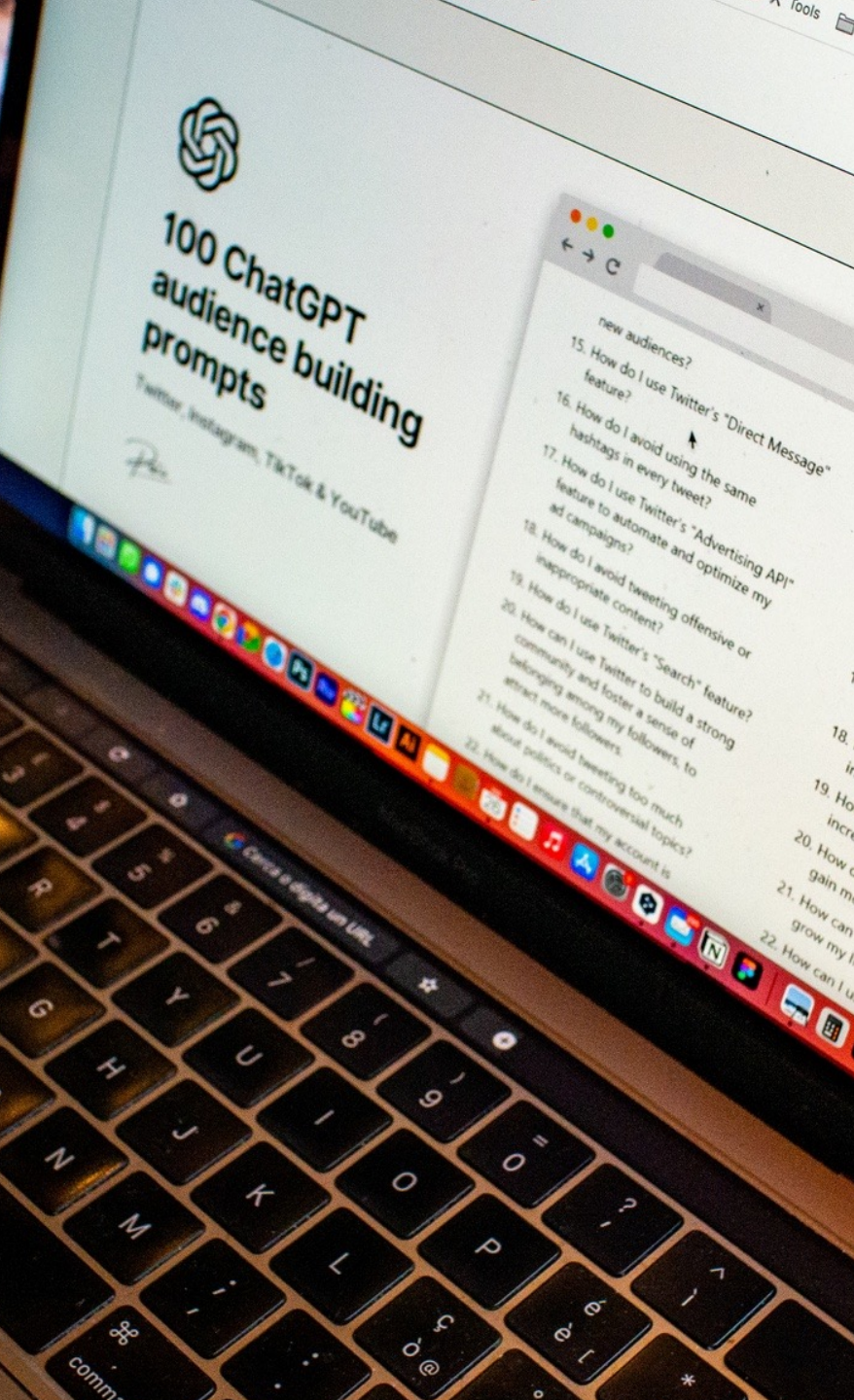
GPTs are GPTs: An Early Look at the Labor Market Impact Potential of Large Language Models

Our findings indicate that the importance of science and critical thinking skills are strongly negatively associated with exposure, suggesting that occupations requiring these skills are less likely to be impacted by current LLMs. Conversely, programming and writing skills show a strong positive association with exposure, implying that occupations involving these skills are more susceptible to being influenced by LLMs

March 27, 2023

Abstract

We investigate the potential implications of large language models (LLMs), such as Generative Pre-trained Transformers (GPTs), on the U.S. labor market, focusing on the increased capabilities arising from LLM-powered software compared to LLMs on their own. Using a new rubric, we assess occupations based



DEVELOP AI LITERACY

- Professional development:
Workshops, grants, and website with AI learning resources
- AI playground

UNDERSTAND THE RISKS ASSOCIATED WITH AI AND ITS ETHICAL USE

Hallucinations, Privacy and data sharing, Defining ethical use of AI, Alignment

DETERMINE
HOW YOU
WOULD
MEASURE
SUCCESSFUL
USE OF THE GEN
AI

PROMOTE
EQUITABLE AND
INCLUSIVE USE
OF AI

DEVELOP AND
COMMUNICATE
GENERATIVE AI
USE POLICIES

“

"The most trusted way to keep moving up that value chain is to keep investing in individuals - to help them grow in knowledge and skills. Education is hard. It takes individuals to do the hard work."

ANDREW NG, FOUNDER AND CEO OF DEEPLARNING.AI AND LANDING AI.





Connect With Me

Haya Ajjan, Associate Dean, Love School of Business
and Professor of MIS at Elon University

 @HayaAjjan

@ hajjan@elon.edu

 <https://www.linkedin.com/in/haya-ajjan-45ba657>

Panelists:

Dr. Poonam Kumar

University of Texas at Tyler

Dr. Robin Macaluso

*University of Texas at
Arlington*

Dr. Valentina Salotti

Iowa State University



Outline

1. The Microcredentials Landscape
2. Definition of Microcredentials
3. University of Texas at Tyler initiatives
4. University of Texas at Arlington initiatives
5. Iowa State University initiatives
6. Q & A

Microcredentials Landscape

DIGITAL TRANSFORMATION IN HIGHER EDUCATION

Holon IQ

100M+ Learners spending more than \$10B each year on Micro and Alternative Credentials

Illustrative examples only

Bootcamps (Offline + Online)



B2B and HE growing very fast

100K+ Learners

Online Non-Degree 'Certificates' and Post Secondary Micro-Credentials.



University & Non-University designed & delivered 'certificates' & micro-credentials

1M+

Professional Certifications



Accounts, Cyber, Engineers, Finance, Lawyers, Nurses, Physicians, Software Developers, Tech/Project Management.

3M+

Online Courses & Badges



MOOCs, Marketplaces, Coding and Creator Courses, Skills Assessments and Test Prep for Professional Certifications

Holon IQ

100M+

Source: HolonIQ Estimates



Microcredentials

Certificates

Micro-credentials

Alternate Credentials

Bootcamps

Mini degrees

Digital Badges

What are Microcredentials?

EAB's Three Characteristics

A microcredential is...

- 1 ...a credential (i.e., codified signal of learning, not just limited to higher education institutions).
- 2 ...smaller in size; varies by institution (e.g., institutions that have historically offered certificates may not consider them "micro").
- 3 ...narrower in focus, not teaching an entire discipline but focused on a specific skill or competency.



Full Definition:

A microcredential is a **codification** of a package of learning **smaller** than the amount required for a traditional credential and designed around a **specific skill or competency** (rather than an entire body of knowledge).



TEXAS CREDENTIALS

— *for the future* —





UT TylerTM

THE UNIVERSITY OF TEXAS AT TYLER

The University of Texas at Tyler

Innovation Roadblocks



Defining Microcredentials, branding



Developing a governance structure, new academic policies and processes



Educating students about the offerings and value proposition



Getting Buy In from Faculty



Creating a new technology infrastructure to support credentials issuance, tracking etc.



Supporting students

Defining Microcredentials at UT-Tyler

- Cross-campus committee- Microcredentials Advisory Committee (MAC)

Microcredentials

**For-Credit
Academic
Certificates
(Stackable, stand
alone)**

**Digital Skill
Badges**
(Curricular, Co-
Curricular,
Faculty
Development,
Continuing
Education)

Industry
Certificates -
Google
Certificates
Coursera
Academy

**Non-Credit
Professional
Education/
Continuing
Education**

Governance Structure and Academic Policies

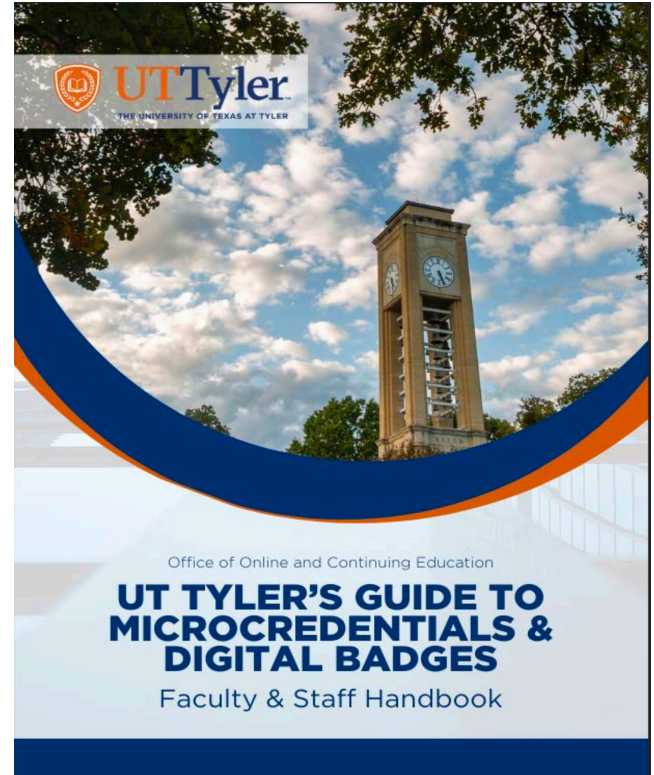
Academic certificates –

University Curriculum committees

Digital Skill Badge Review Sub-Committee –

Subcommittee under

University Curriculum Committee





M POWER YOUR RESUME

FOR FREE

More than 35 industry
certificates and
microcredentials from:



Scan the
QR code
to sign up
for Coursera
Career
Academy
for FREE!



digitalllearning@uttyler.edu

mpower.jpg



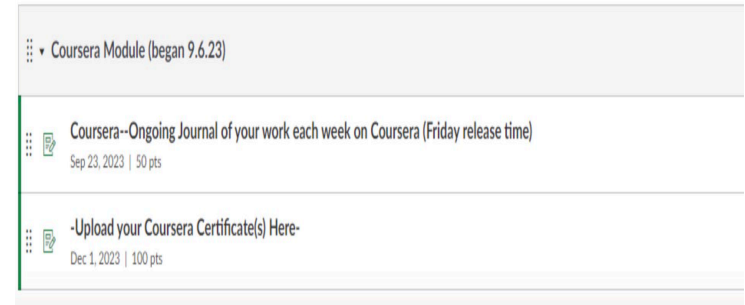
Faculty Buy-In & Support

- Early Adopters
- Faculty professional development
- Instructional design support
- Faculty Learning Community
- Faculty mentors
- Department “roadshows”



Embedding Google Certificates in the Undergraduate Curriculum

- Coursera Career Academy
- **Curricular** –
 - 1) embedded Coursera modules aligned with course topics
 - 2) Capstone projects
 - 3) In lieu of final exams
- **Co-curricular**
 - 1) Career services/ development activities
 - 2) College career coaches



Lessons Learned

- The three **Cs**
 - **Clarity** of definition & vision
 - **Communication** (value proposition for all stakeholders)
 - **Collaboration** (departments, cross campus, curricular-co-curricular, employer & community partnerships, collaboration with other institutions)
- Opportunities for innovation – curricular, co-curricular
- Consider pathways (Non-credit- credit, microcredentials to degree)
- Technology infrastructure and support
- Faculty and student support

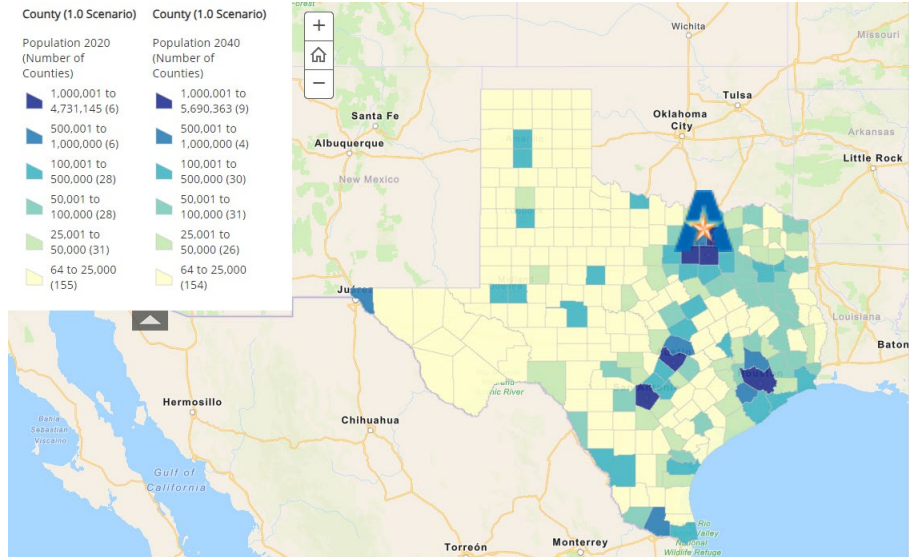
UTA

Google





The University of Texas at Arlington



40,990 students (Fall 2022)

Enroll from all U.S. states & 100+ countries

R-1: Doctoral U-Very High Research Activity

270,000+ Alumni

180+ Academic programs

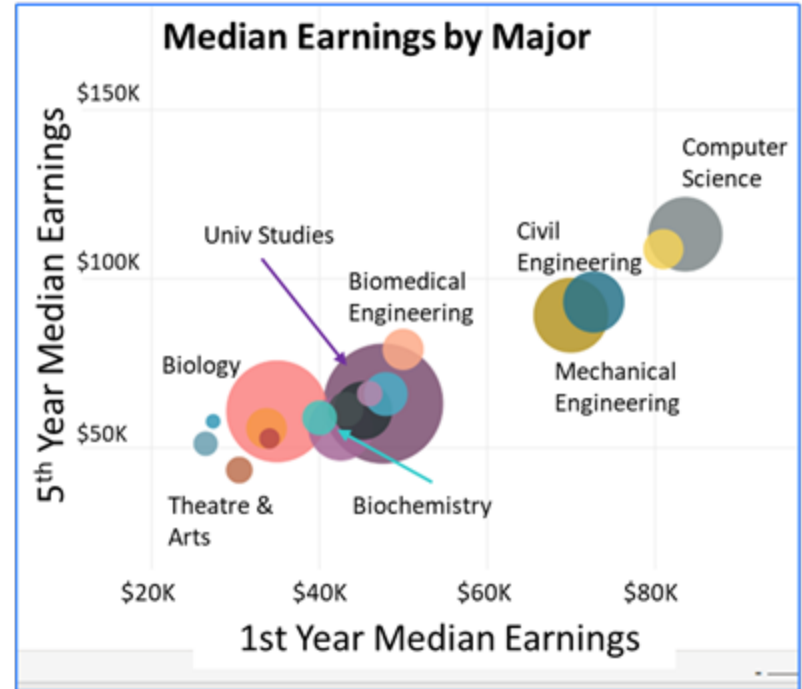
The University of Texas at Arlington

UTA undergraduates seek a degree for:

- Immediate return on investment
- Long-term career (not just a job)
- Academics + workforce preparation



Adapted from Initial Prospective Mindsets™ Study



Adapted from [Seek UT](#)



UTA: Power Up + Tech Up for Career Readiness



5 Google certificate options:



Data
Analytics



Digital
Marketing & e-
Commerce



IT
Support



Project
Management



UX
Design



Online course to introduce 8 NACE competencies

Project funding from:



Many Paths in Fall 2022



Recruitment strategy

Undergraduate *grad + undergrad* students

Marketing

- Identifying students (student employees)
- Advertising (website, newspaper, word of mouth)

Student Activity/Timeline

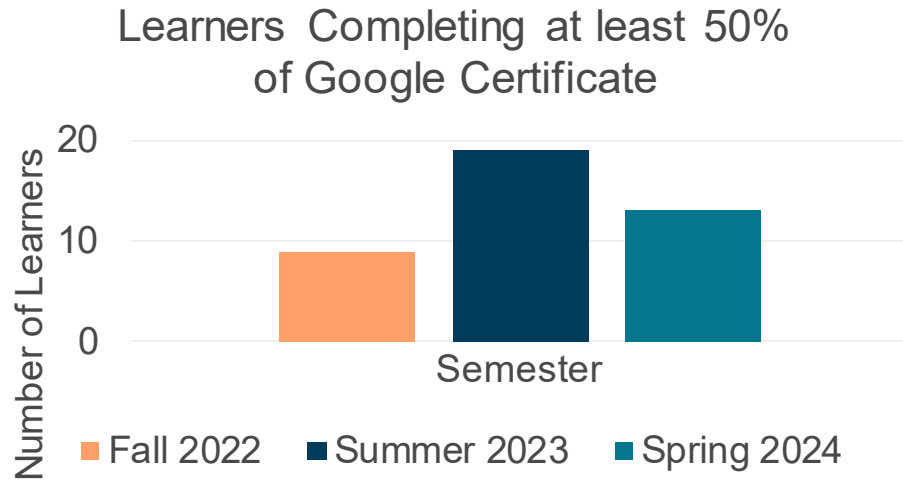
30 students enrolled

Coursera Academy

Structure CareerSpots and Google cert to better align learning goals



UTA: Evolution of Power Up + Tech Up in 18 Months



Lessons Learned

- Recruiting
 - Collaborate with other groups
 - Diversify media for recruiting
 - Describe benefits
- Communicating expectations
 - Time commitment per week
 - Time frame for certificate completion
 - Requirements for good standing
 - “Grading” or consequences
- Identify motivators
 - Tips and Tricks from Peers
 - Group Study
- Connecting
 - Preview Videos
 - Check-in Surveys
 - Respond to questions/concerns

Power Skills Awareness

Equity and Inclusion was not something I considered that the guide presented. I had not taken a single college course that would broaden my understanding of Gender or Cultural differences. **The guide helped me feel much more confident in knowing what I can do to better communicate respectfully and expand my knowledge.**

S. Gomez

I am motivated to apply for internships, speak with mentors, and develop more interpersonal skills by communicating with those that are different from me.

K. Dixon

I am more confident that **there is more to me than just my [technical] skills** as an employee. I know that I must fulfill the job duties of a job application, but I shouldn't sell myself short, I have a lot more to offer as an individual. I am more confident approaching areas of my life that need to be worked on, especially being **open to seeking and receiving help.**

A. H. Serracin

Microcredentials in the College of Business

Finance:

Bloomberg Market Concepts, Environmental Social Governance

Marketing:

Google Analytics Certification

Google Ads Search Certification

Google Ads Display Certification

Shopping Ads Certification

Hootsuite Platform Certification

Hootsuite Social Media Marketing Certification

Accounting:

Excel Expert Certificate



Recommendations and Calls to Action

- **Start small**, plan for scale
- Communicate **value proposition** to faculty and students
- **Support faculty** with training, mentoring, stipend, time and community of practice
- **Support student** completions through course embed and coaching
- Engage in **across-campus collaborations**
- **Learn** what is being offered already at your institution
- Build formal and informal **listening** and feedback channels
- Build **inter-universities communities** for innovation and idea sharing
- Plan to **capture ROI** and **envision success**

PILOTING MICRO-CREDENTIALS TO
BOOST ENGAGEMENT, RETENTION,
AND CAREER READINESS

IOWA STATE UNIVERSITY

Ivy College of Business



VALENTINA SALOTTI
ASSOCIATE DEAN FOR ACADEMIC
AFFAIRS AND DIVERSITY

WHO WE ARE

#1	LAND GRANT
#2	LARGEST BUSINESS SCHOOL IN IOWA
#3	EDUCATING MOST IOWANS
#4	LARGELY RESIDENTIAL
#5	EXPERIENTIAL

IOWA STATE UNIVERSITY

Ivy College of Business



GERDIN BUSINESS BUILDING

THE ISSUE:

HOW TO PROMOTE
PROFESSIONAL
DEVELOPMENT AND
ENGAGEMENT AT THE VERY
START OF A STUDENT'S
ACADEMIC JOURNEY?



IOWA STATE UNIVERSITY

Ivy College of Business

GERDIN LEADERS ACADEMY



1-YEAR SELF-PACED PROGRAM FOR BUSINESS STUDENTS

BUSINESS ETHICS



PROFESSIONAL DEVELOPEMENT



LEADERSHIP



SERVICE TO COMMUNITY



DIVERSITY & GLOBAL PERSPECTIVES



Jonathan Nevenhoven ✓ · 1st
Iowa FBLA Collegiate State President | Accounting, Business Analytics,
and Honors Student at Iowa State University
West Des Moines, Iowa, United States · [Contact info](#)



Jonathan Nevenhoven
Iowa FBLA Collegiate State President | Accounting, Business,

Skills: Microsoft Teams



GLA - Leadership
Canvas Credentials (Badgr)
Issued Apr 2023
Credential ID 64358041a86f8e17169c64c7

[Show credential](#)



GLA - Diversity & Global Perspectives
Canvas Credentials (Badgr)
Issued Apr 2023
Credential ID 643449d1a86f8e171698a1df

[Show credential](#)



GLA - Ethics
Canvas Credentials (Badgr)
Issued Apr 2023
Credential ID 64358041a86f8e17169c64c4

[Show credential](#)



GLA Full Program Completion
Canvas Credentials (Badgr)
Issued Apr 2023
Credential ID 643449cca86f8e171698a1d5

[Show credential](#)



GLA - Ethics Badge

Ethics and ethical decision making is an important skillset to have in business. Ethics can be defined as the standards set of right and wrong. Establishing these standards is oftentimes tied to the decisions we make and the course of action we take as a result of our decisions.

✓ **Verified**

Last verified by Canvas Badges on Feb 29, 2024

[Re-verify Badge](#)

Issued on: Apr 11, 2023 at 10:43 AM

IOWA STATE UNIVERSITY

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GLA | MBA SERVICE LEARNING PROJECT

- Semester-long leadership and consulting opportunity
- GLA students work as **consultants for a non-profit client** with a team of MBA students.
- Executive summary report and final presentation for a panel of judges and the client
- Scholarship awards based on placement



IOWA STATE UNIVERSITY

Ivy College of Business

GLA | TAKEAWAYS

- Students utilize micro-credentials to boost their external visibility (LinkedIn)
- It provides incentives for behaviors that we want to promote (involvement in student orgs., case competitions, study abroad, responsible leadership, etc.)
- Allows students to articulate their skill set in preparation for the job market.

IOWA STATE UNIVERSITY

Ivy College of Business

GLA MEMBER SPOTLIGHT: ARIANNA CAGLE

MAJOR: FINANCE



Year: Sophomore

Why GLA: I chose to participate in GLA due to a recommendation from my career coordinator. I also chose to participate because it allows me to further my leadership skills and leave a positive impact on my community.

Favorite Part about GLA: Being able to do my service projects and know I am making the world a better place.

Fun Fact: I have been competing in CrossFit since 2018

GERDIN LEADERS ACADEMY

www.ivybusiness.iastate.edu/student-services/gerdin-leaders-academy/



Lessons Learned



Communicate
value proposition
to faculty and
students



Support faculty with
training,
mentoring,
stipend, time
and
community of
practice



Support student
completions
through
course embed
and coaching



Engage in
cross-campus
collaborations

Connect with us!



Poonam Kumar, Ph.D.
Associate Provost for Online
and Continuing Education
UT Tyler



Robin Macaluso, Ph.D.
Provost Faculty Fellow
Professor of Chemistry
UT Arlington



Valentina Salotti, Ph.D.
Associate Dean for Academic
Affairs and Diversity
Iowa State University

Segmenting the Post Secondary Credential Spectrum

Defining the Global Micro and Alternative Credential Spectrum, beyond government led qualification frameworks, is not straightforward. Different stakeholders bring very different perspectives, and this segmentation is by no means exhaustive.

1-10+ hours Short Courses/Badges	500-1000 hours Bootcamps	200-1000 hours Professional Certifications & Licenses	100-1000 hours Non-University Issued Non-Degree 'Certificates'	100-1000 hours University Issued Non-Degree 'Certificates'	1500-5000 hours Degree Programs/ 'Accredited Programs'
<ul style="list-style-type: none"> On Demand, Online, Short Courses. Mostly asynchronous video and resources. Generally, no formal assessment. 'Peer to Peer' heavy. 	<ul style="list-style-type: none"> 3-6 month full-time immersive programs. Coding, Cyber, Digital Marketing, PM, UX... Started mostly offline, increasingly online/blended since COVID 	<ul style="list-style-type: none"> Professional certifications and licenses. Generally issued by industry bodies. Dominated by Question Banks, Study Notes and Test Prep. 	<ul style="list-style-type: none"> 'Self-credentialled', employer or Industry backed, non-accredited programs. May be embedded into formal degrees Industry backed MOOC Certificates 	<ul style="list-style-type: none"> University branded Certificates. Delivered internally or through partners/platforms. Credit bearing or some form of recognition/advancement quality. 	<ul style="list-style-type: none"> National/Regional Qualification Framework Regulated Programs. Government funding tied to qualification frameworks.
 Learning  PLURALSIGHT  udemy	 le wagon  TRILOGY EDUCATION SERVICES  GENERAL ASSEMBLY	 Project Management Institute  CIMA  NCLEX The Pathway to Practice	 Google Google Certificates  coursera  edX MicroMasters	 WGU Academy  PowerED™ by Athabasca University  PROFESSIONAL ACADEMY	<p><i>Examples</i></p> <ul style="list-style-type: none"> TVET Certificates Associate/Bachelor Masters/Doctorate 'Sub Bachelor' and 'PG Diploma' in most parts of the world.

Technology Infrastructure



Territorium Partners with The University of Texas System to Launch AI-Powered Credential Wallet for Microcredentials



The image shows a smartphone displaying the 'lifejourney' app interface. The app has a dark blue header with the 'lifejourney' logo and a white background for the main content area. Below the header, there are several icons representing different features or credentials. The background of the slide is light blue with a hexagonal pattern.



**CANVAS
Credentials**

The image shows the Canvas Credentials logo on a red background. The logo consists of a circular icon with a grid pattern and the text 'CANVAS Credentials' in white, bold, sans-serif font.



UTA: Next Steps with Power Up + Tech Up



- Expectations of 'good standing' in PU+TU
 - Time commitment
 - Milestones
- Motivation –
- Career search development opportunities, e.g., UTA Career Development Center, Career Circle
- Data collection to gain insights on ROI
- Collaboration between curricular and co-curricular microcredentials programs

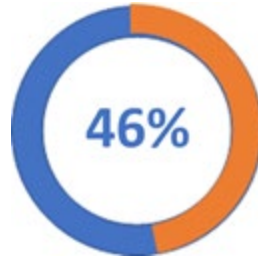


UTA: Evolution of Power Up + Tech Up in 18 Months

Fall 2022 &
Spring 2023



Summer 2023



Transfer students

Undergrad + Grad
students of all majors

Recruiting in person

Targeted recruiting

1 semester

Summer + extended time

Lessons Learned

- Recruiting
 - Collaborate with other groups.
 - Diversify media for recruiting.
 - Describe benefits to major course of study.
- Communicating expectations
 - Time commitment per week
 - Time frame for certificate completion
 - Requirements for good standing
 - “Grading” or consequences
- Identify motivators
- Connecting
 - Preview Videos
 - Check-in Surveys
 - Respond to questions/concerns



**Managing Burnout, Imposter
Syndrome, and Mental Health for
Students and Faculty**
Round Table discussion

Barbara H. Cartledge, EdD
Senior Assistant Dean
Samford University



Burnout, Imposter Syndrome and Mental Health College Students

Burnout – 60% feel overwhelming anxiety and 40% experienced extreme depression (ACHA)

Imposter Syndrome – 70% experience at some point

Mental Health – anxiety is 42% top concern, 36% depression and 36% relationship problems (APA)



First Prompt

- 1. Introduce yourself**
- 2. Define burnout, imposter syndrome, and mental health concerns for *your* students**
- 3. What are recognizable as well as discreet, hidden symptoms that present the issues?**
- 4. What are *triggers* surrounding these issues?**



Second prompt

- 1. Discuss existing systems to prevent these issues.**
- 2. What are improvement structures that can be implemented to thwart concerns?**
- 3. How can your school foster and develop culture of openness to provide support and understanding of mental health challenges?**



Third prompt

- 1. Share how the mental health issues impact you, your faculty and overall well-being.**
- 2. What are strategies that faculty can institute that sets boundaries to mitigate concerns, manage time and prioritize self-care?**