



Day 1 – March 01, 2022
2022 Undergraduate Deans Conference

Welcome to 2022 Undergraduate Deans Conference

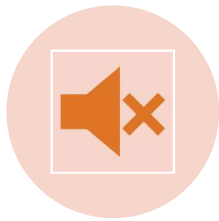


Shawn Alborz, PhD
Conference Chair, UT Dallas
Associate Dean, Undergraduate Programs



Shirley Yu, PMP
Conference Co-Chair, UT Dallas
Project Manager, Undergraduate Programs

Housekeeping Rules



Mute Your
Microphone



Send Questions
via Chat



Follow the
Schedule



Q&A at the End
of Each Session

Keynote Speaker: Sandeep Krishnamurthy, PhD

- Founding Dean of School of Business at the University of Washington, Bothell
- Received Ph.D. from the University of Arizona in marketing with a minor in Economics in 1996
- Received a PGDBM (equivalent to MBA) from XLRI and a B.Tech in Chemical Engineering from the Indian Institute of Technology (IIT), Bombay

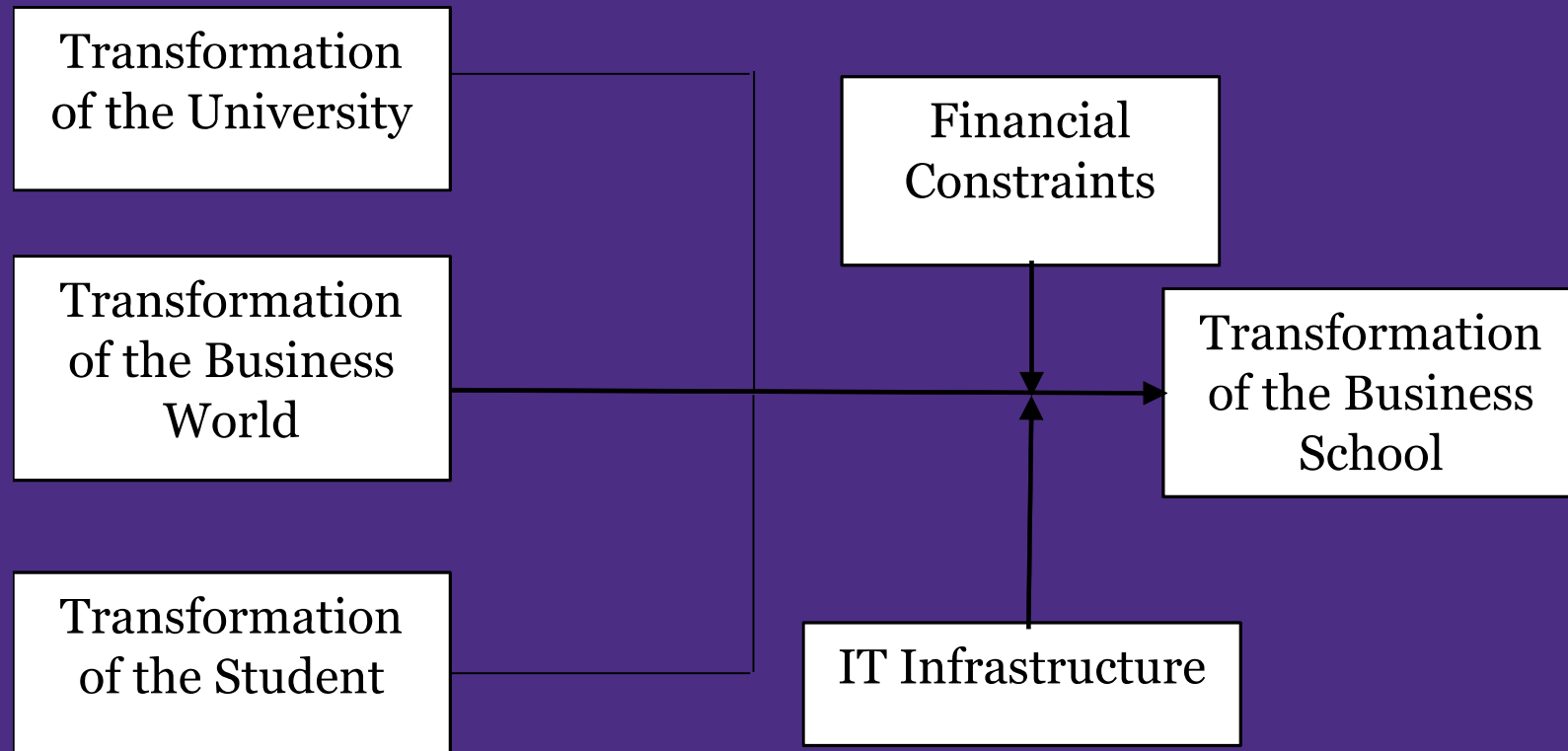


The Future of Business Education– A Commentary in the Shadow of the Pandemic

Sandeep Krishnamurthy, Ph.D.
Professor and Dean, School of Business
UW, Bothell
sandeep@uw.edu

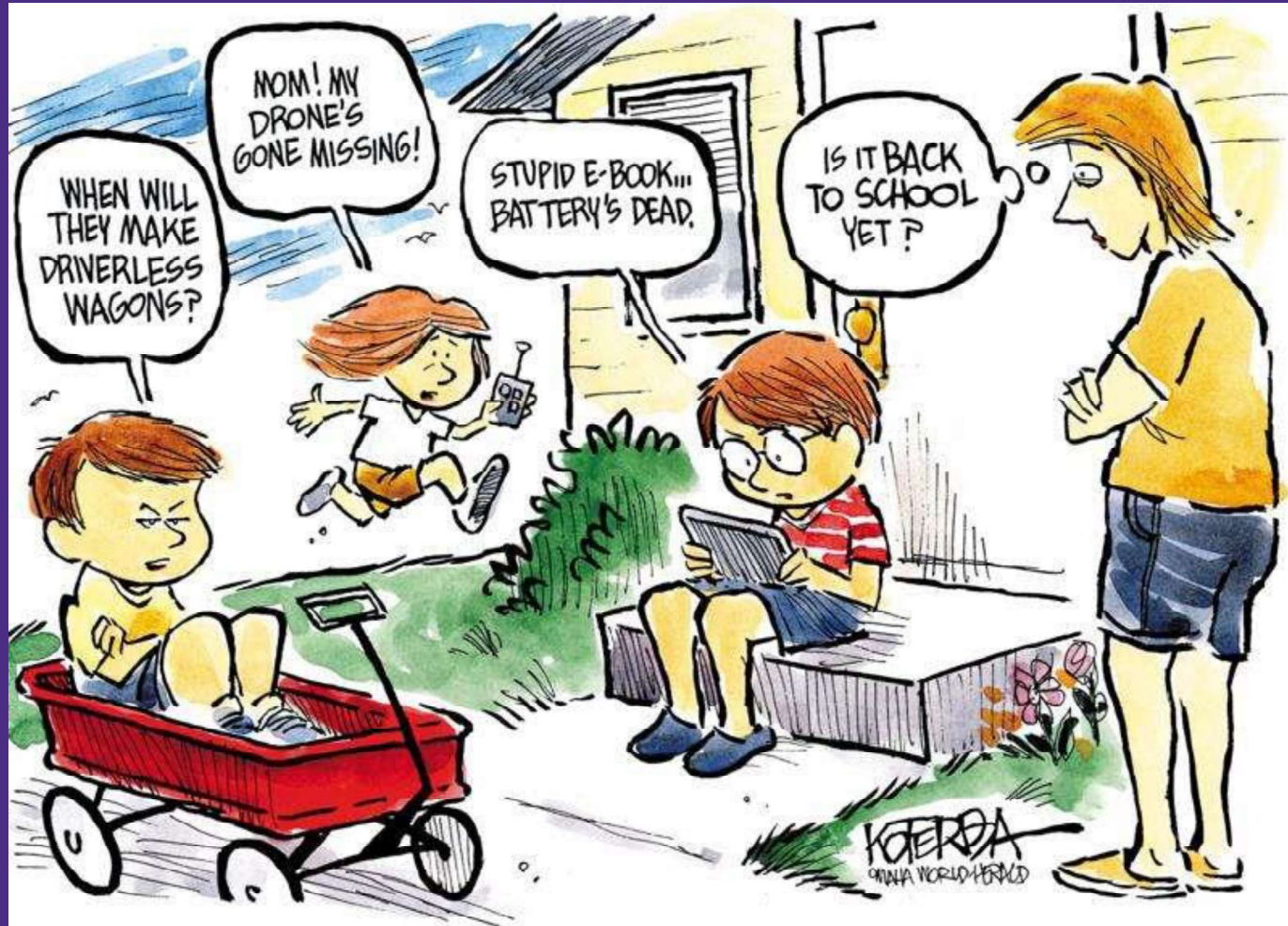


A Model of Business School Transformation

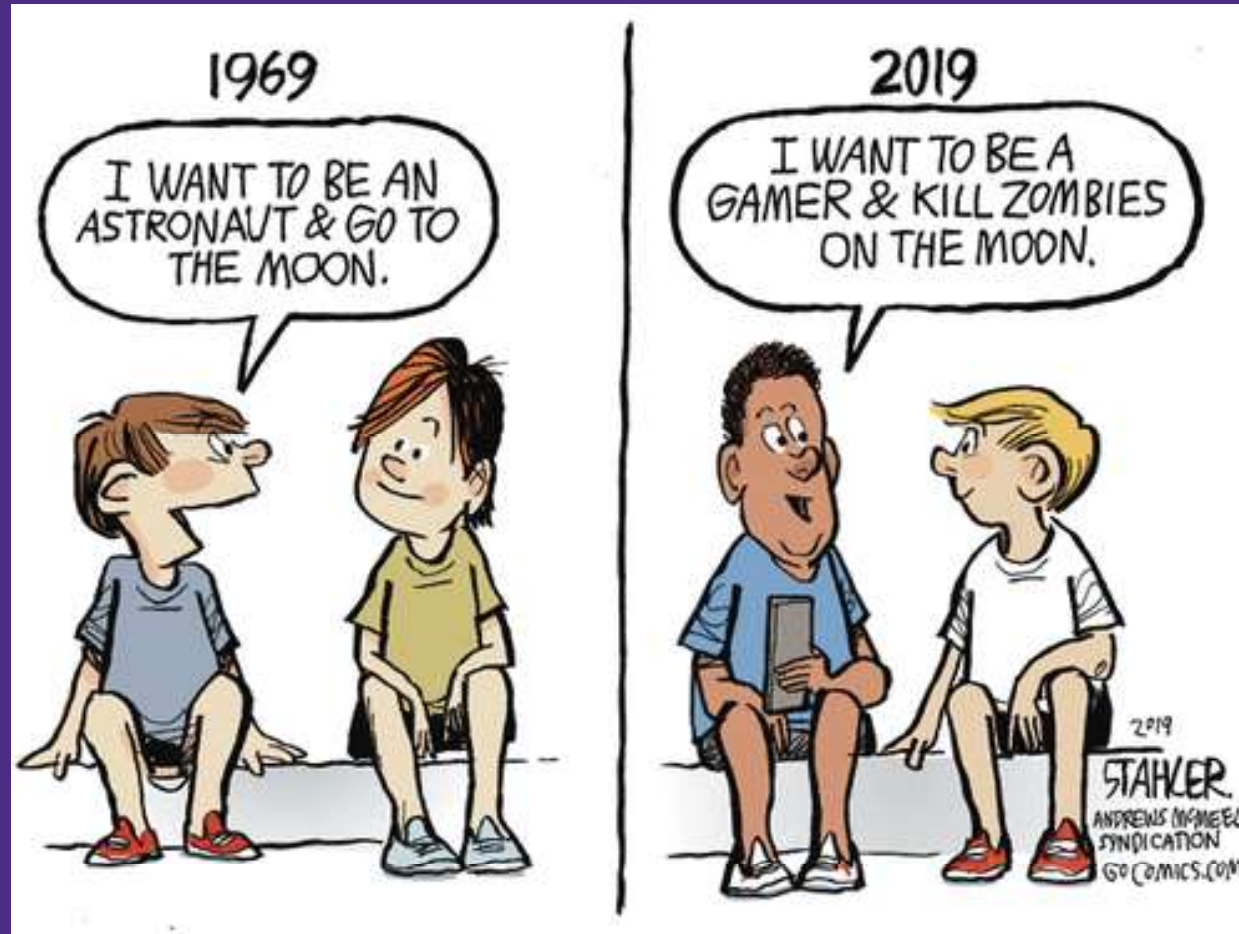


Source: Krishnamurthy (2020), *Journal of Business Research*

Transformation of students



Transformation of students



Transformation of students

- Mobile-first digital natives.
- Post-truth generation wading in “fake news”
- Foundational faith in Google over the university!
- Experience collaboration as central to learning (e.g., Discord, Slack, Google docs)

- Students genuinely struggling with mental health issues (loneliness, anxiety, depression, OCD)
- Taking Zoom classes over the phone has led to belongingness crisis. “My son stays in bed for his Zoom lectures.”

Transformation of students



Transformation of universities

- Primacy of public health guidance, emergency continuity and risk management.
- Student success infrastructure. (e.g., EAB Navigate)
- Rise of DEI as central to practice- not merely “check the box”.
- Mental health professionals are resigning in big numbers.
- Financial health in focus as auxiliary revenue disappeared during COVID.

Transformation of businesses

- Rise of Work-From-Home culture (e.g., video interviews, AI-enhanced search process)
- Digital Transformation of the Enterprise (Analytics, Automation and AI)
- Short-term emphasis on productivity during pandemic.
- Enterprise risk management will be future emphasis area.
- Radical re-examination of travel budgets- “Do you have to travel to take one meeting?”

Trend #1: Hybridization of Business Education

- Instruction is evolving:
 - *Remote instruction*
 - *Hybrid/Hyflex instruction (most common)*
 - *Algorithmic instruction*
- Video assets will be vital in enhancing both virtual and physical classrooms.
- Melding of physical and virtual environments will be a standard feature of the coming future.

Trend #2: Algorithm as Professor

- New technology innovations will allow us to move from a deterministic to an organic and flexible learning system.
- Professors become designers (content, algorithms, UX) and assessment experts.
- Enacting the Promise of Personalization
 - One size fits one (future) vs. One size fits all (current).
 - Algorithms help sculpt learning to the needs and styles of each student.

Trend #3: Unbundling the Professor

Instructional Design

- Conducted by instructional designers.

Instruction

- Faculty + Industry Leaders + Performers

Student Mentorship

- Student Success Staff and Services

Assessment of Learning

- Technology-led AOL Infrastructure

Case Study # 1: Grow with Google

Job-ready skills you can put to w x +

← → ↻ https://grow.google/certificates/#?modal_active=none ☆ 🗨️ 📧 📧 📧 Paused ⋮

Grow with Google

Small Businesses Job Seekers and Students **Career Certificates** Free Training Partners Latest About

Overview Professional Certificates Path to Jobs FAQs

No experience necessary Learn job-ready skills, even with no relevant experience.	Learn at your own pace Complete the online program on your own terms.	Stand out to employers Make your resume competitive with a credential from Google.	A path to in-demand jobs Connect with top employers who are currently hiring.
1,300,000 In-demand job openings across certificate fields ¹	Under 10 hours of flexible study per week ²	82% of Certificate graduates report a positive career impact in six months ³	\$63,600 average salary for entry-level roles across certificate fields ¹

This site uses cookies from Google to deliver its services and to analyze traffic. [Learn more](#) [OK, got it](#)

Windows Type here to search 6:40 AM 11/10/2021

Case Study # 1: Grow with Google

The screenshot shows a web browser window with the URL https://grow.google/projectmanagement/#?modal_active=none. The page features the 'Grow with Google' logo and a navigation menu with links for Small Businesses, Job Seekers and Students, Career Certificates, Free Training, Partners, Latest, and About. The main heading is 'Google Project Management Certificate'. Below it, a paragraph states: 'Get started in the high-growth field of project management with a professional certificate developed by Google. Discover how to manage projects efficiently and effectively, using traditional and agile methods.' A prominent blue button labeled 'Get Started' with an external link icon is positioned next to the Coursera logo. A bulleted list highlights the following benefits: 'No relevant experience required', '100% remote, online learning', and 'Under 10 hours of study a week'. At the bottom of the page, there is a navigation bar with links for Overview, Testimonials, Certificate details, Path to jobs, and FAQs. A cookie consent banner at the very bottom reads 'This site uses cookies from Google to deliver its services and to analyze traffic.' with 'Learn more' and 'OK, got it' buttons. The Windows taskbar at the bottom of the image shows the search bar, task view, and several application icons including Firefox, File Explorer, Teams, PowerPoint, Edge, Outlook, Word, and Chrome. The system tray on the right indicates the time as 6:41 AM on 11/10/2021.

Project Manager Certificate & Tr... x

← → ↻ 🔒 https://grow.google/projectmanagement/#?modal_active=none ☆ 📄 🗨️ ⚙️ 🧑 Paused

Grow with Google

Small Businesses Job Seekers and Students Career Certificates Free Training Partners Latest About

Google Project Management Certificate

Get started in the high-growth field of project management with a professional certificate developed by Google. Discover how to manage projects efficiently and effectively, using traditional and agile methods.

[Get Started](#) on **coursera**

- No relevant experience required
- 100% remote, online learning
- Under 10 hours of study a week

Overview Testimonials Certificate details Path to jobs FAQs

This site uses cookies from Google to deliver its services and to analyze traffic. [Learn more](#) [OK, got it](#)

Type here to search

6:41 AM 11/10/2021



OFFER DETAILS



TOP STORIES

TOP VIDEOS

Inc.

NEWSLETTERS

SUBSCRIBE



WORK-LIFE BALANCE

3 Simple Ways to Manage Burnout, According to a Top Psychotherapist

5G REVOLUTION

8 Ways to Prevent Ageism in Artificial Intelligence

← Ads by Google

Stop seeing this ad

Why this ad? ▶

LEAD

Google's Sundar Pichai Just Announced a \$100 Million Educational Fund. It Might Mean the Beginning of the End for College.

While college tuition rises, businesses like Google are offering their own credentials -- for a lot less. It might be the educational model we've needed for decades. [🔗](#)

BY JEFF STEEN, CONTENT MARKETER AND AUTHOR @IN_THE_WRITE

Case Study # 2: UW Bothell Eastside Mini-MBA

- ✓ Bite-size MBA education very valuable
 - ✓ Time-starved workforce returning from COVID hungry for business leadership development.
- ✓ Partnership model
 - ✓ Collaboration with local chambers of commerce.
- ✓ Affordability is key
 - ✓ \$5,000 tuition for 50 hours of instruction. Company sponsorship and scholarships.
- ✓ Technology-led model
 - ✓ 100% live online
- ✓ Enthusiastic response from community

Case Study # 3: Quantic School of Business and Technology

- Autonomous Learning System
 - The school offers MBA and Executive MBA programs.
 - Students gain access to lessons that provide a short summary of concepts followed by an assessment.
 - They encourage student engagement with the content.
- Affordable MBA
 - Tuition=\$10,000.
 - One out of three students pay zero tuition.



Case Study # 4: Chess.com

- Game Analysis
 - Each game can be analyzed using an AI-based engine.
 - Each move is categorized into nine categories from brilliant moves to missed wins.
 - The player is provided a personalized lesson plan and suggested puzzles to deepen learning.
- Puzzle Rush
 - Autonomous puzzle based system to help players get better.

Chessboard analysis interface showing a live game between RalfSchumacher and skrishnamurt. The board is in a King's Pawn opening. White is on move. A score of +0.16 is shown for White. A graph at the bottom shows game progress metrics like Score, Time, Best Move Diff, and Criticality.

Report Analysis Retry Details Openings

31.0 Accuracy 0-1 **70.2** Accuracy

0	Brilliant	0
16	Best Move	24
3	Excellent	5
9	Good	5
2	Book	1
3	Inaccuracy	3
7	Mistake	1
2	Blunder	3
2	Missed Win	3

WILD — A wild game - and you came out on top!

PERSONALIZED TRAINING

- Mate in 3+ [Puzzles](#) | [Lesson](#)
- Bishop Pair [Puzzles](#) | [Lesson](#)
- Diagonal Opposition [Puzzles](#) | [Lesson](#)
- Fianchetto [Puzzles](#) | [Lesson](#)
- Passed Pawn [Puzzles](#) | [Lesson](#)

Navigation: ⏪ ⏩ ⏮ ⏭ ⏸ ⏪ ⏩ ⏮ ⏭ ⏸ ⏪ ⏩ ⏮ ⏭ ⏸

Personalized Learning Case Study: Chess.com

*Textbook
Approach*

Lesson #1

Lesson #2

Lesson #3

Lesson #4

Lesson #5

Lesson #6

*Personalized
Approach*

Individual
Game Play



Individual
Learning
Assessment



Individualized
Learning Plan

How do we Innovate within Business Schools?

Top barriers to accelerating innovation



Politics

83% of digitally mature organizations depend on cross-functional teams to advance their innovation efforts.¹



Mindset

Risk and innovation go hand in hand. Companies without a **growth mindset** are challenged to build cultures to support this.²



Skilling

The **skills gap** is a particular pain point: the #1 impact noted by 55% of CEOs surveyed is the 'inability to innovate effectively.'³



Budget

Money matters. On average, IT departments spend **less than 20%** on building new business capabilities.⁴



Vision

Innovation for innovation's sake. Bold ideas won't go anywhere unless they align to an organization's **growth strategy**.

¹ Deloitte: MIT SMR Study, 2019. ² KPMG Innovation Impact Benchmark. ³ PwC - 22nd annual CEO Survey. ⁴ ISACA: Information Systems Audit and Control Association

Few Things to Keep in Mind on our Journey

- Let us listen to our students.
- Technology will continue to transform our world- but, we should lead with our values.
- The business schools can lead the way for an optimistic future.
- Create a robust learning culture where we all learn- Deans, professors, staff, students.

The Future of Business Education– A Commentary in the Shadow of the Pandemic

Sandeep Krishnamurthy, Ph.D.
Professor and Dean, School of Business
UW, Bothell
sandeep@uw.edu



Session #1

Attracting, Retaining, and Building Student Enrollment



Ramandeep Randhawa, PhD
*Vice Dean, University of
Southern California*



Shannon Mitchell, PhD
*Associate Dean, Virginia
Commonwealth University*



Anne Nelson, M.Ed.
*Assistant Dean, Cleveland State
University*

BUILDING A STRONG+DIVERSE STUDENT BODY

PROFESSOR RAMAN RANDHAWA
VICE DEAN OF UNDERGRADUATE PROGRAMS
PROFESSOR OF DATA SCIENCES AND OPERATIONS

USC Marshall

School of Business

1 KEY INITIATIVES

GENDER PARITY

- 52% WOMEN IN INCOMING CLASS OF 2025

MARSHALL PATHWAYS PROGRAM

- TRANSFER PATHWAY FOR TALENTED BLACK AND BLACK MULTI-RACIAL STUDENTS

2 FRAMEWORK

ENSURE STUDENT SUCCESS

RETENTION/GRADUATION/CAREER

WORK WITH UNIVERSITY

STRATEGIC PARTNERSHIP



GOAL

TROJAN FAMILY

LEVERAGE ALUMNI NETWORK

FOCUS ON CONVERSION

PROGRAMMING/MESSAGING

THANK YOU



SHANNON MITCHELL

Associate Dean for Academic Quality and Accreditation

VIRGINIA COMMONWEALTH UNIVERSITY



VCU School of Business



VCU UNDERGRADUATES



91%

Virginia residents

36%

Under-represented minorities

29%

First-generation students

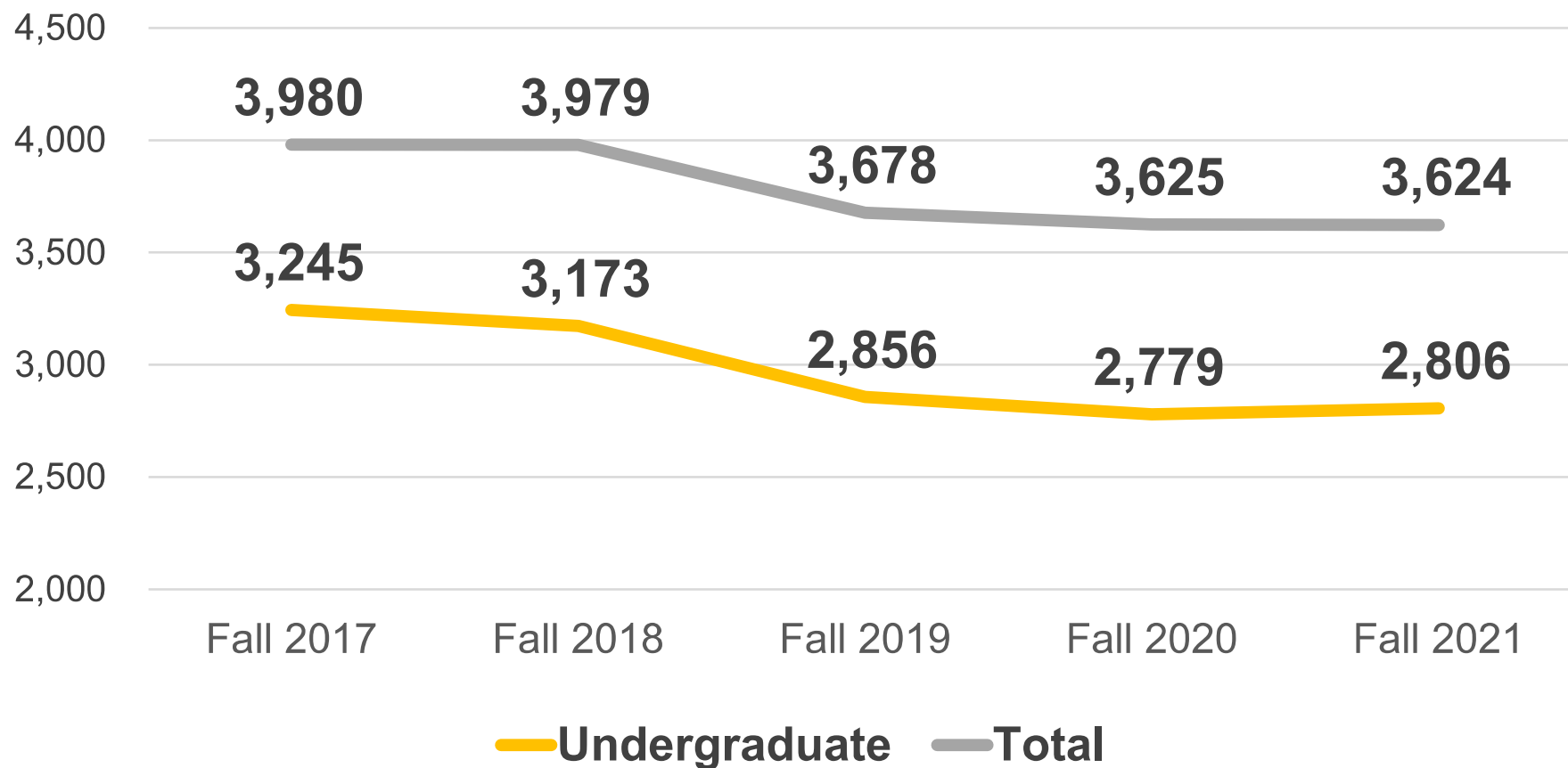
CREATIVITY *at* WORK

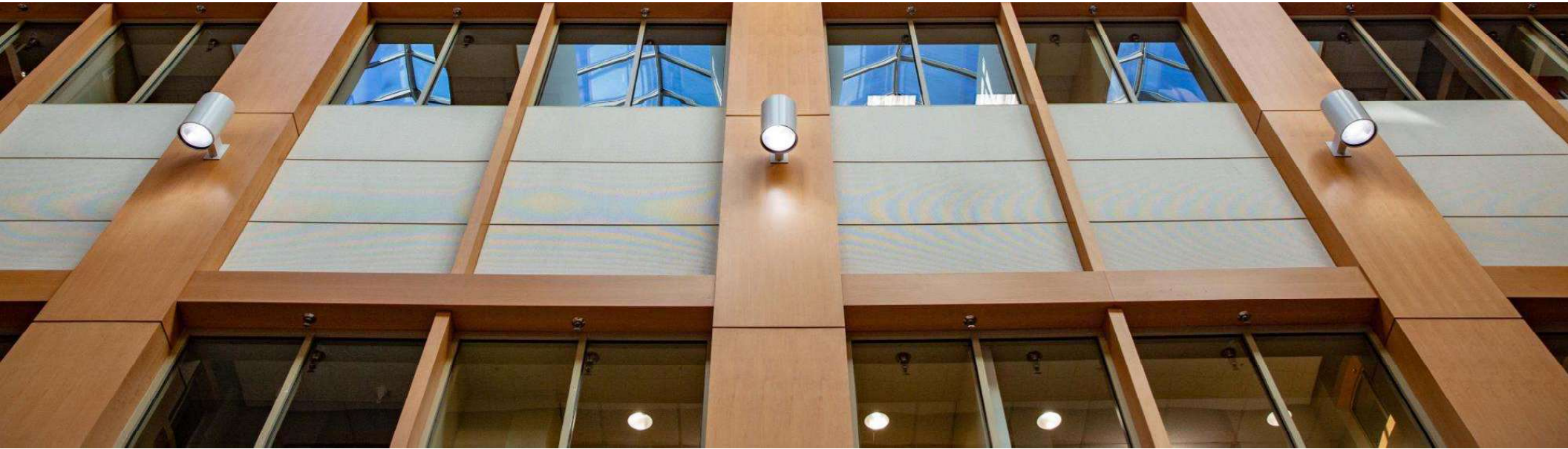


VCU TOTAL ENROLLMENT

Academic Period	Headcount	Variance Percentage
Fall 2017	31,036	-7%
Fall 2018	31,078	
Fall 2019	30,103	
Fall 2020	29,417	
Fall 2021	28,919	

SCHOOL OF BUSINESS UNDERGRADUATE ENROLLMENT





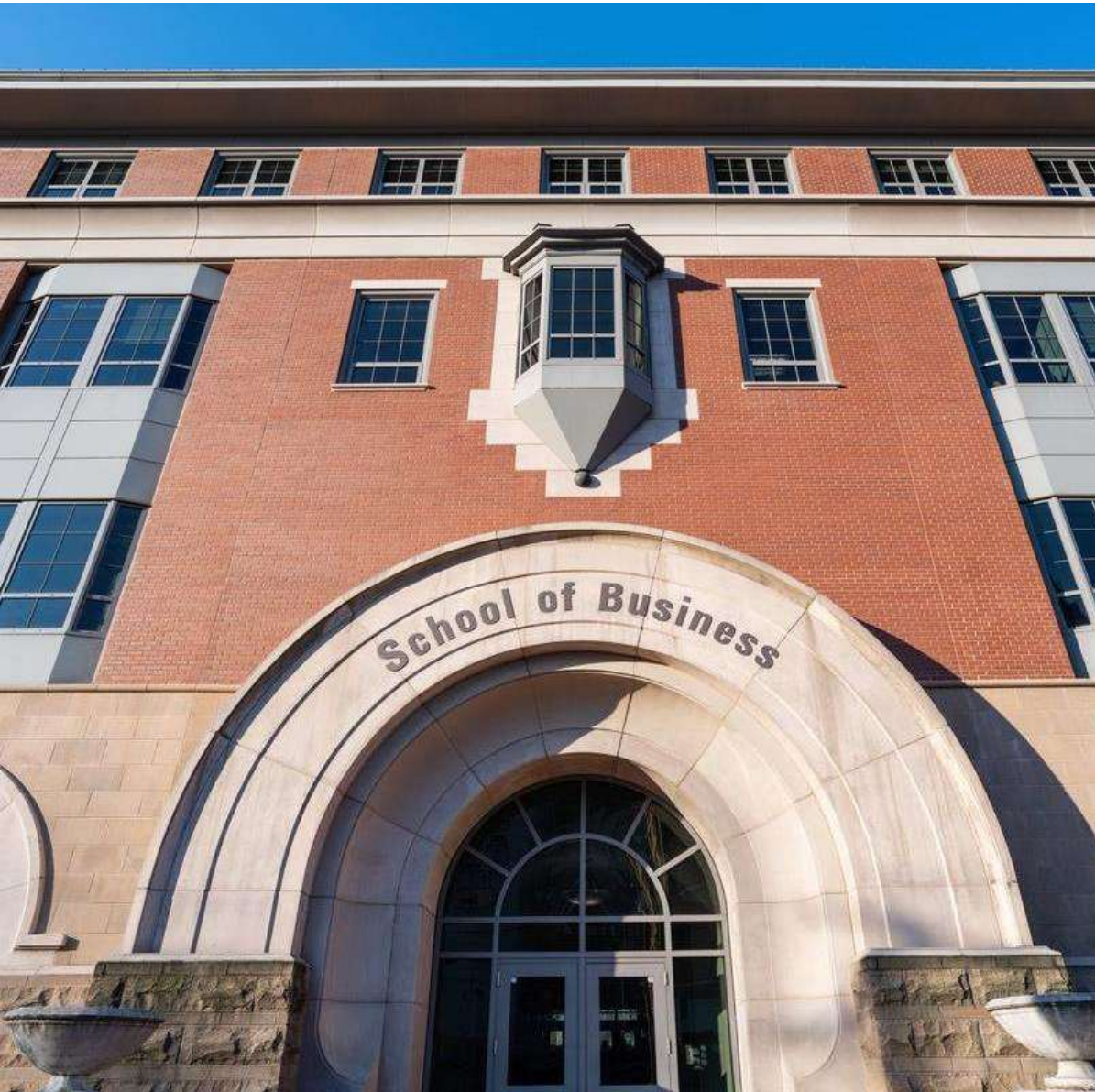
CHALLENGES

Demographic trends

Rising relative cost of attendance

Expansion of other institutions

COVID pandemic



HOW WE RESPONDED



EMERGENCY MEASURES

Tear down barriers to registration



RETENTION

Unregistered students

3 contact attempts

2 different methods

New Financial Counselors





RECRUITMENT

NEW UNDERGRADUATE MARKETS

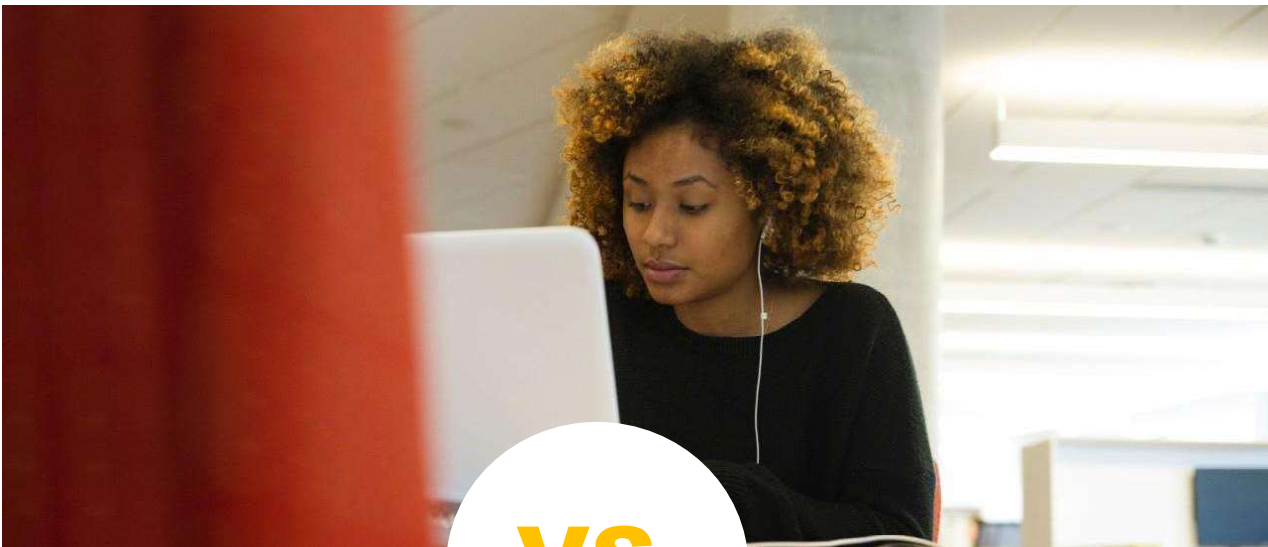


Online adult learners in Virginia



International partnerships

POST-COVID CHALLENGES



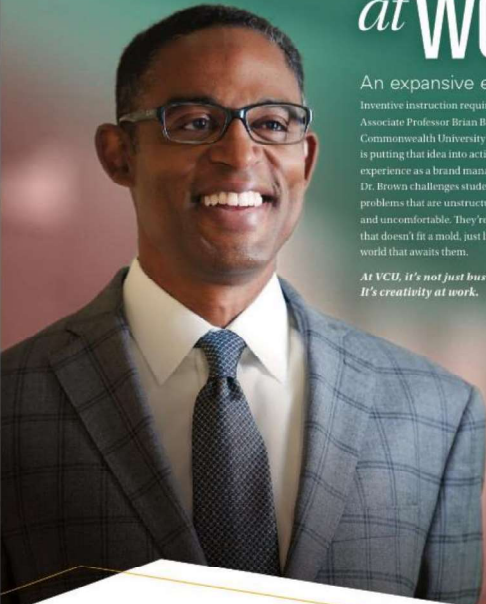
vs.



CURRICULA AND PROGRAMS



TEACHING AND LEARNING



CREATIVITY at WORK

An expansive education
 Inventive instruction requires creativity. Associate Professor Brian Brown of the Virginia Commonwealth University School of Business is putting that idea into action. Drawing on his experience as a brand manager at Coca-Cola, Dr. Brown challenges students to tackle problems that are unstructured, open-ended and uncomfortable. They're faced with work that doesn't fit a mold, just like the business world that awaits them.

At VCU, it's not just business as usual. It's creativity at work.

AACSB ACCREDITED

VCU School of Business

CREATIVITY at WORK

Changing the tune of music at work
 How do you get your business back on track when your productivity is low? To keep your business on track, you need to be creative. VCU's School of Business offers a variety of programs and courses that help you get your business back on track. At VCU, it's not just business as usual. It's creativity at work.

VCU School of Business

CREATIVITY at WORK

The business of creativity
 Creativity is the key to success in the business world. At VCU, it's not just business as usual. It's creativity at work.

VCU School of Business

CREATIVITY at WORK

Ideas into action
 At VCU, it's not just business as usual. It's creativity at work.

VCU School of Business

CREATIVITY at WORK

Accountants are like Sherlock Holmes
 At VCU, it's not just business as usual. It's creativity at work.

VCU School of Business

CREATIVITY at WORK

Inspiration in good supply
 At VCU, it's not just business as usual. It's creativity at work.

VCU School of Business

CREATIVITY at WORK

Economic research is trending
 At VCU, it's not just business as usual. It's creativity at work.

VCU School of Business

THANK YOU!



Monte Ahuja
College of Business

Business Undergraduate Programs: Recruit – Enroll – Retain – Engage

Present

Enrollment Development & Enrollment Engagement

2022 Undergraduate Deans Conference

Hosted by the Naveen Jindal School of Management at The University of Texas at Dallas

Anne Nelson, M.Ed.

Assistant Dean, Student Services

Monte Ahuja College of Business



CLEVELAND STATE UNIVERSITY BUSINESS PROGRAMS



Monte Ahuja College of Business

- 3,000 students in the College of Business
 - **2,200** undergraduates
 - **800** graduates
- 80% of Cleveland State's graduates stay and work in greater Cleveland
- Average class size is 30 students and all classes are taught by professors with a Ph.D., D.B.A., or other terminal business degree.



About the College of Business



CLEVELAND STATE UNIVERSITY BUSINESS PROGRAMS



Monte Ahuja
College of Business

**Degree and
Major Programs**

Minor Programs

Certificate Programs



Undergraduate Programs

Degree and Major Programs

Bachelor of Business Administration (BBA)

- Accounting
- Business Economics
- Finance
- General Business
- Human Resource Management
- Information Systems
- International Business
- Marketing
- Operations & Supply Chain Management

Bachelor of Science (BS)

- Healthcare Management

Bachelor of Arts (BA)

- Business Studies

Minor Programs

- Accounting
- Entrepreneurship
- Finance
- General Business
- Governance, Risk Management and Compliance Minor
- Healthcare Management
- Human Resources Management
- Information Systems
- International Business
- Marketing
- Operations & Supply Chain Management
- Professional Selling
- Property Management
- Taxation

Certificate Programs

- Digital Marketing
- Global Business
- Health Informatics
- Manufacturing Management
- Professional Sales
- Real Estate and Property Management



Business Undergraduate Programs: Recruit – Enroll – Retain – Engage

I developed the following enrollment strategy “Enrollment Engagement & Enrollment Development” six years ago to support undergraduate business enrollment goals.

Enrollment Engagement and Enrollment Development is an effective enrollment strategy that focuses on enrollment efforts beyond recruiting. In addition, the strategy requires a commitment from a team of professionals and paraprofessionals year-round.

Team Members:

- Business Professional Academic Advisors
- Department academic chairs
- Graduate Assistants
- Student Workers
- Assistant Dean





Monte Ahuja
College of Business

The key to this strategy

- Development a plan and provide weekly and bi-weekly updates
- Adjust the plan/s if needed



Enrollment Engagement

Each academic year and semester launch an enrollment engagement campaign

Target students

1. Engage currently enroll students who have no graduation application on file to enroll for the next semester: *Majors, Minors and Certificate programs*
2. Engage newly admitted transfer students to enroll for the next semester

The How and What

1. Assistant Dean provides an enrollment engagement plan for a specific semester with goals
2. Academic Advisors start caseload management enrollment tracking plan and reports
3. Paraprofessionals are given enrollment engagement task and outcome timeline
4. Initiate an enrollment outreach commutation plan
5. Inform the department chairs, associate dean and dean of plans

Resources

1. Current student data report of non-enrolled students
2. Current student data report of newly admitted transfer students not enrolled
3. Electronic Academic Program Degree Map and Enrollment Graduation Plan
4. Spreadsheets, Email, Text, Phone and weekly enrollment reports
5. New courses, web courses and new programs



Monte Ahuja
College of Business

The key to this strategy

- Research & partnership
- Engaging non-business students
- Business education can support any academic program & career goal
- Support non-business majors with COB career programs
- Support high school students with innovative scholarship programs



Enrollment Development

Each academic year develop an enrollment development campaign

Target students and programs

1. Newly admitted first year students: Host Business For Day and Utilize Scholarship Programs
2. Engage currently enroll CSU students who are not students in the College of Business – minors or certificate programs
3. Engage newly admitted transfer students who did not enroll their admitted semester
4. Locate student audience for low enrolled business courses
5. Engage business majors who stopped out in good academic standing and need only 30 hours to complete their degree.

The How and What

1. Assistant Dean create partnerships with non-business major programs and departments
2. Assistant Dean provides a low enrollment course plan for academic advisors
3. Assistant Dean track enrollment trends and speak with academic chairs for course needs
4. Paraprofessionals are given enrollment development task and outcome timeline
5. Initiate an enrollment outreach commutation plan
6. Utilize COB scholarship programs for current COB students and career engagement programs

Resources

1. Current student data reports COB, non-COB students of non-enrolled students (minors/certificate)
2. Current student data report of newly admitted transfer students not enrolled
3. Electronic Academic Program Degree Map and Minor/Certificate Plans
4. Spreadsheets, Email, Text, Phone and weekly enrollment reports
5. New courses, web courses and new programs
6. Host yearly events for non-business majors from other CSU colleges

CLEVELAND STATE UNIVERSITY BUSINESS PROGRAMS



Monte Ahuja
College of Business

The Monte Ahuja College of Business Undergraduate Enrollment Outcomes

The Monte Ahuja College of Business undergraduate program is the only Cleveland State University undergraduate program with positive headcount and student credit hours for the last five years. For the fall 2021 and spring 2022 academic year, the business undergraduate is the only program with positive enrollment numbers.

Questions

Join our team and we will support your education and career goals!



CLEVELAND STATE UNIVERSITY BUSINESS PROGRAMS



Session #2

Preparing UG Business Students for Success in a Post Covid World



Laura Uribarri, PhD
*Assistant Dean, The University of
Texas at El Paso*



Monica Shukla-Belmontes, PhD
*Associate Dean, University of
Massachusetts Global*



Frederic Brunel, PhD
*Associate Dean, Boston
University*



THE UNIVERSITY OF TEXAS AT EL PASO
COLLEGE OF BUSINESS ADMINISTRATION

CORPORATE ACADEMIES

A STUDENT ENGAGEMENT MODEL

Dr. Laura Uribarri
Assistant Dean

• COLLEGE DEMOGRAPHICS: FALL 2021



83%

Mexican American



49%

First-Generation

Enrollment

2,946

undergraduate

322

graduate

Gender

1,574

Female

1,694

Male



COBA

CORPORATE ACADEMIES

• KEY FEATURES



Focused on High Demand Career Paths, Diversity Pipelines



Integration of Corporate Partners in Curriculum



Dedicated Student Engagement Programming

• CURRICULUM



CORPORATE PARTNERS

- Work with faculty to share industry best practices and software innovations
- Guest Speakers in the classroom to help build the connection between lessons and industry



FACULTY

- Certified in relevant platforms, industry exams
- Check in with corporate partners to update curriculum regularly
- Corporate site visits to learn from practitioners

• STUDENT ENGAGEMENT



- Dedicated Student Success Manager
- Professional Development Programming
- Formal Mentorship Program with Corporate Partners
- Corporate Site Visits
- Case Competitions
- Exam Support



PRUDENTIAL RISK MANAGEMENT ACADEMY

COLLEGE OF BUSINESS ADMINISTRATION



- Created in partnership with Prudential Financial to build a pathway for Latinx students into the actuarial profession
- Pipeline development in region's high schools
- Mentorship Program with Actuaries
- Extensive Professional Development
- Corporate site visits, Industry Association Conferences
- Exam support – tutoring, exam fees





HUMAN CAPITAL MANAGEMENT ACADEMY

COLLEGE OF BUSINESS ADMINISTRATION



HUMAN CAPITAL MANAGEMENT ACADEMY

COLLEGE OF BUSINESS ADMINISTRATION

- Developed with ADP to prepare students to succeed in corporate environments that utilize HCM platforms like Workforce Now and Vantage
- Mentorship Program with HCM professionals in different industries
- Extensive Professional Development
- Corporate site visits





ENTERPRISE RESOURCE PLANNING ACADEMY

COLLEGE OF BUSINESS ADMINISTRATION



ENTERPRISE RESOURCE PLANNING ACADEMY

COLLEGE OF BUSINESS ADMINISTRATION

- Developed with Lockheed Martin to prepare students to succeed in corporate environments that utilize ERP systems like SAP
- As part of the SAP Alliance, students learn SAP and compete in case competitions
- Mentorship Program
- Extensive Professional Development
- Corporate site visits
- Sponsored by Lockheed Martin and Microsoft





BANKING ACADEMY
COLLEGE OF BUSINESS ADMINISTRATION



- Developed with financial institutions from throughout the state to prepare students to pursue careers in banking
- Just launched AY 2021/22
- Mentorship Program
- Extensive Professional Development
- Corporate site visits
- RMA Credit Essentials Certification
- Sponsored by 10 Financial Institutions, Banking Association



BANKING ACADEMY
COLLEGE OF BUSINESS ADMINISTRATION



● BUILDING NETWORKS, **PROFESSIONAL PATHWAYS**



Even though both of us had hectic schedules, Armando and I have been able to communicate on a regular basis. I've always looked forward to our discussions. It's very special to have open and honest communication with someone at his professional level – picking his brain across a variety of topics has been invaluable.

He shares not only his business acumen with me, but life experiences. I've found his insights on maintaining a proper work-life balance among the most beneficial to me as I prepare to begin my career.

I have nothing but praise and respect for Armando, who's been open with me from the jump and has always made me feel like a priority.

Jeancarlos B. Olivencia Santiago
ERP Academy Student



I am very appreciative of the opportunity to mentor UTEP students. I have benefited from mentors and coaches in my career and am honored to be able to share my experiences and mentor students as they begin their careers.

I look forward to my mentoring time with Jeancarlos and we always have a lot of topics to discuss. I love his energy and enthusiasm. He has a learning- and growth-based mindset, a key strength employers seek and teammates appreciate.

He has a very bright future and I look forward to networking with him after graduation.

Armando Castorena

(BBA '88 | MBA '90)

Chief Diversity Officer & VP of Human Resources - Enterprise Operations, Lockheed Martin

• INDICATORS OF SUCCESS

- New corporate partners interested in academy involvement
- Students earning industry certifications, creating new career pathways
- Faculty course delivery and research informed by industry partners
- Academy alumni connecting with current academy students
- Academy participation driving student re-engagement post-COVID remote learning period



QUESTIONS?

UTEP.EDU/COBA

Preparing UG Business Students for Success in a Post Covid World

Dr. Monica Shukla-Belmontes
Dr. Laura Galloway

March 1, 2022



University of
Massachusetts
Global A nonprofit
affiliate



Dr. Monica Shukla-Belmontes

UMass Global

- Associate Dean, Curriculum, Assurance of Learning, & Competency Based Education with the School of Business & Professional Studies
- Associate Professor, Business Administration
- Assessment 7 Years
- Curriculum Design 10 Years



Dr. Laura Galloway



- Associate Dean of Curriculum, Instruction and Academic Administration with the School of Business & Professional Studies
- Associate Professor, Organizational Leadership and Human Resources
- 15+ Years in Higher Education
- Certified Executive Coach, Instructional Designer, and Curriculum Developer



Brief Introduction

University of Massachusetts Global



University of
Massachusetts
Global
A nonprofit
affiliate



Introduction to University of Massachusetts Global

(formerly Brandman University)

- 1861 to 1958 (Orange to El Toro, CA)
- WASC accreditation
- Focused on adult learning formats
- Chapman University College to Brandman University
- More than 50 accredited undergraduate and graduate degrees
- Blended / Online / Competency-Based

UMass Global Student Demographics

- We are a Non-Traditional Student Serving Institution
- 45% of our undergraduates receive Pell Grants
- 44% of students from under-represented groups
- 24% of students are active military or U.S. Veterans (27% with dependents)
- 49.4% are first generation



Challenges and Opportunities Due to Covid-19

MyPath Program Growth



University of
Massachusetts
Global
A nonprofit
affiliate

Challenges and Opportunities - Covid-19

Challenges

March 2020, many universities faced the potential closing due to COVID-19 and challenge of converting to online teaching.

Focused pedagogy of online learning for adult learners.

Opportunities

Technological infrastructure for online teaching and learning.

MyPath Competency-Based Education programs noted an increase in student activity and offered flexibility needed during the pandemic.



MyPath Program Structure

- 11 Programs
- CBE: Self-Paced, allows students to start any Monday
- Started in 2014 with a pilot group, currently over 885 students

Instead of:

- Credits
- Four years of UG
- Lectures
- Instructors
- Teacher-centered
- Tests
- “What do I know?”

Think:

- Competencies
- However long it takes
- Readings
- Tutorial faculty
- Student-centered
- Authentic assessments
- “What can I do with what I know?”



UMASS GLOBAL CBE PROGRAMS

AA General Business

Bachelor in Business Administration

BS Information Technology

MA Organizational Leadership



University of
Massachusetts
Global

Scaffolded Learning



**Platform
Structure that
Outlines
Objectives,
Topics,
Subtopics**



**Competency
Learning
Activities**



**Formative
Quizzes
Support
Checks for
Understanding**



**Milestone
Discussion
Posts and a
Final
Assessment**





Business Student Skills, Strategies, and Approaches Post-Covid



University of
Massachusetts
Global A nonprofit
affiliate

Relationship Building

Curriculum Driven:
Social Discussion Posts

University Driven: CBE
Community Meetings →
MyPath Meets

Student Driven:
Facebook Group



Umass Global MyPath™

🔒 Private group · 234 members

Benefits of Competency-Based Education



Student Perspective

- Support from Tutorial Faculty and Academic Coaches
- Information scaffolding for knowledge retention
- Relevance - answers “why do I need to know this”



Academic Perspective

- Support and internal motivations increase student success metrics
- Deepens relationship and knowledge of key concepts and application



Career Perspective

- Validates the value of workplace application
- Student satisfaction increases workplace retention and career opportunities

Previous Final Assessment Types

- **Level 1 Competencies:**
 - Multiple-choice objective test
 - 75 to 140 questions
 - Students must score 80% or higher for Mastery
- **Level 2 Competencies:**
 - Performance-based project
 - Ex: Paper, presentation, capstone, etc.
 - Students must score Exemplary or Proficient for

Mastery

- **Certification Competencies:**
 - Exams provided by content vendors
 - Ex: CompTIA, uCertify, etc.
 - Students must score based on industry requirements

Current Final Assessment Types

Project-Based Competencies:

- Authentic Assessments
- Connection to Real-World Experiences
- Performance-based project
- Ex: Paper, presentation, capstone, etc.
- Students must score Exemplary or Proficient for Mastery

Certification Competencies:

- Exams provided by content vendors
- Ex: CompTIA, uCertify, etc.
- Students must score based on industry requirements



ALIGNMENT OF VALUES

UMass Assessment Scale/Ratings

- Project-Based
- Authentic
- 4 Levels:
Exemplary,
Proficient,
Developing,
Emerging

AAC&U Standards

- Creative and
Critical
Thinking
- Applied
Learning
- Inquiry and
Analysis
- Problem
Solving

DQP Core Competencies

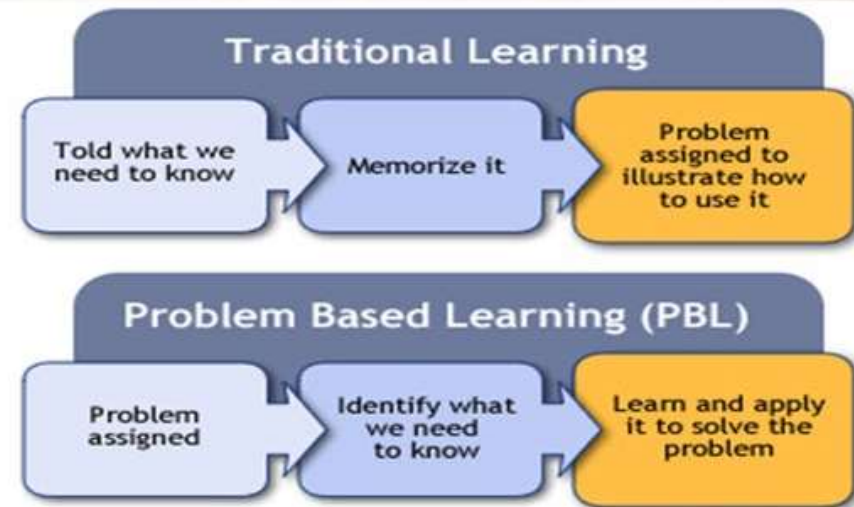
- Written
Communication
- Oral
Communication
- Quantitative
Reasoning
- Information
Literacy
- Critical Thinking

Project-Based Competency Overview

Level 2

Project Based:

- Speeches
- Research papers
- Reflection assignments
- Multimedia Presentations
- SWOT analyses
- Business plans



Evidence of the Effectiveness of Project-Based Assessments

Rubric

	Emerging	Developing	Proficient	Exemplary
Mathematics	Mathematics discussed is inappropriate for solving the problem with the current 'plan'.	Mathematics discussed is appropriate but not developed sufficiently to know whether the solution is achievable.	Appropriate concrete mathematical structures (e.g., tables, graphs) are employed in planning the solution.	Appropriate abstract mathematical structures (e.g. equations and geometric shapes) are employed in planning the solution.

Task: Total Cost of a College Education

Student 1

Determines salary of HS grad 4 years later
Compares that to start salary of College grad

Student 2

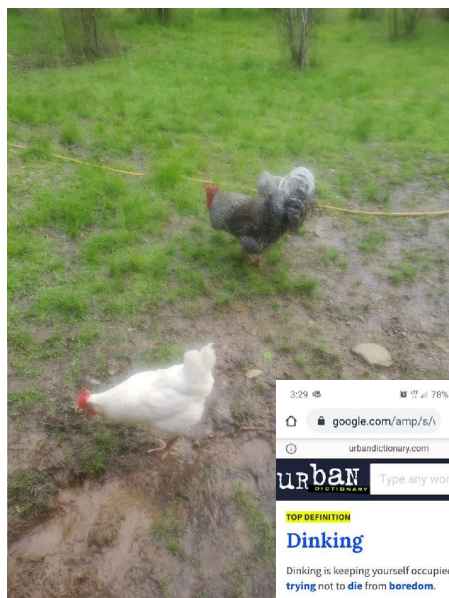
Describes salary of both grads over time
Determines when they are equal

Student 3

Compares accumulated wealth over scenarios
Factors in salary increases, debt financing and investment earnings

Project Based Assessments in the Humanities

GOOD FARM BIRD TO RAISE



3:29 78%

google.com/amp/s/urban

urbandictionary.com

urban Type any word

TOP DEFINITION

Dinking

Dinking is keeping yourself occupied and trying not to die from boredom.

Nothing is going on so I am just dinking around on the computer

by T Conroy July 01, 2006

113 37

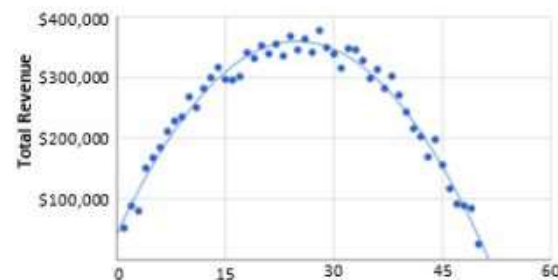
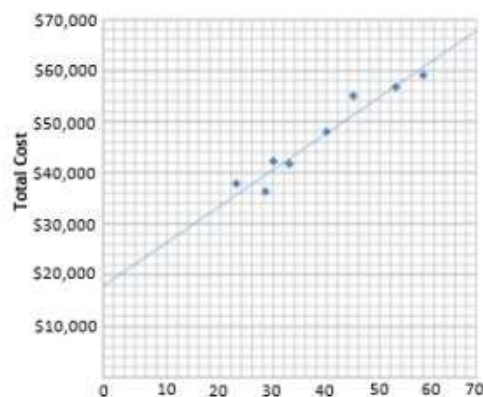
Get a Dinking mug for your friend Paul.

Word

Bird	Raisability	Space	Disease Resistance	Special Adaptations
Quail	Good		Good	Egg and meat productions in extremely limited space; need little water
Pigeons	Good		Good	message carriers; meat productions in limited space. quiet
Guineas	Fair-good	5-10 sf run	Excellent	Gamy-flavored meat; Insect control; "watchdog". Thrive in hot climates; need little water
Chickens	Fair-good	2 sq feet + 5-10 sq ft run	Fair-good	Eggs, meat, natural mothers. Adapt to cages, houses, or range
Turkeys	Poor-fair	6-8 sq ft + 20 sf run	Poor-fair	Heavy meat production
Geese	Excellent	2 sf + 20 sf run	Excellent	Meat, feathers, lawnmowers, watchdogs, aquatic plant control cold, wet climates
Ducks	Excellent	2.5 sf + 10-20 sf run	Excellent	Eggs, meat, feathers. insect.

Project Based Assessments in Math / Science

MATH: Find the “break even” point given this data.



SCIENCE: Discuss the potential for changing your DNA using CRISPR (Clustered Regularly Interspaced Short Palindromic Repeats), the technology used to edit genes.

Project Based Assessments in Business

Competency Name: Fundamentals of Management

Student Impact: Comprehensive report

- Requires research
- Requires industry analysis
- Managerial theory application
- Supported recommendations

Competency Criteria:

Introduction, Business Overview/Summary, integrated Learning & Application , Recommendation, Conclusion, Writing

Recent Trends- A sample of 15 assessments revealed

- Developmental Opportunities
- Strengths

A woman with dark curly hair and glasses is shown from the chest up, holding a white mug with both hands. She is looking down and to the right with a thoughtful expression. The background is a blurred indoor setting with a brick wall and a framed picture.

Closing Thoughts



University of Massachusetts Global (UMass Global), a nonprofit affiliate of University of Massachusetts, is fully accredited by the WASC Senior College and University Commission (WSCUC). UMass Global (formerly Brandman University) offers nationally recognized academic programs for the nontraditional learner fully online, on ground at more than 25 campuses throughout California and Washington and through UMass Global MyPath, its self-paced online competency-based education. For additional information, visit <http://www.umassglobal.edu>.

**Thank you for
attending the
presentation!**



University of
Massachusetts
Global A nonprofit
affiliate



PREPARING UNDERGRADUATE STUDENTS FOR A POST COVID WORLD

Frederic Brunel

Associate Dean UG Programs

QUESTROM
MEANS BUSINESS

Boston University Questrom School of Business

Two main questions are answered in this presentation

1. How has COVID transformed Business Education?
2. How has COVID changed the World of Work for our students?



For each one, I will share examples and implications.

Because I do not know the answers, ideas for this presentation were crowd-sourced from the Questrom faculty. I am grateful to my colleagues who contributed to this effort.

FIRST: One thing remains unchanged (if not more important)

- Students attend business school, because they want good teaching, a practical education, and superior career outcomes & ROI.

This was TRUE before COVID, probably even TRUER after COVID.

- Everything we do must be in support of their multi-year career journey.

Explore

Prepare

Test

Refine

Implement

Celebrate

QUESTROM
MEANS
BUSINESS

BOSTON
UNIVERSITY

Questrom School of Business

99% of Business Undergraduates employed by 6 months after graduation

[Learn More](#)

Recruiting & Admission

- **Schools who responded well to COVID saw strong reputation outcomes**
- **Test optional admission is probably here to stay**
(*my prediction – not the official BU position*)
 - Two years with strong double-digit growth in applicants to Questrom
 - 2021 class was the strongest academically in the history of the school
 - 2021 class was the most diverse in the history of the school
 - 2022: >11,000 applicants for a target of 380 first-year students in Questrom
- **We re-invented the way we engage with applicants, admits and their families**
 - New mix of in-person and remote events
 - Event are more individualized and spread over time
 - Material is almost 100% all digital. (the end of the brochures, handouts etc.)

How we teach

The auditorium is dead



Watch


Welcome to our lecture on Marketing. Discover what we will cover in this topic by watching this video.

BU Questrom School of Business

0:00 / 1:10

1x


What is Marketing? This video will give insight into what marketing really is. We will discuss the 90% of market



0:00 / 2:31

1x

Let's talk about marketing as it relates to Innovation. Here we look at a well known innovation called Segway, and the actions the company took operationally good steps? Find out more in this video.



1. PREPARE @ own pace

Lecture Reading

- Chapter 13, "[Marketing: Helping Buyers Buy](#)" in Understanding Business by Nickels, McHugh and McHugh.
- Chapter 14, "[Developing and Pricing Goods and Services](#)" in Understanding Business by Nickels, McHugh and McHugh.
- [Key definitions](#) by the American Marketing Association (AMA)

Download the Lecture Slides

- [Lecture 7 Slides](#) for review

Knowledge Check

Please complete when you are finished with lecture readings, videos, and activities. This is designed to support you and your learning. It does not count against your grade. You should aim for 80% or better for correct answers.

[Week 7 Knowledge Check Marketing Spring 22](#)

[Scores and Feedback](#) [Has prerequisites]

2. ENGAGE w/ others and w/ material



More flipped classrooms



Discussion 2

Branding

Be sure to watch the lecture videos and do your readings prior to coming to the first discussion.

Discussion Readings

- Chapters 16 "[Using Effective Promotions](#)" in *Understanding Business* by Nickels, McHugh and McHugh.
- [How Beats Tapped The Stories Of Sport To Sell The Emotion Of Sound](#) (2015), *Fast Company*, by Jeff Beer
- [Nike Returns to Familiar Strategy With Kaepernick Ad Campaign](#) (2018, September 4), *New York Times*, by Kevin Draper, Julie Creswell and Sapna Maheshwari.

(A version of this article appears in print on Sept. 5, 2018, Section A, Page 1 of the New York edition with the headline: "Take a Big Risk On an Activist? Nike Just Did It." If you are not a subscriber, or if you have run out of free access articles at the NYT, you can get this article via the BU library system online through [Proquest Recent Newspapers](#))

- Consider these questions as you prepare for class:
 - Both Beat and Nike use famous sport stars to promote their products, however why are their approaches fundamentally different?
 - Was the 2018 Nike campaign a bold move or brand suicide?

3. EXTEND & deepen conversations

Weekly topics, Gamified, Engaging and Collaborative!

YellowDig - Week 7 - Is Marketing Phony?

Victor Papanek a famous critique of bad design and advocate of socially and ecologically responsible products, tools, and community infrastructures once wrote that marketing “*in persuading people to buy things they don't need, with money they don't have, in order to impress others who don't care, is probably the phoniest field in existence today.*”

You might find it surprising that this was written in 1972! However this critique appears potentially relevant today. Maybe more than ever?

What are your thoughts on the role and responsibility of marketing? Do you agree or disagree that marketing persuades “*people to buy things they don't need, with money they don't have, in order to impress others who don't care?*”

Go to your section QST Tools site and post your thoughts (and responses to others' posts) in the section Yellow Dig platform.

Different perspective on the ESGs

 THIS IS INTERESTING



Spencer
Today at 3:02 PM EDT



I found this video while procrastinating for an essay. It's a very conservative perspectives on the ESGs and also is from a notable conservative media source that some of you may recognize. I just wanted to share it since it applies to the things we're learning and to bring some awareness that different philosophies about business definitely still exist despite many companies are shifting more towards ESGs.

<https://www.youtube.com/watch?v=O-tJNuHqHW8>



 Comment

Role/Responsibility of Marketing

 WEEK 7 IS MARKETING PHONY?



Manveer
Today at 11:32 AM EDT



My thoughts on the role and responsibility of marketing is that I believe that marketing is what allows businesses to hear the people and provide the consumers with what they desire for. Although Papanek's concept only applies to a small portion of marketing itself, many name brand companies such as Gucci, Supreme, and Balenciaga definitely use Papanek's ideology to their advantage. They create their products which appeal to people who cannot afford these name brands yet make these expensive purchases to feel as a part of high society.

QUESTROM
MEANS BUSINESS

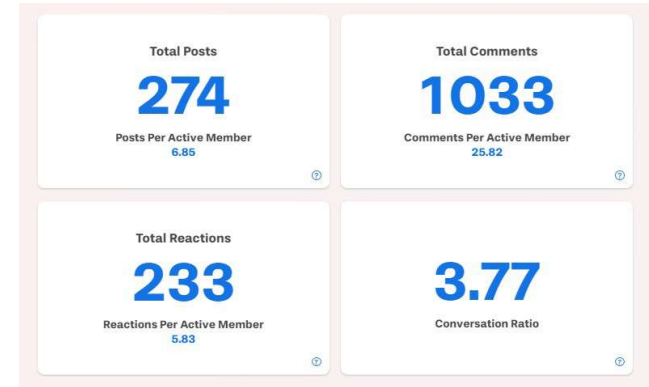
New analytics tools



Community Connections

Use this graph to analyze incoming and outgoing connections between community members.

User	Graph		Table		Most Conn
	Number of Incoming Connections	Percentage of Members Received Responses From	Number of Outgoing Connections	Percentage of Members Responded To	
Aditya	16	0.3	29	0.5	3 day
Aditya	21	0.4	31	0.5	3 day
Alex	11	0.2	26	0.5	6 day
Anais	36	0.6	14	0.3	Earlie
Caroline	35	0.6	20	0.4	3 day
Christopher	29	0.4	19	0.4	11 da



Reports

Home / My Communities

Points Report Community Report Member Report

[DOWNLOAD POINTS REPORT](#) [DOWNLOAD OVERVIEW POINTS REPORT](#)

Points

Manveer	Show Log	+/- Points	9125
Kyle	Show Log	+/- Points	9125
Ryan	Show Log	+/- Points	8935
Pakhi	Show Log	+/- Points	8840
Rachel	Show Log	+/- Points	8825



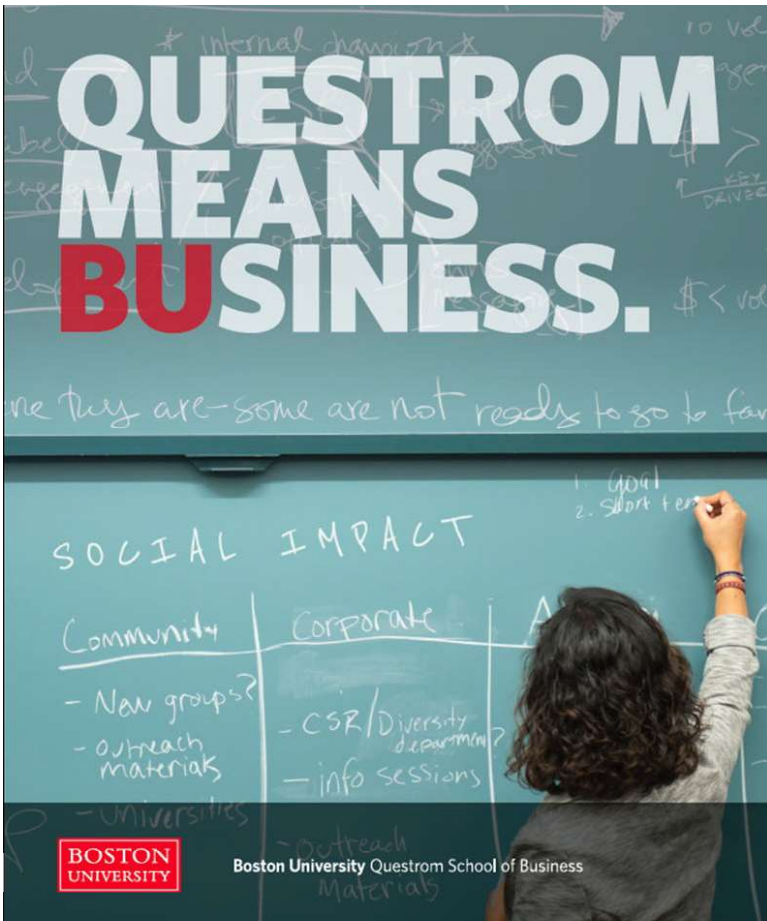
In a recent section, 1st year students wrote, on average, the equivalent of 10 pages single-spaced of text via Yellow Dig

Broken down walls, distances & costs

- Bring alumni and speakers to class.
 - Especially high caliber speakers (e.g., Nobel prize winners, top tech execs that would be really hard to get in person)
- More possibilities for action learning and industry collaborations
- Office hours on students' terms
- Students collaborate in new ways
- Need to monitor and help with access/equity issues



One major on-going concern remains: What is good teaching and how do we measure it?



- Carl Wieman (Nobel laureate in Physics) reminds us in *the Chronicle of Higher Education*

At most universities “They have in place a teaching-evaluation system which is, everywhere, just student evaluations. We’ve got lots of data showing they really are not useful for improving teaching... Students cannot detect good teaching”

- This is a nut that most schools (including Questrom) have yet to crack

ANSERING QUESTION 1

How has COVID transformed Business Education?



NEXT: How has COVID changed the World of Work for our students?

A career journey, with many new possibilities



- Candidates have access to more networking opportunities
- Companies can efficiently recruit across more campuses
- Candidate can intern abroad from home
- Candidates can do job shadows from their dorm
- It is easier to support a 50-state or global job search
- Alumni and industry are more embedded in the everyday life of the program

BUT: Who's my boss? Who are my colleagues?

Some of the 2020 and 2021 grads have yet to meet their bosses or team in person!

Anecdotally we see:

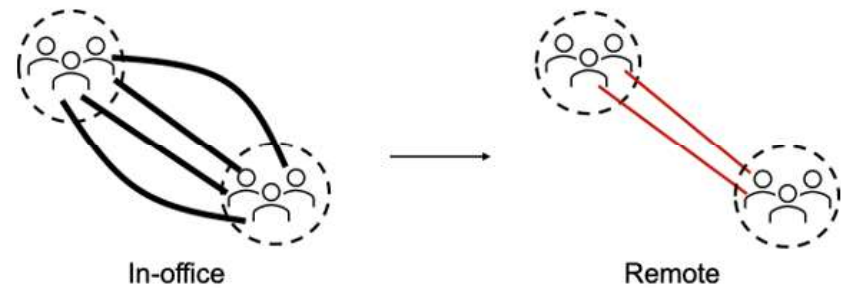
- Much less opportunity for serendipitous interactions (“water cooler talk”) that might spur a creative thought, cause new acquaintances to be made, or form the basis of relationships with enduring potential.
- Significant decline in sense of personal connection with peers, colleagues, supervisors, subordinates, customers, etc. – and the adverse consequences on mental health.

Research confirms work relationships are fundamentally altered

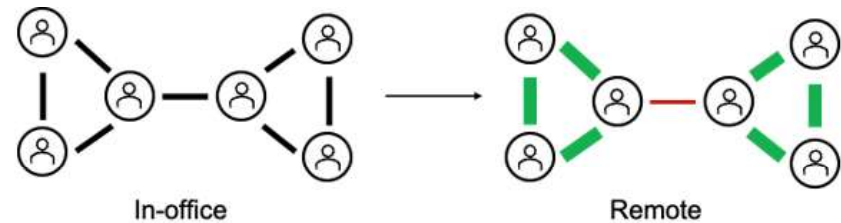
(and not in a good way!)

Yang, Holtz, Jaffe, Suri (2022 Forthcoming CACM)

- ↓7% in number of different business groups a person was connected to
- ↓ 26% in share of collaboration time people spent with cross-group connections
- ↓ 9% in number of bridging ties between working groups
- ↓ 41% in share of collaboration time spent with bridging ties
- ↓ 32% decrease in share of time spent with weak ties



(a) Ties between business groups were dropped or weakened



(b) Ties between working groups were dropped or weakened

Figure 2: Schematic illustration of the effects of remote work. Remote work caused fewer ties and less time spent with ties across (a) business groups (defined by the organization) and (b) working groups (defined by the collaboration network itself).

In response, Questrom colleagues suggest the followings

With hybrid workplaces, we have learned that students struggle to **learn the culture** of their employer, and **how best to be mentored** (for short-term and career), during internships and FT onboarding. Thus,

- Students and graduates must be more **proactive in the acculturation process.**
 - How to get to know colleagues
 - How to understand the work culture and office protocols in **both** format
 - Learn new etiquettes & new global/multicultural mindset
- Since in-person gatherings will be rarer, students and graduates need to be more **skilled in extracting the maximum value** from them
- We need better **coaching & teaching of interpersonal networking**
- Students and graduates must be better at **juggling personal and works worlds.**
 - While away from office, create a physical “space” that you define as your own for working and thinking
 - This space should be free from distraction (e.g., other family members, TVs, etc.)
 - But: if you’re willing to live close to the office and come in person, you will have a leg up in your company

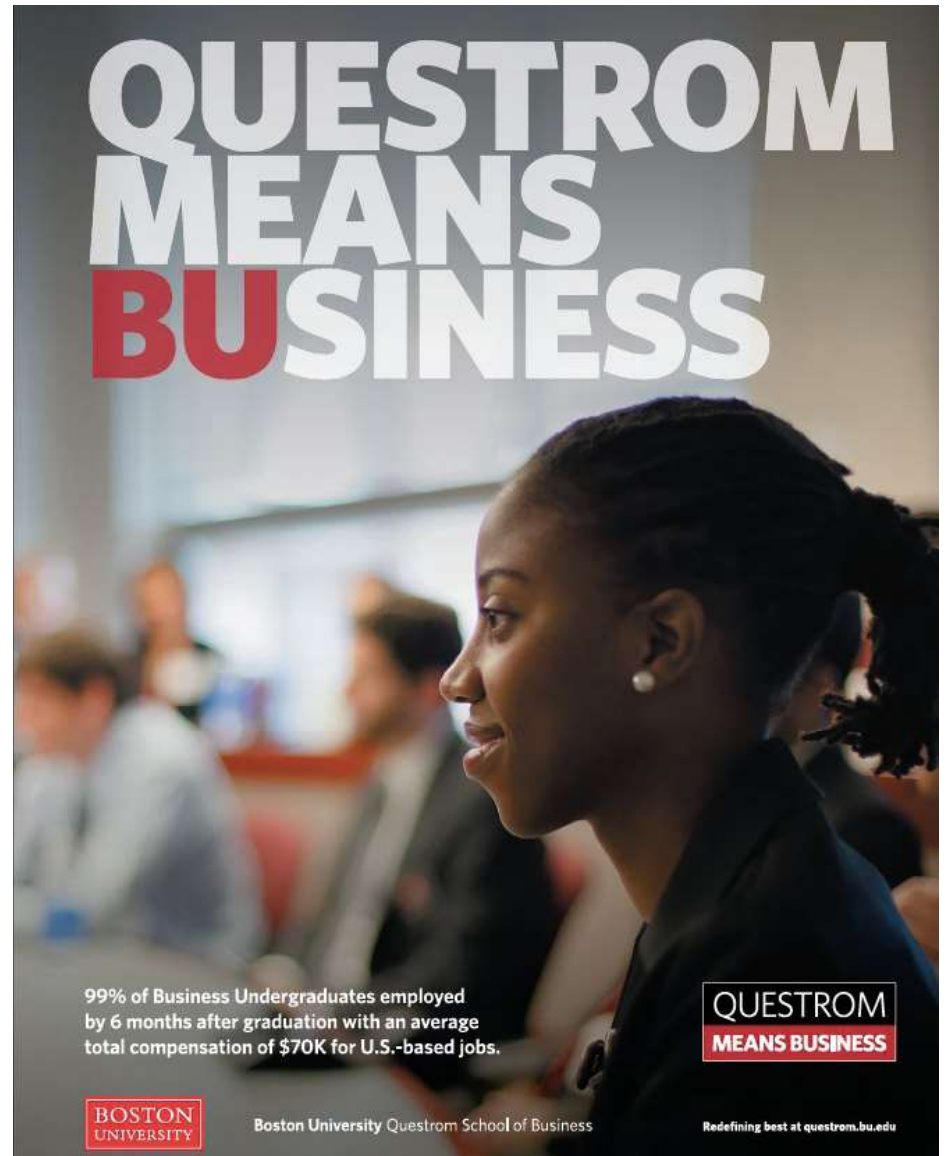
- Companies are also looking for candidates who excel at **teamwork** (virtually and in person), are resilient, can lean in, and can look around the corner
- Most companies now use HireView (pre-recorded video introductions) extensively. Candidates need to be able to differentiate themselves in a virtual environment. They coaching on **video presence**
- Careers-wise, students need to work on their **online branding** as much as their **in-person** preparation

ANSERING QUESTION 2

How has COVID changed the World of Work for our students?



**Thank you.
Questions?**



QUESTROM MEANS BUSINESS

99% of Business Undergraduates employed by 6 months after graduation with an average total compensation of \$70K for U.S.-based jobs.

**QUESTROM
MEANS BUSINESS**

**BOSTON
UNIVERSITY**

Boston University Questrom School of Business

Redefining best at questrom.bu.edu

Session #3

Retaining and Re-engaging Faculty and Staff Post Covid



Michele Pfund, PhD
Associate Dean, Arizona State University



Jim Hurley, M. Ed.
Assistant Dean, Case Western Reserve University



Marlys Mason, PhD
Associate Dean, Oklahoma State University

ASU® **W. P. Carey**
School of Business
Arizona State University

Retaining and Engaging Staff and Faculty

Shaping the future of the W. P. Carey School of Business

Michele Pfund, Associate Dean of Undergraduate Programs
Dan Gruber, Associate Dean for Teaching & Learning



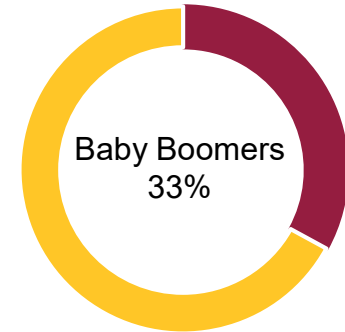
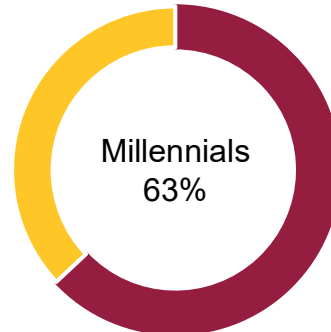
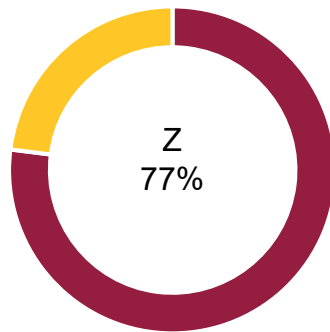
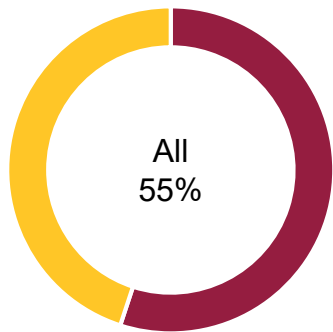
Our charter is what we do...

ASU is a comprehensive public research university, measured not by whom it excludes, but rather by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural, and overall health of the communities it serves.

Access

Excellence

Some “Great Resignation” Data



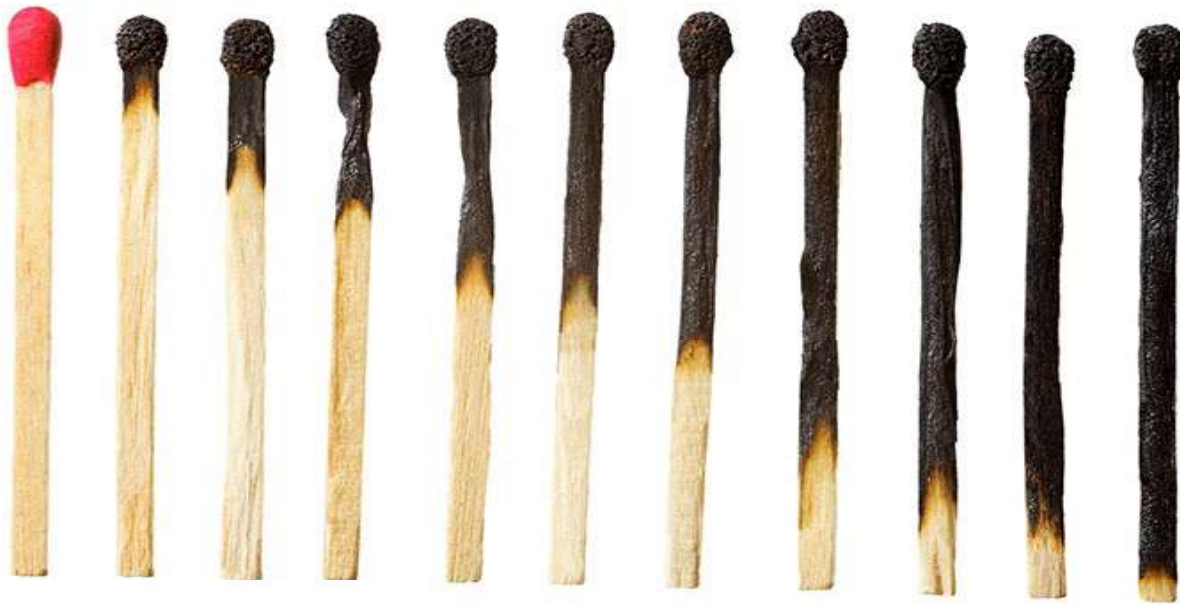
Staff Want Flexibility

- 1 in 3 Americans would not want to work for an employer that doesn't offer at least partial remote work.
- Americans now value workplace flexibility (56%) more than higher pay (53%) and job security (47%)

45% of Gen Z and 47% of millennial employees would give up 10% or more of their future earnings for an opportunity to work remotely.



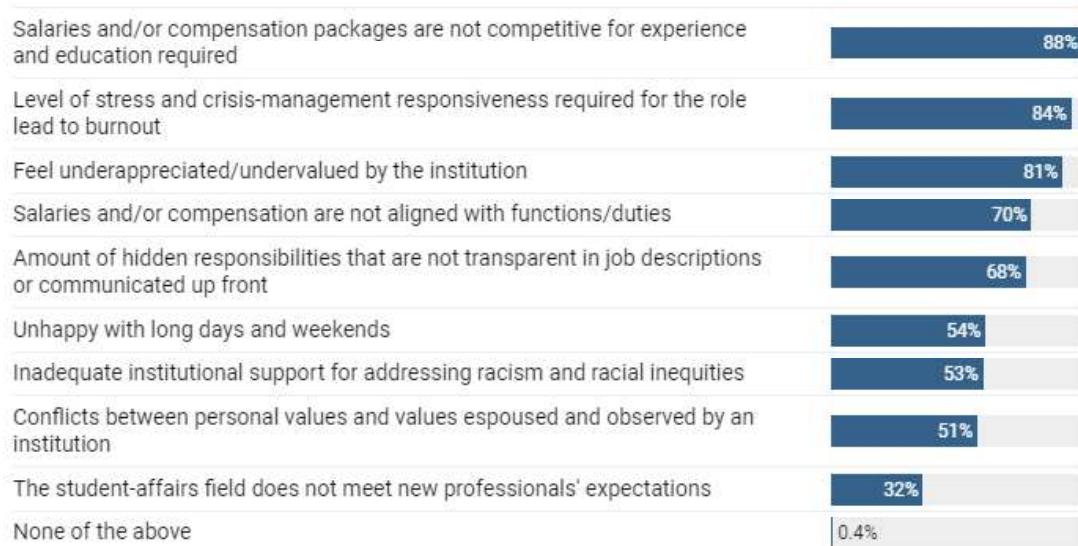
Burnout is a big factor



40% of survey respondents cited burnout as the number 1 reason they choose to leave their jobs.

Higher Education Specifics

What factors do you think contribute to student-affairs professionals leaving the field?



Note: Respondents could choose more than one answer.

Table: Audrey Williams June • Source: Naspa: Student Affairs Administrators in Higher Education data, collected in June 2021 • [Get the data](#)
• Created with [Datawrapper](#)

W. P. Carey Undergraduate Program Strategies

Reorganization – Summer of 2021

Creation of new teams, and new layers of management to recognize loyal team members and help them grow in the organization.

Flexible Work Schedules

Evaluation / trial of new tools

Video training to replace meetings and ensure everyone is aware of new trainings

Recognize peak periods of time and great effort:

R&R Days, P&O Days

Maintain our culture

Meet the dean (new staff), donut days, W. P. Scarey, Holiday parties, Zoom events

W. P. Carey Teaching and Learning

A team-based approach to teaching and learning

Working collaboratively across 8 academic units as well as undergraduate and graduate programs

Faculty Teaching Leads – ambassadors in each area, disseminate best practices and help faculty

Coordination with instructional designers, technology, classrooms, and multimedia teams

Pre-Pandemic teaching workshops to showcase best practices from faculty (video / Zoom from start)

Culture of learning around teaching and partnership helps facilitate ongoing teaching transitions

W. P. Carey Teaching and Learning

Over the last 24 months similar mechanisms of collaboration, but different approaches

Canvas Site for Teaching and Learning materials for faculty

Faculty "Office Hours" on Zoom to ask questions, share what's working, learn from each other

Partner with other leaders, like Michele, to address specific teaching challenges (e.g. large classes)

Aware of challenges / exhaustion / burnout for faculty – summer refresher series to reduce stress

New initiative around research on teaching and learning piloted to study teaching in the pandemic

W. P. Carey Teaching and Learning

New ways of teaching (pedagogical approaches, technologies, etc.)

Explorations in virtual and augmented reality and new space for teaching innovation / exploration

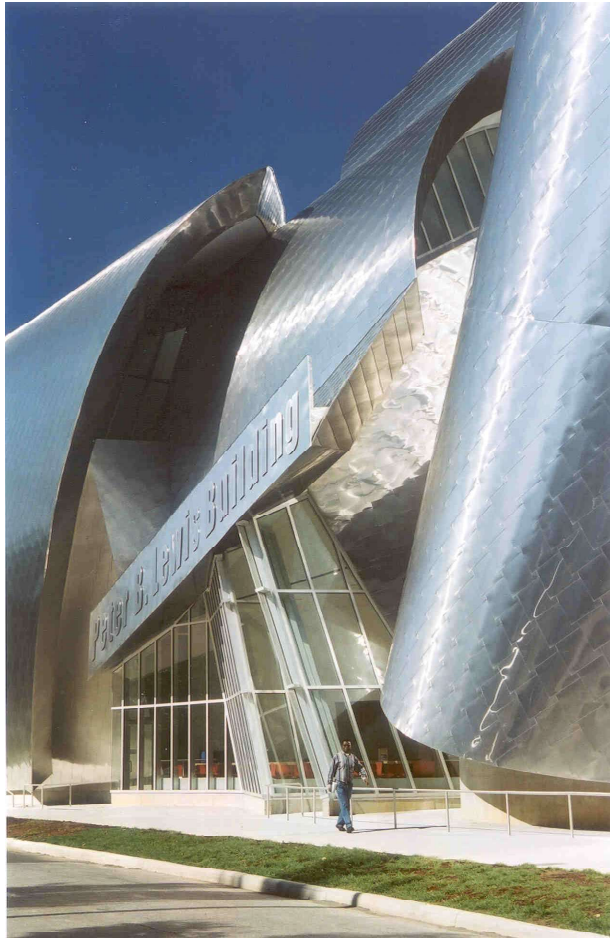
Deeper collaboration and partnership within departments (team developments like WPC 150)

Continue to recognize breadth of teaching excellence (e.g., Dean's List for Teaching Impact)

Learning from other leaders of Teaching and Learning and sharing our work in the field

Engaging at the fusion of teaching and technology – practice of teaching and research on teaching

ASU [®] **W. P. Carey**
School of Business
Arizona State University



Retaining & Re-engaging Faculty and Staff Post-Covid

***UG Deans Conference 2022
UT – Dallas***

Jim Hurley

Assistant Dean

*Weatherhead School of Management
Case Western Reserve University*



WEATHERHEAD
SCHOOL OF MANAGEMENT

CASE WESTERN RESERVE
UNIVERSITY

The Great Resignation?



an act of retiring or giving up a position

"they announced their resignation"

the acceptance of something undesirable
but inevitable

"a shrug of resignation"



WEATHERHEAD
SCHOOL OF MANAGEMENT
CASE WESTERN RESERVE
UNIVERSITY

About CLE & NE-Ohio



*Top industries + employment
Healthcare, Biotech, Insurance, Advanced
Manufacturing, Education, Banking*

CLEVELAND ROCKS! High Quality, Low Cost

- CLE Orchestra is among the world's Top 10*
- CLE Metroparks System – #1 in U.S. 2021*
- #1 performing arts center in U.S. outside NYC*



WEATHERHEAD
SCHOOL OF MANAGEMENT

CASE WESTERN RESERVE
UNIVERSITY

About CWRU



Private, AAU research university; \$1B club

12,000 students (even split UG and Grad/Prof)

Setting: Cleveland's University Circle

FACULTY: 3,650 f-t; STAFF: 3150 (~ half → Med)

Tuition benefit – including Tuition Exchange!



WEATHERHEAD
SCHOOL OF MANAGEMENT
CASE WESTERN RESERVE
UNIVERSITY

About Weatherhead



*UG Programs, MBA and Specialty Master's,
Executive Ed, Doctoral studies*

~ 1600 students (~ even split UG & Grad/Prof)

FACULTY: 70 f-t (mostly tenured/t-track)

STAFF: 100 f-t (mostly)



WEATHERHEAD
SCHOOL OF MANAGEMENT
CASE WESTERN RESERVE
UNIVERSITY

CWRU's Covid response

NO RIF; salary increases, flat HC premiums

Proactive & transparent → health & safety

Staff development, appreciation, recognition

→ New employee referral program [\$]

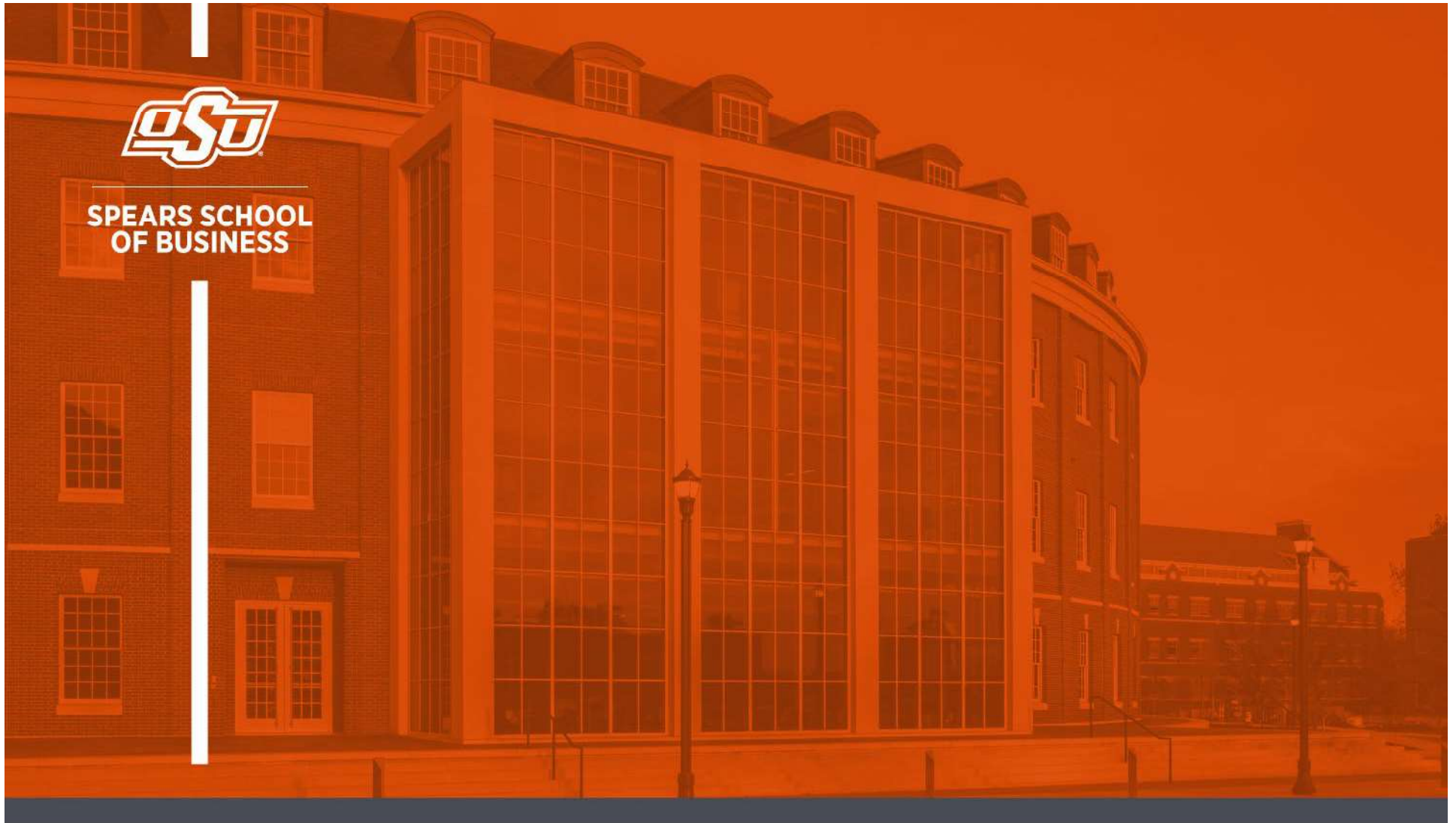
→ Snow day! Employee Appreciation Day!

HYBRID WFH: pilot Fall '21, full-go Jan '22



WEATHERHEAD
SCHOOL OF MANAGEMENT

CASE WESTERN RESERVE
UNIVERSITY



OKLAHOMA STATE UNIVERSITY

Marlys Mason

Retaining & Re-engaging Faculty & Staff Post COVID

How do We Retain & Re-engage Faculty & Staff?

1. **Prevention a Priority**
2. **Safe Spaces**
3. **Retention**
 - Accommodate & Flexible
4. **Re-engagement**
 - Shared Spaces & Experiences



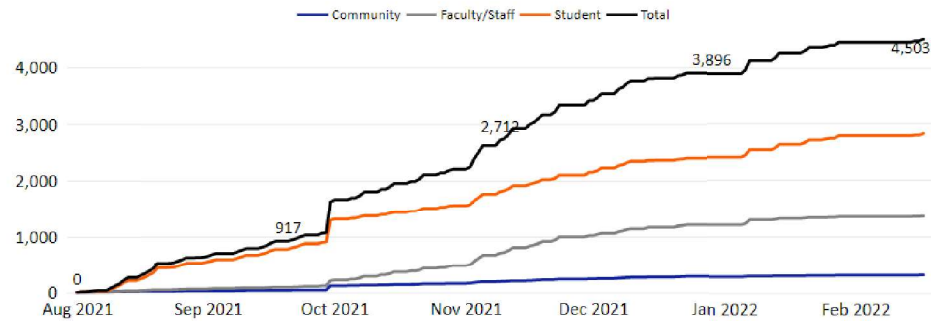
OSU-STILLWATER COVID-19 STATISTICS

Updated February 18, 2022. This dashboard shares data about testing and vaccinations voluntarily reported to and administered by University Health Services. OSU's Fall 2021 and Spring 2022 dashboard includes data back to August 1, 2021. This dashboard will be updated every Wednesday and Friday. Data for the 2020-2021 academic year can be found on the second page of the dashboard.

17,144
fully vaccinated

as of October 12, Fall 2021 OSU-Stillwater population, includes 4,075 employees and 13,069 students via UHS, self-reports, and external sources*

UHS: Vaccine Doses Administered-Fall 2021 & Spring 2022



RECENT SEVEN DAY TOTALS

February 11, 2022 to February 17, 2022

14 UHS positive cases	292 UHS tests performed	4.79% UHS percent positivity	8 Self-reported positive cases	22 Total positive cases
from 2 employees and 12 students of those tested at UHS February 11 - February 17	on the OSU-Stillwater campus, includes 64 employees and 228 students February 11 - February 17	of those tested at UHS; 2.12% positivity for employees, Previous Page for students February 11 - February 17	from 5 employees and 3 students tested off campus February 11 - February 17	from 7 employees and 15 students; includes UHS and self-reported February 11 - February 17



SPEARS SCHOOL OF BUSINESS

Safe Class & Work Spaces

- **Flexibility & options for class delivery**
 - Online, hybrid, or mask mandate
 - Peak periods, active case alert
- **Simple alert system to report classroom exposure**
- **A/B staff teams on remote rotations**
- **Altered class & work spaces**
- **Virtual services & meetings**



Retention

Faculty

- Extension on reappointment, promotion & tenure
- Accommodation alters course delivery mode
- Online training, course design, filming, editing,...

Staff

- A/B teams on remote rotations
- Flexibility for exposure & closures
- Virtual services

Communication & connection



Re-Engagement

- **In-Person Events & Programs**

- **Welcome Back Bash**
- **Profs Off the Clock**
- **Research Receptions**
- **Lunch & Learn Teaching Series**
- **Alumni Faculty Partnership**
- **Women in Business Connections**

- **Department & unit activities**

- **Virtual accommodation**



SPEARS SCHOOL
OF BUSINESS



**SPEARS SCHOOL
OF BUSINESS**

Questions?

