Welcome to the 2023 Undergraduate Deans Conference Day 1 – Session 1 to 4

Organizing Committee

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

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

Session #1
Innovation and Building Value in UG Programs

Romana Autrey PhD
*Associate Dean,
Williamette University*

Beth Schneider, PhD
*UG Director, Queens
University of Charlotte*

Vlad Griskevicius, PhD
*Associate Dean,
University of Minnesota*

Willamette's Atkinson School

- Undergraduate programs
  - Business minor: Launched Fall 2019
  - BSBA (major): Launched Fall 2021

- Enrollment
  - Minor & BSBA actual: approx. 135 in AY22-23
    - Minor: anticipated 100
    - BSBA: anticipated 400+

- Study Abroad Preferred Vendors
  - Application software vendor: Terra Dotta
  - Program provider vendors:

Overarching Issue: Launching undergraduate programing

- Atkinson *Graduate* School of Management: #1 MBA in Oregon (#2 in Pacific NW)
  - *Cross-sectorial:* Business, government, and not-for-profit
  - *Experiential:* E.g., signature "Consequential" courses
  - *Global:* Many international students (historically)

- How to offer *undergraduate* professional education with our own unique take?
  - In 2019, Willamette undergraduate ≡ College of Liberal Arts *ß now, College of Arts & Sciences (CAS)*
  - Until now, each school had been siloed
  - We each optimized in isolation, so different policies and structures evolved

- Challenge #1: Logistics during roll-out of the 5 business minor courses…

Issue #1: Undergraduate business course logistics, Fall 2018-19

- Challenges
  1. *Whose policy applies?* Such as honor code, CR/NC, auditing courses, Add/Drop period, etc.
  2. *Bell schedule conflicts:* Incompatible class meeting duration & passing times
  3. *Course sequencing:* 5 minor courses with 1-x-x-x-5 sequence; in practice, meant 1-2-3-4-5

- Solutions
  1. Categorized into *pedagogical* versus *operational* (however, gray areas remain…)
     - Pedagogical: Honor code   *ß AGSM policies apply*
     - Operational: Audit courses, Add/Drop period   *ß CAS policies apply*

Issue #2: Undergraduate degree logistics, Fall 2020-21

- Challenges
  1. *Whose policy applies?* laptop policy, etc.   E.g., size of major, course cap per department,

  2. *Calendar conflicts:* affects contact hours   Meetings on MWF (CAS) versus MW (AGSM)

- Solutions
  1. Launched collaborative **university-wide** Academic Policy Workgroup
     - Academic Integrity policy
     - Incomplete policy
     - Add/Drop/Withdraw policy
     - Transfer credit policy

- Challenges
    3. *Course sequencing:* BSBA curriculum design too scaffolded (1 course misfire can delay graduation)

    4. *Non-BUS prerequisites:* Misfit with Economics, Data science offerings

- Solutions
    3. Sequencing: Revisited prerequisites for resiliency
        - Required, Strongly recommended, or Recommended

    4. Prerequisites: Worked with CAS colleagues
        - 1-semester "Economics for Business"
        - 1-semester "Introduction to Data Science"

Issue #3: Other innovations

- Challenges
  1. *Transfer pathways:* Statewide transfer pathways (in Oregon: "ASOT-BUS") not really feasible
  2. *3+2 MBA program:* Concern that BSBA will cannibalize existing 3+2 program (BA/MBA)
  3. *Study Abroad:* Budget cuts for sending students abroad; changes at ILACA Consortium

- Solutions
  1. Partnering with local CC to adapt their Management AAS to a Willamette-tailored pathway

  2. One-year MBA launched. Now accepting applications for Fall 2023

Summary

- In 2018-19, Willamette undergraduate ≡ College of Arts & Sciences

- In 2022-23, Willamette undergraduate offerings include CAS, *and*:
  - Atkinson Graduate School of Management (BSBA degree, Business minor)
  - Pacific Northwest College of Art (11 BFA degrees, 10 minors)
  - Computing and Data Science (2 BS degrees)

FAST FACTS

Top 1% of Small, Private Business Schools –

    US News & World Report

~ 300 current business majors – 5 BBAMajors; 6 Minors

Class of 2022

    97% of graduates are employed full-time or graduate

    school

    73% had a job offer at graduation

    100% complete internships

      97% would recommend the McColl School of Business

Ø Guiding Principles
ØOpportunities
ØChallenges

Starting the Journey Research/Input

Pre-research
- Internal Data
- External Data

Faculty Input
- Program Level
- Degree Level
- Course Level

Student Input
- Current
- Alumni

Stakeholder Input
- Schools
- Programs
- Administration

QUEENS
McCOLL SCHOOL
of BUSINESS

What we learned

Skills/competencies desired by employers.

Students' perceptions of major value varies greatly.

Our current BBAdegrees   - inflexible and bulky.

Block transferring majors and transfer students

Students want more exposure to business topics earlier in degree.

Many students lack clarity on career goals – default to Business Administration.

International students seek degree options for additional 36-month of OPT.

Desire for collaboration and access – programs/students.

BA in business degree

BA in Business is designed to provide UG students:

(1) A foundation of knowledge across business disciplines,
(2) A focus on skill development via experiential learning to prepare for the workforce and/or graduate school,
(3) An ability to plan, customize, pivot and promote their educational and professional experience.

We seek to create a product that provides more opportunities for students while providing the skills and experiences to be successful in multiple "next steps", including working in a variety of organizations (including not-for-profits), graduate programs, and/or starting their own businesses.

High-level OuTCOMES

PROGRAM CHANGES:

General Education credits

Math options

Integrate new course options

BBA REVISIONS:

Admission requirements

Core courses

Major specific revisions

NEW BAin BUSINESS

40 credits and concentration

Dual degree, double-major

Minors and/or concentrations

NEW BA Degree

Credits	Prefix #	Course Title/Description	Notes
0-3	MAT 111	Quantitative Literacy for Business	Updated – Test out
0-3	MAT 112	Business Statistics	Move to QLC
3	BUS 101	Intro to Business with Excel	New Course
0-4	ECO204	Microeconomics	Move to QLC
3	BUS 225	Spreadsheets and Databases	Former MIS
3	BUS 325	Business Analytics	(BUS225 Pre-req)
3	BUS 218	Business Communications	
4	ACC 210	Principles of Accounting	New Course
3	MGT345	Leadership & Organizations	Updated course
3	FIN 360	Principles of Corporate Finance	New Course
3	MKT 340	Principles of Marketing	
3	BBA 300	Business Law and Ethics	New Course
3	BUS 490	BA Capstone in Business Experience	Senior Standing
(30)-40		TOTAL CREDITS	
		Required Concentration(s), Minor (s), or Second Major	
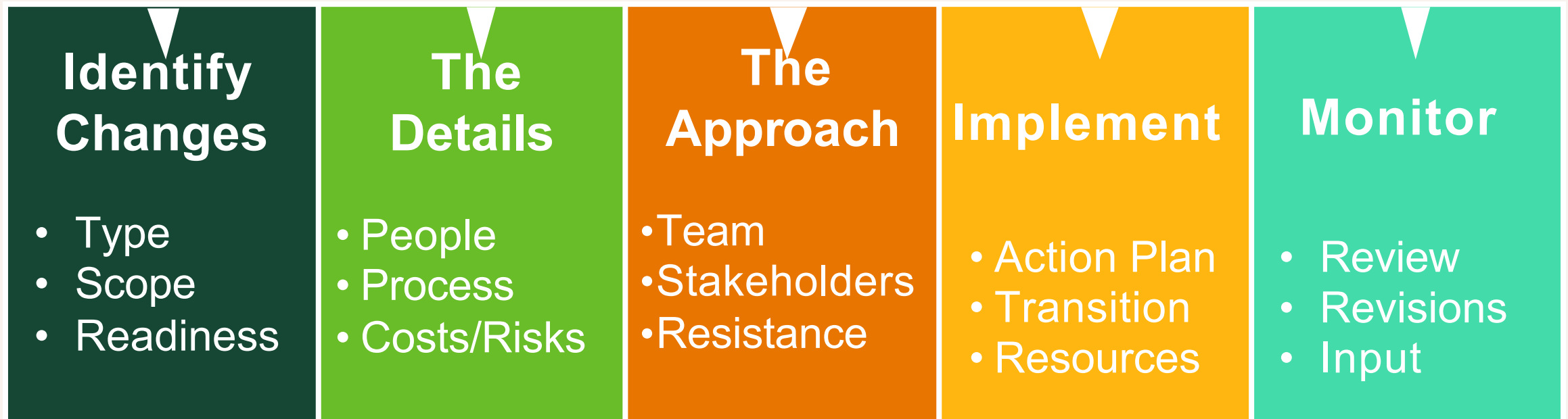
Reimagining the UG Curriculum

Vlad Griskevicius, UG Associate Dean

CARLSON SCHOOL
OF MANAGEMENT

UNIVERSITY OF MINNESOTA

CARLSON SCHOOL
OF MANAGEMENT
UNIVERSITY OF MINNESOTA

3167 UG business students

FreshmenAdmission + Transfers

Bachelor of Science of Business (13 majors + 12 minors)

Rankings: Top 10 Public B-Schools

Focus on core UG curriculum – required for all BSB students

Not about specific Majors/Minors

Not University Requirements (e.g., writing, lib eds, etc.)

Lots of Research à Top 3 Priorities for Change

PROBLEM SOLVING & CRITICAL THINKING

Prepare all students to **deal with ambiguity** and work on real problems

DATA & TECHNOLOGY

Enable all students to **harness data and technology**

PEOPLE & PLANET

Advance diversity, equity & inclusion; promote social responsibility and develop self-aware leaders who use business as a force for good

GOAL

Address the 3 priorities above while preserving things that are working, be mindful about signature experiences, and **do NOT increase credits**

Undergraduate Curriculum
Business as a Force for Good

PEOPLE & PLANET

FOUNDATIONS & IMPACT

DATA & DECISIONS

SIGNATURE EXPERIENCE #1

SIGNATURE EXPERIENCE #2

SIGNATURE EXPERIENCE #3

Undergraduate Curriculum
Business as a Force for Good

PEOPLE & PLANET
Courses That Prepare Students to **Lead with Purpose**

Leading Self & Teams (2cr)

Design Your Life (1cr)

Design Your Career (1cr)

Business Ethics, Corporate Responsibility & Sustainability (3cr)

*Race, Power & Justice in Business (3cr)

INTERNATIONAL EXPERIENCE

Developing culturally aware leaders through an immersive global experience

FOUNDATIONS & IMPACT
Courses That Equip Students with **Business Fundamentals for Lasting Impact**

Business Economics (4cr)

Financial Reporting (4cr)

*Information Systems & Digital Transformation (3cr)

*Principles of Marketing (3cr)

*Sustainable Supply Chain & Operations (3cr)

*Finance Fundamentals (3cr)

*Strategic Management (3cr)

*Human Capital Management (3cr)

*Managerial Accounting (3cr)

*IMPACT CORE

Building core business knowledge in a yearlong community for lasting impact

DATA & DECISIONS
Courses That Build Skills for **Solving Complex Problems**

Business Statistics in R (4cr)

Modeling Business Scenarios in Excel (2cr)

Data-Driven Business Decisions (3cr)

Business Analytics (3cr)

Business Communication (3cr)

Impact Lab Problem Solving (2cr)

Impact Lab InAction (2cr)

IMPACT LAB

Students solving real problems for nonprofits, social enterprises & corporations

Problem Solving Tradeoffs

- Integrate with Core? Project? Simulation?

- When to teach? Capstone? First-year?

IMPACT LAB

Students solving real problems for nonprofits, social enterprises & corporations

Impact Lab Problem Solving (2cr)

Impact Lab InAction (2cr)

Data Skills Tradeoffs

- How much should be required for all business students?

- Data Tools (Excel, R, Python?)

- Data Visualization?

- Calculus?

DATA & DECISIONS

Courses That Build Skills for
Solving Complex Problems

—

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Modeling Business Scenarios in Excel (2cr)

Data-Driven Business Decisions (3cr)

Business Analytics (3cr)

People & Planet Tradeoffs

- Curricular vs Co-Curricular?

- DE&I in-house vs. not?

- More "leadership" and "sustainability"?

- What to cut?

PEOPLE & PLANET

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Undergraduate Curriculum
Business as a Force for Good

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Session #2
Retention and Engagement Programs

Laurie Miller, PhD
Associate Dean,
University of Nebraska

Evgenia Golubeva, PhD
Associate Dean,
University of Illinois at Chicago

Barbara Cartledge, PhD
Sr. Assistant Dean,
Samford University

Retention and Engagement

Barbara H. Cartledge, Senior Assistant Dean | bhcartle@samford.edu

Samford University
Brock School of Business

Brock School of Business – Samford University

- Enrollment of 780 undergraduate students – grown 95% last 10 years

- Largest school – Fall 2022

- 30 full-time faculty

- 7 majors, 5 concentrations and 7 minors

- Study Abroad – Fall, Spring, May Term and Summer

Recruitment

Barbara H. Cartledge, Senior Assistant Dean | bhcartle@samford.edu

Samford University
Brock School of Business

- Meet individually and with families

- Prospective students attend classes

- Senior Preview Days in Fall

- Host high school counselors on campus in February

- Freshman business scholarships

- Dean connects with admitted students

- Personal letters sent through CRM

- Admitted student day (students who have not

  deposited) – March

- Current student ambassadors contact each

  deposited student in summer

Retention

Barbara H. Cartledge, Senior Assistant Dean | bhcartle@samford.edu

Samford University
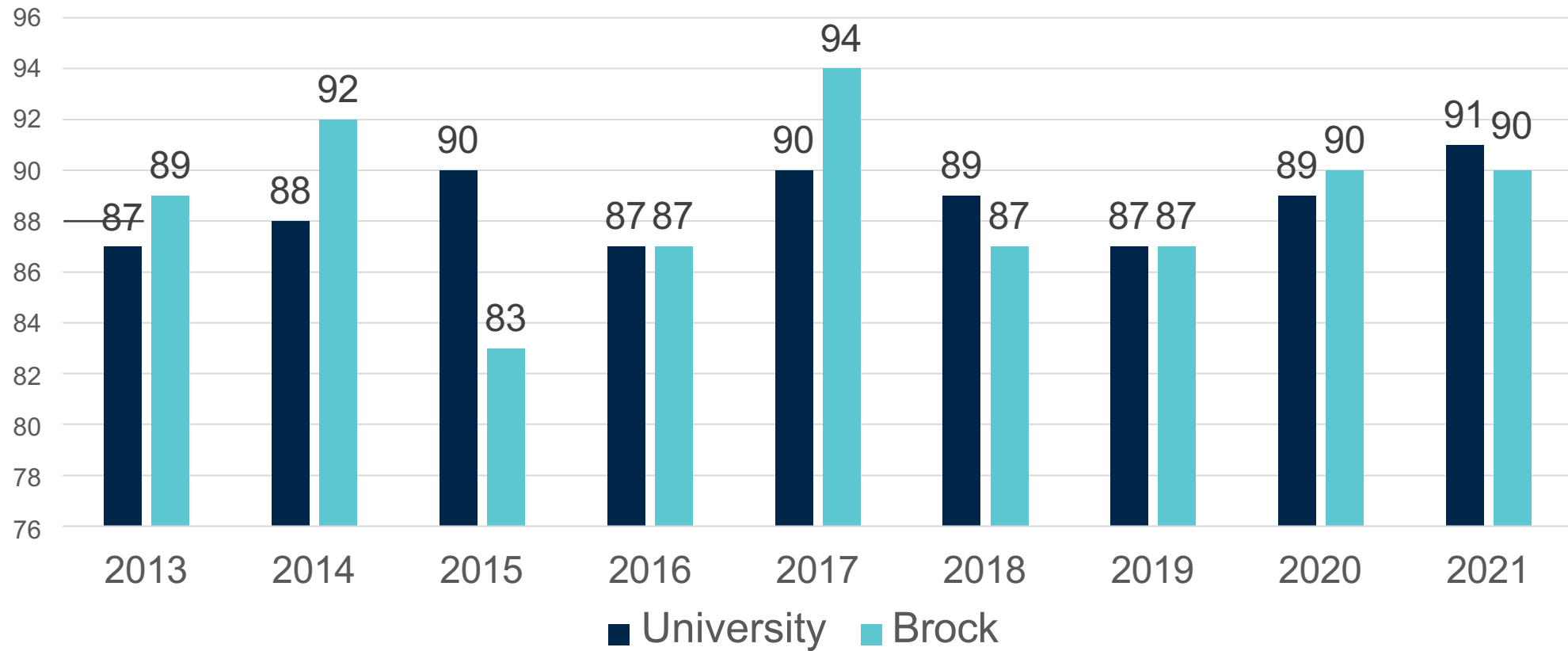Brock School of Business

- Summer before freshman year: Bulldog Days Orientation

- First year business course and pre-business curriculum

- Individual advising each term before registration – 1:200 students

Each Semester

follow-up with accurate registration and progress

Average Class Size

32 – for faculty mentoring of each student

Engagement

Barbara H. Cartledge, Senior Assistant Dean | bhcartle@samford.edu

Samford University
Brock School of Business

- Acceptance into business school as junior –

  business school event with merch

- Separate organization for involvement for each

  business major

- Professional Development activities for employment

  readiness

- Academic internships – 97% – not required for graduation

- Employment: 100% – 6 months after graduation

- Samford University is #1 in the nation for student engagement consecutive years

#1 in the nation for student engagement
—Wall Street Journal/Times Higher Education

- StudyAbroad: Samford-owned facility in

  London, The Daniel House

  - Affiliates with WorldStrides and CAPA; 8%

    study abroad

- Annual Step Sing event: approx. 30% of student

  body

- 17 Division 1 sports with rankings & champions

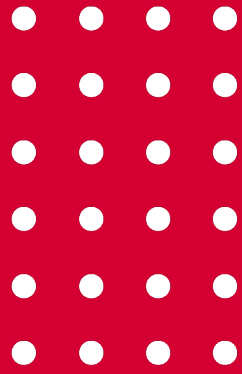- Greek Life and Christian cadres

Conclusion

Barbara H. Cartledge, Senior Assistant Dean | bhcartle@samford.edu

Samford University
Brock School of Business

Recruitment

Retention

Engagement

Student Success

Dr. Evgenia (Janya) Golubeva

Associate Dean for Student Success & Clinical Professor of Finance

UIC | UNIVERSITY OF
ILLINOIS CHICAGO

College of Business Administration

Spring 2023 Undergraduate Enrollment

BBA	236
Undeclared	330
Accounting	624
Multiple	84
Entrepreneurship	90
Finance	758
HRM	78
IDS	303
Management	353
Marketing	616
Real Estate	13
Total	**3485**

Learning

Career

Community

Academic Excellence

YOU BELONG

Student Success

Business Scholars

- High-achieving students

- 2022-23 is the 10th anniversary year

- 92% of the Spring 2022 graduating class held at least one internship

- 97% of the Spring 2022 graduating class graduated in 4 years or less

2020: Cohort Program

Over 700 interactions with cohort students per semester

Cohort Captain

Career Coach

Academic Advisor

Cohort

Faculty Mentor
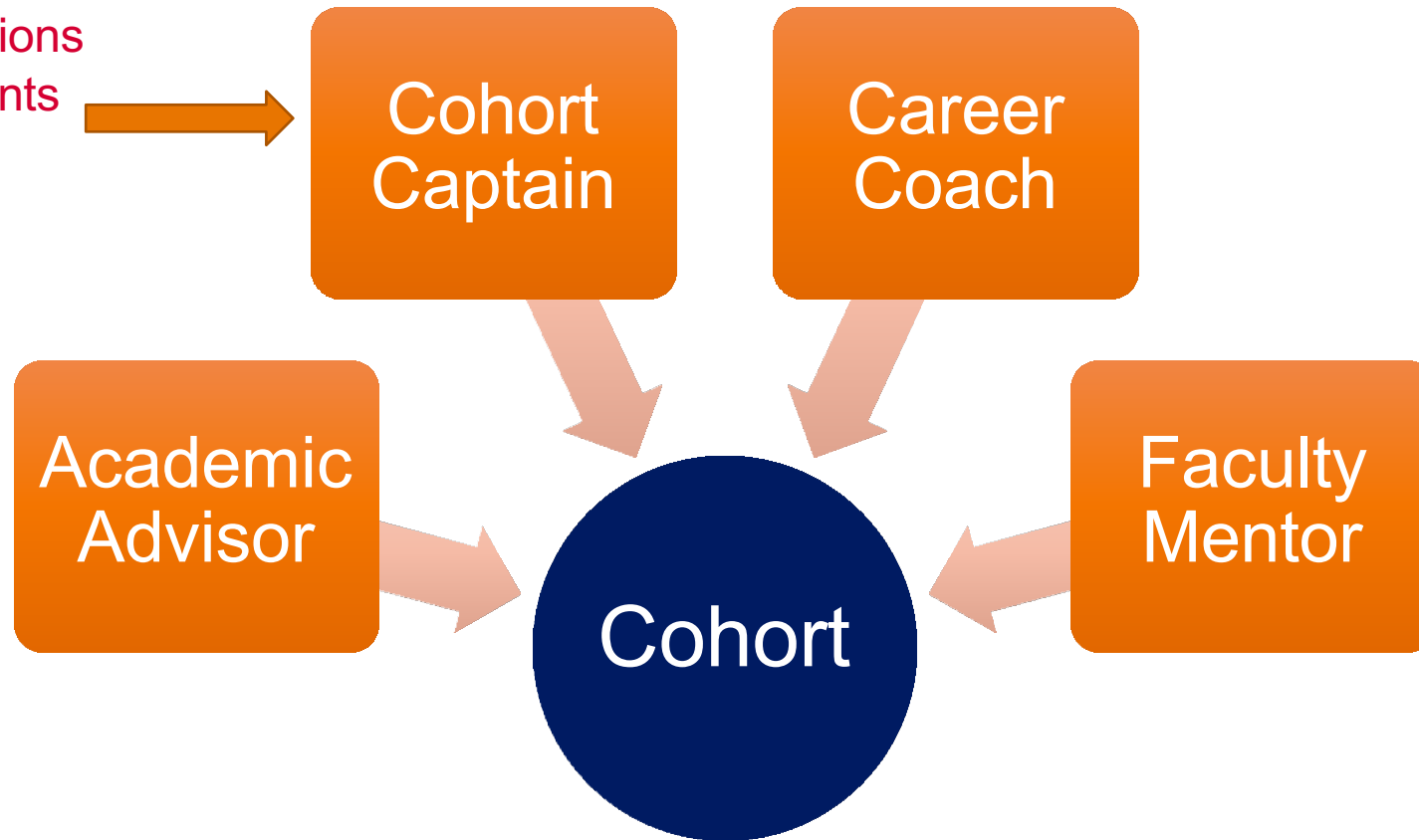
Cohort Courses

Fall Freshman	Spring Freshman	Fall Sophomore	Spring Sophomore
BA 101 Freshman Seminar	**ACTG 210** Intro to Financial Accounting	**ACTG 211** Intro to Managerial Accounting	**MGMT 340** Intro to Organizations
	IDS 200 Intro to Management Info Systems	**FIN 300** Intro to Finance	**IDS 355** Operations Management
		MKTG 360 Intro to Marketing	
		IDS 270 Business Statistics I	

Each course has a faculty coordinator to ensure consistency across sections

Cohort speaker series

BA 101 First Year Seminar

Community and Belonging	Success Strategies	Career and Major Exploration	Co-curricular Activities	Resource Exploration
• UIC Innovation Center • Workshops on social belonging • Team building activities	• Student leadership panel • Faculty panel • Study skills / Time management skills	• Major videos and faculty presentations • Resume building • Internship panel	• Company visits • Panel discussions • Faculty interviews	• Financial assistance • Advising • Business Career Center • Student orgs

Highlights

| Student Satisfaction	Student Engagement	Faculty Engagement	Business Community	Retention
• Career Exploration: over 80% • Academic: over 90%	• 700 interactions with cohort captains • 100 interactions with faculty mentors	• Over 40 faculty members	• Ernst & Young • Northwestern Mutual • Allstate • Many other	• Highest retention rate at UIC during the pandemic year 2021-22

First-to-Second year Retention

1st to 2nd Year Retention
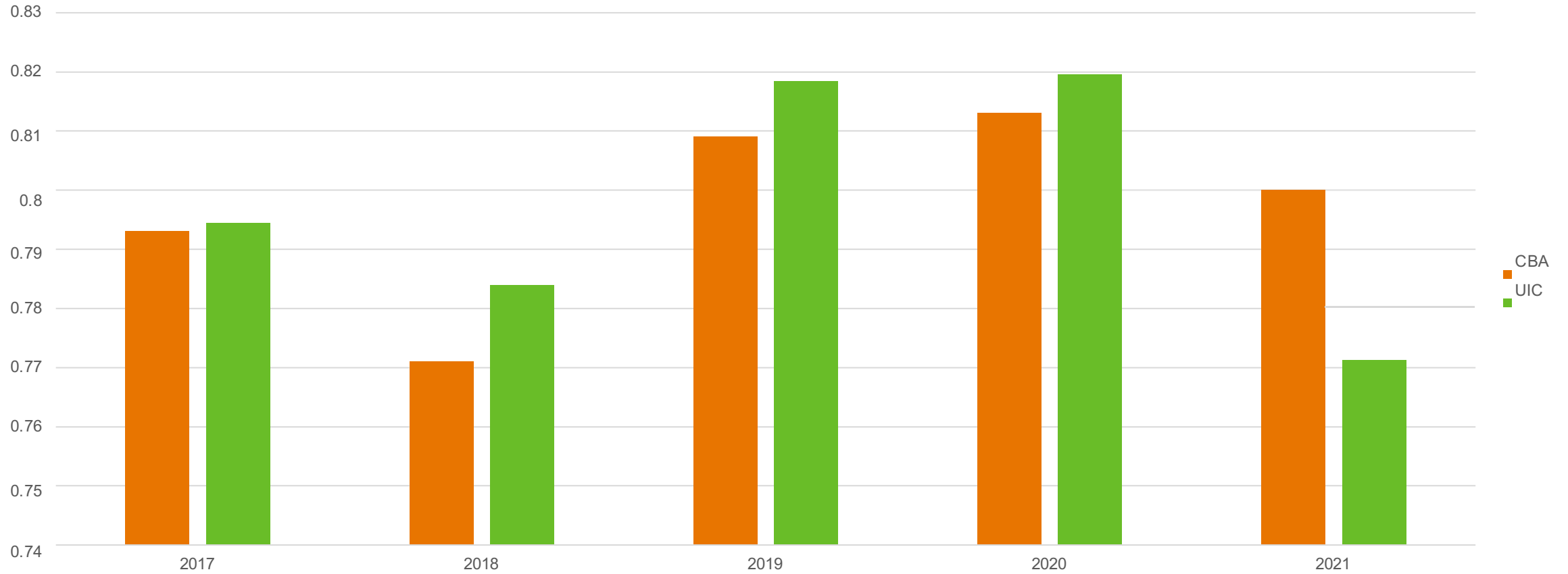
Inclusion Survey 2019 - 2021

2019 UIC Inclusion Score by Race: 1 - Best, 5 - Worst
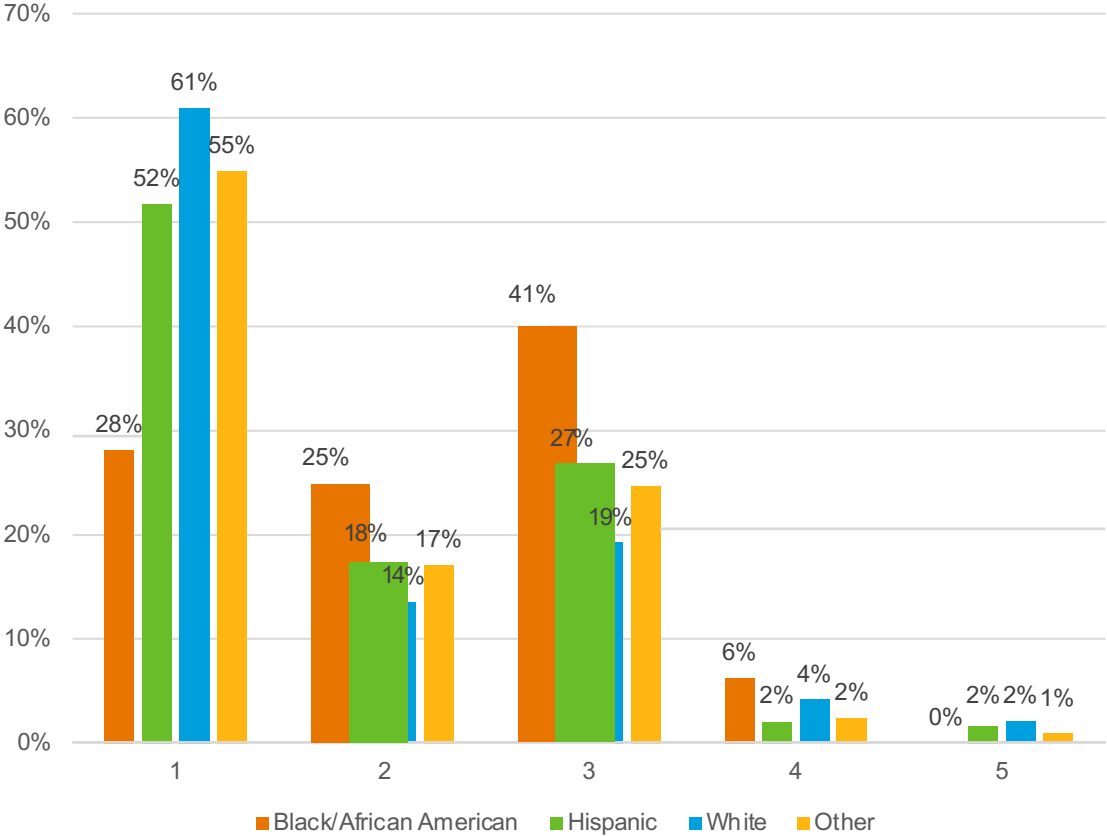
2021 UIC Inclusion Scores by Race: 1-Best, 5-Worst
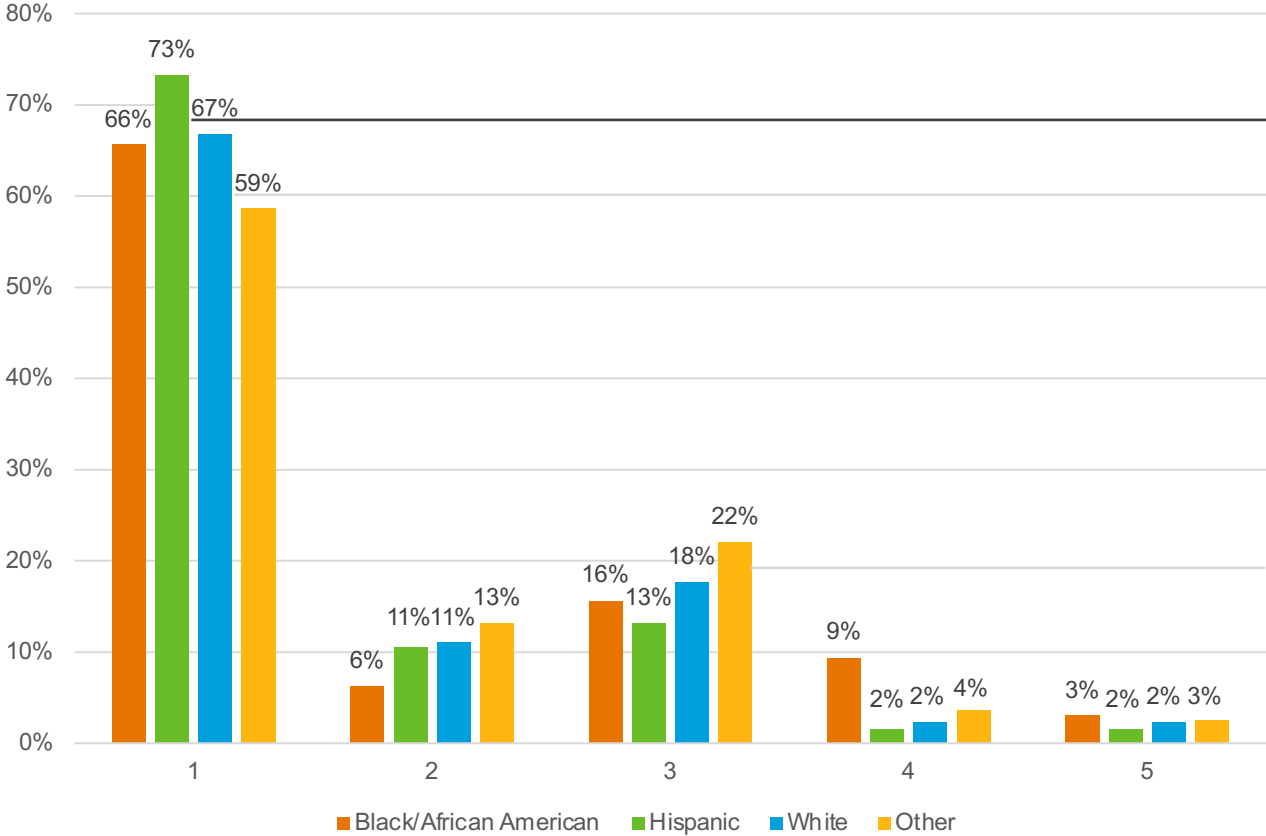
Study Abroad

Spring 2022	1
Summer 2022	14
Fall 2022	5
Spring 2023	9
Spring Break 2023	3

- Barcelona, Spain
- Grenoble, France
- Madrid, Spain
- Seoul, South Korea
- Tokyo, Japan
- London, UK
- Singapore, Singapore
- Rome, Italy
- Rio de Janeiro, Brazil
- Paris, France
- Le Havre, France
- Sao Paulo, Brazil
- San Jose, Costa Rica
- Milan, Italy
- Bangkok, Thailand

Work In Progress

Ø Academic Performance

Ø Behavior

Ø Growth vs Resources

Ø In-person transition

Ø The aftermath of COVID-19

Ø Curriculum

Ø Social belonging

Ø Career readiness

Get a Clear Look at Nebraska Business

#31
Public Undergraduate Business Program
U.S. News & World Report, 2022

Top Programs:

- Accounting
- Actuarial Science
- Entrepreneurship
- Finance
- Supply Chain Management
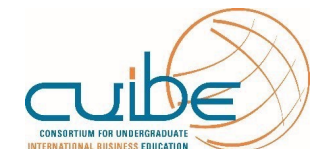
Distinctive Programs:

Clifton Strengths Institute

Clifton Builders Program

Business and Law Major

Honors Academy

Undergraduates

3,765
Students
Fall 2022

67.65%
Nebraska
Residents

15.48%
Underrepresented
Domestic Students

19.95%
First Generation Students

IN OUR GRIT, OUR GLORY.

Problem

- Aligning the Nebraska Business strategic goals with campus goals (N2025) identified a clear opportunity to help close the achievement gap many underrepresented students face

- Apparent gap in the first-year retention rates for underrepresented students

Group	Retention Rate
Total One-Year Retention	83.1%
Underrepresented Students	76.3%
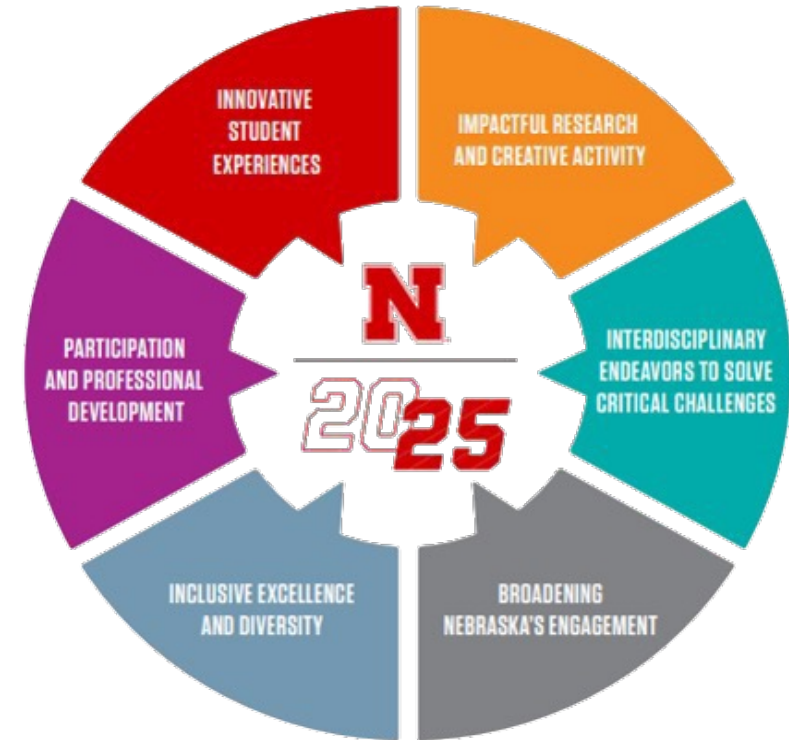
INCLUSIVE BUSINESS LEADERS

Process

- Began with a pilot cohort of 12 current students to gauge the current experience of underrepresented students.

- Application open until Feb 1 each year

- Application based on first gen status, free & reduced lunch status in HS, HS GPA, and responses to 3 essay questions

- Students must have a 2.5 HS GPA and be pursuing a business major

Features

- Capacity for 40 students

- $2,000 scholarship (1k for each successfully completed semester, applied to the following semester)

- Paired with a peer IBL mentor

- Participate in a year-long IBL course which includes multiple experiential learning opportunities with real companies

- Networking opportunities with local businesses

CASE DISTRICT VI
BEST OF DISTRICT WINNER
AWARDS PROGRAM

IN OUR GRIT, OUR GLORY.

Activate Current Resources

- Connected to free business course tutoring and guided pathway planning by an academic advisor

- Exposure to student resources like the Career Closet

- Use of DIGS (Diversity & Inclusion Gathering Space)

Logistics

- All privately funded - major focus on fundraising and stewardship of donors

- Partnering with businesses in the state for financial and experiential support

- Began as a small portion of an employee's job, grown into half of a FTE, rely heavily on the IBL mentors to run the program

Lessons Learned

- Tried cohort-style for general core courses (math, English, etc.) but found out that many came in with AP credit and didn't end up using it, scheduling nightmare

- Added 2.5 days of onboarding prior to first semester and that was a huge success

- Created a student organization, LEAD (Leaders in Equity And Diversity), for IBL and other students to continue participating in after the 1-year IBL program

Future Goals

- Looking to grow general IBL scholarship and add a scholarship fund for students wanting to study abroad

- Eventually want to incorporate an internship during their sophomore year

Session #3
How to Demonstrate and Implement Social Impact

Rama Yelkur, PhD
Dean,
Texas Women University

Anil Kumar, PhD
Associate Dean,
Texas A&M Commerce University

Kate Demarest, PhD
Associate Dean,
University of Baltimore

College of Business

Societal Impact

Dr. Rama Yelkur, Dean

Bachelor of Business Administration (BBA)

Accounting	Entrepreneurship	Finance	Healthcare Administration
HR Management	Management	Marketing	General

Societal Impact

"There is greater emphasis placed on ensuring that business schools also prepare learners with knowledge and skills that mitigate societal problems."

Stephanie Bryant –AACSB White Paper on Societal Impact, released February 8, 2023

"In the next society, the biggest challenge for the corporation may be social legitimacy, its values, its missions."

Peter Drucker

The Role of the Business School
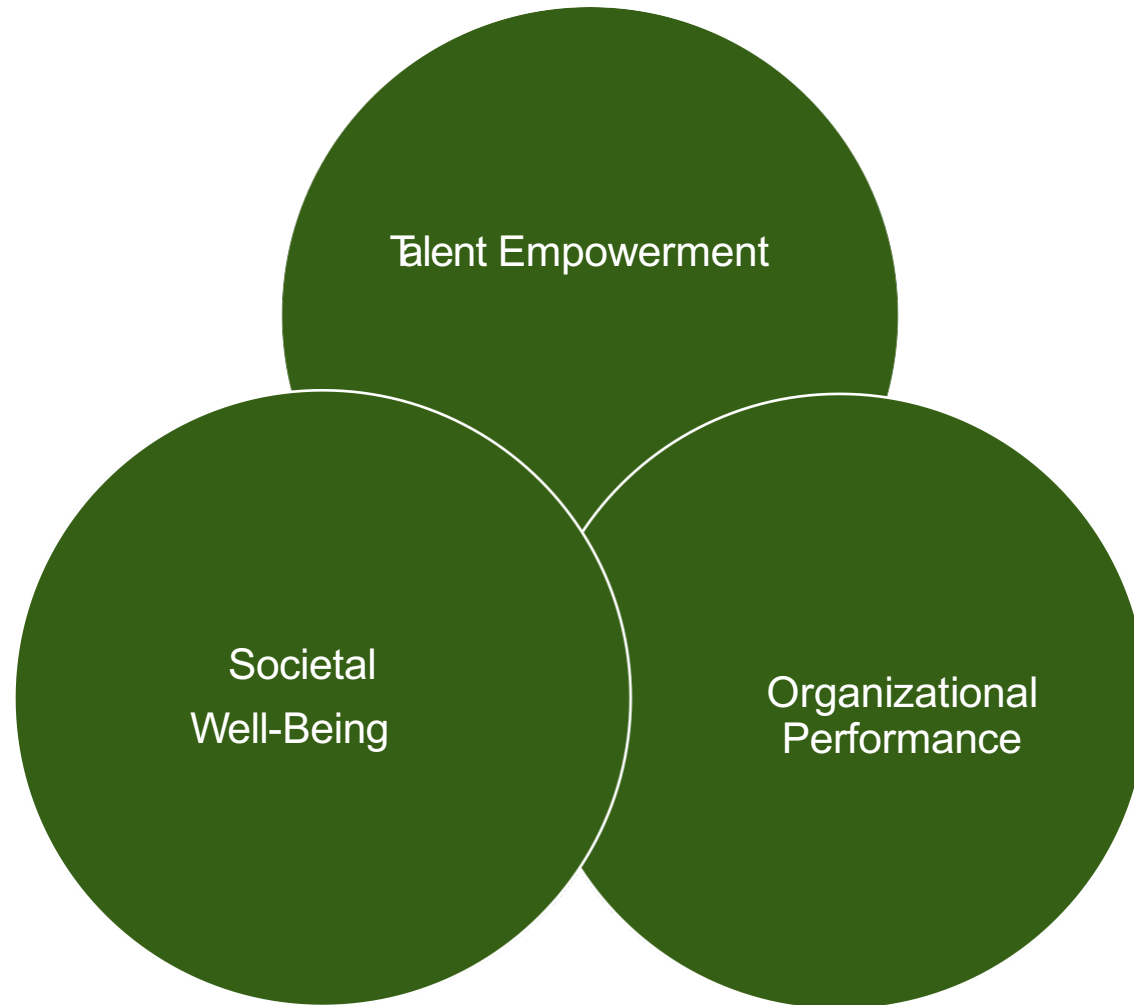
UN SDGs

The TWU College of Business Positively Impacts Society

We empower women to lead in their professions, community, society, and the business world. UN SDG4, 5, 8, 10

We improve lives and equip people to solve society's problems through impactful business education and research, with a focus on women. UN SDG 4, 5, 8, 9

With an emphasis on women, diversity and healthcare we make the world a better place for future generations. UN SDG3, 4, 5, 8, 9, 10

Societal Impact Goal	Strategy	Curriculum	Scholarship	Activity
We improve lives and equip people to solve society's problems through impactful business education and research, with a focus on women.	We provide access to financial literacy education to all We provide entrepreneurship and healthcare education to students and community We assist students and women entrepreneurs in solving problems	Create a financial literacy course in the University Core and in the College of Business Core Develop Undergraduate and Graduate certificates and degree programs in Entrepreneurship Develop Health Care Certificates and degree pathways through the certificates Create degree pathways for community colleges in Entrepreneurship and 4+1 programs	Publish scholarship in the area of financial literacy Publish scholarship in the area of entrepreneurship Publish scholarship in the area of healthcare Publish scholarship in the area of women leadership	**Establish a Center for Business Development and an Entrepreneur-in-Residence**

114

Things to Consider

Your Mission and Strategic Plan

What does your community look like?

Who are your stakeholders?

How will the University support your goals?

What resources do you need?

Implementing and Demonstrating Social Impact at TAMUC COB

2023 Undergraduate Deans Conference

Anil Kumar, Associate Dean

March 2023

TEXAS A&M UNIVERSITY
COMMERCE

College Of Business

Undergraduate enrollment

- 906 students
- Full time 672, Part time 234
- Female 467, Male 439
- Resident 815, majority are Pell eligible

Disciplines in demand

- Business Administration, Accounting, Finance, General Business, Marketing, Management, Business Analytics, Supply Chain Management

Social impact by chance….??

Why social impact

We believe in transforming

Vision

- Transform Minds, Transform Business, Transform Lives

Mission

Inspire transformational learning

Create applied knowledge

Forge impactful connections

How we impact society

Inspire transformational learning
    Center of Excellence projects
        Industry – Lockheed Martin
        Community – Farmersville, Texas
        Government – Commerce Economic Development Corporation
    Students working in teams as consultants
    Scholarships

How we impact society

How we impact society
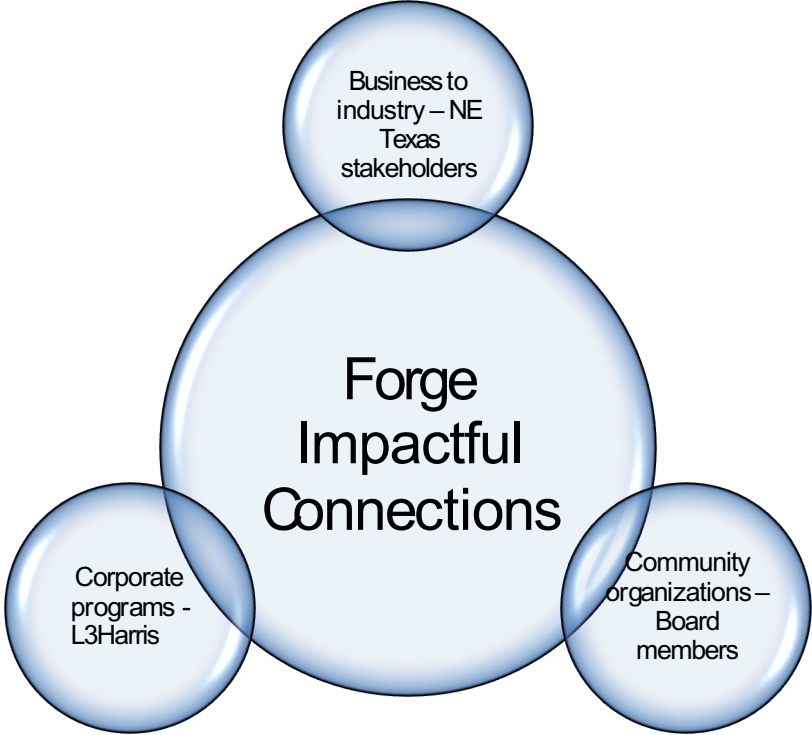
What we do for social impact

INSTITUTIONALIZE SOCIAL IMPACT

ENCOURAGE A DIVERSE APPROACH

IDENTIFY OBSTACLES

What we do for social impact

Strategic investment in societal impact

Recognize and support faculty

Create a reasonable timeline to adopt and implement

Share and learn

Community stakeholders
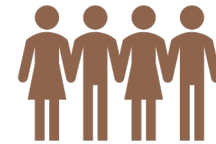
Metrics

Social mobility index

(#105 top performer in nation)

Strategic plan

The big picture

TAMUC COB Mission
- aligned with university mission

COB Strategic Plan
- engage stakeholders

Continuous improvement
- innovation
- engagement
- impact

WHAT DOES IT TAKE TO IMPLEMENT AND DEMONSTRATE SOCIAL IMPACT?

2023 Undergraduate Deans Conference

Kate Demarest, Associate Dean

Merrick School of Business

University of Baltimore

Who are we?

University of Baltimore

Founded in 1925

Located in the heart of the Baltimore cultural district and adjacent to Penn Station

Part of the University System of Maryland

Student profile:
- 3,100 total
- 45% undergrad, 55% graduate
- 3% international

Majority minority, PBI institution

Structure:
- School of Business
- School of Law
- College of Arts and Sciences
- College of PublicAffairs

Who are we?

The Merrick School of Business'mission is to use our urban education hub to offer practical, career-minded and globally engaged business education that inspires professional and entrepreneurial growth.

Our students learn to make a positive impact from faculty who develop compelling knowledge that influences communities, business, professions and scholars.

Merrick School of Business

- 750 students

- 60/40 -> 50/50 undergrad grad split
- 5-10% international, mostly graduate

- Majority of undergraduates are community college transfers

- Undergrads slightly more likely to be part-time (majority of grad)

- Undergraduate degrees:
  - BSBA
    - Concentration in accounting
    - Specializations in data analytics, early entry law, entrepreneurship, finance, general business, human resource management, management, marketing, real estate and economic development, risk management and insurance.
  - BS Information Systems and Technology Management

What is social/societal impact?

AACSB:

> … Societal impact encompasses activities undertaken by business schools that *over time* lead to meaningful, discernable change for the betterment of people, economies, and the environment.

Sustainable development goals

4 QUALITY EDUCATION

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

Majority minority/PBI university

Multiple entry points, laddered credentials

Focus on student outcomes

Dual enrollment program

The Merrick School of Business' mission is to use our urban education hub to offer practical, career-minded and globally engaged business education that inspires professional and entrepreneurial growth.

Our students learn to make a positive impact from faculty who develop compelling knowledge that influences communities, business, professions and scholars.

PROMOTE SUSTAINED, INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL
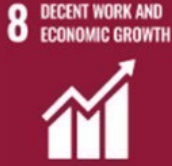
8 DECENT WORK AND ECONOMIC GROWTH

Honor societies
- Beta Alpha Psi

Center for Entrepreneurship and Innovation

Career preparation
- MGMT 330
- Career Closet
- Career Fairs
- Internships

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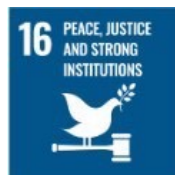
PROMOTE SUSTAINED, INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL

Jacob France Institute
- Recent research on paid FMLA

Merrick School Graduate Analysis conducted by JFI
- Undergraduate degree recipient earnings increased by **39%** four quarters pre- to 12 quarters post-graduation
- Graduate degree recipient earnings increased by **29%**

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Our students learn to make a positive impact from faculty who develop compelling knowledge that influences communities, business, professions and scholars.

REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES

10 REDUCED INEQUALITIES

Support for international students

Global Field Study program

The Merrick School of Business' mission is to use our urban education hub to offer practical, career-minded and globally engaged business education that inspires professional and entrepreneurial growth.

Our students learn to make a positive impact from faculty who develop compelling knowledge that influences communities, business, professions and scholars.

11 SUSTAINABLE CITIES AND COMMUNITIES

MAKE CITIES AND HUMAN SETTLEMENTS INCLUSIVE, SAFE, RESILIENT AND SUSTAINABLE

M&T Bank Real Estate Fellows program/ Pitch for a Million competition

Baltimore Neighborhoods Indicators Alliance/BNIA

The Merrick School of Business' mission is to use our urban education hub to offer practical, career-minded and globally engaged business education that inspires professional and <u>entrepreneurial growth</u>.

Our students learn to make a positive impact from faculty who develop compelling knowledge that <u>influences communities</u>, business, professions and scholars.

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT, PROVIDE ACCESS TO JUSTICE FOR ALL AND BUILD EFFECTIVE, ACCOUNTABLE AND INCLUSIVE INSTITUTIONS AT ALL LEVELS

Second Chance program

Photo by dpscs.state.md.us

The Merrick School of Business' mission is to use our urban education hub to offer practical, career-minded and globally engaged business education that inspires professional and entrepreneurial growth.

Our students learn to make a positive impact from faculty who develop compelling knowledge that influences communities, business, professions and scholars.

Session #4
Enforcing Academic Integrity in an Online Environment

Keldon Bauer, PhD
Associate Dean,
Tarleton State University

Todd Alessandri, PhD
Associate Dean,
Northeastern University

Karen Kennedy PhD
Associate Dean, University of
Alabama at Birmingham

Improving the Integrity of Testing

Keldon Bauer, PhD

Associate Dean of Undergraduate Programs

College of Business

Tarleton State University

College of Business – Fall 2022 UG Stats

- **Degree completion Programs**
  - BS-Applied Science, BA-Applied Science in Business, BA-Applied Science in Information Technology.

  321

- **Accounting, Finance & Economics**
  - BBA-Accounting, BBA-Finance, BS-Economics

- **Management**
  - BBA-General Business, BBA-HRM, BBA-Intl. Bus., BBA-MGT

  411

- **Marketing/CIS**
  - BBA-MIS, BS-CIS, BBA-Marketing

  1,226   **669 of these were General Business**

  <u>471</u>

  2,423

More than a Decade of Cheating

Today, students have found new ways to beat the professors:

1. Working together as a group (rather than individually – even with video proctoring).
2. Using Quizlet (which tended to compile all publisher generated test banks).
3. Using Chegg (which collaboratively compiles assignments, quiz and test questions from your students).
4. Using technological solutions to use combine all of the above – and makes it difficult to detect.

Our Past Approaches to Distance Testing

- List of approved testing centers. **Students pay a fee for each use!**

- Used Remote Proctor Now. **Students pay a fee for each use!**

- Examity (both computer based and live proctoring). **Students pay a fee for each use!**

- Proctorio. **University pays for unlimited use!**

- Respondus Lockdown Browser. **University pays for unlimited use!**

Faculty Responses

- No Change – "Nothing works anyway."
  - **Most students pass, but passing has little meaning.**

- "Make tests so hard you can't cheat."
  - **Can tend to reinforce that the only way to pass is cheating with lots of friends.**

- Use more publisher provided resources.
  - **This option can work, but can cost more money.**

- Layering multiple defenses against cheating.
  - **This takes time (ongoing) from our faculty.**

I - Proctoring

- Some faculty members don't want to proctor any assessments because remote proctoring is imperfect.

- Proctoring does appear to affect the grade students earn in a class
  - In a working pa __ g exams for a class
    increases the D __

II – Other Layers to Make Cheating Harder

- Stop using publisher test banks.

- Use fewer multiple-choice questions.

- Pool similar questions with different correct answers.

- Use Excel spreadsheets with VBA correction macros.

- Whenever possible use "formula questions" instead of multiple choice.

- Add logical components to "formula questions" to test critical thinking.

- Get your faculty to work collaboratively to create your own "devious" test banks.

"Devious" Example Question Pool

Sandia corporation is considering two (mutually exclusive / independent) projects. For our purposes, we will call them projects A and B. Project A is expected to cost $[m], and project B is expected to cost $[n]. Each project's expected cash flows are presented below. Both project A and B have similar risks to all other projects at Sandia. And the weighted average cost of capital for Sandia is [i]%. Calculate the net present value of both projects, and enter in the box below (*how much does Sandia have in their current capital budget / how much the value of the firm is expected to increase based on this capital budget*).

Project A Cash Flows	Project B Cash Flows
$[x1]	$[y1]
:	:
$[x5]	$[y5]

Example Question – Canvas Logic

Mutually Exclusive/**Current Capital Budget**

if(max(x1/(1+i/100)+x2/(1+i/100)^2+x3/(1+i/100)^3+x4/(1+i/100)^4+x5/(1+i/100)^5m,y1/(1+i/100)+y2/(1+i/100)^2+y3/(1+i/100)^3+y4/(1+i/100)^4+y5/(1+i/100)^5-n,0),if(max(x1/(1+i/100)+x2/(1+i/100)^2+x3/(1+i/100)^3+x4/(1+i/100)^4+x5/(1+i/100)^5-m-(y1/(1+i/100)+y2/(1+i/100)^2+y3/(1+i/100)^3+y4/(1+i/100)^4+y5/(1+i/100)^5-n),0),m,n),0)

Independent/**Current Capital Budget**

if(max(x1/(1+i/100)+x2/(1+i/100)^2+x3/(1+i/100)^3+x4/(1+i/100)^4+x5/(1+i/100)^5-m,0),m,0)+if(max(y1/(1+i/100)+y2/(1+i/100)^2+y3/(1+i/100)^3+y4/(1+i/100)^4+y5/(1+i/100)^5-n,0),n,0)

Mutually Exclusive / **Firm Value Increase**

max(x1/(1+i/100)+x2/(1+i/100)^2+x3/(1+i/100)^3+x4/(1+i/100)^4+x5/(1+i/100)^5-m, y1/(1+i/ 100)+y2/(1+i/100)^2+y3/(1+i/100)^3+y4/(1+i/100)^4+y5/(1+i/100)^5-n, 0)

Independent / **Firm Value Increase**

max(x1/(1+i/100)+x2/(1+i/100)^2+x3/(1+i/100)^3+x4/(1+i/100)^4+x5/(1+i/100)^5-m, 0)+max(y1/(1+i/100)+y2/(1+i/100)^2+y3/(1+i/100)^3+y4/(1+i/100)^4+y5/(1+i/100)^5-n, 0)

Summary

- If at all possible proctor exams (even with substandard remote proctoring).

- Use pools of similar looking and sounding questions with different correct answers.

- Use "formula" questions with logical operators to test important critical thinking components (in "devious" pools).

- Work collaboratively with colleagues to develop shared resources that can be updated regularly.

Enforcing Academic Integrity in an Online Environment

Todd Alessandri, Ph.D.

Associate Dean for Undergraduate Education

Undergraduate Deans Conference – UT Dallas

March 7, 2023

Northeastern
**D'Amore-McKim
School of Business**

Bright Side of Educational Technology

Technology platforms can enhance student learning

Sharing of information and content

Interactive assessments

Facilitate communication and connection with faculty and peers

Convenience of 24/7/365 access

Enhance the "flipped classroom"

Problem: The Other Side of the Technology

Technology platforms can put student learning at greater risk

Availability of content elsewhere

Information overload

"Check the box" mentality over actual learning skills

Increase opportunities for academic integrity violations (a.k.a., cheating)
- Intentional or unintentional
- Constantly evolving landscape

Recent Developments

Emergence of ChatGPT (and AI more generally)

- Produces written work difficult to distinguish from original work

Offers easy shortcut for students

Potentially reduces actual student learning

Further increases academic integrity concerns

- Especially plagiarism

Is ChatGPT really a big threat?

It depends…

Nature of problem it being used to solve

- ChatGPT reasonably good at summarizing existing knowledge
- Content based queries

More effective ways to cheat --> online sources for papers

Cannot "learn" experiences

Poor citation of sources = potential red flags for faculty

BUT…ChatGPT emergence further highlighting an underlying problem

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Underlying Problem: Course Design

Academic integrity violations related to online technology = symptom

Course design approach enabling technology- based violations to some degree

Content-based assessments -- regurgitate knowledge
- "what" rather than "how" or "why"

Repeated use of assessments
- Offers ability to use prior available solutions

Design assessments to fit technology
- Technology use drive the process rather than learning objective

Source of these issues = much bigger drivers
- Scale, student preferences for grading points, faculty career paths, etc.

Technology-oriented Solutions

Address the "symptoms" of online academic integrity

TurnItIn

Lockdown Browsers

Monitoring/surveillance during assessment period

AI catchers already being developed

Pedagogy-based Solutions

Modifications/enhancements to pedagogical approach to tackle underlying problem

Dialogue with students about learning process and value of skill development

Personalize learning

Reward original insights over regurgitating knowledge

Clear expectations…including about use of AI and other sources of assistance

Incorporate feedback/revision process in assignments

Use ChatGPT in the course

- Students use ChatGPT for a task and then evaluate/reflect on output

Northeastern Approach

Lean into experiential learning further

No university level policies

Encouraging paradigm shift away from content-based assessment

Rethink assessments
- Focus on experience and reflection
- Application driven assessments(i.e., current events cases)
- Limit re-use

Success dependent upon faculty adoption

UAB & Collat School of Business

22.5K students, $4.2B annual budget with large academic medical center.

26,000+ employees and an annual economic impact exceeding $12.2B.
    Forbes 2021: America's Best Large Employer
    Named four straight years as a Diversity Champion by *Insight Into Diversity* Magazine.

 Collat School of Business

   Located in the heart of Alabama's business center

   3,250 Students and 100 faculty & staff--F2F & Online

   AC, MGT, MKT, FN, IS, Ind Distribution, HR, ENT, & EC

   MBA, MAc, MS in MIS

Study Away

Reviewed a variety of vendors
Very satisfied with the services of CEPA out of Germany
Strategic Initiative--Global Business Blazers Scholarship

Text Boxes

**Revised
Academic Integrity Code**

2021
Involved a range of
stakeholders;
Raised our
consciousness;

**System for tracking
Academic Misconduct**

AIC Coordinator for
each school on
campus;
Adapted Maxient;

Primary Tools

Proctor U
Turnitin
Not without
problems

Technology & Our Responses

Training faculty about Open AI
Redesigning assignments with instructional designer help
Understanding what is next and sharing success

2023 Undergraduate Deans Conference
Day 2 – Session 5 & 6

Session #5
Study Abroad Programs and Challenges

Raman Randhawa, PhD
Vice Dean,
University of Southern California

Robert Whitelaw, PhD
Dean,
New York University

GLOBAL IN BUSINESS EDUCATION

TURNING IDEAS INTO OUTCOMES IN THE
RAPIDLY EVOLVING 21ST CENTURY GLOBAL MARKETPLACE

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

USCMarshall
School of Business

- **~4,000** TOTAL STUDENTS
- FULLY **STEM-ELIGIBLE**
- CLASS OF 2022: **98%** PLACED WITHIN 90 DAYS

NEW "JOINT DEGREES" WITH PARTNER SCHOOLS

- AS DUAL DEGREES, RECOGNIZED BY BOTH SCHOOLS
- BUT REQUIRE SAME UNITS AS SINGLE DEGREE

AI FOR BUSINESS

- WITH VITERBI SCHOOL OF ENGINEERING -

FALL 2023

BUSINESS OF CINEMATIC ARTS

- WITH SCHOOL OF CINEMATIC ARTS -

FALL 2022

GLOBAL EXPERIENCE FOR ALL UNDERGRADUATES

· **74%** STUDENTS HAD AT LEAST ONE SIGNIFICANT GLOBAL TRAVEL EXPERIENCE

   PRE-COVID

· **6** CONTINENTS **33** COUNTRIES **1K** STUDENTS TRAVELING PER YEAR

SENIOR

JUNIOR

CONSULTING PROJECTS

CASE COMPETITIONS

SOPHOMORE

GLOBAL INTERNSHIPS

INTERNATIONAL EXCHANGE
SEMESTER ABROAD
37 PARTNERS

FRESHMAN

BANGKOK, DUBLIN,
JAKARTA, LONDON,
MADRID, MILAN
SINGAPORE, SYDNEY

MOST POPULAR:
SEOUL, SINGAPORE, MELBOURNE, MILAN,
PAMPLONA, PARIS, BANGKOK, BUDAPEST

TWO CORE COURSES

CULTURAL COMPETENCY

DEVELOPING GLOBAL BUSINESS PERSPECTIVE

FACULTY-LED COURSES WITH TRAVEL COMPONENT
GLOBAL LEADERSHIP PROGRAM, LInC

CHINA, SYDNEY, TOKYO, BUENOS AIRES, HONG KONG

OVERVIEW

‣ EXCHANGE PROGRAM

‣ **37** PARTNERS, **200+** STUDENTS PER YEAR

        POPULAR LOCATIONS: SEOUL, SINGAPORE, MELBOURNE, MILAN, PAMPLONA, PARIS, BANGKOK, BUDAPEST

‣ MANAGED IN-HOUSE, NO EXTERNAL VENDORS

CURRENT CHALLENGES

‣ ENSURING STUDENT SAFETY

‣ WORKING WITH UNIVERSITY PROTOCOLS

‣ DECREASED DEMAND

GLOBAL APPLIED RESEARCH
INCLUSIVE GROWTH IN INDONESIA: MARSHALL HONORS

- **20** STUDENTS
- SELECTION BY APPLICATION PROCESS
- **1 YR** COURSE: JUNIOR SPRING +SENIOR FALL

- PROJECTS:
  - *SUSTAINABLE INCLUSIVE GROWTH FOR SMALL HOLDER FARMERS*
  - *GROWTH OF MICRO, SMALL, AND MEDIUM ENTERPRISES (MSMES)*
  - *GREENING OF THE GARMENT SUPPLY CHAIN*
  - *REDUCING PLASTIC POLLUTION*

USC Marshall
School of Business

Three 4-Year Degree Programs

BS in Business

- Flagship program
- ~510 incoming students
- Concentrate in up to 2 of 12 areas
- ~30 students start at NYU London
- ~100 internal transfers (sophomores or juniors)

Three 4-Year Degree Programs

BS in Business

- Flagship program
- ~510 incoming students
- Concentrate in up to 2 of 12 areas
- ~30 students start at NYU London
- ~100 internal transfers (sophomores or juniors)

BS in Business & Political Economy

- Started in 2009
- ~60 incoming students
- Students spend sophomore year at 2 NYU global sites
- Study business and global political economy

Three 4-Year Degree Programs

BS in Business

- ~510 incoming students
- Flagship program
- Concentrate in up to 2 of 12 areas
- ~30 students start at NYU London
- ~100 internal transfers (sophomores or juniors)

BS in Business & Political Economy

- Started in 2009
- ~60 incoming students
- Students spend sophomore year at 2 NYU global sites
- Study business and global political economy

BS in Business, Technology & Entrepreneurship

- Started in 2021
- ~50 incoming students
- Develop an entrepreneurial mindset and master business & technology tools

Academics	Social Impact	Global	Professional	Community
We take pride in our well-rounded education and approach our academics with honesty and integrity	We're eager to use business to create a positive impact, and we take this responsibility seriously	We seize opportunities to expand our perspectives and serve as global ambassadors	We act with professionalism as we explore our interests and shape our future 14	We support each other and foster an inclusive community where everyone can grow and excel

We have staked our reputation on the fact that we are a leader in global undergraduate business education

How do we ensure (in a post-pandemic world) that
1. Every student has a truly (authentic) global academic experience?
2. Financial need does not prevent students from choosing the experience that best fits their interests and needs?
3. Students build intercultural competence?

NYU Global

NYC

ABU DHABI

SHANGHAI

NYU Global

BERLIN
FLORENCE
LONDON
MADRID
PARIS
PRAGUE
TEL AVIV
SHANGHAI
ABU DHABI
NYC
DC
LA
ACCRA
BUENOS AIRES
SYDNEY

17

NYU Global
IBEX

AMSTERDAM · BERLIN · COPENHAGEN · FLORENCE · MAASTRICHT · LONDON · MANCHESTER · MADRID · MILAN · PARIS · PARIS · PRAGUE · NYC · DC · LA · TEL AVIV · ABU DHABI · ACCRA · BEIJING · SEOUL · SHANGHAI · HONG KONG · BANGKOK · SINGAPORE · BUENOS AIRES · SYDNEY · SYDNEY · MELBOURNE

18
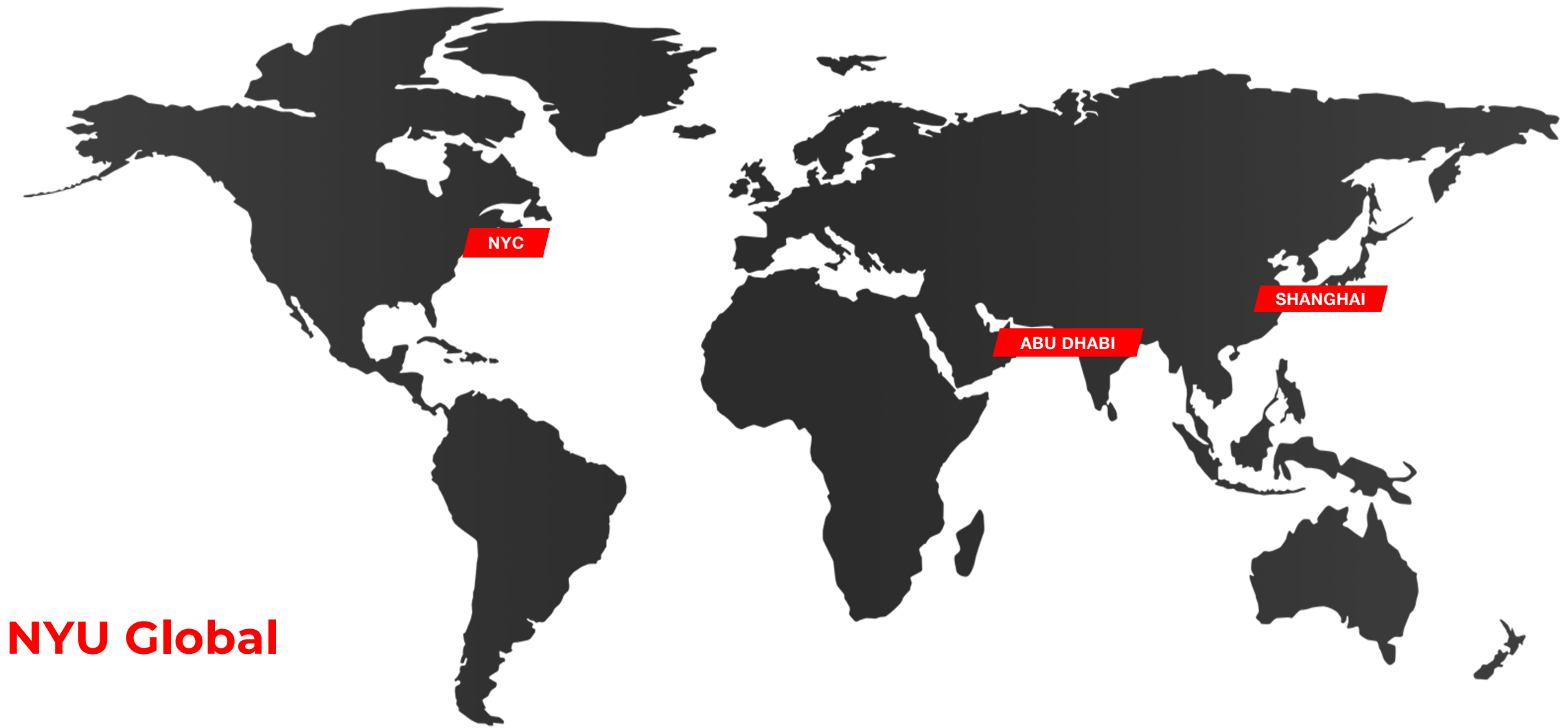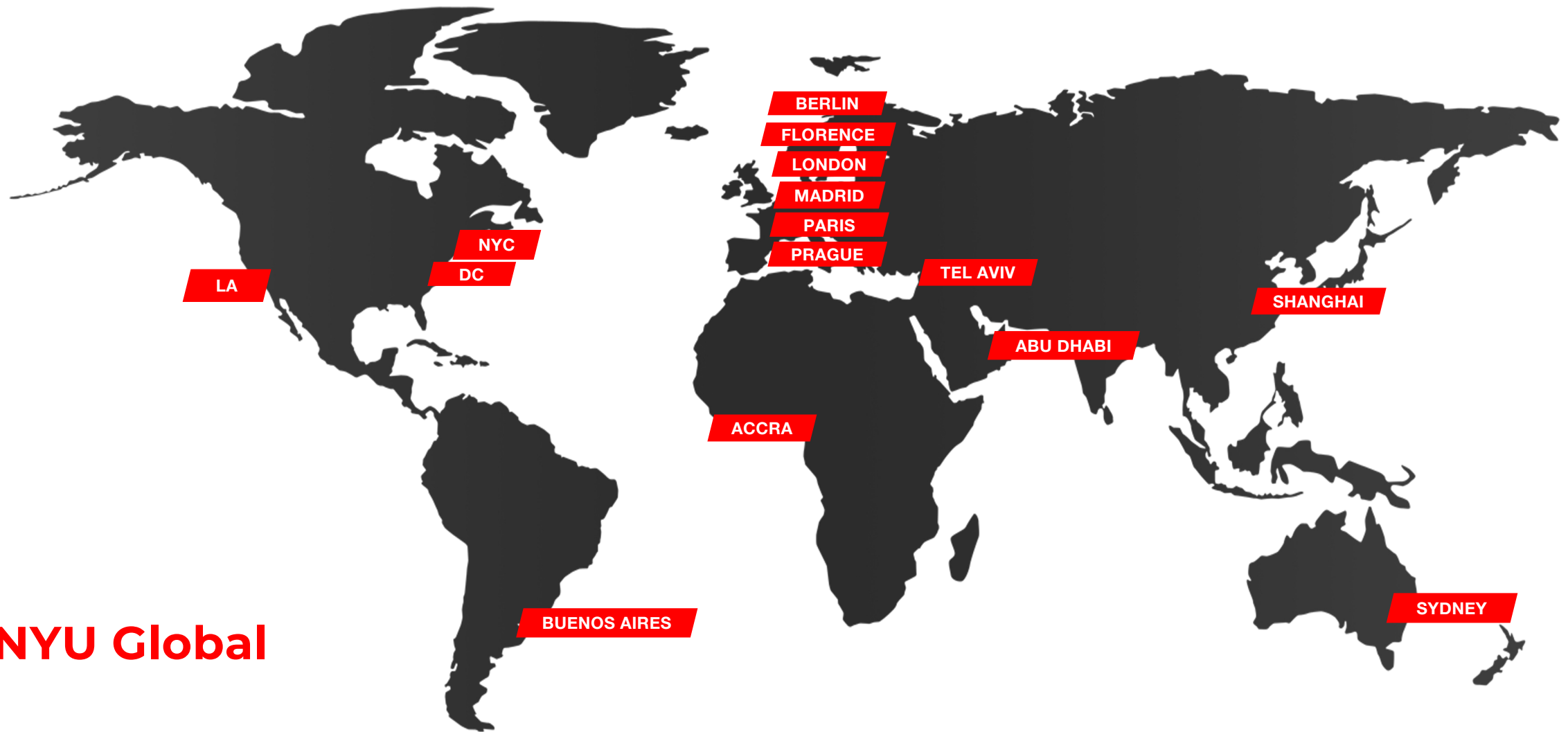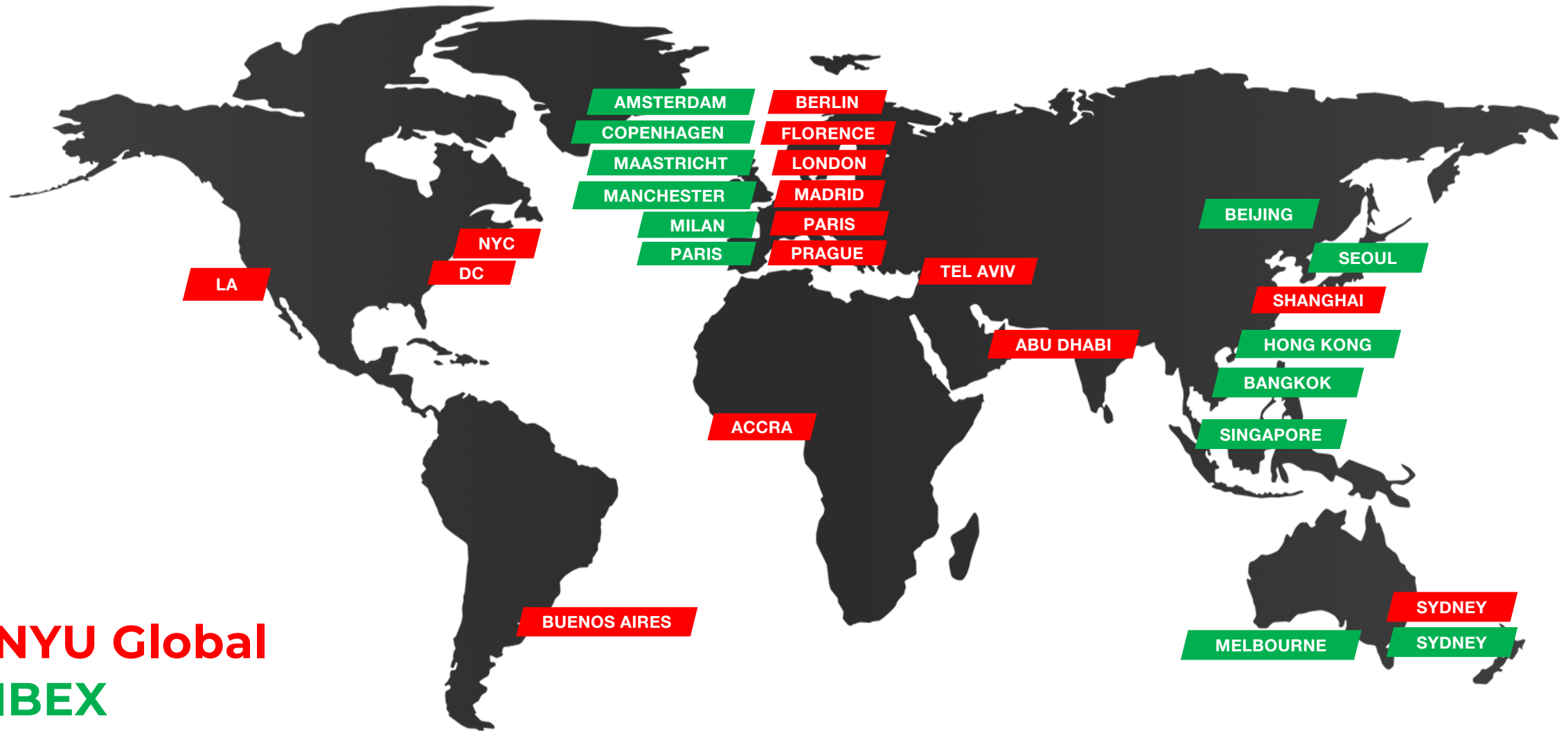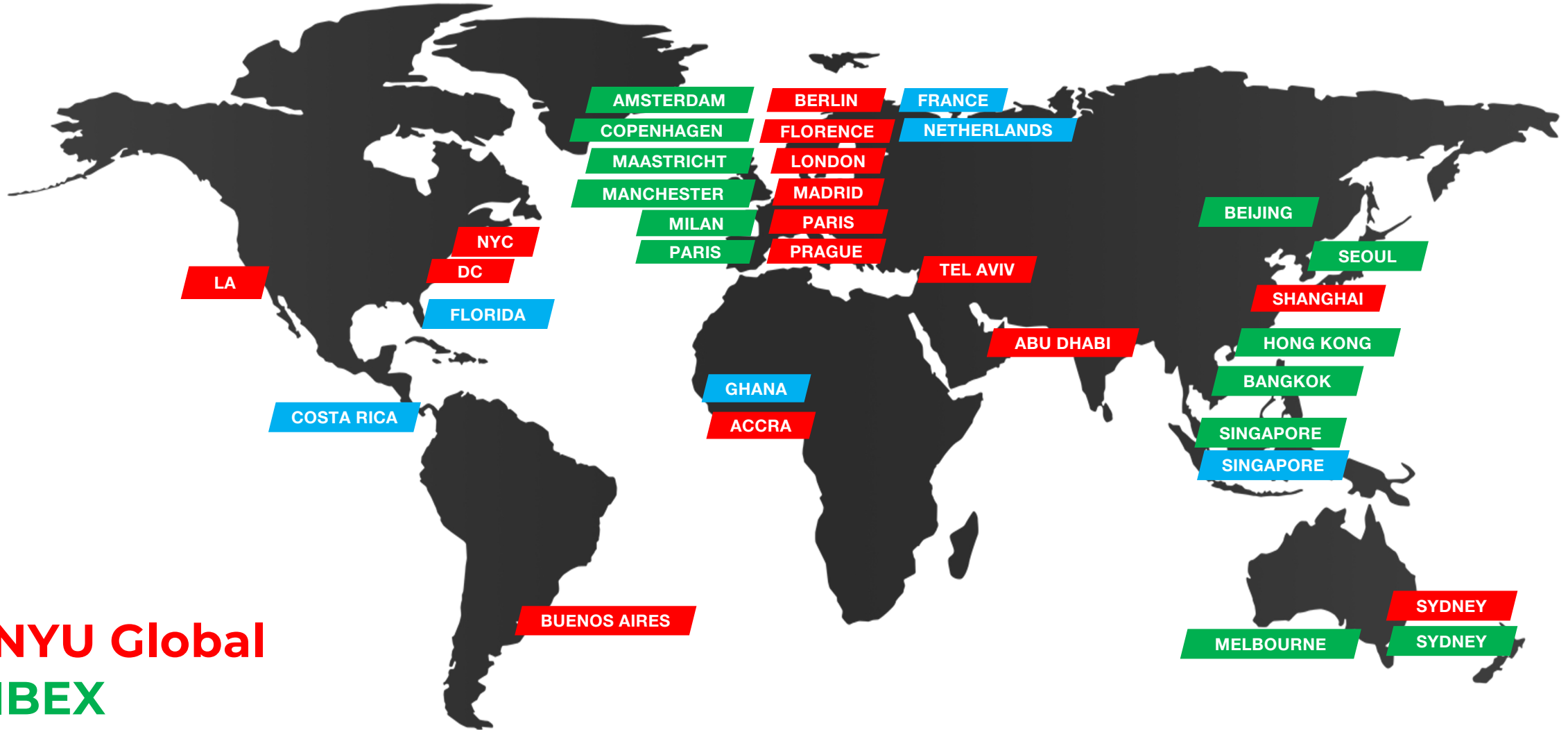
NYU Global
IBEX
Stern Around the World

AMSTERDAM · BERLIN · FRANCE · COPENHAGEN · FLORENCE · NETHERLANDS · MAASTRICHT · LONDON · MANCHESTER · MADRID · MILAN · PARIS · PARIS · PRAGUE · BEIJING · SEOUL · NYC · DC · TEL AVIV · SHANGHAI · LA · ABU DHABI · HONG KONG · FLORIDA · BANGKOK · GHANA · SINGAPORE · ACCRA · SINGAPORE · COSTA RICA · BUENOS AIRES · SYDNEY · MELBOURNE · SYDNEY

19

% of Study Away Students by Graduating Class

Legend: ■ NYU Global ■ IBEX
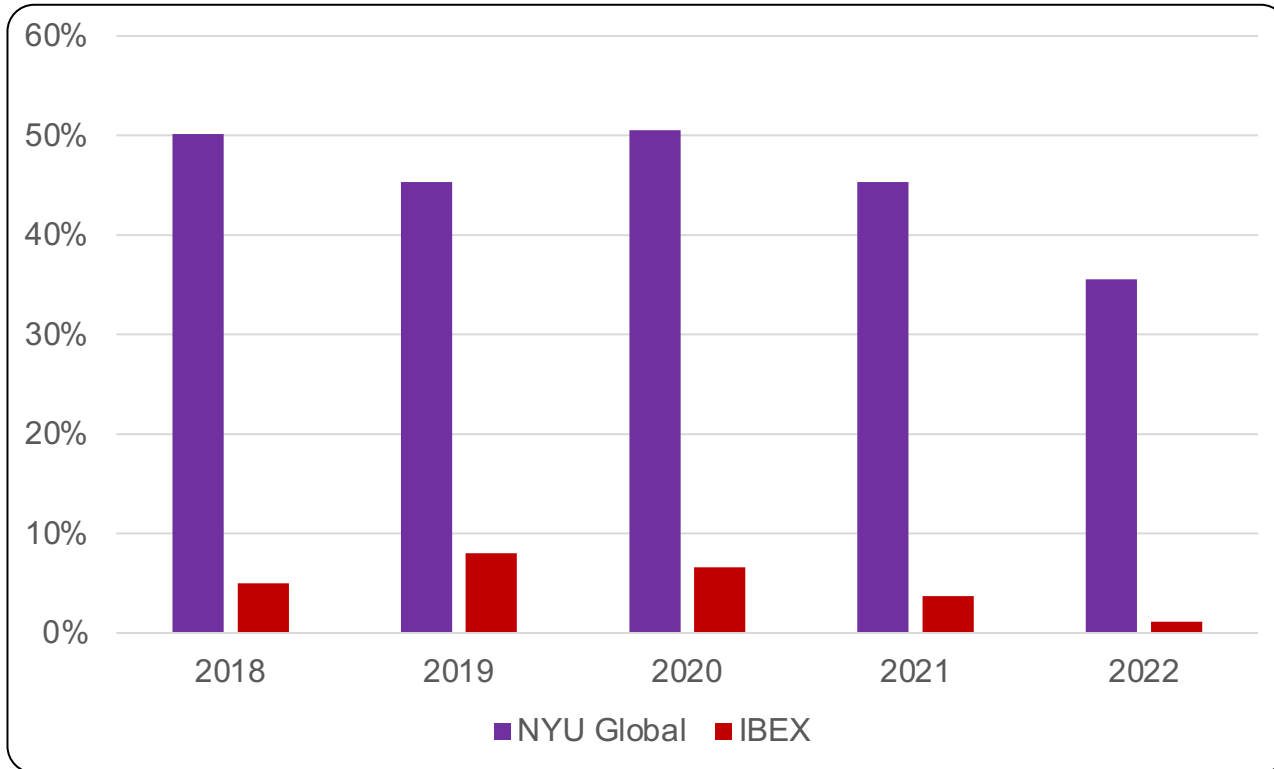
AY 22-23 Participation

	Fall 2022	Spr 2023	Total
NYU Global	264	242	506
IBEX	47	21	68

Stern Around the World
- Current capacity 6 x 35 = 210
- Planned capacity 10 x 35 = 350

Visible, Generous, Seamless

NYU Global Study Away
- NYU financial aid packages travel with students
- Automatic consideration for NYU Global Pathways Scholarships and need-based grants

IBEX
- NYU financial aid packages travel with students
- Need-based NYU Stern IBEX Scholarships

Stern Around the World
- Every student with demonstrated financial need receives an award to cover the full cost of one SAW course
- Awards are automatically posted and tracked

All incoming students

- Take the Intercultural Development Inventory assessment during the fall semester of their first year
- Meet with a qualified administrator to discuss an Intercultural Development Plan

Students studying away complete Study Away Intercultural Learning

- Repeatable, 0-credit, pass/fail, asynchronous, online course
- Three modules completed during every semester away
- Guide to observing and understanding cultural and business differences to build intercultural competencies

Intercultural Development Continuum (IDC™)

MONOCULTURAL MINDSET

Denial — Misses Difference
Polarization — Judges Difference
Minimization — De-emphasizes Difference
Acceptance — Deeply Comprehends Difference
Adaptation — Bridges Across Difference

INTERCULTURAL MINDSET

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INTERCULTURAL DEVELOPMENT INVENTORY

Session #6
Mentoring Undergraduate Students

Kevin O'Mara, PhD
Dean,
Campbell University

Shannon Deer, PhD
Associate Dean,
Texas A&M University

Frederic Brunel, PhD
Associate Dean,
Boston University

Successfully Embedding Course-based Peer Mentoring into Business Education: An Approach & Tangible Impact

Dr. Kevin O'Mara
(komara@campbell.edu)

Lundy-Fetterman School of Business

UG Majors

Accounting (80)

Economics (15)

Finance (60)

Healthcare Management (80)

International Management (20)

Management (160)

Marketing (80)

PGA Golf Management (60)

Trust & Wealth Mgmt (140)

Graduate Programs

MBA

MAcc

MTWM

"Signature Programs"

Burt Family Student-run Investment Fund

Center for Financial Literacy

Rose Center for Peer Mentorship

"Camel Accelerator"

Truist Business Scholars

Trust & Wealth Fellows

3 Generations (Mentees/Mentors/Alumni): Layering Mentoring with Training

Meet weekly:
College Transition
Business Fundementals

Meet every two weeks:
Personal/Professional Goals
Role as leader and mentor

Alumni Mentors

- Invitation based on past mentoring and current status
- Summer Reading Group
- August Training
- Bi-Weekly Emails
- Two monthly meetings with Peer
- One monthly meeting with freshmen

Peer Mentor

- Application and interview
- Leadership Retreat
- Summer Reading Group
- August Training
- Monday Mentor Meetings
- Alumni Mentoring
- IMA Partnership

BADM 100

- 15-week freshmen seminars
- 2 credits; twice a week
- Success skills
  - Time Management
  - Study Skills
  - Academic Planning
- Food Truck project
  - Creativity
  - Collaboration
  - Communication

Meet monthly:
College Transition
Food Truck Feedback
Career Goals

Summer Weekly Sessions (virtual)

Mentor Retreat (before classes)

Wk 1: What do I need to know before I start?

Wk 2: Setting Goals (for Mentors & Mentees)

Wk 3: How to Adopt a Mentor's Mindset ?

Wk 4: People Development (IMA)

Wk 5: How should I Mentor?

Wk 6: Alumni Mentor feedback

Wk 7: How can I set them up for Success?

Wk 8: How do I help them work better together? (IMA)

Wk 9: Presentation Basics (Food Truck Pitch I)

Wk 10: How do I create the right environment?

Wk 11: How do I help them be better people (IMA)?

Wk 12: Food Truck Pitch practice / feedback (Alumni)

Wk 13: Debrief with Alumni

Wk 14: Debrief with Director

IMA – Int'l Mentoring Association

Benefits

- *Personal Development*
- *Ability to Lead & Inspire Others*
- *Professional Skills & Business Knowledge*
- *Culture & Expectations Setting*

What the Peer Mentee Gains:
- Immediate connection to school
- Small cohort
- Assessments, Goal-setting
- Teamwork experience
- Confidant (Peer & Alumni)
- "Business" project experience

What the Peer Mentor Gives:
- Guidance / Academic Advice
- Encouragement / Empathy
- Campus Information
- Transitional Support
- Project Management Leadership

What the Business School Gains:
- Student engagement / connection
- Culture building
- Distinctive program
- Establish expectations early

What the Peer Mentor Gains:
- Personal and Professional Development
- Experience Working with Teams
- Experience Managing People and Projects
- Personal Assessment / Feedback
- Advice and Encouragement from Alumni Mentor
- Relationships and Connections
- Resume Boost

THE UNIVERSITY OF TEXAS AT DALLAS

MENTEES Confidence in *Skill Development*

Before BADM 100

	NOT CONFIDENT AT ALL	SOMEWHAT CONFIDENT	MODERATELY CONFIDENT	VERY CONFIDENT	EXTREMELY CONFIDENT
Marketing	8.54% 7	26.83% 22	35.37% 29	23.17% 19	6.10% 5
Management	6.10% 5	28.05% 23	35.37% 29	25.61% 21	4.88% 4
Teamwork	1.22% 1	10.98% 9	25.61% 21	35.37% 29	26.83% 22
Innovation	6.10% 5	25.61% 21	43.90% 36	15.85% 13	8.54% 7
Accounting/finance	10.98% 9	30.49% 25	35.37% 29	10.98% 9	12.20% 10
Entrepreneurship	9.76% 8	29.27% 24	32.93% 27	21.95% 18	6.10% 5
Design thinking	14.63% 12	19.51% 16	35.37% 29	21.95% 18	8.54% 7
Professionalism	3.66% 3	8.54% 7	31.71% 26	35.37% 29	20.73% 17
Resume writing	13.41% 11	23.17% 19	31.71% 26	18.29% 15	13.41% 11

After BADM 100

	NOT CONFIDENT AT ALL	SOMEWHAT CONFIDENT	MODERATELY CONFIDENT	VERY CONFIDENT	EXTREMELY CONFIDENT
Marketing	1.22% 1	4.88% 4	41.46% 34	35.37% 29	17.07% 14
Management	1.22% 1	2.44% 2	34.15% 28	42.68% 35	19.51% 16
Teamwork	0.00% 0	2.47% 2	23.46% 19	29.63% 24	44.44% 36
Innovation	0.00% 0	6.17% 5	39.51% 32	34.57% 28	19.75% 16
Accounting/finance	1.22% 1	12.20% 10	42.68% 35	25.61% 21	18.29% 15
Entrepreneurship	1.23% 1	4.94% 4	34.57% 28	37.04% 30	22.22% 18
Design thinking	1.23% 1	4.94% 4	25.93% 21	44.44% 36	23.46% 19
Professionalism	0.00% 0	2.47% 2	25.93% 21	29.63% 24	41.98% 34
Resume writing	2.44% 2	6.10% 5	25.61% 21	40.24% 33	25.61% 21

MENTOR Survey of Skills and Growth

Skills Pre/Post Peer Mentoring Program – Likert scale out of 5; divided under our 4 Pillara

Personal Development
Overall Personal Skills and confidence – 3.38 (before); 4.24 (after) – 0.86 point growth
Self-Awareness/ of Personal Strengths –3.095 (before), 4.333 (after) – 1.24 point growth *(2nd highest growth)*
Personal Confidence – 3.38 (before); 4.14 (after) - 0.76 point growth

Professional Skills & Business Knowledge
Overall Professional Skills and Confidence – 3.52 (before); 4.333 (after) – 0.81 point growth
Career and Professional Networking Skills – 3.29 (before); 3.95 (after) – 0.66 point growth
Awareness of Business Concepts – 3.05 (before); 4.0 (after) – 0.95 point growth
Planning/Execution – 3.14 (before); 4.38 (after) – 1.24 point growth *(2nd highest overall growth)*
Ability to work on a team – 3.76 (before); 4.24 (after) – 0.48 point growth
Organizational Skills - 3.62 (before); 4.095 (after) – 0.475 point growth
Execution of Creative Ideas – 2.86 (before); 3.48 (after) – 0.62 point growth *(lowest starting confidence)*
Time Management – 3.24 (before); 3.76 (after) – 0.52 point growth

Ability to Lead & Inspire
Ability to lead others– 3.23 (before); 4.095 (after)– 0.865 point growth
Ability to Communicate Well – 3.52 (before); 4.38 (after)– 0.86 point growth
Social Awareness/Ability to Read Others– 3.333 (before); 3.81 (after)– 0.48 point growth
Ability to Inspire Change in Others– 3.287 (before); 3.76 (after)– 0.473 point growth

Campus Involvement & Community Service
Campus Connections/ Involvement – 3.14 (before); 4.43 (after)– 1.29 point growth
School Spirit/Pride in Campbell – 3.66 (before); 4.28 (after)– 0.62 point growth *(highest starting confidence)*

Outcomes:

GOALS

Attract

Retain

Develop

IMPACT

87% of Peer Mentors agreed "this program helped me grow personally & become more aware

100% of Peer Mentors reported positive impact on their sense of community & collaboration

92% of Peer Mentors felt more confident as a leader

75% of Peer Mentees feel strongly connected to the business school

Business school retention 80-84%; Campbell Univ. 74%; Nationally 67% (National Clearinghouse, 2020)

TAKEAWAYS

- Dedicated champion
- Support from school leadership
- Mentors must be well-trained & motivated
- Alumni must be selected carefully
- Program requires considerable structure
- Feedback – lots of feedback

MAYS BUSINESS SCHOOL

DR. SHANNON DEER '03

ASSOCIATE DEAN FOR UNDERGRADUATE PROGRAMS

MAYS BUSINESS SCHOOL

MAYS BUSINESS SCHOOL

Current total enrollment: 4,968

Majors:

• Accounting	665
• Finance	795
• Information & Ops Management	446
• Management	441
• Marketing	479
• Business Honors	335
• Undeclared (freshmen/soph)	1,807

Study Abroad

- 2021-2022 654 students abroad
- ~30% of graduates have an international experience
- Texas A&M #1 U.S university for number of students abroad (IIE Open Doors)
- 2021-2022 Mays - #1 college/school at TAMU

Top Providers

- Academic Experiences Abroad (AEA)
- Academic Programs International (API)
- Arcos Learning Abroad
- Education Services Abroad (ESA)

Fall 2045 projected enrollment: 5,500+

Challenge

First generation, low-income student retention

Solution

Regent's Ambassador Program:
•Scholarship: $6,000/year
•Programming:
•Study abroad
•Student led organization, retreats, team building
•Study sessions
•Designated advisor

Results

Retention rates:
Non-1st gen: 95%
RAP (1st gen, low-income): 95%
Non-RAP 1st gen: 91%

Challenge

Engagement with first-year students.

Exposing students to Mays Business School, business, and themselves.

Solution

BUSN 101: Freshman Business Iniitiatve

Peer leader program:
Professional development experience
Small group engagement and 1:1 attention

Results

100 peer leaders

Positive student evaluations

Aggies in TECH

Challenge

Representation in high-target industries and jobs

Solution

Aggies in... programs

Current:
Aggies in Tech
Aggies on Wall Street

Future:
Aggies in Consulting

Results

Increased engagement with former students

New program with 127 applications

18 excellent students

May trip to West Coast

Challenge

We have 5,000-5,500 students and cannot provide individualized mentorship

Solution

MaysNext

Results

Currently 13 badges

Goal for spring 2024 - 21 badges

90% freshmen engagement

Department buy-in and use across centers, programs, student organizations

UNDERGRADUATE MENTORING AT

THE QUESTROM SCHOOL OF BUSINESS

Frederic Brunel

Rachel I. Reiser

Misty Start

QUESTROM
MEANS BUSINESS

Boston University Questrom School of Business

Questrom UG at a Glance

4 years BSBA curriculum
- Admit Freshmen, External & Internal Transfers
- ± 2,300 enrolled in BSBA
- ± 29% International
- ± 30% study abroad
- ± 20% First Gen

In addition:
- > 500 pending internal transfer
- > 600 pursuing one of three minors

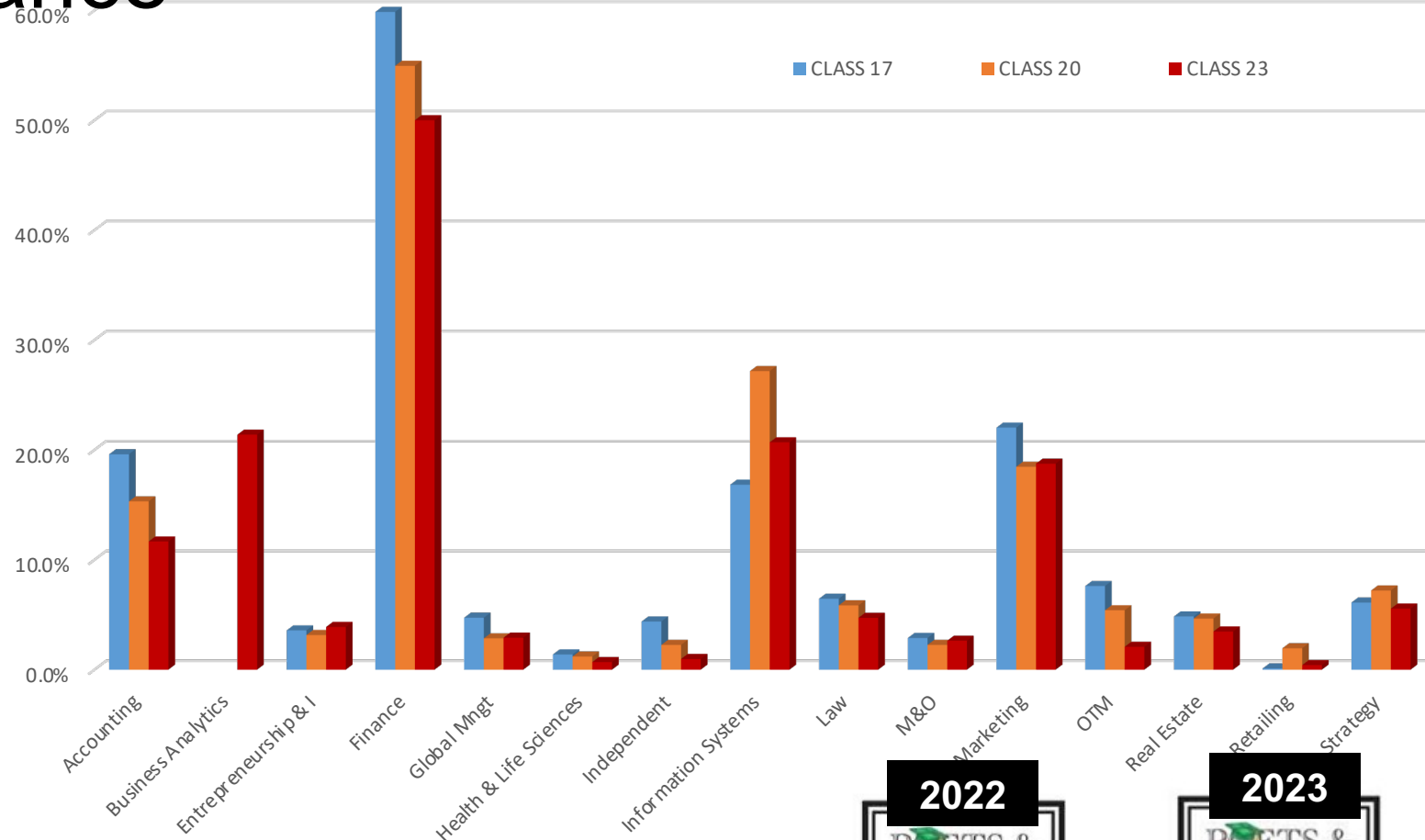BSBA students pursue ± 1.5 concentrations
➔About 5,000 plans of studies all combined

Outcomes (class of 2022)
- Employed at graduation   82%
- Employed at three months   98%
- Employed at six months   99%
- *Knowledge rate*   89%
- First-year compensation $80K

Concentrations by Class Year

CLASS 17   CLASS 20   CLASS 23

2022

2023

THEORY-GUIDED PRACTICE : Social Cognitive Career Theory

HOW DO STUDENTS

develop academic and career interests?

determine academic and career choices?

obtain academic and career success?
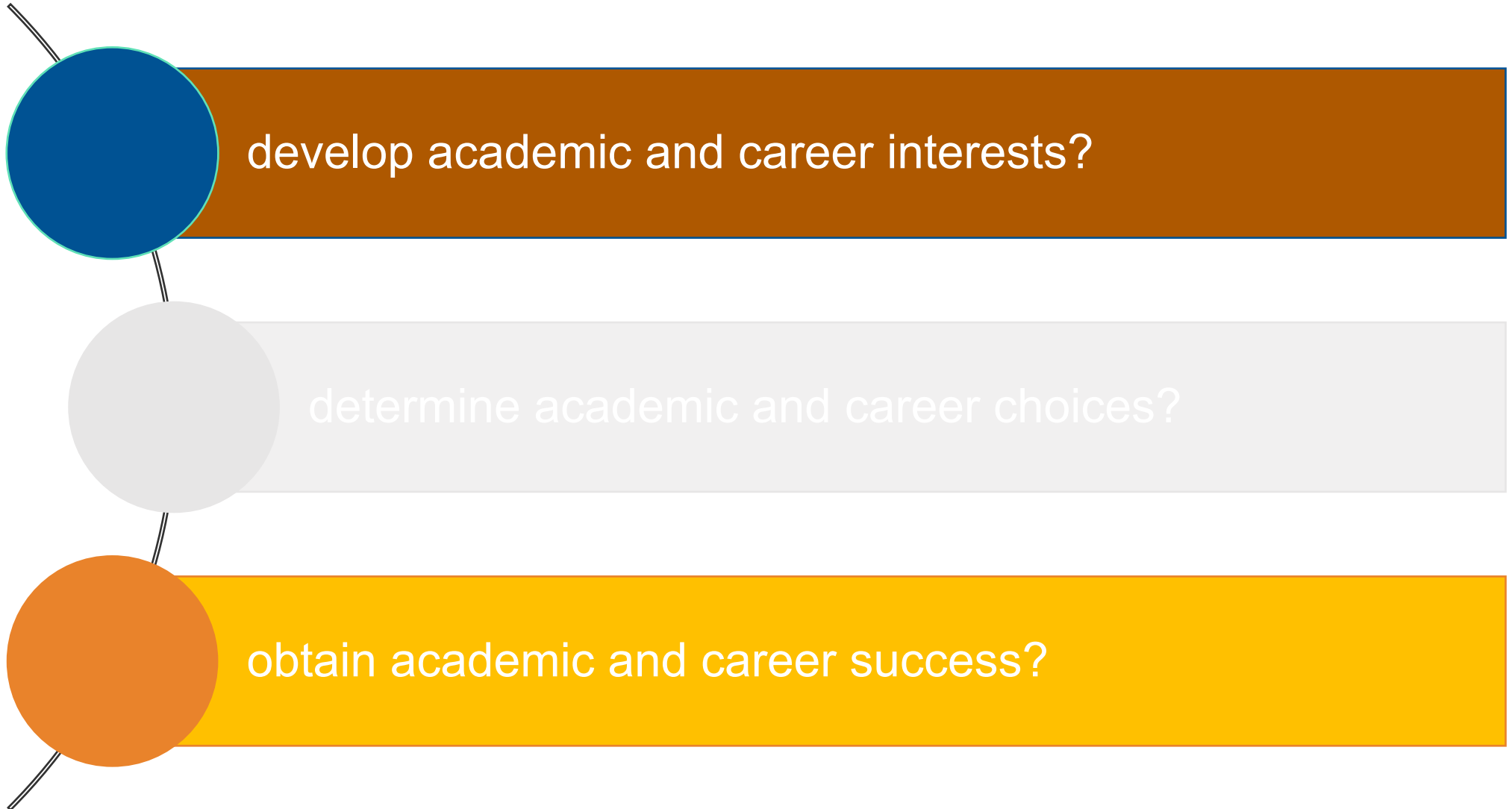
MENTORSHIP: **AN INTEGRATED PRACTICE FROM A TO A**

Admission

Objective

Who

	Landing & Orientating	Exploring & Inspiring	Forming Goals	Academic Support	Career Support	Executive Skills	Landing Career Stepping-Stone
Peers	X	X	X	X	X	X	
Academic Advisors	X	X	X	X		X	
Career Advisors	X	X	X		X	X	X
Faculty Advisors	X	X	X	X	X	X	X
Centers	X	X	X	X	X		
Alumni		X			X	X	X

Alumni

A-to-A Questrom Mentoring: ADMISSION & LAI

EHosts

- Reach out to students **following admission** to Questrom, available for any questions or conversation, and participate in admitted student events throughout the spring
- Connect admitted students with current students as they finalize their college selection process and begin acculturating to the School

Orientation Facilitators

- Connect with students and facilitate **seven cycles** of visits and stays between May and September

HELEN Class of 2023

BREANN Class of 2023

WELCOME TO QUESTROM
A Q&A WITH THE UNDERGRADUATE DEANS
FOR OUR NEW QUESTROM CLASS OF 2027 AND THEIR FAMILIES

FRÉDÉRIC BRUNEL & **RACHEL I. REISER**
ASSOCIATE DEAN, UNDERGRADUATE PROGRAMS ASSOCIATE PROFESSOR, MARKETING   *ASSISTANT DEAN, UNDERGRADUATE STUDENT EXPERIENCE AND SERVICES*
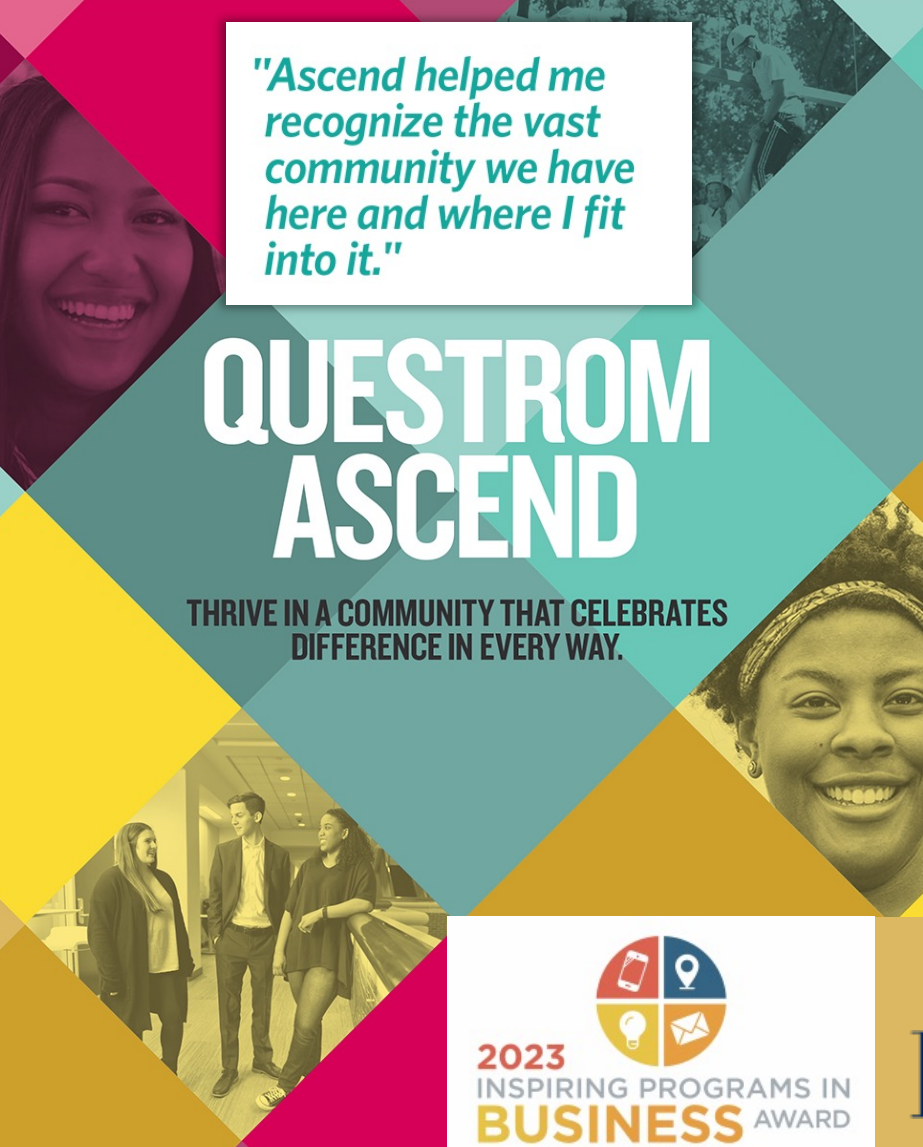
TUESDAY, FEBRUARY 28 | 7PM ET

Boston University Questrom School of Business

A-to-A Questrom Mentoring: FIRST YEAR STUDENTS

A WIDE AND BROAD NET OF MENTORSHIP FROM DAY 1

- Assigned Academic and Career Advisors
- Faculty Advisors
- Peer Advisors & Tutors
- **Career Curriculum Year 1**: **Explore Your Career**. Facilitated by faculty & peer Teaching Assistants mentors
- SM131 Career Inspiration Seminars with recent alumni
- Concentration and Club Fairs
- tors

"Ascend helped me recognize the vast community we have here and where I fit into it."

QUESTROM ASCEND

THRIVE IN A COMMUNITY THAT CELEBRATES DIFFERENCE IN EVERY WAY.

BOSTON UNIVERSITY
QUESTROM SCHOOL OF BUSINESS
PEER ADVISOR

2023 INSPIRING PROGRAMS IN BUSINESS AWARD

Winner
INSIGHT Into Diversity®

LOCK TUTORING
WE'VE GOT YOU COVERED.
Mondays & Wednesdays
HAR 240 | 6:30 - 8:30pm
SM 131 / FE 101 / IS 223 / AC 221 & 222 / QM 221 & 222 / ES 275

A-to-A Questrom Mentoring: SOPHOMORES

Career Curriculum Year 2: Build Your Career Toolkit
- Concentration and career exploration
- Development of LinkedIn, Handshake, and other social profiles
- Informational interviews with Questrom alumni

Become a Mentor or Tutor
- TA program
- Lock Honorary Society
- Peer Advisor
- Clubs and groups provide executive skills training and mentorship to members etc.

Concentration Mentorship
- Concentration and club fairs
- Concentration presentations by faculty mentors
- Concentration panels with alumni mentors, "What Can You Be With a Questrom Degree?"

Connect and Explore with BU alumni
- On BU Connect
  - 20,000+ have volunteered to mentor
  - Job Shadowing Opportunities etc.
- On Linkedin

BU CONNECTS»

Linked in **Groups**

GOALS + PLANS = SUCCESS

What will YOUR path
to success look like?
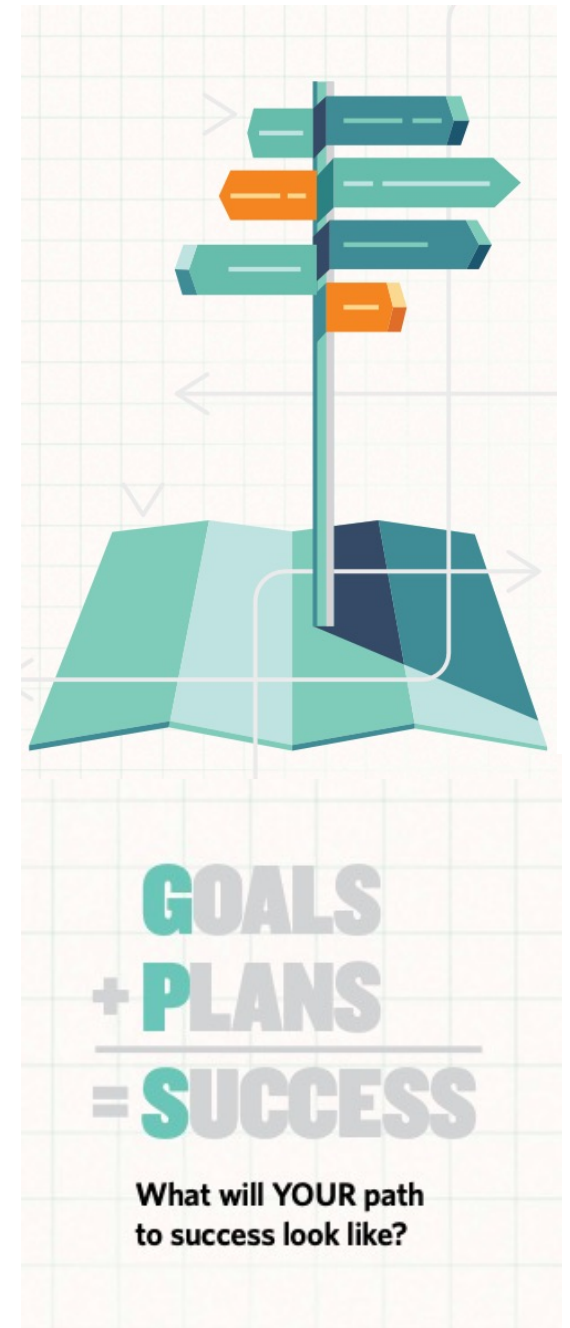
A-to-A Questrom Mentoring: JUNIORS

Faculty Concentration Advisor: Susan Jung Grant

Faculty Concentration Advisor: Jeff Allen

Faculty Concentration Advisor: Rosalba Schino

Faculty Concentration Advisor: Jim Welch

MBA-UG Mentorship Program
- Eligibility: Junior or senior standing & application
- Duration: Full academic year
              At least 2 meetings per semester

Skill buildings continues
- For instance: Case or behavioral interviews

Deepen working relationships with Faculty Advisors
- 16 faculty members with formal mentoring roles
- Relationship usually starts in year 1 or 2, but year 3 is a culminating moment
- Assist in refining goals and connecting with internship opportunities

Continued support for external relationship building
- Case competitions
- Join professional organizations
- Regional and national conferences
- Innovate@BU innovation cluster and partners

A-to-A Questrom Mentoring: SENIORS

Part 3 Career Curriculum: Implement Your Career

- Targeted search plans
- Technical and case Interviews
- Salary negotiation
- Onboarding & first 90 Days

Continued Coordinated Career Planning Outreach to Land FT Offer

- All hands on deck
- Meet students where they are
- Adapt, pivot, just-in-time resources and sustained partnership

A-to-A Questrom Mentoring: ALUMNI

Linked **in**
Groups

BU CONNECTS»

The power of the BU network, now from your phone

~~~~~~~~~~

Introducing the BU Connects mobile app

Give Back

- Become a mentor
- Provide job shadowing opportunities
- Post internships and job listings
- Return to campus and courses

hi handshake

We continue to support grads

- Schedule alumni career advising
- Explore career resources
- Register for career events
- Apply/post job opportunities

... for life!

BU | Questrom School of Business
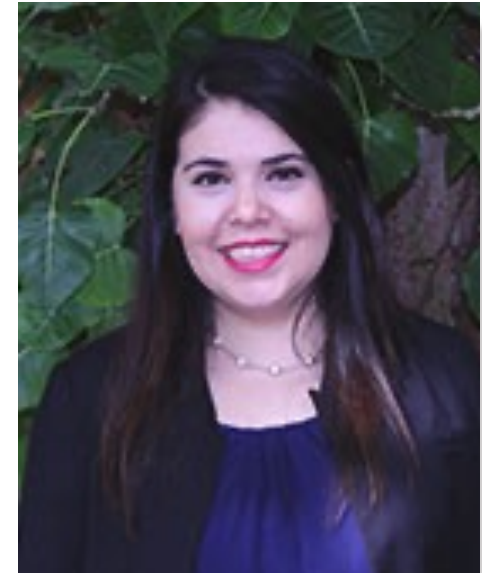
Session #6 Continue
Mentoring Undergraduate Students

Frank Kelley, PhD
Associate Dean,
University of Houston

Jerald Hughes, PhD
Associate Dean,
University of Texas Rio
Grande Valley

Ana Giron-Rubio, MS
Program Manager,
University of Texas Rio
Grande Valley

Overview of UH Bauer College of Business

- UH: 47,000 students > 6,400 undergraduate business majors
- 40% first generation in college & 45% entered UH as Freshmen
  55% as Transfer students
- Diversity: Hispanic-33%; Asian-28%; White (non-Hispanic)-22%; Black-6%; Intl-6%; Other-5%
- Majors: Accounting, Entrepreneurship, Finance, Management, Marketing, MIS, Supply Chain Management, + 11 minors & tracks
- Rolled out a mentor program in Fall 2022 with Mentor Collective

BAUER
COLLEGE OF BUSINESS
UNIVERSITY of HOUSTON

UNIVERSITY of **HOUSTON**

BUMP UP YOUR COLLEGE SUCCESS — ches Pre-business students with Upperclass students

BUMP UP YOUR CAREER SUCCESS — ches Upperclass students with Alumni

Mentors take a 1 hour training & Mentees take a survey for matching.

Website: https://www.bauer.uh.edu/undergraduate/mentor-program/

BAUER
COLLEGE OF BUSINESS
UNIVERSITY of HOUSTON

UNIVERSITY of HOUSTON

Mentor Program Overview

Metric	2022-23(*to date)	Benchmark
Students matched	584	
	18.3% of invited	*20.9% of invited*
Mentors matched	197	
	6.9% of invited	*9.7% of invited*
Conversations logged*	1436	
	2.41 per mentorship	*3.28 per mentorship*
% pairs logged 3+ conversations high impact > high retention outcome	28.6%	43%
% pairs using SMS relay*	54.4%	43%
Avg SMS exchanged per pair	10.72	11.7
Flags	22	
	0.03 per mentorship	*0.04 per mentorship*

Conversations are self-reported by mentors and mentees. SMS relay usage is directly measured.

Next Steps for BUMP

Customize Resources

Flags – micro-feedback from mentors on sessions

Based on flags, customize Mentor Resource Guide

Personalize with Value-Added Programming

Offering workshops for mentees and mentors to personalize the program:

"Real Mentoring" & "Building Social Capital" by alumni professional coach

Pro-active Timeline

Rollout during Orientation prior to Fall semester

Learn from Others – UT-RGV

Robert C. Vackar College of Business & Entrepreneurship

- 31,559 UTRGV students

- 3,192 undergraduate business students

- 21% Freshman students (677)

- Diversity: 91% Hispanic, 3% White (non- Hispanic), 3 % International, 1% Asian, 1% Black, 1% Other

- Majors: Accounting, Finance, Information Systems, Economics, Hospitality and Tourism, Entrepreneurship, International Business, Management, Marketing, Global Supply Chain Management

Vackar Connection

Mentorship program

GOALS:

➢ Create a culture of belonging, engagement and mentorship

➢ Increase retention

➢ Expose students to career opportunities

➢ Crate leaders

➢ Develop early interventions based on mentees need (flags)

Mentor Experience

" As a senior and career advisor, I am able to apply my knowledge and skills to provide proper, relevant information that Gilberto is looking for. I have been able to present some tips he asked for along with redirecting him to other resources on campus. "

- Arantxa Espinoza

" My mentee mentioned they wanted to attend tutoring for one of their classes so we set up an appointment with the learning center for him to attend before his test. "

- Leslie Hernandez

PROGRAM OVERVIEW

Metric	2021-22	2022-23(*to date)	Benchmark
Students matched	193	245	33.8% of invited
	19.4% of invited	**48.32% of invited**	
Mentors matched	47	70	12.8% of invited
	3.06% of invited	4.16% of invited	
Conversations logged*	776	**784**	3.32 per mentorship
	3.69 per mentorship	3.04 per mentorship	
% pairs logged 3+ conversations	37%	33.7%	43%
% pairs using SMS relay*	61.2%	70.2%	43%
Avg SMS exchanged per pair	14.0	10.86	11.7
Flags	15	7	0.04 per mentorship
	0.08 per mentorship	0.03 per mentorship	

Social Gatherings

We give a VOICE to our mentors, train, provide resources, share mentor-mentee experiences, brainstorm to improve the program. And we celebrate each one of them.

Initial Impact:
Highly Engaged Mentorships

87 mentoring pairs (**33.7%** overall) have already reported 3+ conversations

Prior MC analysis shows that students in these relationships are significantly more likely to persist in their education

33.7%

❝ I just want to help others come and stay in school. I would want someone there for me back when I was going through my struggles, but I technically didn't have anyone. So if I can be there for someone else, I would take the opportunity too. ❞

Crystal Ortiz, Mentor

JA

Jose Acuna, Mentee

Vackar Connection next steps…

Provide mentors resources ahead of time to tackle flag topics. Ex. Contact for OVAP, business advisors.

Increase pairs with 3 or more conversations

Provide an orientation for Mentors, topics will include how to start a conversation, best ways to engage with mentees, provide resources to promote meeting in person

Thank you! See you next year!