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
Romana Autrey
Innovation and Building Value in UG Programs

March 6, 2023
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 programming

- 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 β 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 $\beta$ AGSM policies apply
     - Operational: Audit courses, Add/Drop period $\beta$ CAS policies apply
Issue #2: Undergraduate degree logistics, Fall 2020-21

- Challenges
  1. *Whose policy applies?* E.g., size of major, course cap per department, laptop policy, etc.
  2. *Calendar conflicts:* Meetings on MWF (CAS) versus MW (AGSM) affects contact hours

- Solutions
  1. Launched collaborative university-wide Academic Policy Workgroup
     - Academic Integrity policy
     - Incomplete policy
     - Add/Drop/Withdraw policy
     - Transfer credit policy
Issue #2: Undergraduate degree logistics, Fall 2020-21 (cont’d)

● 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)
BUILDING A VALUE-BASED BUSINESS PROGRAM WITHIN A LIBERAL ARTS COLLEGE

MCCOLL SCHOOL OF BUSINESS
Beth Zuech Schneider, DBA
Director of Undergraduate Programs
Associate Professor of Strategy
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
Guiding Principles
Opportunities
Challenges
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
What we learned

Skills/competencies desired by employers.
Students' perceptions of major value varies greatly.
Our current BBA degrees - 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 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.
Core skills of BA in Business

- Excel, Data, and Analytics
- Critical Thinking & Problem Solving
- Verbal and Written Communication Skills
- Interpersonal & Teamwork Skills
- Leadership and Self-Awareness/Improvement
- Foundational Business Disciplinary Knowledge
High-level OutCOMES

PROGRAM CHANGES:
- General Education credits
- Math options
- Integrate new course options

BBA REVISIONS:
- Admission requirements
- Core courses
- Major specific revisions

NEW BA in BUSINESS
- 40 credits and concentration
- Dual degree, double-major
- Minors and/or concentrations
# NEW BA Degree

<table>
<thead>
<tr>
<th>Credits</th>
<th>Prefix #</th>
<th>Course Title/Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>MAT 111</td>
<td>Quantitative Literacy for Business</td>
<td>Updated – Test out</td>
</tr>
<tr>
<td>0-3</td>
<td>MAT 112</td>
<td>Business Statistics</td>
<td>Move to QLC</td>
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<tr>
<td>3</td>
<td>BUS 101</td>
<td>Intro to Business with Excel</td>
<td>New Course</td>
</tr>
<tr>
<td>0-4</td>
<td>ECO204</td>
<td>Microeconomics</td>
<td>Move to QLC</td>
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<tr>
<td>3</td>
<td>BUS 225</td>
<td>Spreadsheets and Databases</td>
<td>Former MIS</td>
</tr>
<tr>
<td>3</td>
<td>BUS 325</td>
<td>Business Analytics</td>
<td>(BUS225 Pre-req)</td>
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<tr>
<td>3</td>
<td>BUS 218</td>
<td>Business Communications</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ACC 210</td>
<td>Principles of Accounting</td>
<td>New Course</td>
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<tr>
<td>3</td>
<td>MGT345</td>
<td>Leadership &amp; Organizations</td>
<td>Updated course</td>
</tr>
<tr>
<td>3</td>
<td>FIN 360</td>
<td>Principles of Corporate Finance</td>
<td>New Course</td>
</tr>
<tr>
<td>3</td>
<td>MKT 340</td>
<td>Principles of Marketing</td>
<td></td>
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<tr>
<td>3</td>
<td>BBA 300</td>
<td>Business Law and Ethics</td>
<td>New Course</td>
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<tr>
<td>3</td>
<td>BUS 490</td>
<td>BA Capstone in Business Experience</td>
<td>Senior Standing</td>
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<tr>
<td>(30)-40</td>
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<td>TOTAL CREDITS</td>
<td></td>
</tr>
</tbody>
</table>

Required Concentration(s), Minor(s), or Second Major
TaCTICS FOR CHANGE

Identify Changes
• Type
• Scope
• Readiness

The Details
• People
• Process
• Costs/Risks

The Approach
• Team
• Stakeholders
• Resistance

Implement
• Action Plan
• Transition
• Resources

Monitor
• Review
• Revisions
• Input
Reimagining the UG Curriculum

Vlad Griskevicius, UG Associate Dean
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

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 (2 cr)
- Design Your Life (1 cr)
- Design Your Career (1 cr)
- Business Ethics, Corporate Responsibility & Sustainability (3 cr)
- *Race, Power & Justice in Business (3 cr)

**FOUNDATIONS & IMPACT**
Courses That Equip Students with Business Fundamentals for Lasting Impact
- Business Economics (4 cr)
- Financial Reporting (4 cr)
- *Information Systems & Digital Transformation (3 cr)
- *Principles of Marketing (3 cr)
- *Sustainable Supply Chain & Operations (3 cr)
- *Finance Fundamentals (3 cr)
- *Strategic Management (3 cr)
- *Human Capital Management (3 cr)
- *Managerial Accounting (3 cr)

**DATA & DECISIONS**
Courses That Build Skills for Solving Complex Problems
- Business Statistics in R (4 cr)
- Modeling Business Scenarios in Excel (2 cr)
- Data-Driven Business Decisions (3 cr)
- Business Analytics (3 cr)
- Business Communication (3 cr)
- Impact Lab Problem Solving (2 cr)
- Impact Lab InAction (2 cr)

**INTERNATIONAL EXPERIENCE**
Developing culturally aware leaders through an immersive global experience

**IMPACT CORE**
Building core business knowledge in a yearlong community for lasting impact

**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

Business Statistics in R (4cr)
Modeling Business Scenarios in Excel (2cr)
Data-Driven Business Decisions (3cr)
BusinessAnalytics (3cr)
Courses That Prepare Students to Lead with Purpose

- Leading Self & Teams (2cr)
- Design Your Life (1cr)
  Business Ethics, Corporate Responsibility & Sustainability (1cr)

People & Planet Tradeoffs

- Curricular vs Co-Curricular?
- DE&I in-house vs. not?
- More “leadership” and “sustainability”?
- What to cut?
Undergraduate Curriculum
Business as a Force for Good

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IMPACT LAB
Students solving real problems for nonprofits, social enterprises & corporations
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
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
- StudyAbroad – Fall, Spring, May Term and Summer
Recruitment
Barbara H. Cartledge, Senior Assistant Dean | bhcartle@samford.edu

- 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
• 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
• 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
Student Success

Dr. Evgenia (Janya) Golubeva
Associate Dean for Student Success & Clinical Professor of Finance
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>BBA</td>
<td>236</td>
</tr>
<tr>
<td>Undeclared</td>
<td>330</td>
</tr>
<tr>
<td>Accounting</td>
<td>624</td>
</tr>
<tr>
<td>Multiple</td>
<td>84</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>90</td>
</tr>
<tr>
<td>Finance</td>
<td>758</td>
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<tr>
<td>HRM</td>
<td>78</td>
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<tr>
<td>IDS</td>
<td>303</td>
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<tr>
<td>Management</td>
<td>353</td>
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<tr>
<td>Marketing</td>
<td>616</td>
</tr>
<tr>
<td>Real Estate</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3485</strong></td>
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</table>
Student Success

- Learning
- Career
- Community
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
- Faculty Mentor
Cohort Courses

Fall Freshman
- BA101 Freshman Seminar
- ACTG 210 Intro to Financial Accounting
- IDS 200 Intro to Management Info Systems

Spring Freshman
- ACTG 210 Intro to Financial Accounting

Fall Sophomore
- ACTG 211 Intro to Managerial Accounting
- FIN 300 Intro to Finance
- MKTG 360 Intro to Marketing
- IDS 270 Business Statistics I

Spring Sophomore
- MGMT 340 Intro to Organizations
- IDS 355 Operations Management

Each course has a faculty coordinator to ensure consistency across sections.

Cohort speaker series
<table>
<thead>
<tr>
<th>Community and Belonging</th>
<th>Success Strategies</th>
<th>Career and Major Exploration</th>
<th>Co-curricular Activities</th>
<th>Resource Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• UIC Innovation Center</td>
<td>• Student leadership panel</td>
<td>• Major videos and faculty presentations</td>
<td>• Company visits</td>
<td>• Financial assistance</td>
</tr>
<tr>
<td>• Workshops on social belonging</td>
<td>• Faculty panel</td>
<td>• Resume building</td>
<td>• Panel discussions</td>
<td>• Advising</td>
</tr>
<tr>
<td>• Team building activities</td>
<td>• Study skills / Time management skills</td>
<td>• Internship panel</td>
<td>• Faculty interviews</td>
<td>• Business Career Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Student orgs</td>
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## Highlights

<table>
<thead>
<tr>
<th>Student Satisfaction</th>
<th>Student Engagement</th>
<th>Faculty Engagement</th>
<th>Business Community</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Career Exploration: over 80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Academic: over 90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 700 interactions with cohort captains</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 100 interactions with faculty mentors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Over 40 faculty members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ernst &amp; Young</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Northwestern Mutual</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Allstate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Many other</td>
<td></td>
<td></td>
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<tr>
<td>• Highest retention rate at UIC during the pandemic year 2021-22</td>
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First-to-Second year Retention

<table>
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<tr>
<th>Year</th>
<th>CBA</th>
<th>UIC</th>
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<tr>
<td>2017</td>
<td>0.74</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>0.77</td>
<td>0.82</td>
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<tr>
<td>2019</td>
<td>0.80</td>
<td>0.81</td>
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<tr>
<td>2020</td>
<td>0.83</td>
<td>0.81</td>
</tr>
<tr>
<td>2021</td>
<td></td>
<td>0.79</td>
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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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Month</th>
<th>Cities</th>
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<tr>
<td>Spring 2022</td>
<td>1</td>
<td>Barcelona, Spain</td>
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<tr>
<td>Summer 2022</td>
<td>14</td>
<td>Grenoble, France</td>
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<tr>
<td></td>
<td></td>
<td>Madrid, Spain</td>
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<tr>
<td></td>
<td></td>
<td>Seoul, South Korea</td>
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<tr>
<td></td>
<td></td>
<td>Tokyo, Japan</td>
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<tr>
<td></td>
<td></td>
<td>London, UK</td>
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<tr>
<td></td>
<td></td>
<td>Singapore, Singapore</td>
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<tr>
<td></td>
<td></td>
<td>Rome, Italy</td>
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<tr>
<td></td>
<td></td>
<td>Rio de Janeiro, Brazil</td>
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<td>Sao Paulo, Brazil</td>
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<td>San Jose, Costa Rica</td>
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<td>Milan, Italy</td>
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<td>Bangkok, Thailand</td>
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<tr>
<td>Fall 2022</td>
<td>5</td>
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<tr>
<td>Spring 2023</td>
<td>9</td>
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<tr>
<td>Spring Break 2023</td>
<td>3</td>
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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

IN OUR Grit, OUR GLORY.
Undergraduates

3,765 Students
Fall 2022

67.65% Nebras la Residents

15.48% Underrepresented Domestic Students

19.95% First Generation Students
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.

<table>
<thead>
<tr>
<th>Group</th>
<th>Retention Rate</th>
</tr>
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<tbody>
<tr>
<td>Total One-Year Retention</td>
<td>83.1%</td>
</tr>
<tr>
<td>Underrepresented Students</td>
<td>76.3%</td>
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</tbody>
</table>
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
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 EquityAnd 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
Societal Impact

Dr. Rama Yelkur, Dean
## Bachelor of Business Administration (BBA)

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Entrepreneurship</th>
<th>Finance</th>
<th>Healthcare Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR Management</td>
<td>Management</td>
<td>Marketing</td>
<td>General</td>
</tr>
</tbody>
</table>
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

- Talent Empowerment
- Societal Well-Being
- Organizational Performance
UN SDGs

1. NO POVERTY
2. ZERO HUNGER
3. GOOD HEALTH AND WELL-BEING
4. QUALITY EDUCATION
5. GENDER EQUALITY
6. CLEAN WATER AND SANITATION
7. AFFORDABLE AND CLEAN ENERGY
8. DECENT WORK AND ECONOMIC GROWTH
9. INDUSTRY, INNOVATION AND INFRASTRUCTURE
10. REDUCED INEQUALITIES
11. SUSTAINABLE CITIES AND COMMUNITIES
12. RESPONSIBLE CONSUMPTION AND PRODUCTION
13. CLIMATE ACTION
14. LIFE BELOW WATER
15. LIFE ON LAND
16. PEACE AND JUSTICE STRONG INSTITUTIONS
17. PARTNERSHIPS FOR THE GOALS

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

“What if we don’t change at all ... and something magical just happens?”

Source: https://changinghighered.com/higher-ed-change-leadership-the-new-normal/
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

Create applied knowledge.

- Faculty research cited in practical outlets (WHO)
- AACSB Insights
- Industry community events panelists
- TED Talk presenters
- Weekly columns in newspapers (Albuquerque Journal)
- WSU Forbes Houston Chronicle
How we impact society

- Business to industry – NE Texas stakeholders
- Corporate programs – L3Harris
- Community organizations – Board members

Forge Impactful Connections
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 Public Affairs
Who are we?

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

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.
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. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

10. Reduce inequality within and among countries

11. Make cities and human settlements inclusive, safe, resilient and sustainable

16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
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.
Honor societies
• Beta Alpha Psi

Center for Entrepreneurship and Innovation

Career preparation
• MGMT 330
• Career Closet
• Career Fairs
• Internships

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.
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%

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.
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.
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 entrepreneurial growth.

Our students learn to make a positive impact from faculty who develop compelling knowledge that influences communities, business, professions and scholars.
Second Chance 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.
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**
  - **Accounting, Finance & Economics**
    - BBA-Accounting, BBA-Finance, BS-Economics 411
  - **Management**
  - **Marketing/CIS**
    - BBA-MIS, BS-CIS, BBA-Marketing 1,226

All 13 undergraduate programs are accredited by AACSB

669 of these were General Business

471

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!**
- ProctorioU. **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 paper written by some of my colleagues, it appears that proctoring exams for a class increases the DFW rate by 5-10 percentage points.
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.
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).

<table>
<thead>
<tr>
<th>Project A Cash Flows</th>
<th>Project B Cash Flows</th>
</tr>
</thead>
<tbody>
<tr>
<td>$[x1]$</td>
<td>$[y1]$</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>$[x5]$</td>
<td>$[y5]$</td>
</tr>
</tbody>
</table>
Example Question – Canvas Logic

**Mutually Exclusive/Current Capital Budget**

\[ \text{if}(\text{max}(x_1/(1+i/100)+x_2/(1+i/100)^2+x_3/(1+i/100)^3+x_4/(1+i/100)^4+x_5/(1+i/100)^5,m,y_1/(1+i/100)+y_2/(1+i/100)^2+y_3/(1+i/100)^3+y_4/(1+i/100)^4+y_5/(1+i/100)^5-n,0),\text{if}(\text{max}(x_1/(1+i/100)+x_2/(1+i/100)^2+x_3/(1+i/100)^3+x_4/(1+i/100)^4+x_5/(1+i/100)^5-m,0),m,0)+\text{if}(\text{max}(y_1/(1+i/100)+y_2/(1+i/100)^2+y_3/(1+i/100)^3+y_4/(1+i/100)^4+y_5/(1+i/100)^5-n,0),n,0) \]

**Independent/Current Capital Budget**

\[ \text{if}(\text{max}(x_1/(1+i/100)+x_2/(1+i/100)^2+x_3/(1+i/100)^3+x_4/(1+i/100)^4+x_5/(1+i/100)^5-m,0),m,0)+\text{if}(\text{max}(y_1/(1+i/100)+y_2/(1+i/100)^2+y_3/(1+i/100)^3+y_4/(1+i/100)^4+y_5/(1+i/100)^5-n,0),n,0) \]

**Mutually Exclusive/Firm Value Increase**

\[ \text{max}(x_1/(1+i/100)+x_2/(1+i/100)^2+x_3/(1+i/100)^3+x_4/(1+i/100)^4+x_5/(1+i/100)^5-m,y_1/(1+i/100)+y_2/(1+i/100)^2+y_3/(1+i/100)^3+y_4/(1+i/100)^4+y_5/(1+i/100)^5-n,0) \]

**Independent/Firm Value Increase**

\[ \text{max}(x_1/(1+i/100)+x_2/(1+i/100)^2+x_3/(1+i/100)^3+x_4/(1+i/100)^4+x_5/(1+i/100)^5-m,0)+\text{max}(y_1/(1+i/100)+y_2/(1+i/100)^2+y_3/(1+i/100)^3+y_4/(1+i/100)^4+y_5/(1+i/100)^5-n,0) \]
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
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
Academic Integrity in Today’s World

Karen N. Kennedy
University of Alabama at Birmingham
Collat School of Business
March 7, 2023
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, MSin MIS
Study Away

Reviewed a variety of vendors
Very satisfied with the services of CEPA out of Germany
Strategic Initiative--Global Business Blazers Scholarship
<table>
<thead>
<tr>
<th>Text Boxes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revised Academic Integrity Code</strong></td>
</tr>
<tr>
<td>2021 Involved a range of stakeholders; Raised our consciousness;</td>
</tr>
<tr>
<td><strong>System for tracking Academic Misconduct</strong></td>
</tr>
<tr>
<td>AIC Coordinator for each school on campus; Adapted Maxient;</td>
</tr>
<tr>
<td><strong>Primary Tools</strong></td>
</tr>
<tr>
<td>Proctor U Turnitin Not without problems</td>
</tr>
</tbody>
</table>
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

USC Marshall
School of Business
GLOBAL MINDSET

INTERDISCIPLINARY
STEM CERTIFIED
DEPTH AND BREADTH

RESOURCES

TROJAN FAMILY
UNMATCHED PROFESSIONAL NETWORK
90,000+ MARSHALL MEMBERS
400,000+ USC MEMBERS

EXPERIENTIAL LEARNING
LEARN BY DOING
• ~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

**Freshman**
- Faculty-led courses with travel component
  - Global leadership program, LInC
  - China, Sydney, Tokyo, Buenos Aires, Hong Kong

**Sophomore**
- Two core courses
  - Cultural competency
  - Developing global business perspective

**Junior**
- Global internships

**Senior**
- Consulting projects
- Case competitions

International exchange
- Semester abroad
- 37 partners
- Most popular: Seoul, Singapore, Melbourne, Milan, Pamplona, Paris, Bangkok, Budapest
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
WORLD BACHELOR IN BUSINESS: A GLOBAL UNDERGRADUATE PROGRAM

- **3** DEGREES IN **4** YEARS

  
  
  USC
  University of Southern California
  
  THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY
  
  Università Bocconi
  
  Year 1  Year 2  Year 3  Year 4

- **4** CONTINENTS IN CURRICULUM

- **50** STUDENTS PER COHORT
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
Study Abroad Programs and Challenges

UT Dallas
2023 Undergraduate Deans Conference

Robert Whitelaw
Dean, Undergraduate College
NYU Stern School of Business
March 8, 2023
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
<table>
<thead>
<tr>
<th>Academics</th>
<th>Social Impact</th>
<th>Global</th>
<th>Professional</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>We take pride in our well-rounded education and approach our academics</td>
<td>We’re eager to use business to create a positive impact, and we take this</td>
<td>We seize opportunities to expand our perspectives and serve as global</td>
<td>We act with professionalism as we explore our interests and shape our future</td>
<td>We support each other and foster an inclusive community where everyone can</td>
</tr>
<tr>
<td>with honesty and integrity</td>
<td>responsibility seriously</td>
<td>ambassadors</td>
<td></td>
<td>grow and excel</td>
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</table>
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
NYU Global

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

17
NYU Global
IBEX
NYU Global
IBEX
Stern Around the World
% of Study Away Students by Graduating Class

AY 22-23 Participation

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<tr>
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<tr>
<td>IBEX</td>
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<td>21</td>
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</table>

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
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

**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 weekly:**
- College Transition
- Business Fundamentals

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

**Meet monthly:**
- College Transition
- Food Truck Feedback
- Career Goals

**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
**MENTOR Training Summer Weekly Sessions (virtual)**

**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**
Pillars of the Peer Mentorship Program:
• Personal Development
• Ability to Lead & Inspire Others
• Professional Skills & Business Knowledge
• Culture & Expectations Setting

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

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

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

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

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

• What the Business School Gains:
  • Student engagement / connection
  • Culture building
  • Distinctive program
  • Establish expectations early
<table>
<thead>
<tr>
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<th>Before BADM 100</th>
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<td>NOT CONFIDENT AT ALL</td>
<td>SOMEWHAT CONFIDENT</td>
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<td>EXTREMELY CONFIDENT</td>
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<td>Marketing</td>
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<tr>
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<td>6.10% 5</td>
<td>28.03% 23</td>
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<td>1.22% 1</td>
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<td>29.27% 24</td>
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<td>31.71% 26</td>
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<tr>
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<tr>
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<td>1.22% 1</td>
<td>2.44% 2</td>
<td>34.16% 28</td>
<td>42.68% 35</td>
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<td>25.61% 21</td>
<td>40.24% 33</td>
<td>25.51% 21</td>
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</tbody>
</table>
Skills Pre/Post Peer Mentoring Program – Likert scale out of 5; divided under our 4 Pillar

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

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

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

Current total enrollment: 4,968
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 Initiative

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
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 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

Questrom School of Business
THEORY-GUIDED PRACTICE: Social Cognitive Career Theory

How do students:
1. Develop academic and career interests?
2. Determine academic and career choices?
3. Obtain academic and career success?
**MENTORSHIP: AN INTEGRATED PRACTICE FROM A TO A**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Landing &amp; Orientating</th>
<th>Exploring &amp; Inspiring</th>
<th>Forming Goals</th>
<th>Academic Support</th>
<th>Career Support</th>
<th>Executive Skills</th>
<th>Landing Career Stepping-Stone</th>
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</tr>
</tbody>
</table>
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

Welcome to ORIENTATION
This is the start of something great. That's where you come in.
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
- Ascend Fellowship Mentors
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

Goal + Plans = Success
What will YOUR path to success look like?
A-to-A Questrom Mentoring: JUNIORS

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

Give Back
• Become a mentor
• Provide job shadowing opportunities
• Post internships and job listings
• Return to campus and courses

We continue to support grads
• Schedule alumni career advising
• Explore career resources
• Register for career events
• Apply/post job opportunities

... for life!
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
Mentor Collective makes high-quality, large-scale mentorship possible.

A culture of mentorship: where every student has the right relationship at the right time.
Bauer Undergraduate Mentor Program (BUMP)

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

Website: https://www.bauer.uh.edu/undergraduate/mentor-program/
# Mentor Program Overview

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

*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
Vackar Connection
Mentorship program

GOALS:

- Create a culture of belonging, engagement and mentorship
- Increase retention
- Expose students to career opportunities
- Create 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

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

“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

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!