A GLOBAL MINDSET

A Panel on International Programs at Three Universities

2024 UT Dallas Undergraduate Deans Conference

Robert Whitelaw, PhD – New York University, Stern School of Business
Todd Alessandri, PhD – Northeastern University, D’Amore-Mckim School of Business
Nikhil Celly, PhD – University of Houston, Bauer College of Business

Frank Kelley
UH Bauer College
Moderator
International Programming

UT Dallas
2024 Undergraduate Deans Conference

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

CHANGE. DARE IT. DREAM IT. DRIVE IT.
Three 4-Year Degree Programs
1. BS in Business (2,300 students)
2. BS in Business & Political Economy (200 students)
3. BS in Business, Technology & Entrepreneurship (200 students)

Two Dual Degree Programs
1. BS in Business/BFA in Film & Television
2. BS in Business/MS in Accounting

One International Start Program
1. First Year in London Opportunity (40 students)
<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 with honesty and integrity</td>
<td>We’re eager to use business to create a positive impact, and we take this responsibility seriously</td>
<td>We seize opportunities to expand our perspectives and serve as global ambassadors</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 grow and excel</td>
</tr>
</tbody>
</table>
**Academics**

We take pride in our well-rounded education and approach our academics with honesty and integrity.

**Social Impact**

We’re eager to use business to create a positive impact, and we take this responsibility seriously.

**Professional**

We act with professionalism as we explore our interests and shape our future.

**Community**

We support each other and foster an inclusive community where everyone can grow and excel.

**Global**

We seize opportunities to expand our perspectives and serve as global ambassadors.
Global Experience Requirement
All students are required to have a global experience during their time at NYU Stern

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

• Semester long courses taught in NYC
  o Fall and spring
  o Capped at 34 students

• Short-term travel component
  o Fall course → fall break or January travel
  o Spring course → spring break or late-May travel

• Different flavors
  o General – business and economics of …
  o Specialized – sustainable consulting, social entrepreneurship, global real estate, …
  o International & domestic

• Course fee + travel costs
  o Detailed budgeting is key
  o Visible, generous & seamless financial aid

• Resource intensive
  o 1 faculty and 2 staff members on every trip
  o On-the-ground partner
IBEX

- 17 partner schools in 13 cities
  - Bilateral agreements
  - Pure exchange (no money changes hands)
  - Selection of courses in English is key qualification

- Supply & demand
  - Keep surpluses and deficits to a minimum
  - NYC is desirable (we are lucky)
  - Students are fickle (Maastricht vs. Singapore!)
  - Leveraging visiting students and former participants

- Resource intensive
  - Global Experiences team has 4 full-time staff
  - Transferring credits back to Stern
    - All pass/fail
    - Speed vs. flexibility in course choices
  - Making sure incoming students are placed appropriately
Why Global? Consistent Messaging!
“We seize opportunities to expand our perspectives…”

• Build intercultural competence
• Acquire (and demonstrate) skills: flexibility, adaptability
• Gain direct knowledge (there is no substitute for being there)
• Create memories

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

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

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

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

Study abroad has a substantial long-term impact on individuals' career paths.
Implementing a Global Mindset at the D’Amore-McKim School of Business

Todd Alessandri
Associate Dean of Undergraduate Education

UT Dallas
Associate Dean’s Conference
March 2024
D’Amore-McKim Snapshot

Approximately 5,250 undergraduate students
• Additional ~1,200 students outside DMSB pursuing major

200 Full-time faculty

Degree Programs
• BS in Business Administration
• BS in International Business
• New Business and Law Program
• Combined majors (14)

18 Concentrations
Context of Northeastern University

Co-op = signature of NU
- 4-6 month experiential learning
- "next level" internship
- Required for business students

NU Global Campus Network
- 12 network locations (including 2 full campuses) outside Boston
- Varying levels of course offerings and university infrastructure

Global mindset = key dimension of Northeastern University and D’Amore-School of Business visions
- One size does not fit all
- Provide menu of opportunities
Immersion Opportunities

Dialogues of Civilization: 30-day themed summer immersion program
- 2 academic courses
- Partner with local institutions/organizations

**Semester In:** pursue semester at one of NU’s network locations
- London
- Silicon Valley

**Global cooperative experiences**

**Study abroad**
- Semester/year abroad at one of our partner school programs
BS in International Business

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

- Cost of infrastructure
- Relationship building
- Risk management
- Transfer equivalency
- Student preference vs. academic needs vs. business logic
Thank you.
Questions?
A GLOBAL MINDSET
BAUER GLOBAL INITIATIVES

2024 UT Dallas Undergraduate Deans Conference

Nikhil Celly, PhD
Assistant Dean of Global Initiatives
March 7, 2024
Key numbers/data

Almost 6500 Undergraduates
7 Majors
11 Minors
Certificates and Tracks

Online BBA
Approx. 5% international UG students
<1% UG for SA
Almost 1100 Grad, 26% international. < 10% SA
Global partnerships, programs and focal countries

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

- Global treks
- Student exchanges (REEP)
- Faculty led learning abroads
- International students in Bauer
- Bauer Global COILs
Building the culture/structure for a Global Mindset

• Info sessions, promotions and advising

• BAUER+: An online platform for students to reflect on activities they are engaged with, structured around the NACE competencies, which includes “Intercultural Competence.”

• Global Citizens Credential

• Faculty – Annual Global Initiatives Award

• Global alumni engagement

• Global internships
Bauer team and resources

- Assistant Dean of Global Initiatives
- Graduate Assistant

- Associate Dean Undergraduate Programs
  Advising and admissions

- Other Assoc. Deans, Alumni relations, Executive Development, Department Chairs
Challenges or Opportunities?

- Generating student awareness and interest
- Developing processes and structures
- Affordability
- Location in Houston
AI and Business Education

Joe Bailey
Associate Dean of Undergraduate Programs

March 7, 2024
1. Student Services

Chatbot
Hello, I'm the BMGT 355 Bot. What can I help you with today?

Find more info about the course: [https://asp.testudo.umd.edu/oxo/20230/socialmedia/](https://asp.testudo.umd.edu/oxo/20230/socialmedia/)  

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

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

A highly effective method for preparing for the exams involves thoroughly reviewing lectures and slides, carefully going through the study guides, and subsequently completing the practice tests available under Weeks 7 & 8 on your homepage. Additionally, you'll find helpful flashcards provided at the end of each module to reinforce your understanding of key concepts.
Market development strategy is a product/market strategy that focuses on attracting new customers to existing products. This strategy involves expanding the market by identifying new users or new applications for the company's existing products.

What's a good way to study for the exam?
How we provide student services: 24/7 + Scalability

- How do student services scale?
- What scaffolding can AI bring to student services?
2. How we teach Prompt Engineering
Causal Inference and Data Analytics for Managers

Course Information

Instructors: Evan Starr and David Waguespack
Term: Fall 2023

Course Description

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

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

```
# Generate sample data for demonstration
sales <- c(100, 120, 150, 180, 200)  # Sample sales data

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

# Print the correlation coefficient
print(correlation)
```
In this script:

• We first create sample data for "sales" and "year". These are just placeholder values for demonstration purposes. You would replace these with your actual data.

• Then, we use the \texttt{\texttt{cor}} function in R to calculate the correlation coefficient between "sales" and "year".

• Finally, we print the calculated correlation coefficient to the console.

You can run this script in an R environment to calculate the correlation coefficient between your two variables.
How we teach: Prompt Engineering

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

- Who does the job?
  - Human
  - AI
  - Human + AI
#3: What we teach

Supervision
Is software neutral?

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

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

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

Here they are; what do you think?

Accepted Orange/Blue Makeup  Average Orange Person Performance
Rejected Orange/Blue Makeup  Average Blue Person Performance

We're rejecting more blue people.  This isn't biased.
What we teach: AI & Supervision

● How do we design AI models?
● Who supervises the models?
● How do we address errors, bias, and ethics?
Other Possible Use Cases

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

● AI is in every discipline
● It impacts
  ○ How we provide student services
  ○ How we teach
  ○ What we teach
Thank you
Panel Session on AI
Background for this conversation

• AI lab at Eller since 1992

• Highly ranked in MIS (#3) and the department is celebrating its 50th year.

• Working on AI on Business degree

• Worked on reinforcement algorithms in 2003 as a part of my dissertation thesis

• Structured similar to MSBA (at Eller) and MSBAIM (at Purdue)
Techniques
- Machine learning algorithms, e.g., KNN, neural nets.
- Increased neural net focus CNNs, RNNs, Transformers.
- Architectural design

Technologies
- AI Engineering: data augmentation, chaining, etc.
- Scalable deployment of AI: Multi cloud infra
- APIs, data piping, etc.

Business Relevance
- Explainability, reliability, Hallucination
- Functional domains (e.g., healthcare)

Three Emphasis
Instructor Contact Information

Gondy Leroy, PhD

gondyleroy@arizona.edu

520.621.4106

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

Course Overview
Thank you

Karthik Kannan – kkarthik@arizona.edu
Filling the Skills Gap: Strategies for Enhancing Career Readiness
Greg Muccio, Managing Director, Talent Acquisition
Agenda

1. Talent Acquisition Programs at Southwest Airlines
2. Understanding the Gaps
3. Key Attributes of Successful Early Career Professionals
4. Bridging the Gap: Collaboration with Academia and Industry
5. Preparing for Future Skill Demands
6. Q+A
Talent Acquisition at Southwest Airlines | Who We Are

#16 on Talent Board Candidate Experience Awards
Ranked Among Forbes' Best Employers in America in 2023
No furloughs or layoffs in our 52-year history
Pipelining Programs at Southwest Airlines

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

K-12 Outreach
Provide career exploration opportunities and build talent pipelines to meet short and long-term hiring needs.

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

Destination 225° Pilot Pathways
Trains and empowers aspiring pilots to fly The Southwest Way.

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

Campus Reach & Early Careers
Prepare college students, recent graduates, and other entry-level professionals for full-time roles.

- Neurodiverse Intern Program
- Associate Analyst Rotational Program
- Junior Technology Associate Program
- College Internship
- Direct College Hire
- Campus Ambassador
- Campus Ambassador
The Opportunity and Awareness Gap

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

A 2023 ZipRecruiter survey showed 3 in 10 graduating seniors regretted their college major\(^2\)

### Academic Education

- Mismatched expectations of job market/opportunities
- Fixed career path planning

### Industry Needs

- Industry specific knowledge
- Understanding employer expectations
- Unexpected occupations
- Varied career paths

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1. We Won’t Solve America’s Skills Gap Until We Acknowledge Our Own Awareness Gap (forbes.com)
The Skills Gap

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

So, universities need to develop these skills too!

<table>
<thead>
<tr>
<th>Academic Education</th>
<th>Industry Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting assignment requirements</td>
<td>Practical experience</td>
</tr>
<tr>
<td>Theoretical emphasis</td>
<td>Adaptability</td>
</tr>
<tr>
<td>Technical skills</td>
<td>Soft skills/tailored communication</td>
</tr>
<tr>
<td>Limited networking</td>
<td>Inquiry &amp; analysis</td>
</tr>
<tr>
<td></td>
<td>Focus on strong personal brand</td>
</tr>
</tbody>
</table>

1 WEF Upskilling for Shared Prosperity 2021 (weforum.org)
The Skills and Awareness Gap

Challenges for Early Career Professionals

Academic Education

- Difficulty finding jobs
- Underemployment
- Training/onboarding challenges
- Delayed career advancement
- Mismatched expectation

Industry Needs
Bridging the Gap
Expanding awareness and developing skills to meet the needs of industries

Academic Education

- Hands on opportunities and extracurriculars for development
- Job shadows, industry visits, career exploration
- Identifying and fostering essential skills and competencies early on
- Incorporate a variety of career path options in variety of sectors

Industry Needs
Key Attributes of Successful Early Career Professionals

**Thinks Critically**

- Locate, evaluate, and use information in decision making
- Make decisions and solve problems using sound, inclusive reasoning and judgment
Key Attributes of Successful Early Career Professionals

Thinks Critically

- Navigate change and be open to learning new technologies
- Quickly adapt to new or unfamiliar situations
- Proactively anticipate needs and prioritize action steps
Key Attributes of Successful Early Career Professionals

**Thinks Critically**

**Stays Agile**

**Shows Up & Stays Visible**

- Maintain a positive personal brand in alignment with organization and personal career values
- Be present and prepared
- Show a high level of dedication toward doing a good job
Key Attributes of Successful Early Career Professionals

- **Thinks Critically**
- **Stays Agile**
- **Shows Up & Stays Visible**
- **Tells the Story**

Behaviors adapted from NACE Career Readiness Competency Framework. AAC&U's Employer Survey of Hiring Managers.

- Effectively communicate actions and rationale, recognizing the perspectives of stakeholders.
- Employ active listening, persuasion, and influencing skills.
Key Attributes of Successful Early Career Professionals

- Thinks Critically
- Stays Agile
- Shows Up & Stays Visible
- Tells the Story
- Knows the Business & Connects the Dots

Behaviors adapted from NACE Career Readiness Competency Framework AAC&U’s Employer Survey of Hiring Managers

- Ability to analyze and interpret data
- Ability to integrate ideas/information across settings and contexts
- Ask appropriate questions for specific information from supervisors, specialists, and others
Bridging the Gap
Strategies for building desired competencies through collaboration between universities and companies

- Capstone projects with real problems
- Invite recruiters to talk about skills or job shadowing
- Required career center engagement
- Courses in software platforms or certificate options
- Analysis with sample data
- Aligning curriculum with career competencies
- Presenting to varied audiences
- Personal brand workshops

Early career professionals ready for varied industry needs
Preparing for the Skills of the Future

Rapid increase in process and system automation

Increased demand for
- Hard skills: Digital optimization and literacy, leveraging technology
- Soft skills: Uniquely human skills

2021 2022 2023 2024+

Digital literacy requirements across career paths
“Within the enterprise, every department or function has spawned an alphabet soup of SaaS… that require dozens — if not hundreds — of hours of training in order to navigate them competently.”  

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

1 How Higher Ed Can Prepare Students for Today’s Digital Jobs (hbr.org)
2 The Unique Value Of Our Human Skills In An AI-Powered Future (forbes.com)
Q&A
Student Success and Engagement Strategies

Gaurav Shekhar
Senior Assistant Dean - Graduate Programs
Naveen Jindal School of Management
The University of Texas at Dallas
My students are a ___________________
Student engagement is tough
Student engagement is tough

Pleasing my students is tough
Have we defined the problem?
Social Media Growing up!
Social Media Now!
Your **ONE** innovative strategy that worked?
Personalized learning initiatives

Fostering a sense of community

Active learning techniques

Technology integration
How do you measure your Student’s success?
How do you measure your Student’s success?

- Exit Surveys
- Event Surveys
- Personal Interaction
- Advising
# MSBA Flex Coffee Chat

## Assessment

- **Check-ins**: 29
- **Ratings**: 9
- **Average Rating**: 4.1

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<th>Check-in</th>
<th>Method</th>
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</tr>
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</table>
Your biggest obstacle in keeping students engaged?
Brainwriting
Gaurav Shekhar
Senior Assistant Dean, Graduate Programs
Gaurav.Shekhar@utdallas.edu
972-883-5147

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

A New Era of Enlightenment: Amplifying Business Education

Haya Ajjan, Associate Dean and Professor of Management information systems
Martha and Spencer Love School of Business
Elon University, North Carolina, USA
Mar 8, 2024

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

A RAPIDLY CHANGING LANDSCAPE
A Year of Accelerated Changes with OpenAI Innovations

IMPACT ON PRODUCTIVITY
Across Businesses and Research

EXAMPLES FROM THE CLASSROOM
From Lesson Plans to Regression Analysis

WHERE TO START?
How to Begin Your Exploration Journey?
today we launched ChatGPT. try talking with it here:

chat.openai.com
NUMBER OF MONTHS TO REACH 100 MILLION ACTIVE USERS

CHATGPT: 2
TIKTOK: 9
INSTAGRAM: 30
SNAPCHAT: 36
FACEBOOK: 48
ChatGPT passes exams like LSAT and GRE

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

**SEP 20**
DALL-E integration

**SEP 25**
ChatGPT can now see, hear and speak

**SEP 27**
Browse the web

**Jan 6**
GPT’s Store

**Feb 13**
Memory

**Feb 15**
Sora

**Feb 29**
humanoid

**AND MORE...**

**NOV 6**
OpenAI DevDay and GPTs

**Jan 10**
ChatGPT Team
Prompt: “Beautiful, snowy Tokyo city is bustling. The camera moves through the bustling city street, following several people enjoying the beautiful snowy weather and shopping at nearby stalls. Gorgeous sakura petals are flying through the wind along with snowflakes.”
A instructional cooking session for homemade gnocchi hosted by a grandmother social media influencer set in a rustic Tuscan country kitchen with cinematic lighting.
QUESTION 1:
Have you used ChatGPT in your classes?
Productivity Impact
ChatGPT continues to be one of the fastest-growing services ever

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

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

Nov 6, 2023, 1:03 PM EST | 0 Comments / 0 New

Illustration by Alex Castro / The Verge
Navigating the Jagged Technological Frontier: Field Experimental Evidence of the Effects of AI on Knowledge Worker Productivity and Quality


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

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Boston Consulting Group, Henderson Institute

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

Date Written: September 15, 2023
Now decides next: Insights from the leading edge of generative AI adoption Deloitte’s State of Generative AI in the Enterprise Quarter one report January 2024

Math Education with Large Language Models: Peril or Promise?

9 Pages • Posted: 1 Dec 2023

Harsh Kumar  
University of Toronto - Department of Computer Science

David M. Rothschild  
Microsoft Research

Daniel G. Goldstein  
Microsoft Research New York City

Jake M. Hofman  
Microsoft Research, New York City

Date Written: November 22, 2023

Abstract

The widespread availability of large language models (LLMs) has provoked both fear and excitement in the domain of education. On one hand, there is the concern that students will offload their coursework to LLMs, limiting what they themselves learn. On the other hand, there is the hope that LLMs might serve as scalable, personalized tutors. Here we conduct a large, pre-registered experiment involving 1200 participants to investigate how exposure to LLM-based explanations affect learning.

In the experiment's learning phase, we gave participants practice problems and manipulated two key factors in a between-participants design: first, whether they were required to attempt a problem before or after seeing the correct answer, and second, whether participants were shown only the answer or were also exposed to an LLM-generated explanation of the answer. Subsequently, all participants were tested on new test questions to assess how well they had learned the underlying concepts.
THOUSANDS OF AI AUTHORS ON THE FUTURE OF AI

Preprint

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January 2024

ABSTRACT

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

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

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

From the Magazine (July-August 2023)
What Can Copilot’s Earliest Users Teach Us About Generative AI at Work?

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

November 15, 2023

Research findings from early Copilot users

| 70% said they were more productive | 29% faster overall in a series of tasks (searching, writing, and summarizing) | Nearly 4x faster catching up on a missed meeting | 77% said they didn’t want to give it up |

Source: https://www.microsoft.com/en-us/worklab/work-trend-index/copilots-earliest-users-teach-us-about-generative-ai-at-work#~text=70%25%20of%20Copilot%20users%20said%20missed%20meeting%20nearly%204x%20faster
Today we’re launching Copilot Pro, a new subscription for individuals looking to supercharge their productivity and creativity. Key features include priority access to the latest models, enhanced AI image creation and the ability to build your own Copilot GPT, among others.

We're also expanding Copilot for Microsoft 365 to businesses of all sizes, launching Copilot GPTs, and the Copilot app for iOS and Android phones is now generally available. Details here: blogs.microsoft.com/blog/2024/01/1...
Not so sure
Sentiments about the impact of AI on work*, %, 2023

- Optimism
- Concern

Leaders

Managers

Frontline employees

*Based on 13,000 survey respondents in 18 countries
Source: BCG

IMAGE: THE ECONOMIST
Reskilling in the Age of AI

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

From the Magazine (September-October 2023)
OpenAI announces first partnership with a university

Published Thu, Jan 18 2024•10:33 AM EST | Updated Thu, Jan 18 2024•12:55 PM EST

Hayden Field
@HAYDENFIELD

**KEY POINTS**

• OpenAI on Thursday announced its first partnership with a higher education institution.

• Starting in February, Arizona State University will have full access to ChatGPT Enterprise and plans to use it for coursework, tutoring, research and more.

• The partnership has been in the works for at least six months.

• ASU plans to build a personalized AI tutor for students, allow students to create AI avatars for study help and broaden the university's prompt engineering course.
Impact on Higher Education

How will we prepare our students?

- Critical Literacy
- Knowledge Co-Creation
- Personalized Learning
QUESTION 2

Does your institution have an AI Statement?
Generative AI Policy Example
by Haya Ajjan Mustafa Akben Paula Rosinski

Elon’s Generative AI Statement

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

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

Elon University AI Principles

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

Link to white paper: https://shorturl.at/jkqE6
THE ULTIMATE GUIDE TO ENGAGE YOUR STUDENTS OUTSIDE THE CLASSROOM

Extend classroom conversations
Meet GPTS

You can create your own customized ChatGPT based on your own data and configuration.
Meet GPTS Store

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

Featured
Curated top picks from this week

Canva
Effortlessly design anything: presentations, logos, social media posts and more.
By canva.com

CK-12 Flexi
The world’s most powerful math and science AI Tutor for middle and high school students.
By flexi.org

Consensus
Your AI Research Assistant. Search 100M academic papers from Consensus, get science-based...
By Consensus

SellMeThisPen
Create second hand marketplace listings based on pictures. Start by uploading a picture.
By activesolution.se
A Conversation With Your Syllabus

MGT 4260: Data Mining for Business Analytics
By Haya Aijan
A Conversation With Professor Michael Porter

Michael Porter

I am Michael Porter, an American academic known for my theories on economics, business strategy, and social causes.

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

Role-Play

Did Joy recognize the needs of the customer?

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

What would you change the next time you engage in this role-play?
Building Your Lesson Plan: Marketing Analytics
You are an expert marketing faculty focused on engaged and experimental learning. You want your students to learn practical marketing applications that they can apply in their workplace. Design a 30 mins lecture about the pages I uploaded.

Building Your Lesson Plan
CREATE A PRESENTATION ABOUT...

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

EXAMPLE PROMPTS

AI Credits Remaining: Unlimited during beta

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

UPLOAD

Upload a text file, word document or PDF

POWERED BY ANTHROPIC

Content generated may be incorrect, inappropriate, or incomplete. Please use at your own risk and be sure to verify accurate results.
You are an entrepreneurship professor focused on mentoring college students to come up with viable creative ideas. You want your students to learn how to come up with new product ideas that they bring to market. Come up with 3 creative product ideas combining all the items in the uploaded image.
StoryTime Kits

- Home
- About
- Contact

Storytelling Kit for Preschoolers

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

Price: $29.99

Add to Cart
Create a UI interface based on an image

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

The table below contains data for various properties, including price, number of bedrooms, bathrooms, sqft living, sqft lot, floors, waterfront, view, condition, and grade. This data can be used to build a regression analysis to predict property prices based on these features.
ChatGPT 4

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

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

You

What is negatively correlated with MEDV?

ChatGPT

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

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

Grade My Essay

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

1. **Clarity and Readability (4.5/5):** The document presents complex topics like AI's technical challenges and organizational integration in a clear and understandable manner. Technical terms are explained, and the writing is coherent, although some sections might require a higher level of technical understanding.

2. **Structure and Organization (4.5/5):** The document is well-structured, with a clear introduction of the topic, followed by a detailed exploration of the AI capability dimensions, and ending with practical case studies. Each section flows logically into the next, though some transitions could be smoother.

3. **Content Relevance (5/5):** The content is highly relevant to the subject of AI capabilities in organizations. It addresses current challenges and provides practical examples, making it a valuable resource for understanding AI implementation in a business context.

4. **Depth of Analysis (4.5/5):** The document offers a thorough analysis of the challenges of AI in organizations, including model opacity, bias, and value formulation. The case studies add depth, showing real-world applications of the theoretical framework. However, a deeper exploration of alternative perspectives or contrasting case studies would add value.

Message Grade My Essay...
Do you have a syllabus policy about Generative AI use?
ARE WE READY?

Current Concerns...
Addressing Concerns

**ACADEMIC INTEGRITY**
Use AI responsibly and ethically.

**CRITICAL THINKING**
AI should enhance, not replace, human critical thinking.

**LEARNING OUTCOMES**
AI must demonstrably improve key learning outcomes for students.

**HUMAN OVERSIGHT**
Educators should monitor and oversee the use of AI tools.

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

March 27, 2023

Abstract

We investigate the potential implications of large language models (LLMs), such as Generative Pre-trained Transformers (GPTs), on the U.S. labor market, focusing on the increased capabilities arising from LLM-powered software compared to LLMs on their own. Using a new rubric, we assess occupations based
DEVELOP AI LITERACY
• Professional development: Workshops, grants, and website with AI learning resources
• AI playground

UNDERSTAND THE RISKS ASSOCIATED WITH AI AND ITS ETHICAL USE
Hallucinations, Privacy and data sharing, Defining ethical use of AI, Alignment

DETERMINE HOW YOU WOULD MEASURE SUCCESSFUL USE OF THE GENTH AI

PROMOTE EQUITABLE AND INCLUSIVE USE OF AI

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

ANDREW NG, FOUNDER AND CEO OF DEEPLEARNING.AI AND LANDING AI.
Connect With Me

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

@HayaAjjan

hajjan@elon.edu

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

Dr. Poonam Kumar
University of Texas at Tyler

Dr. Robin Macaluso
University of Texas at Arlington

Dr. Valentina Salotti
Iowa State University
Outline

1. The Microcredentials Landscape
2. Definition of Microcredentials
3. University of Texas at Tyler initiatives
4. University of Texas at Arlington initiatives
5. Iowa State University initiatives
6. Q & A
100M+ Learners spending more than $10B each year on Micro and Alternative Credentials

- **Bootcamps (Offline + Online)**
  - Fullstack, Galvanize, OpenClassrooms

- **Online Non-Degree ‘Certificates’ and Post Secondary Micro-Credentials**
  - Coursera, eCornell, edX, Georgia Tech, Great Learning, UpGrad

- **Professional Certifications**
  - CA, AWS, BarBri, Becker, CFA, Kaplan, Udacity, Udemy

- **Online Courses & Badges**
  - Coursera, Degreed, edX, LinkedIn, Pluralsight

- **B2B and HE growing very fast**
  - University & Non-University designed & delivered ‘certificates’ & micro-credentials

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

Source: HolonIQ Estimates
Microcredentials

Certificates

Micro-credentials

Alternate Credentials

Bootcamps

Mini degrees

Digital Badges
What are Microcredentials?

EAB’s Three Characteristics

A microcredential is...

1. a credential (i.e., codified signal of learning, not just limited to higher education institutions).

2. smaller in size; varies by institution (e.g., institutions that have historically offered certificates may not consider them “micro”).

3. narrower in focus, not teaching an entire discipline but focused on a specific skill or competency.

Full Definition:

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

Source: EAB: How to Build a Financially Sustainable Microcredential Portfolio
Innovation Roadblocks

- Defining Microcredentials, branding
- Developing a governance structure, new academic policies and processes
- Educating students about the offerings and value proposition
- Getting Buy In from Faculty
- Creating a new technology infrastructure to support credentials issuance, tracking etc.
- Supporting students
Defining Microcredentials at UT-Tyler

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

### Microcredentials

- **For-Credit Academic Certificates** (Stackable, stand alone)
- **Digital Skill Badges** (Curricular, Co-Curricular, Faculty Development, Continuing Education)
- **Industry Certificates** - Google, Coursera Academy
- **Non-Credit Professional Education/Continuing Education**
Governance Structure and Academic Policies

Academic certificates –
University Curriculum committees

Digital Skill Badge Review Sub-Committee –
Subcommittee under
University Curriculum Committee
More than 35 industry certificates and microcredentials from:

Google  Meta  Amazon

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

digitallearning@uttyler.edu

M POWER YOUR RESUME

FOR FREE

UT Tyler

THE UNIVERSITY OF TEXAS AT TYLER
Faculty Buy-In & Support

- Early Adopters
- Faculty professional development
- Instructional design support
- Faculty Learning Community
- Faculty mentors
- Department “roadshows”
Embedding Google Certificates in the Undergraduate Curriculum

• Coursera Career Academy

• Curricular –
  1) embedded Coursera modules aligned with course topics
  2) Capstone projects
  3) In lieu of final exams

• Co-curricular
  1) Career services/development activities
  2) College career coaches
Lessons Learned

• The three **Cs**
  • **Clarity** of definition & vision
  • **Communication** (value proposition for all stakeholders)
  • **Collaboration** (departments, cross campus, curricular-co-curricular, employer & community partnerships, collaboration with other institutions)

• Opportunities for innovation – curricular, co-curricular
• Consider pathways (Non-credit- credit, microcredentials to degree)
• Technology infrastructure and support
• Faculty and student support
The University of Texas at Arlington

40,990 students (Fall 2022)
Enroll from all U.S. states & 100+ countries
R-1: Doctoral U-Very High Research Activity
270,000+ Alumni
180+ Academic programs
The University of Texas at Arlington

UTA undergraduates seek a degree for:

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

Adapted from Initial Prospective Mindsets™ Study
UTA: Power Up + Tech Up for Career Readiness

5 Google certificate options:

- Data Analytics
- Digital Marketing & e-Commerce
- IT Support
- Project Management
- UX Design

Online course to introduce 8 NACE competencies

Project funding from:

[Logo of Association of Public & Land-Grant Universities]
[Logo of Strada Education Network]
Many Paths in Fall 2022

Recruitment strategy
Undergraduate grad + undergrad students

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

Student Activity/Timeline
30 students enrolled
Coursera Academy
Structure CareerSpots and Google cert to better align learning goals
UTA: Evolution of Power Up + Tech Up in 18 Months

Lessons Learned

- Recruiting
  - Collaborate with other groups
  - Diversify media for recruiting
  - Describe benefits

- Communicating expectations
  - Time commitment per week
  - Time frame for certificate completion
  - Requirements for good standing
  - “Grading” or consequences

- Identify motivators
  - Tips and Tricks from Peers
  - Group Study

- Connecting
  - Preview Videos
  - Check-in Surveys
  - Respond to questions/concerns

Learners Completing at least 50% of Google Certificate

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2022</td>
<td>5</td>
</tr>
<tr>
<td>Summer 2023</td>
<td>20</td>
</tr>
<tr>
<td>Spring 2024</td>
<td>10</td>
</tr>
</tbody>
</table>
Equity and Inclusion was not something I considered that the guide presented. I had not taken a single college course that would broaden my understanding of Gender or Cultural differences. The guide helped me feel much more confident in knowing what I can do to better communicate respectfully and expand my knowledge.

S. Gomez

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

K. Dixon

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

A. H. Serracin
Microcredentials in the College of Business

**Finance:**
Bloomberg Market Concepts, Environmental Social Governance

**Marketing:**
Google Analytics Certification
Google Ads Search Certification
Google Ads Display Certification
Shopping Ads Certification
Hootsuite Platform Certification
Hootsuite Social Media Marketing Certification

**Accounting:**
Excel Expert Certificate
Recommendations and Calls to Action

• **Start small**, plan for scale

• Communicate **value proposition** to faculty and students

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

• **Support student** completions through course embed and coaching

• Engage in **across-campus collaborations**

• **Learn** what is being offered already at your institution

• Build formal and informal **listening** and feedback channels

• Build **inter-universities communities** for innovation and idea sharing

• Plan to **capture ROI** and envision success
PILOTING MICRO-CREDENTIALS TO BOOST ENGAGEMENT, RETENTION, AND CAREER READINESS
WHO WE ARE

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

IOWA STATE UNIVERSITY

Ivy College of Business
THE ISSUE:
HOW TO PROMOTE PROFESSIONAL DEVELOPMENT AND ENGAGEMENT AT THE VERY START OF A STUDENT'S ACADEMIC JOURNEY?
1-YEAR SELF-PACED PROGRAM FOR BUSINESS STUDENTS

- BUSINESS ETHICS
- PROFESSIONAL DEVELOPMENT
- LEADERSHIP
- SERVICE TO COMMUNITY
- DIVERSITY & GLOBAL PERSPECTIVES

GLA - Ethics Badge
Ethics and ethical decision making is an important skill to have in business. Ethics centres defined as the standards of right and wrong. Establishing these standards is essential in the context of our decision-making processes.
GLA | MBA SERVICE LEARNING PROJECT

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

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

GLA MEMBER SPOTLIGHT: ARIANNA CAGLE

MAJOR: FINANCE

Year: Sophomore

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

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

Fun Fact: I have been competing in CrossFit since 2019

IOWA STATE UNIVERSITY
Ivy College of Business

GERDIN LEADERS ACADEMY

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

- Communicate value proposition to faculty and students
- Support faculty with training, mentoring, stipend, time and community of practice
- Support student completions through course embed and coaching
- Engage in cross-campus collaborations
Connect with us!

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

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

Valentina Salotti, Ph.D.
Associate Dean for Academic Affairs and Diversity
Iowa State University
# Segmenting the Post Secondary Credential Spectrum

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

<table>
<thead>
<tr>
<th>Duration</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10+ hours</td>
<td>Short Courses / Badges</td>
<td>On Demand, Online, Short Courses. Mostly asynchronous video and resources. Generally, no formal assessment. ‘Peer to Peer’ heavy.</td>
</tr>
<tr>
<td>500-1000 hours</td>
<td>Bootcamps</td>
<td>3-6 month full-time immersive programs. Coding, Cyber, Digital Marketing, PM, UX...</td>
</tr>
<tr>
<td>200-1000 hours</td>
<td>Professional Certifications &amp; Licenses</td>
<td>Professional certifications and licenses. Generally issued by industry bodies. Started mostly offline, increasingly online/blended since COVID</td>
</tr>
<tr>
<td>100-1000 hours</td>
<td>Non-University Issued Non-Degree ‘Certificates’</td>
<td>‘Self-credentialled’, employer or Industry backed, non-accredited programs. May be embedded into formal degrees</td>
</tr>
<tr>
<td>100-1000 hours</td>
<td>University Issued Non-Degree ‘Certificates’</td>
<td>University branded Certificates. Delivered internally or through partners/platforms. Credit bearing or some form of recognition/advancement quality.</td>
</tr>
<tr>
<td>1500-5000 hours</td>
<td>Degree Programs / ‘Accredited Programs’</td>
<td>National/Regional Qualification Framework Regulated Programs. Government funding tied to qualification frameworks.</td>
</tr>
</tbody>
</table>

Examples:
- TVET Certificates
- Associate/Bachelor
- Masters/Doctorate
- ‘Sub Bachelor’ and ‘PG Diploma’ in most parts of the world.

Source: HolonIQ
Territorium Partners with The University of Texas System to Launch AI-Powered Credential Wallet for Microcredentials
UTA: Next Steps with Power Up + Tech Up

• Expectations of ‘good standing’ in PU+TU
  ○ Time commitment
  ○ Milestones

• Motivation –
• Career search development opportunities, e.g., UTA Career Development Center, Career Circle

• Data collection to gain insights on ROI

• Collaboration between curricular and co-curricular microcredentials programs
UTA: Evolution of Power Up + Tech Up in 18 Months

- **Fall 2022 & Spring 2023**
  - 10%

- **Summer 2023**
  - 46%

**Transfer students**
- Recruiting:
  - Collaborate with other groups.
  - Diversify media for recruiting.
  - Describe benefits to major course of study.

**Undergrad + Grad students of all majors**
- Communicating expectations:
  - Time commitment per week
  - Time frame for certificate completion
  - Requirements for good standing
  - “Grading” or consequences

**Recruiting in person**
- Identify motivators

**1 semester**
- Connecting:
  - Preview Videos
  - Check-in Surveys
  - Respond to questions/concerns

**Targeted recruiting**
- Summer + extended time

**Lessons Learned**
- Recruiting
- Communicating expectations
- Identify motivators
- Connecting
Managing Burnout, Imposter Syndrome, and Mental Health for Students and Faculty

Round Table discussion

Barbara H. Cartledge, EdD
Senior Assistant Dean
Samford University
Burnout, Imposter Syndrome and Mental Health College Students

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

Imposter Syndrome – 70% experience at some point

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

1. Introduce yourself

2. Define burnout, imposter syndrome, and mental health concerns for your students

3. What are recognizable as well as discreet, hidden symptoms that present the issues?

4. What are triggers surrounding these issues?
Second prompt

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

1. Share how the mental health issues impact you, your faculty and overall well-being.

2. What are strategies that faculty can institute that sets boundaries to mitigate concerns, manage time and prioritize self-care?