Day 2 – March 02, 2022
2022 Undergraduate Deans Conference
Session #4
A New Era for Innovation in UG Programs

Robert Whitelaw, PhD
Vice Dean, New York University

Shu Schiller, PhD
Associate Dean, Wright State University

Laura Kornish, PhD
Associate Dean, University of Colorado Boulder
Innovation in Undergraduate Business Education

Robert Whitelaw, Dean of the UC
March 2, 2022

CHANGE. DARE IT. DREAM IT. DRIVE IT.
What is innovation?

• A tagline

CHANGE. DARE IT. DREAM IT. DRIVE IT.

• An educational philosophy
  Today’s business world demands talent with the skills and mindset to excel in environments that constantly change — people who are nimble, adaptable and agile when it comes to dealing with ambiguity.

• A culture
  As a School, we are role modeling this for students through our approach to innovation.
What does it mean? For staff, for faculty, for leadership?
- Develop processes and systems, provide resources
- Resist inertia, encourage experimentation

A framework is critical — the Stern Undergraduate College Pillars
- Academics
- Global
- Social Impact
- Professional
- Community
The Business, Technology & Entrepreneurship “Design Sprint”

A new take on experiential education

- 1-week immersion
- Working with early-stage NYC ventures
- 10 weeks into their first semester
- Putting their education into action
The Coronavirus Response Fellowship

Professional development in a pandemic
• 8-week summer program
• Three options:
  1. Pursue a research project
  2. Consult with a small business or nonprofit
  3. Work on an entrepreneurial venture
• Alumni led teams
• Develop teamwork, leadership, and real-world business skills
• Create a positive impact
Intercultural Development

An integrated process for building an inclusive community

• The Intercultural Development Inventory assessment is administered to all incoming students
• Students meet 1-on-1 with one of more than 50 trained administrators to formulate a development plan
• Follow-ups occur throughout the 4-year program and when students study away
Digital Marketing Championed by Marketing Students

UT Dallas Undergraduate Deans Conference
March 2, 2022

Dr. Shu Schiller
Associate Dean
Professor of Information Systems
shu.schiller@wright.edu
Goal

- Use digital marketing campaigns to promote business graduate programs.
  - M.B.A.
  - 5 specialized master’s programs
Process

- 146 students (2021)
- $100,000 investment
- Advised by Dr. Dinsmore
- Design, develop, implement, track, report, evaluate, and improve
- Search engine ads, organic and paid social media posts, influencer campaigns, and viral marketing
Impact

• Students gained real-world experience and managed a substantial budget
• Increased web traffic and applications
  – 1.1 million avg. monthly impressions
  – a 1.3% avg. click-through rate
  – web traffic increased 13x (MBA) and 37x (MSMAI)
  – confirmed applications
• The college brand reaches new territories
Associate Deans’ Conference, UTD

Laura Kornish
Associate Dean
Undergraduate Programs

Leeds School of Business
UNIVERSITY OF COLORADO BOULDER
Boulder, Colorado
#1 Place to Live

US News & World Report
2021
Leeds has a four-year curriculum

1. Freshman  
   Business Foundations

2. Sophomore  
   Areas of Emphasis Exploration

3. Junior  
   Specialize Your Degree

4. Senior  
   Build Expertise + Career Launch
In 2014, the organization CCA (Complete College America) issued a report called “Four-Year MYTH” about the sad state of on-time college graduation in the US.

In 2014: on our campus, we were at 47%. Leeds’ rate was higher (54%), but not good enough.
Graduation from CU by 4th Summer

These years are the entry years, so the 2010 value is the percent who graduated in 2014.
How did we increase our grad rate by 20%?

Context: we have 4000 undergraduates and 11 academic advisors

1) **Efficient use of advisor time** with carefully scheduled *advisor drop-in hours* at busiest times of the semester.

2) **Proactive & “intrusive” advising.** Mandatory advising each of first four semesters. Plot out path to graduation in 4th semester.

3) **Lockstep curriculum** for first two years so it is obvious how to stay on track and we can definitively say who is off track. We *pre-register* students for the first semester.

4) **First year seminar** = weekly “eyes on” all frosh.

5) **Advisor review of degree audit for every rising senior** and human outreach where there are issues.
Continued innovation

We use **systematic approaches backed by data** as far as we can, and then we **do one-to-one outreach to students.**

This is a **school-wide effort:** “every extra year in school can cost the student $100K in tuition + lost wages.” Department chairs understand that when creating the schedule.

**New things we are trying**

- Frosh cohorting for classes
- First year experience programming
Session #5
Tools and Technologies in Business Education

Sarah Moore, Clinical Assistant Professor
The University of Texas at Dallas
Tools and Technology in Business Education

Sarah E. Moore, PhD
Director, Business Communication Program
Jindal School of Management
An overwhelming amount of education technology services promise big solutions.

Solutions are needed, for teaching as well as for providing insight into student behaviors and skills that can inform assessment practices.

- Coaching activities have been identified as an effective of improving learning progression
- Teaching activities such as communication training or professional development work demands individual assessment and personal feedback. Effective teaching on this level needs good technology to assist in coaching activities.
- Example: Resume writing in undergraduate and graduate courses with support of two centers and online modules.
Tool Assessment

We implemented a strategy to analyze value.

Goals:
- Avoid unnecessary costs
- Avoid stand-alone or course-specific products
- Avoid products that take significant time commitments from faculty
- Pick tools that offer something new rather than duplicating LMS tools
- Pick tools that are cost-efficient and easily integrated
- Pick tools that solve problems and “create value”

Potential Tools

Based on identified needs, we implemented two student-focused Artificial Intelligence tools.

We considered ease of use and cost but focused on improved outcomes and potential for data-driven solutions outside of the tech. The assessment included:
- Administrative Initiation
- Committee assessment
- Student assessment
- Administrative review

“Technology should support organizational objectives to create value, not merely align with strategy to cut costs.”
Brian Cameron, Associate Dean, Smeal College of Business, Penn State University

Exploring Solutions & Piloting Programs
A need was identified for improved written communication skills at all levels.

Value: Grammarly acts as an AI Writing Assistant

- Through an analysis of multiple tools, Grammarly was found to be the most cost efficient and correct. (Analysis was made easier by scholars who study this, and by creating a class project where students compared Grammarly, MS Word, Google Docs, and another grammar checker.)
- Features include sentence-level advice for grammar and spelling, and advice on improving tone and avoid plagiarism.
- We found students were already paying for Grammarly.
- By making it available through Single Sign On, we provided access to staff and faculty.
- Used in a core course to gather data on student skills and needs.
Branding Paths: A Novel Teacher Evaluation Model for Faculty Development James P. Bavis and Ahn G. Nu Department of English, Purdue University ENGL 101: First Year Writing Dr. Richard Teeth January 30, 2020 Commented [AF]: At the top of the page you'll see the header, which does not include a running head for student papers (a change from APA 6). Page numbers begin on the first page and follow on every subsequent page without interruption. No other information (e.g., authors' last names) is required. Note: your instructor may ask for a running head or your last name before the page number. You can look at the APA professional sample paper for guidelines on these. Commented [AF2]: The paper's title should be centered, bold, and written in title case. It should be three or four lines below the top margin of the page. In this sample paper, we've put four blank lines above the title. Commented [AF3]: Authors' names are written below the title, with one double-spaced blank line between them. Names should be written as follows: First name, middle initial(s), last name. Commented [AF4]: Authors' affiliations follow immediately after their names. For student papers, these should usually be the department containing the course for which the paper is being written. Commented [AWCS]: Note that student papers in APA do not require author notes, abstracts, or keywords, which would normally fall at the bottom of the title page and on the next page afterwards. Your instructor may ask for them anyway — see the APA professional sample.
Branching Paths: A Novel Teacher Evaluation Model for Faculty Development. James P. Bavis and Ann G. Nu Department of English, Purdue University ENGL 101: First Year Writing Dr. Richard Teeth January 30, 2020 Commented [AF1]: At the top of the page you’ll see the header, which does not include a running head for student papers (a change from APA 6). Page numbers begin on the first page and follow on every subsequent page without interruption. No other information (e.g., authors’ last names) is required. Note: your instructor may ask for a running head or your last name before the page number. You can look at the APA professional sample paper for guidelines on these. Commented [AF2]: The paper’s title should be centered, bold, and written in title case. It should be three or four lines below the top margin of the page. In this sample paper, we’ve put four blank lines above the title. Commented [AF3]: Authors’ names are written below the title, with one double-spaced blank line between them. Names should be written as follows: First name, middle initial(s), last name. Commented [AF4]: Authors’ affiliations follow immediately after their names. For student papers, these should usually be the department containing the course for which the paper is being written. Commented [AWCS]: Note that student papers in APA do not require author notes, abstracts, or keywords, which would normally fall at the bottom of the title page and on the next page afterwards. Your instructor may ask for them anyway — see the APA professional sample.
Branching Paths: A Novel Teacher Evaluation Framework
Development James P. Bavis and Ahn G. Nu Department of Education Purdue University ENGL 101, First Year Writing I 30, 2020 Commented (AF1): At the top of the page, which does not include a running head for students, APA 6 v. Page numbers begin on the first page and subsequent page without interruption. No other line (last name) is required. Note: your instructor may ask you or your last before the page number. You should read a professional sample paper for guidelines on this. The paper's title should be centered, bold, and should be three or four lines below the top margin. Sample paper, we've put four blank lines above [AF3]. Authors' names are written below the title with a blank line between them. Names should be written in the middle initials, last name. Commented (AF4): Immediately after their names, For student paper, be the department containing the course for which the paper is written. Commented (AWCS): Note that student papers in APA do not require author notes, abstracts, or keywords, which would normally fall at the bottom of the title page and on the next page afterwards. Your instructor may ask for them anyway — see the APA professional sample.
Grammarly provides an administrative panel that tracks who uses it and time saved.

Generally, writing efficiency is improved 10-20%.

Unaccounted for is the probable improvement in grades and faculty satisfaction with student writing.

- Students reported having fewer errors when using Grammarly as a live extension.
- Students reported higher writing scores when running multiple drafts through Grammarly.
Grammarly offers high-level information about tone and whether suggestions are used.

We wanted additional information for faculty training. In Oct. 2021, Grammarly report data was collected from 1,328 undergraduate students on a final course assignment in an intro course.

We wanted to make data-driven decisions on course content for Spring 2022.

- Good news: Students reported an average readability score of 58.4 (on level).
- Useful information: Students reported their most significant errors (punctuation in complex sentences) and their least significant (subject-verb agreement).
Program Assessment & Faculty Training

Data-Driven Instruction

The tool was supported with faculty professional development.

All business communication faculty were given high-level student-reported information.

- Having data to represent student performance can support or counter assumptions made about writing.
- A tool to address grammar and tone can free non-communication faculty to focus on content and critical thinking, supporting the vision of business education.

Having a tool that works outside of the classroom can continue to improve performance long-term.

Sample Faculty Training

For Fall 2021, correctness including spelling, grammar, and punctuation was the major issue in BCOM portfolios. These immediate writing errors were closely followed by issues of clarity. Students consistently reported fewer errors related to delivery. The tone and writing level were appropriate, and audiences should be engaged. Overall, the writing was effective.
Problem: Earlier Internship Placement and Continued Resume Issues

A need was identified for improved resumes and online interviewing skills.

Value: automated resume and interviewing (speaking) feedback through a student’s time in the school

- A need was identified for in-depth coaching for resume writing and interviewing with the goal of placing students in internships after their first two semesters.
- As class sizes increased, ability for faculty to coach individual improvements or host multiple mock interviews decreased. We also wanted to increase opportunities for individual rather than group assignments with clear goals.
- Further, many corporations use AI-based screening systems, and students (and faculty) sometimes struggled to understand the way content is screened.
- Other similar services require significant faculty involvement. We piloted Interview Stream when we piloted Quinncia, but Interview Stream requires a faculty member or Career Management Center staff member to leave written feedback.

Quinncia
Immediate Outcomes

**Time Saved**

Quinnicia has saved faculty and staff at UTD 1,520 hours just with resume advising.

- This does not include the time that faculty may have spent grading and assessing interviews or individual presentations.
- Quinnicia provides more points of feedback on verbal performance than some other systems. Communication Center staff can assign interviews to improve speaking skill.

**Time Spent**

Students spend an average of 381 minutes using Quinnicia.

- This has increased coaching visits to our communication center, but students now come more prepared and with a stronger draft ready for improvement. This has reduced appointment lengths.
- Students have access during the course and throughout their time. This provides critical access during a student’s final two semesters.
Measurement of Student-Reported Soft and Hard Skills

**Top 5 skills for Resume**

Quinn has reviewed students’ resumes to tell you what the top 5 most common essential and technical skills are on their resumes!

<table>
<thead>
<tr>
<th>ESSENTIAL</th>
<th>TECHNICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>digital technology</td>
<td>python</td>
</tr>
<tr>
<td>multi-cultural fluency</td>
<td>sql</td>
</tr>
<tr>
<td>entrepreneurship</td>
<td>tableau</td>
</tr>
<tr>
<td>leadership</td>
<td></td>
</tr>
<tr>
<td>communication</td>
<td>marketing</td>
</tr>
</tbody>
</table>

**Top 5 skills for Interview**

Quinn has reviewed students’ mock interviews to tell you what the top 5 most common essential and technical skills are that they speak on in their interviews!

<table>
<thead>
<tr>
<th>ESSENTIAL</th>
<th>TECHNICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>career management</td>
<td>consulting</td>
</tr>
<tr>
<td>leadership</td>
<td>accounting</td>
</tr>
<tr>
<td>professionalism</td>
<td>real estate</td>
</tr>
<tr>
<td>creativity</td>
<td>government</td>
</tr>
<tr>
<td>critical thinking</td>
<td>human resources</td>
</tr>
</tbody>
</table>
Quinnicia Demo: Skills Development & Assessment

Quinnicia is here to demonstrate what they offer and talk more about skills analysis as supporting business school administration.
TurnItIn can simplify grading.

Known for plagiarism detection, TurnItIn also offers a feedback studio.

Program-level rubrics can be deployed with training so faculty use the same means of assessment across large programs.

Shared rubrics shifts faculty time to student coaching, and their other duties. (See image.)

Through the use of the feedback studio, faculty or TAs can generate user statistics, send assignment reminders, and run reports on rubric data.

Need: Consistent Standards for Written Assignments & Saved Time
Leadership development and faculty guidance

Value: asynchronous and synchronous training

- UT Dallas purchased access for all faculty and staff (not a business school initiative)
- With an institutional license, courses and written materials provide guidance on topics ranging from how to lead as a new dean to developing advancement campaigns.
### Piloting Programs

#### Identify Key Users

**Build Faculty Champions**

Form an assessment committee, ideally not with just technology experts but also with subject matter experts.

**Faculty Champions**

- Technology averse faculty member
- Technology adept faculty member
- Student feedback in pilot courses

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#### The “Slow Roll”

**Establish a Pilot**

Immediate implementation without thorough consideration can be costly and frustrating.

- Consider starting with two sections before moving to a whole program and then whole school.
- Pilots offer the opportunity to gather student feedback.
- Pilots can identify issues with company support and flexibility.

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#### Continue Assessment

**Watch for Changes**

Given rapid changes in student behavior and technology functions, the tools must be assessed on a regular basis.

- Tools can become redundant as free options expand.
- Free options can stop being free and need a paid replacement.
- Reward technological flexibility.
“Technology is so much fun, but we can drown in our technology. The fog of information can drown out knowledge.”

Daniel Boorstin
Former Historian at U of Chicago
Thank you!

Sarah E. Moore
Director, Business Communication
Program & Center
Jindal School of Management
Where ability meets opportunity.

Quinnicia is futuristic new career preparation platform helping university students improve their interview skills, polish their resume and find jobs.
Outcomes

Help every student get the best outcomes possible at graduation.

- Integrate Professional Development into Academics
- AI to Save Faculty & Staff 1200+ hours per year
- Measure & Evaluate Core Competencies and Skills
NACE Competencies/Essential skills

Career & Self Development  Communication  Critical Thinking  Equity & Inclusion

Leadership  Professionalism  Teamwork  Technology

Adaptability  Coachability  Empathy  Entrepreneurship

People Management  Resilience  Time Management
Classic Concerns

- How to integrate professionalism
- How to improve outcomes
- How to measure skills
- How to measure competencies
- How to prove assurance of Learning
Employers already do this with using AI

- CNN: Getting vetted AI 2020
- InsideHighered.com: AI Assessed Interviews 2019
- CNBC: Robots Reading Resume 2018
- Wall Street Journal: Robot-Proof Applications 2020
- 99% of Fortune 500 companies use ATS to evaluate applicants 2020
Quinn: AI career assistant for all students

- Personalized guidance
- Skills & Competencies reporting
- Automated Interview
- Resume Feedback
Extracting skills from Resume & Interview

How does resume parser work?

Send resume → Parsing algorithm → Get relevant skills and competencies
Partners

Working with 100+ Universities and Business Schools…
“Quinncia delivers a high-quality AI product to students while evaluating our ability to impact the experience students have with our staff in preparing for their professional future.”

- University of Tampa
Session #6
Student Engagement Matters

Charles Allen, M.Ed.
Assistant Dean, Temple University

Kaustav Misra, PhD
Associate Dean, Central Connecticut State University

Kevin Jackson, PhD
Associate Dean, University of Illinois Urbana-Champaign
Fox Leadership Development Program (FLDP)

Chuck Allen
Assistant Dean
Undergraduate Programs
ABOUT FOX…

• 7,200+ students
• 73% from PA, 27% non-resident
• 7 departments
• 16 majors, 24 minors
• 30+ Student Professional Organizations (SPOs)

*As of Temple University Fall 2020 Student Profile
Where We Started

• In-house “Immersion” program
• Hand-tracked, labor intensive
• Deck stacked for “traditonals”
• No central activity repository
• Not helpful for reaccreditation

So we built…
How the FLDP Works

• **Students Complete Activities**
  - Each Activity is assigned a Competency and Level
  - QR Code Scans, Reflections, Portfolio Items, Qualtrics

• **Activity Completions Count Toward Point Requirement**
  - Students need to earn points in all five competencies
  - Activities requiring longer commitment earn more points

• **Some Activities Count Toward Optional Badges**
  - Social Impact Badge, Peer Mentor Badge, CSPD Badge, etc.

• Data can be shareable co-curricular record
<table>
<thead>
<tr>
<th>Badge Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 3581 VITA Badge</td>
<td>VITA is a nationwide organization regulated by the IRS that offers free tax help to people who make less than.</td>
</tr>
<tr>
<td>Human Resource Management Badge</td>
<td>Complete all activities to earn this optional HRM Badge!</td>
</tr>
<tr>
<td>FLDP Full Requirements 2019-2020</td>
<td>This Badge will help you keep track of all your FLDP points throughout the 2019-2020 academic school.</td>
</tr>
<tr>
<td>Social Entrepreneur Badge</td>
<td>Are you making an impact? Attend 3/5 Social Entrepreneurship workshops (including the mentoring.)</td>
</tr>
<tr>
<td>Social Entrepreneurship Badge 2018</td>
<td>Make an impact with your innovative ideas! The 2018 Social Entrepreneurship Workshop Series, hosted by.</td>
</tr>
<tr>
<td>MSCM Quant Camp 2019</td>
<td>Complete all 5 sessions of Quant Camp and submit a reflection for credit.</td>
</tr>
<tr>
<td>CSDO Badge</td>
<td>Attend Getting Started, Resume Development and Resume Critique put on by CSDO to earn the CSDO.</td>
</tr>
<tr>
<td>Owls Be Well</td>
<td>Attend four events at the Wellness Resource Center to earn this badge!</td>
</tr>
<tr>
<td>Target Case Competition Badge</td>
<td>To earn this badge, submit reflections or upload documents for the following Target Case Competition.</td>
</tr>
<tr>
<td>Choose Your Own Adventure Badge</td>
<td>Complete four of the activities listed to earn you Choose Your Own Adventure Badge.</td>
</tr>
<tr>
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</table>
OVERALL ENGAGEMENT %

- 76%
- 24%

Engaged

FLDP POINTS EARNED %

- Community: 40%
- Ethics: 12%
- Financial Literacy: 16%
- Global and Cultural: 12%
- Personal and Professional: 20%

Student Activity Completions (Last 12 months)

77,225
What We’ve Learned

- Students want plethora of engagement options
- Messaging is critical; not just another checkbox
- Focus on both sides of the leaderboard
- Student organizations remain critical, majors too
- Where we still need support services/programming
- Covid challenged engagement at all levels
Where We Can Improve

- Closer link to classroom learning
- Employer-branded badges
- Connection to community college partners
- Correlate data to retention, graduation and career outcomes
- AACSB standards for engagement & social impact
Thank you for listening!

Questions?

Chuck Allen
callen@temple.edu
Student Engagement Matters
Undergraduate Deans Conference
Theme: Differentiation Post Covid
University of Texas at Dallas
March 1-2, 2022

Panelist: Kaustav Misra, PhD. MBA
Associate Dean, School of Business
Central Connecticut State University
Pillars of Student Engagements

1. Academic engagement: “Academic engagement is the type of engagement that is required for students to complete their academic tasks.”

2. Intellectual engagement: “Intellectual engagement is essential to reeling in students’ interests, gifts, and talents.”

3. Social-emotional engagement: “Socialization is a huge factor in what brings students to the school building everyday.”

During Pandemic Engagements

- Online/Hybrid Classrooms
- Virtual internship/Limited Co-op
- No Study Abroad Programs
- Undergraduate Research
- Virtual Community Engagements
- In-service Learnings
Post-Pandemic Engagements

- High Tech Classrooms – Less interactions
- Hybrid Format of internship/Co-op
- Study Abroad Programs
- Hybrid Format of community engagements
- Undergraduate Research
- In-person & Virtual Service Learnings
Summary

Undergraduate Students Research engagement in business - Modality.

Benefits:
1. Students
2. Faculty
3. Institution
4. Retention and graduation rates
5. Graduate school
6. Alumni base
Thank you!
ACCESS AND MULTICULTURAL ENGAGEMENT
Who is AME?

Jewell White
Assistant Dean

Andrea Fierro
Program Coordinator
What does AME do?

• Gies Affinity Groups
• Gies Community Groups
• Diversity and Inclusion Events
• AME Student Leaders
What does AME do?

- Gies Affinity Groups
- Gies Community Groups
- Diversity and Inclusion Events
- AME Student Leaders
• Gies Community Groups
  – Students sign up, providing demographic information
  – Student groups are formed with diverse composition
  – Each group has a representative who guides discussion and serves as liaison to us
  – Groups meet every other week
• Details of Illinois approach
  – We have averaged about 400 student participants each of the last four semesters (5-7 students per group)
  – Coaches (student workers) are paid and oversee 8-10 groups. They meet with representatives every other week and meet with us weekly.
  – Coaches help us design curriculum of topics and discussion questions, as well as develop “training” for representatives.
• Important notes
  – We’re still learning
  – We utilize MS Teams for communication and for groups who wish to meet virtually
  – We’re working on ways to connect the groups
  – Purpose: Community and Capability
Session #7
Supporting Students’ Mental Health Needs Post-Covid

John Bingham, PhD
Associate Dean, Brigham Young University

Mari Buche, PhD
Associate Dean, Michigan Technological University

Jenny Zhang, PhD
Associate Dean, California State University, Fullerton
Supporting Students’ Mental Health Needs Post-Covid

John Bingham
Associate Dean
CENTERED ON STUDENTS

We evaluate our decisions and actions by the impact they will have on the academic experience, professional preparation, character development, emotional well-being, and spiritual growth of our students.
BYU Marriott

BYU Community

Counseling and Psychological Services

= Improved Coordination

= Collaboration

= Speed
Mental Health & Wellbeing

• Clinical Services
  • New relationship with Social Work program
  • Interns / therapists-in-training
  • Response times
Mental Health & Wellbeing

• College Mental Health & Wellbeing Employee Advisory Council
• In the Classroom
  • Courses taught
  • Guest lectures
• In the Halls
  • Marriott Night, student council events
• On the side
  • Faculty and staff consultations
• University collaboration and outreach
  • BYU Belong, You Are Loved, CAPS Outreach
An Emphasis on Wellbeing

• Focus on mental health concerns is reactive, defensive, or responding to problems that already exist

• Wellbeing is proactive, offensive, and embraces a focus on unnecessary setbacks

• We divide our time roughly equally between these two priorities – we gain ground instead of losing it or just holding it
Supporting Students’ Mental Health Needs Post Covid

Mari W. Buche, Ph.D.
Associate Dean, College of Business
Michigan Technological University
mwbuche@mtu.edu

2 March 2022
Agenda

• Overview and Summary
• DOS and Counseling Services
• Signs and Symptoms
• Partnerships/Communication
• Future Scope
Overview & Summary

• **March 2020** - Abrupt change – Zoom instruction (sent students home)
  – Remote work – everyone
  – Amplified idiosyncrasies (personal observation)

• **Fall 2020** – Returned to modified classroom experience – (e.g. social distancing and mask mandate)
  – Community numbers increased ➔ remote instruction
  – Hybrid instruction – challenging for faculty and students
  – Mandatory Testing – symptomatic and asymptomatic available

• **Spring 2021** – Continued masking, combination of in-person and remote instruction, disruptions due to positive tests and quarantine/isolation

• **Summer 2021** – Dropped the indoor mask mandate, temporarily

• **Fall 2021** – Vaccine mandate, continued mask mandate indoors, increase in positive cases

• **Spring 2022** – Forced to pause the vaccine mandate, cases peaked and then dropped precipitously, divided campus
Dean of Students & Counseling Services

• Staffing – newly hired DOS, Dr. Wallace Southerland
  – Open office hours
  – New online forms for excused absences
  – Building relationships across campus

• Counseling Appointments and Walk-in Clinics

• Launch of My SSP mobile app (telehealth)
Signs & Symptoms

• Anxiety, rage, tears
• Sleep variations – noticeably more or insomnia
• Neglect of academic work
• Eating disorders
• Alcohol and/or drug abuse
• Irritability – change of personality
• Declining personal hygiene
• Isolation and withdrawal (e.g. excessive video gaming)
Partnerships & Communication

• **Report a Concern** – tipline (DOS)
  – Can be anonymous submission
  – Safety or wellbeing
  – Team meets to discuss response

• **Associate Dean and Faculty**
  – Excessive absenteeism
  – Noticeably diminished class performance
  – Shared verbal concerns
Future SCOPE

- Support
- Communicate
- Organize
- Participate
- Encourage

Mari W. Buche
mwbuche@mtu.edu
SUPPORTING STUDENTS MENTAL HEALTH NEEDS

By: Jenny Zhang, Associate Dean
California State University, Fullerton
Our Observation

• Pre-Covid
  • Even before Covid, we see an increasing need for mental health supports among college students.

• Through virtual environment
  • Isolation, loneliness, distance learning, financial and health challenges have made mental health issues much more prevalent in higher education.

• After returning to campus
  • Students are still struggling with the uncertainty of the Covid situation, adjusting to virtual, in-person, and hybrid learning environments.
Some data

• A study from UNC at Chapel Hill (Fruhwirth et al. 2021) with 419 First-year college students found:
  • The prevalence of moderate to severe anxiety in first-year college students increased 40%, from 18.1% before the pandemic to 25.3%
  • The prevalence of moderate to severe depression in first year increased by 48% from 21.5% to 31.7%
  • Hardest hit by depression were Black students, whose incidence of depression grew by 89%

• HMS (The Healthy Minds Study) Fall 2020 data on national level of all college students showed:
  • 40% moderate to severe depression
  • 34% moderate to severe anxiety
Strategies at CSUF to support students mental health needs

• Counseling & Psychological Services
  • Various individual counseling
  • Workshops
  • Therapy Groups
  • Drop-in Groups
  • Preventative Outreach
  • Wellness Coaching
  • Online self-care resources

• From Dean of Students office
  • Tell Us Your Issue
  • Student in Distress Referral
Strategies at CSUF to support students mental health needs (Cont.)

• From College of Business & Economics
  • Support faculty when they have any student issues
  • An online module for all new transfer students on wellness
  • Student success center serves as a hub to refer students to the right resources
Challenges

• Capacity
  • Appointments for counseling session with CAPS were booked four weeks ahead
  • High turnovers in staff members

• Struggling with multiple learning modalities and how to best support students in each

• To provide supports for faculty and staff in supporting the needs of diverse student population
Things to consider

• Partnering with other higher ed. Institutions, community colleges, k-12 schools in this endeavor
• Involve community
• Provide consistent message
• Leverage technology to provide more online resources