AI Empowered Student Engagement and Success: An Introduction
AI Series Goals

- Provide an overview of AI - its applications in student engagement and success
- Highlight innovative use cases from institutions and leading experts in the field
- Equip participants with resources to leverage AI effectively in their respective roles
- Foster collaboration and knowledge-sharing between student success professionals (e.g., IR/IE/IP, student affairs, academic affairs)
Today's Objectives

- Introduce AI
- Share definitions, categories, tools, trends in higher education
- Discuss practical applications in student success
Speakers

Dr. Jason Simon
Associate Vice President - Data, Analytics, and Institutional Research
University of North Texas

Dr. Claire Baytas
Analyst
Ithaka S+R
NEXT-GEN STUDENT AFFAIRS: PRACTICAL WAYS TO INTEGRATE GENERATIVE AI IN YOUR PRACTICE

JASON F. SIMON, PH.D.
Why this topic? Why now?

AI in Education: Will We Need Humans Anymore?

Trust and Transparency Are Key Factors When Using AI in Academia

The Dark Side of ChatGPT: 6 Generative AI Risks to Watch

Institutions Must Plan for AI to Go Mainstream, Says 2023 Educause Horizon Report

More than Half of Students Will Use AI Writing Tools Even if Prohibited by Their Institution

University of Illinois Uses AI Chatbot to Grow Student Recruitment for Online MBA Program

Turnitin AI Detection Rates: 3.3% of 65M Papers Reviewed Were Flagged as Majority AI Writing

Dartmouth Employs AI Virtual Assistant to Support Students and Faculty

Virtual TA Boosts Student Success at Georgia State University

USC Initiative to Integrate AI and Digital Literacy Skills for All Students

NSF Announces 7 New AI Research Institutes at Universities Nationwide

USask researchers to examine AI in education, Canada’s labour movement, and ESL student writing
AI is Already All Around Us

- Virtual Personal Assistant
- Commute Time Prediction
- Video Surveillance
- Search Engine Result Refinement
- Social Media Services (people you know, facial recognition)
- Email Spam and Malware Filtering
- Online Customer Support
- Product Recommendations
- Online Fraud Detection
- Intelligent Gaming
- Self-Driving Cars and Automated Transportation
- AI for Dangerous Jobs (bomb disposal, etc.)
- Environment Protection
- Home Security and Smart Homes
- Mood Analysis in Music Streaming
- Music Composition
- Predictive Text and Autocorrect
- Automated Language Translation
- Medical Diagnosis and Imaging Analysis
- Automated Captioning for Images and Videos

Source: https://insights.daffodilsw.com/blog/machine-learning-examples-from-day-to-day-life
“the ability to read, write and communicate data in context, including an understanding of data sources and constructs, analytical methods and techniques applied, and the ability to describe the use case, application and resulting value.”
Gartner, 2021
Artificial intelligence is a machine’s ability to perform the cognitive functions we usually associate with human minds.

McKinsey & Company, 2023
What is Generative AI?

AIs that can identify and highlight relationship in very large sets of complex training data, then based on what it learns, triggers the creation of new data.

Source: Google Cloud
What is Natural Language Processing?

A sub-field of artificial intelligence focused on enabling computers to understand, interpret, and generate human language in a manner akin to how humans comprehend and use language.
Large Language Models

• Essentially, a predictive model, a very complex one.
From Document Generation to Assistance

- Predicting the next sequences of words is not enough if an LLM is only trained on a large corpus of text.
- The model needs to be fine tuned by high quality data curated by humans to turn it from a “document generator” to an “assistant”.

Pretraning the base model

Fine tuning the assistant model (alignment)

chunks of the internet
TBs of text documents

Created by humans

<User>
Can you write a short introduction about the term “monopoly” in economics? Please use examples related to the potential effects of monopoly on macro economics.

<Assistant>
In economics, a monopoly refers to a market structure where a single seller dominates the market, producing a unique product with no close substitutes. This concentration of market power allows the monopolist to control prices and output, potentially leading to higher prices and lower quantities than in competitive markets...
Why Keeping Your H.I. in A.I Really Matters

Human Intelligence
- Career Experience
- Formal Training and Study
- Knowledge of Culture
- Awareness of Behaviors and Personas
- Awareness of Ethics, Bias, and Codes of Conduct
- Willingness to Engage in Technology

Artificial Intelligence
- Mathematical Relationships
- Technical Training and Study
- Continued Advancement and Refinement of Underlying Data and Reward Structures

Guided Suggestions & NLP Output
- Subject to Refinement
- Subject to Judgement
- Subject to Dismissal
- Subject to Modification and/or Adoption

Simon, 2023
WAYS STUDENT AFFAIRS & IR LEADERS CAN USE GENERATIVE AI
(E.G. CHAT GPT, CLAUDE, GEMINI, CO-PILOT, ETC.)

- AI/NLP as Hiring Support Staff
- AI/NLP as Software Coach/Teacher
- AI/NLP as Qualitative Researcher
- AI/NLP as Literature Reviewer
- AI/NLP as Copy Editor
- AI/NLP as IR Coding Coach
- AI/NLP as Travel Agent
- AI/NLP as a Grant Writer Editor
- AI/NLP as Technical Jargon Interpreter
- AI/NLP as Statistical Methodology Coach
- AI/NLP as an IR Graphic Designer
- AI/NLP as Critic or Rater
Generative AI Examples to Expand Our Thinking
You are a 20 year veteran of higher education and have extensive experience in the University Branding and Communications unit. Over your career you have advanced from front-line graphic artist to now guiding University executives on appropriate communication/marketing strategy. Your close colleague is the VP of student affairs and she has come to you for some support. She knows her team’s efforts have profound impacts on the student ecosystem and yet feels uneasy as others may not share this opinion. She is looking to you to help her create a compelling and comprehensive internal promotion campaign grounded in substantive data that her assessment unit and other department heads have at the ready to elevate internal awareness and perception of value for student affairs to encourage a more equal standing in terms of contributions to the institution and to further he case as finances become tight that student affairs is a good place to continue to invest in. Build out a short-term, mid-term, and long-term plan to achieve this goal. Anticipate resistance and offer counter strategies. Leverage best practices in communicating from a logos, ethos, and pathos perspective. Identify internal resources needed for all attributes of the plan and develop an estimate of time required for each activity.

Develop 10-15 taglines for this campaign and offer any suggestions on visuals

What strategies involving the student voice could be incorporated into the suggestions above?

What resistance/concerns might this plan create in the community (academic affairs, finance, enrollment management, advancement, etc.) and how can we best transform these forms of resistance into opportunities for the division?
Internal Marketing Campaign

Short-Term Plan (3-6 months):

1. **Data Compilation and Analysis:** Collaborate closely with the assessment unit to gather comprehensive data highlighting the department’s contributions to student success, retention, and overall well-being. This data should encompass various metrics, such as program participation rates, student satisfaction scores, and measurable outcomes demonstrating the impact of student affairs initiatives.

2. **Stakeholder Engagement:** Identify key stakeholders, including university executives, academic leaders, and influential faculty members. Conduct one-on-one meetings or small group sessions to present the compelling data and share success stories that resonate with their respective areas of focus.

3. **Internal Newsletter/Blog Series:** Launch a dedicated internal newsletter or blog series that spotlights student affairs initiatives, showcasing their tangible benefits and highlighting student testimonials. Leverage compelling visuals and storytelling techniques to captivate the audience.

4. **Social Media Presence:** Establish a strong social media presence for the student affairs department, sharing updates, achievements, and engaging content that resonates with the campus community. Encourage cross-promotion and amplification across various university channels.

Mid-Term Plan (6-12 months):

1. **Professional Development Workshops:** Organize a series of professional development workshops for university leaders and department heads. Invite subject matter experts to present data-driven case studies and facilitate discussions on the strategic role of student affairs in enhancing the overall institutional experience.

2. **Cross-Departmental Collaborations:** Foster cross-departmental collaborations by identifying areas of synergy between student affairs and other units. Co-host events, initiatives, or campaigns that demonstrate the interdependence and mutual benefits of working together.

3. **Student Ambassador Program:** Establish a student ambassador program that empowers students to share their personal experiences and advocate for the invaluable support provided by student affairs. Leverage their voices through testimonial videos, social media campaigns, and campus events.

4. **University-Wide Recognition:** Work with university leadership to establish an annual recognition program that celebrates the outstanding contributions of student affairs professionals and initiatives. This could include awards, ceremonies, or featured spotlights in university publications.

Long-Term Plan (12+ months):

1. **Comprehensive Strategic Plan:** Collaborate with the student affairs department to develop a comprehensive strategic plan that aligns with the institution’s overarching goals and priorities. This plan should outline measurable objectives, resource allocation strategies, and a clear roadmap for sustaining and enhancing student affairs initiatives.

2. **Executive Leadership Mentorship Program:** Establish a mentorship program that pairs student affairs professionals with executive leaders from various departments. This cross-functional exchange will foster mutual understanding, knowledge sharing, and collaborative problem-solving.

3. **Data-Driven Decision-Making Culture:** Integrate student affairs data into institutional decision-making processes, ensuring that their insights and recommendations are given due consideration when allocating resources, implementing policies, or prioritizing initiatives.

4. **External Outreach and Partnerships:** Expand the reach of student affairs by establishing partnerships with external organizations, alumni networks, and community stakeholders. Collaboratively develop programs and initiatives that align with the department’s mission and amplify its impact.

Source: Claude
Internal Marketing Campaign

Best Practices in Communicating from Logos, Ethos, and Pathos Perspectives:

1. **Logos (Logical Reasoning):** Leverage data-driven insights, research findings, and quantifiable metrics to support your arguments. Present clear evidence of the positive outcomes associated with student affairs initiatives.

2. **Ethos (Credibility and Authority):** Collaborate with respected leaders, subject matter experts, and influential figures within the institution to lend credibility to your messaging. Highlight the expertise and experience of student affairs professionals.

3. **Pathos (Emotional Appeal):** Incorporate powerful storytelling techniques that resonate with your audience on an emotional level. Share student testimonials, success stories, and examples of how student affairs initiatives have transformed lives and enriched the campus experience.

Taglines for the Student Affairs Value Campaign:

1. "Empowering Minds, Enriching Lives: Student Affairs at the Heart of Success."
2. "Beyond Academics: Cultivating Well-Rounded Excellence."
3. "Invest in Students, Invest in the Future."
4. "Unlocking Potential, One Student at a Time."
5. "Student Affairs: The Catalyst for Transformative Experiences."
6. "Fostering Holistic Growth: Student Affairs' Enduring Impact."
7. "Where Passion Meets Purpose: Student Affairs, Your Partner in Achievement."
8. "Igniting Minds, Inspiring Futures: The Power of Student Affairs."
9. "Nurturing Tomorrow's Leaders: Student Affairs' Lasting Legacy."
10. "Embracing Diversity, Championing Inclusion: Student Affairs' Commitment to All."
11. "Building Bridges, Forging Connections: Student Affairs' Collaborative Spirit."
15. "Empowering Students, Empowering the University: Student Affairs' Vital Contribution."

Incorporating the student voice is a powerful strategy that can significantly enhance the effectiveness of the internal promotion campaign for student affairs. Here are some strategies that could be integrated into the suggestions above:

1. **Student Testimonial Videos:** Create a series of short, compelling video testimonials featuring students sharing their personal experiences and the positive impact of student affairs initiatives on their lives. These videos can be shared across various platforms, including social media, internal newsletters, and campus events.

2. **Student-Led Blog or Podcast:** Establish a student-led blog or podcast platform where students can share their stories, insights, and perspectives on the value of student affairs. This platform could feature guest appearances by student affairs professionals, faculty, and alumni, fostering a dialogue around the department’s contributions.

3. **Student Ambassador Program (Expanded):** Enhance the student ambassador program by involving students in the development and execution of marketing materials, social media campaigns, and campus events. Their unique perspectives and creativity can contribute to the authenticity and resonance of the messaging.

4. **Student Advisory Council:** Form a student advisory council comprised of representatives from various student organizations, clubs, and communities. This council can provide valuable feedback, insights, and recommendations to the student affairs department, ensuring that the campaign resonates with the diverse student body.

5. **Student-Created Visuals and Artwork:** Incorporate student-created artwork, photography, and visuals into the campaign materials. This could take the form of a
Internal Marketing Campaign

1. Resistance from Academic Affairs:
   - Concern: Academic affairs may perceive the campaign as detracting from the institution's primary focus on academic excellence and rigor.
   - Opportunity: Collaborate with academic leaders to showcase how student affairs initiatives directly support student academic success, retention, and overall learning experiences. Highlight data demonstrating the positive impact of student engagement, wellness programs, and co-curricular activities on academic performance and persistence.

2. Resistance from Finance/Budget Offices:
   - Concern: Financial decision-makers may view the campaign as an attempt to secure additional funding for student affairs, potentially impacting other departmental budgets.
   - Opportunity: Emphasize the long-term return on investment (ROI) of student affairs initiatives by presenting data on increased student retention, alumni engagement, and institutional reputation. Demonstrate how investing in student affairs can lead to higher enrollment, better student outcomes, and enhanced institutional competitiveness, ultimately benefiting the overall financial stability of the university.

3. Resistance from Enrollment Management:
   - Concern: Enrollment management teams may perceive the campaign as overshadowing their efforts to attract and recruit new students.
   - Opportunity: Collaborate with enrollment management to highlight how a vibrant and supportive student affairs department can be a significant selling point for prospective students and their families. Incorporate student testimonials and success stories into recruitment materials, showcasing the transformative experiences facilitated by student affairs initiatives.

4. Resistance from Advancement/Alumni Relations:
   - Concern: Advancement teams may view the campaign as competing for attention and resources with their efforts to engage alumni and secure philanthropic support.
   - Opportunity: Partner with advancement and alumni relations to showcase how positive student experiences fostered by student affairs initiatives can lead to increased alumni engagement, loyalty, and philanthropic support. Highlight the long-term impact of student affairs on building a strong and supportive alumni community.

Source: Claude
Instilling a Culture of Advancement in Student Affairs

You are a veteran higher education professional who has advanced in her career to now serving as the VP of Student Affairs at a mid-sized public research university. As is occurring elsewhere around the nation enrollment is slipping and competition for resources is increasing. You recognize that student service fees and general budget will no longer be acceptable to offer comprehensive mental health, recreation, career, fiscal management, Greek life, student activities, dining and housing services. You know from your close relationship with the CFO that no new monies will be available for next year. You also recognize that while a thriving advancement operation is happening on the academic and research areas of the institution - student affairs has not been engaged. You want to build capacity for a student affairs approach to affinity development, giving, and alumni engagement. You call in Sonnet Inc. who has over 40 years of experience guiding higher education clients to build advancement initiatives. Sonnet recognizes the unique contributions of the student affairs division and several executives were at one time AVPs of student affairs. Sonnet is aware of the situation described above, your expectations are clear that you desire a strategic roadmap to bring advancement activities to students affairs, and that you want a detailed plan with specific tasks that can be taken and specific actions leaders within the Division can take. Please share your results.

Leveraging Sonnet's deep expertise with higher education campus culture, who on campus might oppose this plan publicly, who might fight against this behind the scenes? How can the VPSA mitigate these challenges?

Sonnet knows that most student affairs leaders are not trained in advancement best practices as part of their Masters coursework. Design a 90 day learning plan for the Directors to instill in them the basic competencies of reaching, engaging, and supporting alumni in higher education. Using a table format, in column one list the free resource name, in column 2 list the website to find the resource, and in column 3 list the anticipated time commitment. Use resources from the council of advancement and support of education, NASPA, ACPA, APLU, ACE, ETC.

Can you generate a job description for a new hire to report to the VPSA to do this work for the Division?
Instilling a Culture of Advancement in Student Affairs

Dear Ms. [VP of Student Affairs],

Thank you for engaging Sonnet Inc. to assist in developing a strategic roadmap for bringing advancement activities to the Division of Student Affairs. We understand the challenges you face with declining enrollment, increased competition for resources, and the need to find alternative funding sources to maintain comprehensive student services.

After thoroughly reviewing your situation and expectations, we have developed a detailed plan with specific tasks and actions for leaders within the Division of Student Affairs to take. Our approach is designed to build capacity for affinity development, giving, and alumni engagement, ultimately enhancing the Division's ability to secure additional resources and support its vital programs and services.

1. Establish a Student Affairs Advancement Office:
   - Task: Create a dedicated office within the Division of Student Affairs to oversee and coordinate advancement initiatives.
   - Action: Identify and hire a Director of Student Affairs Advancement to lead this office.

2. Develop a Student Affairs Case for Support:
   - Task: Craft a compelling narrative that articulates the impact and value of Student Affairs programs and services on student success and the overall university experience.
   - Action: Collaborate with key stakeholders (e.g., students, alumni, faculty, staff) to gather stories, data, and testimonials that highlight the transformative power of Student Affairs.

3. Identify and Cultivate Student Affairs Alumni Ambassadors:
   - Task: Build a network of alumni who have benefited from Student Affairs programs and services and are willing to advocate and support the Division's initiatives.
   - Action: Develop a targeted outreach plan to engage with potential alumni ambassadors, leveraging their personal experiences and connections to the Division.

4. Launch a Student Affairs Annual Giving Campaign:
   - Task: Implement a comprehensive annual giving campaign specifically focused on supporting Student Affairs programs and services.
   - Action: Develop a multi-channel marketing and communication strategy to promote the campaign, leveraging the Student Affairs Case for Support and alumni ambassadors.

Source: Claude Sonnet
5. Establish a Student Affairs Alumni Mentorship Program:
   - Task: Create a mentorship program that connects current students with alumni professionals, fostering personal and professional growth while strengthening alumni engagement.
   - Action: Develop a structured mentorship program, including mentor training, student matching, and ongoing program evaluation.

6. Explore Corporate and Foundation Partnerships:
   - Task: Identify and pursue strategic partnerships with corporations and foundations that align with the Division's mission and values.
   - Action: Conduct research to identify potential partners, develop tailored proposals, and leverage existing connections within the university and alumni network.

7. Celebrate Student Affairs Alumni Success Stories:
   - Task: Regularly highlight and promote the achievements and contributions of Student Affairs alumni to showcase the long-term impact of the Division's programs and services.
   - Action: Develop a comprehensive communications plan that leverages various platforms (e.g., social media, newsletters, events) to share alumni success stories.

8. Assess and Refine the Advancement Strategy:
   - Task: Establish a continuous evaluation and improvement process to assess the effectiveness of the Student Affairs advancement initiatives and make necessary adjustments.
   - Action: Implement data-driven metrics to track progress, identify areas for improvement, and refine the strategy as needed.
Instilling a Culture of Advancement in Student Affairs

Based on Sonnet’s extensive experience in higher education, there are a few potential areas of opposition or resistance that the VPSA might encounter when implementing this Student Affairs advancement plan, both publicly and behind the scenes.

Public Opposition:

1. Faculty and Academic Affairs: Some faculty members or academic affairs administrators may view this initiative as diverting resources and attention away from the core academic mission of the institution. They might argue that fundraising efforts should primarily focus on supporting academic programs, research, and faculty positions.

2. Student Groups: Certain student organizations or advocacy groups may raise concerns about the potential commercialization or corporatization of student services, particularly if corporate partnerships or sponsorships are involved.

Behind-the-Scenes Resistance:

1. Institutional Advancement/Development Office: The central university advancement or development office might perceive this as encroaching on their territory or duplicating efforts. They may be apprehensive about the Division of Student Affairs competing for donor dollars or alumni engagement.

2. Other Administrative Units: Other non-academic units, such as athletics or facilities, might view this as setting a precedent for decentralized fundraising efforts, potentially leading to increased competition for limited resources and donor attention.

To mitigate these challenges, the VPSA could consider the following strategies:

1. Collaborative Approach: Involve key stakeholders, including faculty representatives, student leaders, and other administrative units, early in the planning process. Solicit their input, address their concerns, and emphasize the shared goal of enhancing the overall student experience and institution’s success.

2. Clear Communication: Develop a comprehensive communication plan that clearly articulates the rationale, goals, and benefits of the Student Affairs advancement initiative. Emphasize that this is not a zero-sum game, but rather an effort to expand the resource base for the entire institution.

3. Partnership with Institutional Advancement: Establish a close partnership with the central advancement/development office, aligning efforts and sharing resources where appropriate. Clarify roles, responsibilities, and areas of focus to avoid duplication or conflict.

4. Pilot Program: Consider implementing a pilot program or phased approach initially, allowing for adjustments and refinements based on feedback and results before a full-scale rollout.

5. Transparent Reporting: Implement transparent reporting mechanisms to demonstrate the positive impact and outcomes of the Student Affairs advancement efforts, showcasing the value added to the institution and the responsible stewardship of resources.

6. Shared Governance: Leverage existing shared governance structures, such as faculty senates or student government associations, to ensure ongoing dialogue, input, and buy-in from key stakeholder groups.

By proactively addressing potential concerns, fostering collaboration, and demonstrating the value and impact of the Student Affairs advancement initiatives, the VPSA can navigate these challenges more effectively and build broad-based support across the campus community.
Instilling a Culture of Advancement in Student Affairs

Thanks for the insightful question. Sonnet recognizes the importance of equipping Student Affairs leaders with the necessary skills and knowledge to effectively engage in advancement activities. Here is a proposed 90-day learning plan for the Directors to instill basic competencies in reaching, engaging, and supporting alumni in higher education:

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASE Advancement Basics Online Course</td>
<td><a href="https://www.case.org/resou">https://www.case.org/resou</a></td>
</tr>
<tr>
<td>NASPA Knowledge Community on Alumni Relations</td>
<td><a href="https://www.naspa.org/const">https://www.naspa.org/const</a></td>
</tr>
<tr>
<td>ACPA Commissions on Alumni Involvement and Student Advancement</td>
<td><a href="https://www.myacpa.org/corr">https://www.myacpa.org/corr</a></td>
</tr>
<tr>
<td>APLU Council on Student Affairs</td>
<td><a href="https://www.aplu.org/council">https://www.aplu.org/council</a>:</td>
</tr>
<tr>
<td>ACE Toolkit for Alumni Relations</td>
<td><a href="https://www.acenet.edu/Page">https://www.acenet.edu/Page</a></td>
</tr>
<tr>
<td>CASE Fundamentals of Alumni Relations</td>
<td><a href="https://www.case.org/resou">https://www.case.org/resou</a></td>
</tr>
<tr>
<td>NASPA Virtual Immersion on Fundraising</td>
<td><a href="https://www.naspa.org/event">https://www.naspa.org/event</a></td>
</tr>
<tr>
<td>ACPA Student Affairs Fundraising Resources</td>
<td><a href="https://www.myacpa.org/resou">https://www.myacpa.org/resou</a>:</td>
</tr>
<tr>
<td>APLU Alumni Engagement Webinar Series</td>
<td><a href="https://www.aplu.org/council">https://www.aplu.org/council</a>:</td>
</tr>
<tr>
<td>ACE Podcast on Alumni Engagement</td>
<td><a href="https://www.acenet.edu/Page">https://www.acenet.edu/Page</a></td>
</tr>
<tr>
<td>CASE Sample Alumni Relations Plans</td>
<td><a href="https://www.case.org/resou">https://www.case.org/resou</a></td>
</tr>
<tr>
<td>NASPA Knowledge Community Discussion Forums</td>
<td><a href="https://www.naspa.org/const">https://www.naspa.org/const</a></td>
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<tr>
<td>ACPA Webinar on Student Advancement</td>
<td><a href="https://www.myacpa.org/event">https://www.myacpa.org/event</a></td>
</tr>
<tr>
<td>APLU Council on Student Affairs Meetings</td>
<td><a href="https://www.aplu.org/council">https://www.aplu.org/council</a>:</td>
</tr>
<tr>
<td>ACE Alumni Relations Toolkits</td>
<td><a href="https://www.acenet.edu/Page">https://www.acenet.edu/Page</a></td>
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</table>

This 90-day learning plan leverages a variety of resources from reputable organizations such as CASE, NASPA, ACPA, APLU, and ACE. It combines online courses, webinars, podcasts, discussion forums, toolkits, and sample plans to provide a well-rounded understanding of advancement best practices in higher education.

The plan is designed to be self-paced, allowing Directors to allocate time according to their schedules and priorities. The total anticipated time commitment is approximately 47 hours, which can be spread over the 90-day period.

By completing this learning plan, the Directors will gain foundational knowledge and skills in areas such as alumni relations, fundraising, donor engagement, and student advancement. They will be better equipped to lead and support the Division of Student Affairs’ advancement initiatives, fostering stronger connections with alumni and securing additional resources for student services.

Source: Claude Sonnet

⚠️ Claude does not have internet access. Links provided may not be accurate or up to date.
<table>
<thead>
<tr>
<th>Job Title: Director of Student Affairs Advancement</th>
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<tbody>
<tr>
<td>Department: Division of Student Affairs</td>
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<tr>
<td>Reports to: Vice President of Student Affairs</td>
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<tr>
<td><strong>Job Summary:</strong></td>
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<tr>
<td>The Director of Student Affairs Advancement is responsible for developing, implementing, and overseeing a comprehensive advancement program for the Division of Student Affairs. This includes cultivating relationships with alumni, donors, and external partners to secure financial support, foster engagement, and enhance the overall student experience. The Director will work closely with the VPSA, divisional leadership, and colleagues across the institution to align advancement efforts with the Division’s strategic goals and priorities.</td>
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<tr>
<td><strong>Essential Duties and Responsibilities:</strong></td>
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**1. Strategic Planning and Implementation:**
- Develop and execute a strategic plan for Student Affairs advancement, including goals, objectives, and measurable outcomes.
- Collaborate with divisional leaders to identify funding priorities and align advancement efforts with the Division’s mission and objectives.
- Implement best practices in alumni relations, annual giving, major gift cultivation, corporate and foundation relations, and stewardship.

**2. Alumni Engagement and Affinity Building:**
- Establish and manage an alumni ambassador program to engage and leverage the support of Student Affairs alumni.
- Develop and implement strategies to cultivate and maintain strong relationships with alumni, fostering a sense of affinity and commitment to the Division.
- Coordinate alumni events, reunions, and other engagement opportunities to strengthen connections and promote giving.

**4. External Relations and Partnerships:**
- Explore and pursue strategic partnerships with corporations, foundations, and community organizations that align with the Division’s mission and values.
- Represent the Division at external events and forums, promoting its impact and cultivating relationships with potential supporters.
- Serve as a liaison between the Division and external stakeholders, ensuring effective communication and collaboration.

**5. Marketing and Communications:**
- Develop and implement a comprehensive marketing and communications plan to promote the Division’s advancement initiatives and success stories.
- Create compelling case statements, proposals, and promotional materials to support fundraising and engagement efforts.
- Leverage various channels, including social media, websites, and print materials, to effectively communicate with alumni, donors, and partners.

**6. Data Management and Reporting:**
- Oversee the maintenance of accurate and up-to-date alumni and donor databases, ensuring data integrity and compliance with relevant policies and regulations.
- Develop and implement systems for tracking and reporting on advancement metrics, including fundraising progress, alumni engagement, and stewardship activities.
- Provide regular reports and updates to the VPSA and divisional leadership on advancement initiatives and outcomes.

*Source: Claude Sonnet*
Instilling a Culture of Advancement in Student Affairs

Qualifications:

- Bachelor’s degree in a related field (e.g., Business Administration, Communications, Marketing, or Student Affairs) required; Master’s degree preferred.
- Minimum of 5 years of progressive experience in advancement, fundraising, alumni relations, or development roles, preferably in higher education or a non-profit setting.
- Proven track record of successful fundraising and donor cultivation, with experience in annual giving, major gifts, and corporate/foundation relations.
- Excellent interpersonal, communication, and public speaking skills, with the ability to build strong relationships and represent the Division effectively.
- Demonstrated project management skills, with the ability to manage multiple priorities and meet deadlines in a fast-paced environment.
- Proficiency in database management, data analysis, and reporting.
- Knowledge of best practices in advancement, fundraising, and alumni engagement in higher education.
- Strong commitment to the mission and values of Student Affairs, with a passion for enhancing the student experience.

Source: Claude Sonnet
Dear Members of the Admissions Committee,

I am honored to write this letter of recommendation for [President's Full Name], who has been a remarkable leader and a key member of our Residence Hall Association (RHA) at [University Name]. Over the past four years, [President's First Name] has demonstrated exceptional leadership, dedication, and commitment to enhancing the residential experience for our students.

As the President of the Residence Hall Association during the 2023-2024 academic year, [President's First Name] has overseen an executive board of 12 students and represented the interests of over 3,000 on-campus residents. Her responsibilities included planning diverse programming and managing a substantial $50,000 annual budget for events and initiatives. Her ability to balance these significant duties while maintaining a strong academic record with a GPA of 3.5 is a testament to her outstanding organizational and time management skills.

Prior to her presidency, [President's First Name] served as the Vice President (2022-2023), Programming Chair (2021-2022), and Community Service Chair (2020-2021) of the RHA. In each of these roles, she demonstrated a consistent commitment to improving the campus community. As Vice President, she played a critical role in supporting the President and ensuring the smooth operation of the association. As Programming Chair, she was instrumental in organizing events that fostered community engagement and inclusivity. As Community Service Chair, she spearheaded initiatives that encouraged students to give back to the local community.

In addition to her leadership roles within the RHA, [President's First Name] has been actively involved in the Biology Student Alliance since 2021, where she participates in research presentations, networking events, and outreach activities. Her engagement with the academic community extends to her role as an Undergraduate Research Assistant in Professor Jane Smith's Genetics Lab, where she conducts experiments on fruit fly models to study genetic mechanisms of aging. Her research skills are well-honed, as evidenced by her co-authorship of a paper pending publication in the Genetics Journal.

[President's First Name] is also a dedicated peer mentor, having guided a seminar for 15 incoming freshmen in the IntroSem program (2022-2023), helping them navigate their academic and social transitions to university life. Her ability to mentor and support others is a hallmark of her leadership style.
You are a Director of New Student Programs at a large midwestern university. Prior to accepting this role you served for 12 years as Director at a smaller institution. You have been asked to review the selection process for choosing Orientation Leaders. While everyone accepts the current process you realize that it hasn’t changed in at least 5 years and the students are coaching each other on the best ways to prepare for the interview. Simultaneously, you know that the campus demographics are shifting and you want to ensure that your orientation leaders reflect the student body. Working as an experienced student transition expert design a 3 part combination of exercises and interview protocols that allows the professional staff to ascertain each applicants abilities to lead, promote student success, and convey important information in a way that increases retention. Provide a scoring rubric for any exercise and an interview protocol that focuses on real-world scenarios an orientation leader might confront.

**Orientation Leader Selection Process**

**New Orientation Leader Selection Process**

**Part 1: Group Activity - Leadership and Teamwork Simulation**

Objective: Assess applicants’ leadership, teamwork, and communication skills in a collaborative setting.

Activity Description:

Applicants will be divided into small groups of 5-6 and given a task that requires them to work together to solve a problem or complete a project. The task should be designed to reflect common challenges that orientation leaders might face, such as organizing a welcome event, creating a campus scavenger hunt, or planning a team-building activity for new students.

Scoring Rubric:

- **Leadership (0-5 points):** Ability to take initiative, guide the group, and ensure everyone’s input is considered.
  - 5: Clearly leads, balances assertiveness with inclusiveness, and keeps the group focused.
  - 4: Generally leads well, with minor lapses in inclusiveness or focus.
  - 3: Shows some leadership, but occasionally struggles with focus or inclusiveness.
  - 2: Minimal leadership, often dominated by others, lacks focus.
  - 1: No leadership demonstrated.

- **Teamwork (0-5 points):** Collaboration, support for teammates, and ability to work towards a common goal.
  - 5: Highly collaborative, supportive, and consistently works towards the goal.
  - 4: Mostly collaborative, with occasional lapses in support or goal orientation.
  - 3: Sometimes collaborative, but inconsistent in support or goal focus.
  - 2: Rarely collaborative, often works independently of the group.
  - 1: Not collaborative at all.

- **Communication (0-5 points):** Clarity, effectiveness, and ability to listen to others.
Part 2: Individual Presentation - Conveying Important Information
Objective: Evaluate the ability to convey important information clearly and engagingly.

Activity Description:
Each applicant will prepare and deliver a 5-minute presentation on a topic relevant to new students, such as academic resources, campus safety, or extracurricular activities. The presentation should be informative, engaging, and tailored to the needs of incoming students.

Scoring Rubric:
- **Content (0-5 points):** Accuracy, relevance, and comprehensiveness of the information presented.
  - 5: Highly accurate, relevant, and comprehensive.
  - 4: Accurate and relevant, with minor gaps in comprehensiveness.
  - 3: Mostly accurate and relevant, but with noticeable gaps.
  - 2: Somewhat accurate and relevant, but with significant gaps.
  - 1: Inaccurate or irrelevant.
- **Engagement (0-5 points):** Ability to captivate and maintain the audience’s attention.
  - 5: Highly engaging, maintains audience attention throughout.
  - 4: Generally engaging, with minor lapses in attention.
  - 3: Moderately engaging, but with noticeable lapses.
  - 2: Rarely engaging, often loses audience attention.
  - 1: Not engaging at all.
- **Clarity (0-5 points):** Clear articulation, logical flow, and easy-to-follow presentation.
  - 5: Extremely clear, logical, and easy to follow.
  - 4: Generally clear, with minor lapses in logic or flow.
  - 3: Moderately clear, but with noticeable lapses.
  - 2: Often unclear, with significant issues in logic or flow.
  - 1: Very unclear and difficult to follow.
Part 3: Real-World Scenario Interview

Objective: Assess applicants’ problem-solving abilities, empathy, and practical skills in handling common orientation leader challenges.

Interview Protocol:
Applicants will be presented with three real-world scenarios that orientation leaders might encounter. For each scenario, they will be asked to describe how they would respond, including their reasoning and anticipated outcomes.

Scenarios and Questions:

2. Scenario 2: Conflict Resolution
   - Question: During an orientation event, you notice a disagreement escalating between two students. How would you intervene to resolve the conflict and ensure a positive environment?
   - Key Points: Show conflict resolution skills, ability to de-escalate situations, promote understanding and mutual respect.

3. Scenario 3: Misinformation
   - Question: A group of new students has received incorrect information about a critical registration deadline. How would you correct the misinformation and ensure they meet the deadline?
   - Key Points: Communication skills, ability to correct errors tactfully, ensuring all students are informed and supported.

Scoring Rubric:

- **Problem-Solving (0-5 points):** Ability to identify issues, propose practical solutions, and implement actions.
  - 5: Excellent problem-solving skills, with practical and effective solutions.
  - 4: Good problem-solving skills, with minor improvements needed.
  - 3: Adequate problem-solving, with noticeable areas for improvement.
  - 2: Limited problem-solving ability, with significant gaps.
  - 1: Poor problem-solving, ineffective solutions.

- **Empathy (0-5 points):** Understanding and consideration of others’ feelings and perspectives.
  - 5: Highly empathetic, consistently considers others’ feelings and perspectives.
  - 4: Generally empathetic, with minor lapses.
  - 3: Moderately empathetic, with noticeable gaps.
  - 2: Limited empathy, often fails to consider others’ feelings.
  - 1: Lacks empathy.

- **Communication (0-5 points):** Clear, concise, and effective communication.
  - 5: Extremely clear and effective communicator.
  - 4: Generally clear and effective, with minor lapses.
  - 3: Moderately clear and effective, with noticeable lapses.
  - 2: Often unclear or ineffective.
  - 1: Very unclear and ineffective.
You were recently hired to lead Assessment efforts for your Division of Student Affairs. In your role as Associate Vice President, you report to the VP of Student Affairs but also maintain a close working relationship with the office of institutional effectiveness. Prior to taking this job, you stood up a similar functional unit at your prior place of employment. Given your campus lacks any formalized assessment offerings, programs, or services in the Division, you are starting from the ground up. Evaluating best practices in assessment research and texts from NASPA, ACPA, ACUI, NACURH, etc. build a 30 day, 60 day, 90 day, 120 day, 180 day, and one year out roadmap to help you build support for your program. You know from the literature that assessment works best when others are willing partners and as such ensure your proposed plan focuses on educating others, building collaboration, removing obstacles, and securing resources. Be sure to list specific tasks/objectives at each phase and ideal partners across your institution. Be sure to include a role for student activities, housing, orientation, Greek life, first-gen center, dining, rec-sports, and union teams.

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**30-Day Plan**

**Objective:** Initial Assessment and Relationship Building

**Tasks:**

1. **Meet with Key Stakeholders:**
   - Schedule introductory meetings with leaders from student activities, housing, orientation, Greek life, first-gen center, dining, rec-sports, and union teams.
   - Discuss current assessment practices, if any, and identify immediate needs and concerns.

2. **Conduct a Needs Assessment:**
   - Develop and distribute a survey to gather data on current assessment knowledge, practices, and needs within the Division of Student Affairs.

3. **Review Institutional Data:**
   - Collaborate with the office of institutional effectiveness to review existing data relevant to Student Affairs.

4. **Create an Assessment Advisory Committee:**
   - Form a committee with representatives from all key areas to provide ongoing feedback and support.

**Ideal Partners:**

- VP of Student Affairs
- Office of Institutional Effectiveness
- Department Heads of Student Activities, Housing, Orientation, Greek Life, First-Gen Center,
First Year Plan for New AVP
Assessment

Source: Claude
180-Day Plan

Objective: Institutionalize Assessment Practices

Tasks:

1. Integrate Assessment into Annual Planning:
   - Ensure assessment is a key component of annual departmental planning processes.
2. Establish Regular Reporting Mechanisms:
   - Develop and implement regular reporting mechanisms for assessment results and progress.
3. Conduct Mid-Year Review:
   - Review progress, challenges, and feedback from the first six months and adjust strategies as needed.

Ideal Partners:
- All Student Affairs Departments
- Institutional Effectiveness
- Assessment Advisory Committee

One-Year Plan

Objective: Continuous Improvement and Sustained Engagement

Tasks:

1. Conduct Comprehensive Review:
   - Perform a comprehensive review of the assessment program’s first year, including feedback from all departments.
2. Refine and Enhance Framework:
   - Based on the review, refine the assessment framework and processes.
3. Celebrate Successes:
   - Organize a year-end event to celebrate achievements, recognize contributors, and share success stories.
4. Plan for the Future:
   - Develop a strategic plan for the next year’s assessment activities, including new goals and expanded initiatives.

Ideal Partners:
- VP of Student Affairs
- All Student Affairs Departments
- Institutional Effectiveness
- Assessment Advisory Committee

Source: Claude
You are the Executive Director of Student Activities and in addition to your role designing out-of-class leadership and engagement offerings for students you have also just been asked to take on a distinguished lecture series that is underwritten by a donor and is also supported by the Office of the Chancellor. As you begin to review the donor terms and structure of the program it becomes apparent to you that the wishes of the donor may not align with the prevailing student culture on campus. You can foresee a time when you may be asked to mediate between the wishes of your student (and the speakers they would like to see) and the donor/campus wishes. You know this won’t be an easy task and would prefer to role-play numerous scenarios before they happen. As such, you have engaged AI tools to help present you with various scenarios to role play. It will be important that once the AI assumes a persona they steadfast hold onto this role until I type "SWITCH" - once I type "SWITCH" I will then present you with a new persona to play. Do you understand this assignment and how you will help me anticipate and react to this scenario?

Yes, I understand the assignment. I will present you with various scenarios involving potential conflicts between the donor’s wishes, the Office of the Chancellor’s preferences, and student interests regarding the distinguished lecture series. I will role-play different personas to help you anticipate and react to these scenarios effectively. Please indicate when you’re ready to start and provide any specific details or initial setup you’d like for the first scenario. When you type “SWITCH,” I will change personas accordingly. Let’s begin!
Chancellor: Thank you for the update and for your ongoing dedication to enhancing our students' experiences. It’s great to hear that there’s considerable excitement about the lecture series. These opportunities are vital for our academic community, and I’m pleased that many students are eager to engage with our distinguished speakers.

However, I understand you have some concerns about a small but vocal group of students who feel that some speakers may not align with their values or interests. You mentioned there might be a risk of them reaching out to the press. This is certainly something we need to address carefully to maintain the integrity and positive reception of the series.

Chancellor: It’s essential that we find a balanced approach to address these concerns without compromising the vision and support from our donor. Here’s how we might proceed:

1. **Form a Review Committee**: Establish a committee that includes student representatives, faculty members, and a liaison from the donor’s office. This will help ensure that we consider a diverse range of viewpoints when selecting speakers.

2. **Host Open Forums**: Schedule open forums to provide a platform for students to express their opinions and suggest speakers. This will not only help us gauge student interest more accurately but also demonstrate that we are listening to their concerns.

3. **Develop a Communication Plan**: Craft a comprehensive communication plan to articulate the goals of the lecture series and highlight the value each speaker brings. This will help address potential concerns directly and transparently.

By taking these steps, we can create a more inclusive process that respects both the donor’s wishes and our students’ diverse perspectives. It’s crucial to maintain open lines of communication and show that we are committed to fostering an environment where all voices are heard and valued.
You are now acting as a student leader who is graduating in May. The student leader is not aligned politically with the current slate of speakers and is frustrated that her tuition and fees are being used to bring in speakers she disagrees with. The student is a sociology major and is roommates with the Editor of the College newspaper. She has repeatedly tried to discuss this with you but the last two times she stopped by your office you were in another meeting. She has scheduled a meeting with you in an hour. Acting as the student leader help me anticipate her concerns and given the President’s prior feedback find a way to mediate.

Certainly! I will role-play as the frustrated student leader who is concerned about the speaker selection. Let's begin.

Student Leader: Hi, thank you for finally making time to meet with me. I've been trying to talk to you about the lecture series and the speakers you've chosen. Frankly, I'm really frustrated. As a sociology major, I find it deeply concerning that our tuition and fees are being used to bring in speakers whose views I fundamentally disagree with. This doesn't represent me or many of my peers, and it feels like our voices are being ignored.

You: I understand your frustration and appreciate your patience. Your feedback is important to us. Can you tell me more about your specific concerns with the speakers and what you feel is missing from the series?

Student Leader: My main issue is that the speakers you've selected seem to have a political bias that doesn't reflect the diversity of thought on our campus. We have a vibrant, diverse student body with a wide range of perspectives, yet the speakers don't seem to represent that. It's disheartening to see our fees support events that don't include voices from across the spectrum.

You: I hear you. It's important that our lecture series reflects the diversity of our student body and provides a platform for multiple viewpoints. We want all students to feel represented and included. What would you suggest as a way to address this imbalance and ensure that we are more inclusive in our speaker selection?

Student Leader: For starters, there should be a more transparent and inclusive process for selecting speakers. Students should have a say in who gets invited. Maybe we could form a committee that includes student representatives to review and suggest speakers. This way, we can ensure a broader range of perspectives.

You: That's a great idea. In fact, we're looking into forming a review committee that includes student representatives, faculty, and a donor liaison to help with speaker selection. We also plan to host open forums where students can voice their opinions and suggest speakers. This would help us gauge student interest and address concerns more effectively. Would you be interested in being part of this committee or helping to organize these forums?
Student Leader: Hi, thanks for finally making time to meet with me. I’m really upset about this lecture series. I can’t believe my tuition and fees are being used to bring in speakers whose views I completely disagree with. This is not fair, and it’s not right. We shouldn’t be funding speakers who don’t represent our diverse student body.

You: I understand your frustration, and I appreciate you bringing this to my attention. It’s important that we address these concerns. Can you share more about your specific issues with the current speaker lineup?

Student Leader: What’s there to share? They’re all politically biased in one direction, and it doesn’t reflect the diversity of thought on this campus. It feels like you’re ignoring the voices of students who don’t agree with these speakers. Why should our money go towards this?

You: I hear you. It’s crucial that our lecture series reflects a range of perspectives. We want all students to feel represented. What steps do you think we could take to better address this issue?

Student Leader: Honestly, I don’t think a committee or forums will change anything. The decision-making process needs to be completely overhauled. If you really cared about student input, this wouldn’t have happened in the first place.

You: I understand why you feel that way. It’s clear that the current process hasn’t met your expectations, and that’s something we need to address. While it may seem like a committee or forums won’t help, they can actually be powerful tools for ensuring a more inclusive selection process. Your participation could significantly influence the outcomes.

Student Leader: I’m not convinced. This feels like just another way to placate us without making real changes. How can I trust that my voice will actually be heard?

You: I can see why you’re skeptical. Trust is built through action, not just words. Here’s what we can do: I can ensure that we have equal representation on the committee and that it has real decision-making power. Additionally, we can set clear criteria for selecting speakers that prioritize diverse viewpoints. I’m also willing to schedule regular check-ins with student leaders, including yourself, to make sure we’re staying on track.

Student Leader: I’m still not sure this will make a difference. It feels like too little, too late.

You: I understand your hesitation. Change can be slow, and it’s frustrating when it feels like your concerns aren’t being taken seriously. However, we need passionate voices like yours to push for these changes from within the process. I’m committed to making this work and ensuring that student voices are genuinely heard and respected. Let’s take this step together, and if you don’t see the changes we’re promising, you’ll have the platform to hold us accountable.

Student Leader: Fine, but I’m only agreeing because I want to make sure this doesn’t happen again. I’ll be watching closely.

You: That’s all I can ask for right now. Your involvement will be crucial in making sure we get this right. Thank you for being willing to engage despite your reservations. Let’s work together to create a lecture series that truly reflects the diversity of our campus.

In this scenario, acknowledging the student’s frustration, emphasizing the importance of their involvement, and committing to tangible changes are key strategies. Showing a willingness to be held accountable can help build trust and demonstrate a genuine commitment to addressing their concerns.

Source: Chat GPT 4o
Sure, switching personas now. Who would you like me to role-play next?

Given your limited understanding of the scenario - what other major personas would it be helpful for me to role-play with? Could you create a three column table with the persona name in column 1, a brief description of the persona in column 2, and in column three what might their primary concerns be?

Certainly! Here’s a table with three major personas, their descriptions, and primary concerns:

<table>
<thead>
<tr>
<th>Persona</th>
<th>Description</th>
<th>Primary Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Donor</td>
<td>A successful graduate who has donated to the university.</td>
<td>Ensuring that the lecture series reflects the values they support and maintains a positive reputation for the university.</td>
</tr>
<tr>
<td>Faculty Member</td>
<td>A professor or academic staff member at the university.</td>
<td>Ensuring academic integrity and relevance of the lecture series to the curriculum, as well as promoting diverse viewpoints and intellectual discourse.</td>
</tr>
<tr>
<td>Community Member</td>
<td>A resident of the local community where the university is located.</td>
<td>Ensuring that the lecture series contributes positively to the community, promotes inclusivity, and addresses local concerns and interests.</td>
</tr>
</tbody>
</table>

Engaging with these personas can provide insights into different stakeholder perspectives and help anticipate a broader range of concerns related to the lecture series.
Role Playing Through a Sticky Student Activities Situation

Assume we role-played all three additional personas, now integrate all the guidance and recommendations and help me develop a 3-5 bullet key communication points for each persona to present back to the Chancellor and my supervisor with a plan.

Certainly! Let's integrate the insights gained from role-playing the additional personas and develop key communication points for each persona to present back to the Chancellor and your supervisor with a plan.

Community Member:

1. **Community Impact**: Engage with community members to gather input on speaker selection and ensure that the lecture series contributes positively to the cultural and intellectual enrichment of the local community.

2. **Accessibility and Engagement**: Collaborate with community organizations to promote the lecture series and ensure that events are accessible to community members through outreach efforts and event planning.

3. **Relevance to Local Issues**: Incorporate input from community members on topics or speakers that address local concerns or interests, demonstrating responsiveness to community needs.

Alumni Donor:

1. **Alignment with Values**: Ensure that communications with the donor emphasize how the lecture series aligns with their values and the positive impact it has on the university's reputation.

2. **Transparency and Involvement**: Provide regular updates to the donor on the speaker selection process and involve them in key decisions to ensure transparency and maintain their engagement.

3. **Impact and Recognition**: Showcase the impact of the lecture series through personalized updates and recognition of the donor's contributions in university communications and events.

Student Leader:

1. **Representation and Diversity**: Engage with student leaders to understand their concerns and actively seek student input in the speaker selection process to ensure representation and diversity.

2. **Transparency and Accountability**: Be transparent about the speaker selection process and decisions made, and hold regular meetings or forums to update student leaders and address their concerns.

3. **Student Engagement**: Create opportunities for student leaders to actively participate in planning and promoting the lecture series, empowering them to be advocates for change within the student body.

By presenting these key communication points to the Chancellor and your supervisor, you can demonstrate a comprehensive understanding of the stakeholder perspectives and outline a strategic plan to address their concerns while advancing the goals of the lecture series.

Faculty Member:

1. **Academic Relevance**: Engage faculty members in the speaker selection process and highlight the academic value of the lecture series in promoting critical thinking and intellectual discourse.

2. **Diversity of Perspectives**: Encourage faculty involvement in identifying and recommending speakers from various disciplines and backgrounds to ensure a diverse range of perspectives.

3. **Student Engagement**: Facilitate opportunities for faculty to collaborate with students in organizing and promoting the lecture series, fostering a sense of academic community and ownership.
Staff Development Exercise to Promote Broad-Scale Student Support

Presenter Guide:

Introduction (5 minutes):
- Welcome participants and introduce the exercise.
- Explain the purpose: to explore strategies for maximizing front-line student support staff amidst limited resources and changing student demographics.
- Highlight the importance of considering professional codes of ethics (NASPA, ACPA, NACURH, CAS, etc.) in decision-making.

Exercise (60 minutes):
- Divide participants into small groups (4-6 people per group).
- Provide each group with a scenario that outlines the current state of student support services, including staffing levels, budget constraints, and demographic changes.
- Instruct groups to discuss the following questions:
  1. How can we effectively allocate our limited resources to provide adequate support for students?
  2. What strategies can we implement to address the changing needs of our diverse student population?
  3. How can we leverage technology and innovative practices to enhance student support services?
  4. What ethical considerations should guide our decision-making process?

Facilitation Prompts (20 minutes):
- After 20 minutes, prompt groups to share their initial thoughts and strategies.
- Encourage discussion by asking follow-up questions:
  - How do these strategies align with our institutional mission and values?
  - What potential challenges or barriers might we face in implementing these strategies?
  - How can we ensure that our decisions are equitable and inclusive?

Wrap-up (15 minutes):
- Bring the groups back together for a final discussion.
- Ask each group to summarize their key recommendations and strategies.
- Highlight common themes and areas of divergence.
- Emphasize the importance of continuous evaluation and adaptation to meet the evolving needs of students.

Conclusion (5 minutes):
- Thank participants for their engagement and contributions.
- Reiterate the significance of prioritizing student success through effective resource allocation and adherence to professional ethics.
- Encourage participants to continue exploring innovative approaches and best practices in student support services.

Source: Claude
You are an efficiency professional with a deep awareness of organization management principles. You have worked for 20 years at helping institutions of higher education maximize their front-line student support staff to improve student success rates. You have been asked to compile a report on the practices of peer institutions. You have a total of 220 front-line student affairs staff which utilizing professional association data you know you are roughly 10% behind in staffing levels as compared to the student FTE you support. Create a hands-on exercise for the student affairs leadership team to grapple with the challenging issues regarding student support, limited resources, and changing student demographics. A part of this work, provide a presenter guide in addition to the exercise itself. Offer follow up prompts to help the facilitator ensure broad participation. Be sure to integrate codes of ethics from NASPA, ACPA, NACURH, CAS, etc.

**Scenario: Navigating Student Support in a Changing Landscape**

Willow University, a mid-sized public institution, prides itself on providing a supportive and inclusive environment for its diverse student body. However, recent demographic shifts and budgetary constraints have posed significant challenges to the university’s student support services.

**Staffing Levels:**
The university’s front-line student affairs staff consists of 220 professionals, responsible for various areas such as academic advising, counseling services, career development, and residential life. However, according to professional association data, this staffing level is approximately 10% below the recommended level for the institution’s student full-time equivalent (FTE) population.

**Budget Constraints:**
Due to state funding cuts and rising operational costs, the university’s budget for student support services has been tightened. The leadership team must explore creative solutions to maintain and potentially enhance services while operating within the limited financial resources available.

**Demographic Changes:**
Willow University has experienced a significant shift in its student demographics over the past decade. The institution now boasts a more diverse student population, with an increasing number of first-generation college students, international students, and students from underrepresented backgrounds. These changing demographics present unique challenges and opportunities in terms of providing tailored support services.

**Your Task:**
As members of the student affairs leadership team, your group is tasked with developing a comprehensive strategy to address the staffing deficiency, budget constraints, and changing student demographics. Consider the following questions:

1. How can you effectively allocate your limited resources to provide adequate support for students while addressing the staffing deficit?

2. What innovative approaches or best practices can you implement to ensure that the diverse needs of your student population are met?

3. How can you leverage technology and collaborate with other campus units to enhance the efficiency and effectiveness of student support services?

4. What ethical considerations should guide your decision-making process to ensure equitable access, inclusivity, and alignment with professional codes of ethics (e.g., NASPA, ACPA, NACURH, CAS)?

Your group’s recommendations will be presented to the university’s leadership for consideration and potential implementation. Be prepared to justify your strategies and address potential challenges or concerns that may arise during the decision-making process.
You are an innovative student affairs practitioner who has designed a novel approach to teaching students how to manage their finances. Your program has numerous interventions and workshops that are in alignment with federal standards for student education related to financial aid. You also offer financial coaching, personal finance workshops, loan counseling, and more. You feel like you are now ready to share this best practice. You have selected the NASPA conference to do this work. Leveraging the presenter guidelines included here - develop a basic outline for a 50 minute session. Also develop a 100 word abstract, a full 500 word description, and 4–5 possible titles for the session that are dynamic, exciting, and designed to capture attention.

Session Title: Crafting the Financial Wellness Story: A Narrative Approach to Student Money Management

Abstract (100 words):
"The truth about stories is that's all we are." Financial wellness is a critical chapter in the student experience. This session weaves storytelling into a comprehensive financial literacy program, empowering students to author their own money narratives. Learn how interactive workshops, coaching, events, and digital content guide students in navigating financial uncertainties with care. Leave with strategies for building an inclusive curriculum that celebrates diverse perspectives and equips all students with the financial skills to thrive.

Full Description (500 words):
In the wise words of Thomas King, "stories are medicine, meant to be shared." Financial literacy education has the power to transform students' relationships with money from one of stress to one of confidence and empowerment. However, traditional approaches often fall to engage students or resonate with their lived experiences. This session presents an innovative, storytelling-centered model for teaching financial skills.

Aligning with NASPA's focus on Navigating Opportunities in Uncertainty, the program recognizes that financial decisions involve navigating ambiguity. Interactive personal finance workshops use storytelling techniques to explore money mindsets, budgeting dilemmas, and navigating financial aid. Students craft their own narratives through reflective exercises, sharing perspectives that build community.

NASPA Conference Session Write-Up

Source: Claude
You are an innovative student affairs practitioner who has designed a novel approach to teaching students how to manage their finances. Your program has numerous interventions and workshops that are in alignment with federal standards for student education related to financial aid. You also offer financial coaching, personal finance workshops, loan counseling, and more. You feel like you are now ready to share this best practice. You have selected the NASPA conference to do this work. Leveraging the presenter guidelines included here – develop a basic outline for a 50 minute session. Also develop a 100 word abstract, a full 500 word description, and 4–5 possible titles for the session that are dynamic, exciting, and designed to capture attention.

Session Outline (50 minutes):

I. Introduction (5 mins)
   - Overview of the importance of financial literacy for students
   - Goals and structure of the session

II. Key Components of the Program (20 mins)
A. Financial Aid Counseling
B. Personal Finance Workshops
C. Peer Financial Coaching
D. Online Learning Modules
E. Campus Events and Activities

III. Strategies for Implementation (15 mins)
   - Building campus partnerships
   - Training student staff
   - Marketing and promotion
   - Assessment and evaluation

IV. Q&A and Discussion (10 mins)

Possible Session Titles:

1. Unlocking Financial Success: Empowering Students through Comprehensive Literacy Education
2. Building Blocks of Financial Wellness: A Multi-Faceted Approach to Student Money Management
3. Equipping the Next Generation: Innovative Strategies for Teaching Financial Literacy on Campus
4. Dollars and Sense: Designing a Holistic Financial Education Curriculum for Student Success
5. Financial Literacy Redefined: Engaging Students through Interactive Workshops, Coaching, and Experiences

Source: Claude
PowerPoint Creation from Prompting

Can you take this conference outline and create a PPT template using VBA code?

Source: Chat GPT 3.5
Qualitative Analysis Support

You are a senior level institutional researcher with 30+ years of qualitative research experience at a major Research University. You are familiar with best practices with qualitative theme analysis and theme categorization. You have special abilities in being able to develop patterns from seemingly diverse views. Your institution conducted a short survey of institutional researchers from around the country who work at Hispanic serving institutions and are also Tier 1 Research universities on their assessment of data efforts on their campus. The following responses are to the question "Given your current data ecosystem, what are some common pain points you experience related to HSI data?" I want you to analyze this specific responses and create a table with three columns, in the first column indicate the name of the theme and in column 2 how many times words, phrases, or responses apply to this general theme across all comments and in column three 2-3 short verbatim comments that supports this theme count.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Frequency</th>
<th>Verbatim Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Definitions and Requirements</td>
<td>6</td>
<td>&quot;Clear understanding of data definitions and requirements&quot;, &quot;Clear data definitions and guidance&quot;, &quot;Matching raw self-reported race and ethnicity data with centralized imputed data for reporting&quot;</td>
</tr>
<tr>
<td>Data Integration and Sharing</td>
<td>5</td>
<td>&quot;Data inconsistency among departments&quot;, &quot;Data silos between Student Affairs, Academic units, and central administrative units&quot;, &quot;Need for expanded capacity for building and analyzing data sets&quot;</td>
</tr>
<tr>
<td>Data Accessibility and Tools</td>
<td>4</td>
<td>&quot;Uneven access to data across the organization&quot;, &quot;Age of computing system inhibits timely analysis&quot;, &quot;Lack of comprehensive tools for data integration&quot;</td>
</tr>
<tr>
<td>Confidentiality and Disaggregated Data</td>
<td>3</td>
<td>&quot;Difficulty in sharing data due to small cell sizes and confidentiality concerns&quot;, &quot;Disaggregated data not readily available from federal agencies&quot;, &quot;Challenges in analyzing small student populations&quot;</td>
</tr>
<tr>
<td>Data Literacy and Governance</td>
<td>3</td>
<td>&quot;Low levels of data literacy among staff and faculty&quot;, &quot;Weak data governance&quot;, &quot;Lack of internal understanding of what is possible with data&quot;</td>
</tr>
<tr>
<td>Detailed Demographic Information</td>
<td>3</td>
<td>&quot;Collecting more detailed demographic information&quot;, &quot;Lack of granular detail about student backgrounds&quot;, &quot;Limited data representation beyond 'Hispanic' identifier&quot;</td>
</tr>
</tbody>
</table>

Source: Chat GPT 3.5
You are an expert in Adobe premier with over 10 years of experience using, and teaching others this powerful software. You have been asked by your boss to teach a new hire the tool yet the challenge is that this person has no real background and experience in doing video editing or production. Your task is to outline a basic curriculum to teach this person the skills needed to create a project, import a diverse array of media file types, conduct audio optimization, editing of scenes and transitions, and apply finishing touches like music and titling. Create a program where your student spends two hours per week learning. Outline a syllabus, include free resources (articles, you tube videos, and other educational content) all of these resources should lead to actual, and factual, websites, etc. that you have validated. Be sure to include key learning markers and be intentional in the design of a strong learning program.

<table>
<thead>
<tr>
<th>Resource Name</th>
<th>Resource Author/Creator</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adobe Premiere Pro CC Tutorial - Beginner to Advanced (Free Course)</td>
<td>Jordy Vandeput, CinemaTutorials.net</td>
<td><a href="https://www.cinematutorials/premiere-pro-tutorial-beginner-to-advanced/">https://www.cinematutorials/premiere-pro-tutorial-beginner-to-advanced/</a></td>
</tr>
<tr>
<td>Premiere Pro 2021 - Full Tutorial for Beginners in 20 MINUTES!</td>
<td>Chris’ Tutorials</td>
<td><a href="https://www.youtube.com/watch?v=UkP6xW0vJryg">https://www.youtube.com/watch?v=UkP6xW0vJryg</a></td>
</tr>
<tr>
<td>Adobe Premiere Pro Tutorial: The Complete Tutorial</td>
<td>Justin Odisho</td>
<td><a href="https://www.youtube.com/watch?v=5CmW7CwX0Hl">https://www.youtube.com/watch?v=5CmW7CwX0Hl</a></td>
</tr>
<tr>
<td>Adobe Premiere Pro CC Tutorial – Master Class Training</td>
<td>FilmVenturaStudios</td>
<td><a href="https://www.youtube.com/watch?v=F6U6t6z5z2w">https://www.youtube.com/watch?v=F6U6t6z5z2w</a></td>
</tr>
<tr>
<td>How to Use Adobe Premiere Pro CC: A Beginner’s Guide</td>
<td>Jason Boone, No Film School</td>
<td><a href="https://nofilmschool.com/how-to-use-adobe-premiere-pro-cc">https://nofilmschool.com/how-to-use-adobe-premiere-pro-cc</a></td>
</tr>
</tbody>
</table>

These free resources are chosen based on their quality and comprehensiveness in teaching Adobe Premiere Pro. The resources include video tutorials, written tutorials, and full courses that cover the basics and more advanced techniques of using Adobe Premiere Pro. They are all hosted on reputable websites or channels and are regularly updated to reflect changes in the software.

The new hire can use these resources to supplement their learning and reinforce the concepts taught in the course. They can also use these resources as a reference when working on their video projects outside of the course.
Tour Guide and Local Dining Expert

You are a 15-year veteran of the travel and tourism board for Houston, Texas. You have lived there your entire life and genuinely enjoy helping others experience the city. Craft an unforgettable three-day itinerary for exploring Houston, Texas, blending iconic attractions with hidden gems and culinary delights. Your task is to design an itinerary that showcases the city's vibrant culture, rich history, and diverse culinary scene. Include must-visit landmarks, museums, parks, and local eateries that capture the essence of Houston's spirit. From savoring authentic Tex-Mex cuisine to immersing in the arts scene, create a journey that promises an unforgettable experience for travelers seeking the best of what Houston has to offer.

Table: Top Dining Locations

<table>
<thead>
<tr>
<th>Restaurant Name</th>
<th>Phone Number</th>
<th>Website</th>
<th>Yelp/OpenTable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Breakfast Klub</td>
<td>(713) 628-8561</td>
<td><a href="https://thebreakfastklub.com">https://thebreakfastklub.com</a></td>
<td>Yelp</td>
</tr>
<tr>
<td>Goode Company BBQ</td>
<td>(713) 529-1904</td>
<td><a href="https://www.goodecompany.com">https://www.goodecompany.com</a></td>
<td>Yelp/OpenTable</td>
</tr>
<tr>
<td>Brennan's of Houston</td>
<td>(713) 622-9711</td>
<td><a href="https://www.brennanshouston.com">https://www.brennanshouston.com</a></td>
<td>OpenTable</td>
</tr>
<tr>
<td>The Kitchen at The Dunlavy</td>
<td>(713) 300-6477</td>
<td><a href="https://www.dunlavyhouston.com/kitchen">https://www.dunlavyhouston.com/kitchen</a></td>
<td>OpenTable</td>
</tr>
<tr>
<td>Xochi</td>
<td>(713) 400-3330</td>
<td><a href="https://www.xochihouston.com">https://www.xochihouston.com</a></td>
<td>OpenTable</td>
</tr>
</tbody>
</table>

Day 1: Discover Houston's Iconic and Flavor

Morning:
1. Start your day with a hearty Tex-Mex breakfast at The Breakfast Klub, renowned for its soulful dishes like chicken and waffles, and of course, breakfast tacos.
2. Head to Space Center Houston, where you'll embark on an out-of-this-world journey through interactive exhibits, space artifacts, and even a tram tour to NASA's Johnson Space Center.

Afternoon:
3. Grab lunch at Goode Company BBQ for some authentic Texas barbecue. Sink your teeth into brisket, rib, and sausage, paired with classic sides like baked beans and potato salad.
4. Explore the Museum District, beginning with the Museum of Fine Arts Houston. Marvel at its extensive collection spanning thousands of years and diverse cultures.

Evening:
5. Take a leisurely stroll through Hermann Park and admire the beauty of McGovern Centennial Gardens. Don't miss the chance to ride the Hermann Park Railroad for a scenic tour.

Day 2: Dive into History and Culture

1. Indulge in a dinner at Brennan's of Houston, a beloved institution serving up refined Creole cuisine. Savor dishes like crawfish étouffée and bananas foster while soaking in the elegant atmosphere.

Source: Chat GPT 3.5
Can you reduce this down to 3 stanzas and maintain the emphasis?

Can you increase the emphasis on the Thanksgiving holiday and feast?

ChatGPT

In halls of learning, minds alight,
Professionals merge, passion’s height.
Thanksgiving nears, their hearts embrace,
Grateful for AI’s forward pace.

As turkey scents the air, they gather ’round,
Feast and learning, both renowned.
Gratitude swells, a joyous link,
Uniting hearts as ideas interlink.

For Thanksgiving’s bounty, a cherished space,
Where knowledge thrives, in a vibrant chase.
Professionals soar, spirits fly,
Grateful for the feast and wisdom high.

Source: Chat GPT 3.5 & Adobe Firefly
Software Engineer to Transfer Grades to Main Grading Book

I have a set of grades in an excel workbook — in column 1 is the students unique ID number and in column 2 is the student's latest grade on my midterm. Help me write code to transfer the grades from file one to the master grading sheet in excel document two.

```python
import openpyxl

def transfer_grades(source_file, target_file):
    # Open the source Excel workbook
    source_wb = openpyxl.load_workbook(source_file)
    source_ws = source_wb.active

    # Open the target Excel workbook
    target_wb = openpyxl.load_workbook(target_file)
    target_ws = target_wb.active

    # Iterate through the rows in the source worksheet
    for row in source_ws.rows:
        student_id = row[0].value
        grade = row[1].value
        # Find the row in the target worksheet corresponding to the student
        for target_row in target_ws.iter_rows(values_only=True):
            if target_row[0] == student_id:
                # Update the grade for the student in the target workbook
                target_row[1] = grade
                break

    # Save the changes to the target workbook
    target_wb.save(target_file)

# Example usage:
source_file = "source.xlsx"  # Replace with the path to your source Excel file
target_file = "target.xlsx"  # Replace with the path to your target Excel file
transfer_grades(source_file, target_file)
```

Before running this script, you need to update the path to your source Excel workbook in the line `Set sourceWb = Workbooks.Open("C:\Path\to\source.xlsx")`. This script assumes that both source and target data are in the first sheet of their respective workbooks. If they are in different sheets, you need to update the sheet index accordingly (`sourceWS = sourceWb.Sheets("SheetName")`).

To run the VBA script, press Alt + F11 to open the Visual Basic for Applications editor in Excel, then go to Insert > Module and paste the code into the module window. After that, you can run the "TransferGrades" subroutine from the Run menu or by pressing F5.
Can you design me a Microsoft Access Database to track attendance in my classes. I want to be able to setup multiple classes and sections as well as be able to adjust the dates by fall or spring term. I also want to be sure to capture the unique ids of all students who can swipe their id card at the front of the classroom to capture their ID, name, and date. Can you produce code to create these structures in Access?

### Tables:

1. **Classes**
   - ClassID (Primary Key)
   - ClassName
   - Term (e.g., Fall, Spring)
2. **Sections**
   - SectionID (Primary Key)
   - ClassID (Foreign Key to Classes table)
   - SectionName
   - StartDate
   - EndDate
3. **Students**
   - StudentID (Primary Key)
   - StudentName
   - StudentIDCard (Unique ID from their card)
4. **Attendance**
   - AttendanceID (Primary Key)
   - SectionID (Foreign Key to Sections table)
   - StudentID (Foreign Key to Students table)
   - AttendanceDate

### VBA Code to Create Tables:

```vba
Public Sub CreateTables()
    Dim db As DAO.Database
    Dim tbl As DAO.TableDef
    Dim fld As DAO.Field

    ' Open a database
    Set db = CurrentDb()

    ' Create Classes table
    Set tbl = db.CreateTableDef("Classes")
    Set fld = tbl.CreateField("ClassID", dbLong)
    fld.Attributes = dbAutoIncrField
def.Fields.Append fld
def.Fields.Append tbl.CreateField("ClassName", dbText, 255)
def.Fields.Append tbl.CreateField("Term", dbText, 50)
db.TableDefs.Append def
def.Fields.Append tbl.CreateField("ClassID", dbLong)
def.Fields.Append tbl.CreateField("SectionID", dbText, 50)
def.Fields.Append tbl.CreateField("SectionName", dbText, 255)
def.Fields.Append tbl.CreateField("StartDate", dbDate)
def.Fields.Append tbl.CreateField("EndDate", dbDate)
db.TableDefs.Append def
def.Fields.Append tbl.CreateField("StudentID", dbLong)
def.Fields.Append tbl.CreateField("StudentName", dbText, 255)
def.Fields.Append tbl.CreateField("StudentIDCard", dbText, 50)
db.TableDefs.Append def
def.Fields.Append tbl.CreateField("AttendanceID", dbLong)
def.Fields.Append tbl.CreateField("SectionID", dbText, 255)
def.Fields.Append tbl.CreateField("StudentID", dbText, 50)
db.TableDefs.Append def
End Sub
```
There are a few key differences between me (Claude) and ChatGPT:

1. I was created by Anthropic specifically to be helpful, harmless, and honest. ChatGPT was created by OpenAI as a general conversational AI without those explicit constitutional goals.
2. I use a technique called constitutional AI to ensure I behave safely and avoid potential harms. ChatGPT does not have constitutional AI safeguards in place.
3. My training focused more narrowly on being a helpful personal assistant rather than trying to mimic human conversations on any topic like ChatGPT. This allows me to give more useful, factual and on-task responses.
4. I use a different self-supervised learning technique called Constitutional AI Self Supervision that helps me align better with human values. ChatGPT was trained more generally through reinforcement learning from human feedback.
5. My model architecture has additional components to improve safety, avoid false claims, and handle situations carefully if I lack knowledge or certainty. ChatGPT does not include these model safety components.

The key idea is that I was designed from the ground up to be trustworthy, harmless, and helpful no matter the request or situation. My responses will reliably align with human values. ChatGPT has more limited safeguards in place due to differences in its development process and goals.
Advancing a Student Affairs Leader’s Career

You are an experienced career coach who has worked with professionals for over 35 years to help get them advanced in their career field. Your new client has 14 years of experience as a higher education student affairs educator. Their current role is as a Director of a student support center focused on academic skill development and competency in quantitative reasoning. They have been in their current role for 5 years and is ready for their next step in their higher education career. They have skills in problem solving, pedagogy, leading others, and helping to implement innovative programs and policies to support student success. Under their leadership the program has flourished and the team is now looked at as national leaders in this space. Your client is interested in either Dean of Student roles or Associate Vice Provost for Student Success roles. Create a short biography for the client to use to best position herself. Write in a professional and academic tone.

Dr. Jane Smith brings over 14 years of progressive experience leading innovative student support initiatives in higher education. As Director of the Quantitative Reasoning Center at State University for the past 5 years, Dr. Smith pioneered pedagogical and co-curricular programs that measurably strengthened student competency and confidence in quantitative skills. Under her leadership, the Center received national recognition for its multi-tiered support model and peer coaching approach which boosted 4-year graduation rates 7% higher than peer institutions.

Prior to her director role, Dr. Smith served for 9 years as Assistant Dean for Student Success at Private College, where she collaborated cross-functionally to develop early alert and intervention systems still being replicated today. Her analytical problem-solving and ability to inspire teams positioned the unit as an integral driver of student retention, advancing from 78% to 80% over her tenure.

Dr. Smith holds a PhD in Higher Education Administration from Prestigious University, a Master of Science degree in College Student Personnel, and serves on national boards advocating equitable access in STEM education. She is widely published on learning assistance pedagogy and peer education best practices. Her visionary leadership and commitment to student thriving makes her the ideal candidate to guide institutional student success strategy from an executive-level, such as Dean of Student or Associate Vice Provost.

No, providing more specifics about the client is not necessary. The biography I drafted is intentionally kept general as a high-level positioning statement for the types of senior leadership roles stated. Getting into more granular details about the client’s background is not needed at this stage.

The key elements I aimed to convey are:

- Length of progressive experience in higher ed student affairs
- Current leadership role and impact on student success
- Past accomplishments and retention results
- Relevant credentials (PhD, publications, etc)
- Strengths and skills relevant for advancement
- Suitability for Dean and AVP level positions

My goal was to create an overview showcasing the client as a seasoned, innovative leader ready to guide institutional student success strategy from the executive level. Adding more specifics could detract from that high-level positioning. However, if any areas seem too vague or could be strengthened with additional detail, feel free to let me know. I’m happy to incorporate any feedback to enhance the biography further!

Would it help the career coach if I uploaded specifics about the client?

The courses redesigned through the program supported students’ positive learning experiences. Academic probation has a significant negative effect on retention. The relationship between sleep quality and academic achievement has been studied from different aspects. Physical activity can be a promising strategy to buffer stress-induced complaints among university students. The relationships of behavioral, emotional, and cognitive engagement with academic achievement were influenced by reporting method for engagement, cultural value, or gender.
Pedagogy and Policy Topic Review via Elicit

Explore the scientific literature

Find papers  Extract data from PDFs  List of concepts

Teaching excellence, technology in the classroom, contemporary uses of AI in the humanities, pedagogy across modality of instruction, best practices for Hispanic Serving Institution Faculty

Pedagogy across modality of instruction
The use of technological platforms in inclusive educational practices, and the influence of these on the learning of students, especially students with disabilities.

Technology in the classroom
The development of new virtual environments as a complementary tool to face-to-face teaching.

Source: Elicit
Prompt Engineering 101: NLP Prompting Frameworks

• CLEAR (Challenge – Limitation – Effect – Action – Result)
  Formula: Identify a (Challenge), acknowledge a (Limitation), predict the (Effect), propose an (Action), and envision the (Result).
  • Example: The challenge of declining student engagement (Challenge), limited by our current program offerings (Limitation), leads to lower retention (Effect) - what ways can we expand our offerings to be relevant to today’s college student (Action) in ways that will increase overall student success (Result).

• SWOT (Strengths – Weaknesses – Opportunities – Threats)
  Formula: Analyze (Strengths), acknowledge (Weaknesses), explore (Opportunities), and weigh (Threats).
  • Example: Analyze someone aiming to advance in the field of higher education. Consider (Strengths) such as existing skills in academic administration and experience with student academic support. (Weaknesses) also include gaps in a resume and/or limited opportunity to supervise, (Opportunities) consider professional development experience, and (Threats) competition in a shrinking higher education marketplace.

• PAR (Problem – Action – Result)
  Formula: State the (Problem), describe the (Action) taken, and reveal the (Result).
  • Example: Facing the challenge of declining numbers of transfer students in the Metroplex (Problem), guide how a strategic leader can introduce new marketing tools (Action), to increase the pipeline of Transfer applicants.
Prompt Engineering 101: NLP Prompting Frameworks

• ADIA (Attention – Interest – Desire - Action)
  Formula: Capture the communities (Attention), maintain their (Interest), create (Desire) for the product/idea (Action).
  • Example: Create a compelling email grounded in substantive data (Attention) on outcomes of graduate salaries (Interest) to encourage graduate applications in engineering (Desire) to grow enrollment in our new degree program (Action).

• STAR (Situation – Task – Action – Result)
  Formula: Describe the (Situation), outline the (Task), detail the (Action) taken, and share the (Result).
  • Example: In a growing online education culture (Situation), my task is to identify ways to use imagery to inspire graduate education (Task). What are some possible initiatives to reach a pro-online learner segment (Action) to grow our interest in 100% online Masters programs (Result).

5 Key Tips to Enhance Your Prompts as an IR practitioner:
  1. Get very specific with your request. Clearly outline the information you seek.
  2. Provide context and background information to help AI better understand your need.
  3. Be explicit in what you don't want it to consider and give it guardrails to stay focused.
  4. Experiment with various phrases and approaches to test outcomes and tune desired output.
  5. Iterate, iterate, iterate. Don't settle for just the first response continue steps 1-4 to get the best outcome.
A tropical fish in shades of green wearing red sunglasses swimming at the front of a school of similarly colored fish. Shot in photo-realistic style. Wide field of view. Have the red sunglasses stand out in the image.
PowerPoint Imagery for Presentations via Adobe Firefly

Prompt
A high res photo of a man dressed as an eagle driving an ice cream truck isolated on dark studio background

Prompt
A college student who is studying for her calculus exam in the computer lab and is stressed out and very anxious - she looks scared

Prompt
A raving fan in a crowded stadium US college football game wearing wild and crazy green outfits shot at golden hour
A group of diverse college students all working together to solve a problem in their chemistry lab. Show a diversity of ages, genders, and ethnicities. All are excited to be there. Shot in 50 mm with studio lighting.
NESSIE SPOTTED!

FRESHMEN & SENIORS:
Your voice matters! Take 15 minutes to share your thoughts. The National Survey of Student Engagement (NSSE) is your chance to provide feedback and help make UNT better! Survey invitations arrive via Eaglemail and in Canvas on 2/19/24.

All survey responses entered into a draw where one of five (5) winners will win a prize of $100 American Express gift card or one of five (5) winners will win a Nintendo Switch Gaming System.
“promote sound analytic and institutional research practices, manage existing and develop new data models, and provide decision makers and external agencies with official and transactional academic, enrollment, faculty, financial, and student data.” Design for me a vector-based logo for my area that captures this mission in simple, balanced ways. Leverage your 20 years experience designing logos for major brands. Retain a black, green, and white color scheme. No other colors but green, black and white.
Lack of online options for courses that are required of me. I have a baby coming in June and need to be home to keep up with her when she’s born.
The psychology department is refusing to let non majors take their classes for interdisciplinary degrees.
## Prompt Engineering Tips for NLP Visual Creations

<table>
<thead>
<tr>
<th>Subject: Most heavily weighted aspect of prompt goes first</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details/Surrounding: Describe the surroundings and mood</td>
</tr>
<tr>
<td>Stylistic Choices: Give examples to set context (Art Deco, Studio Ghibli, closeup)</td>
</tr>
<tr>
<td>Set Parameters: State expectations: (Aspect ratio, focal length of lens, F-stop, lighting choices, etc.)</td>
</tr>
</tbody>
</table>

- Be specific using descriptors, subject, and keywords
- Be descriptive and translate your vision into words – be imaginative
- Be original, indicate feeling, mood, style, lighting, etc.
- Be empathetic, indicate warmth or strength, use emotional context

**Sources:**
- [Adobe Firefly Tips](https://helpx.adobe.com/firefly/using/tips-and-tricks.html)
- [Midjourney V5 Power User Tips](https://spyscape.com/article/midjourney-v5-power-user-tips)
Ethical concerns, challenges, and more
The big question: AI, bias, and the ethics involved

- You determine what relationship you want
- All tools were once enigmatic and unfamiliar
- Ethical issues associated with AI are not unique
  - transparency, fairness, safety, accountability, and privacy
### 10 Principles & Considerations for Student Affairs Uses of Generative Artificial Intelligence

- **Act with a focus on centering equity in AI and call out bias in model training (especially in visual or computer-generated voice).**

- **Act accurately and always assume that the tool may not fully return data in ways that a human would. These tools hallucinate and can be lazy.**

- **Act as if nothing is private that you enter in any tool. Watch out for descriptors as well as names, locations, titles, numbers, etc.**

- **Act ethically. Avoid claiming generative AI work as your own without attribution.**

- **Act with transparency. Save Chat Prompts, Screenshots, be sure to use dates when information was accessed. Use clear language to describe how you also iterated with the NLP tool – don’t just show finished products.**

*Adapted from *AI and Assessment in Student Affairs* - Natasha A. Jankowski and Gavin W. Henning (2024)*
<table>
<thead>
<tr>
<th>Principles and Considerations for Student Affairs Uses of Generative Artificial Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act confidentially by following your organization’s rules, information security protocols, purchasing rules, etc.</td>
</tr>
<tr>
<td>Act to educate. Don’t assume your audience understands the technology you used. Take the time to explain your approach.</td>
</tr>
<tr>
<td>Act to embrace a balanced “skeptical supporter” mindset that centers your human intelligence with your artificial intelligence.</td>
</tr>
<tr>
<td>Act with and not against the culture within your organization.</td>
</tr>
<tr>
<td>Act with a broad view of tools. Each NLP tool offers different benefits but a pro-AI student affairs leader is open to continually learning.</td>
</tr>
</tbody>
</table>
### AI Adoption Realities:

**AKA The Elephants in The Room**

- Tools, Time, Skill, and Personal Commitment
- Campus Policies and Procedures
- Uncertain Regulatory Environment
- Speed of Change in this Space
- Higher Ed’s Speed of Adaptation
- Campus Executive Support
- AI Vendor Pitches, Mergers and Acquisitions Oh My!
KEY FIRST STEPS IN YOUR JOURNEY

- Document your assumptions, beliefs, thoughts, and fears about AI/ML
- Carve out 10 minutes each week to read anything on AI/ML
- Seek out others who are interested in AI/ML and share ideas
- Find videos and resources online that help explain AI/ML
- Slowly introduce AI/ML as topics on your staff agendas
- Follow the headlines and be aware of developments in other fields
- Commit to formalized training if informal learning is not meeting your needs
- Revisit your previously held assumptions, beliefs, thoughts, and fears about AI/ML
THANK YOU!

KEEP IN CONTACT:
WWW.LINKEDIN.COM/IN/JASONFSIMON
GenAI Product Landscape & Student Engagement and Success

Claire Baytas, PhD
Analyst, Ithaka S+R

June 7, 2024
We help academic and cultural communities know what is coming next, learn from rigorous and well-designed research studies, and adapt to new realities and opportunities.
Making AI *Generative* for Higher Education

Ithaka S+R has brought together a cohort of 18 universities in the US and Canada to collectively assess how generative AI is affecting the teaching, learning, and research missions of educational institutions.

Our goal is to create a **collaborative forum** and **gather actionable evidence** to help universities **make decisions** about GenAI in teaching, learning, and research contexts.

This is a 2-year project that kicked off in September 2023.
Making AI Generative for Higher Education

Participating Institutions

Bryant University  Princeton University  University of Chicago
Carnegie Mellon University  Queen’s University  University of Connecticut
Concordia University  Stony Brook University  University of Delaware
Duke University  Temple University  University of New Mexico
East Carolina University  University of Arizona  University of North Texas
McMaster University  University of Baltimore  Yale University
GenAI Product Tracker

- Lists generative AI products that are:
  - marketed towards postsecondary faculty or students
  - appear to be actively in use by postsecondary faculty or students for teaching, learning, or research activities.

- Regularly updated by S+R

- Audiences:
  - End users: instructors, researchers, students
  - Decision-makers: university CIOs, IT departments

## Typology of Products

**Teaching, Learning, Research Contexts**

### Discovery
- Efficient identification of relevant content
- Conversational search experience
- Examples: Keenious, Research Rabbit

### Understanding
- Summarize, synthesize, query relevant material
- Upload and query already identified materials
- Examples: Consensus, ChatPDF

### Creation
- Generate content: text, code, images, teaching materials...
- Examples: Jenni, Writefull, Teachermatic
Accessing GenAI through university platforms

- Examples: University of Michigan, Arizona State...

- Motivations:
  - Data security
  - Equitable access for university community

- Challenges:
  - What will financial obligation look like in the future?
Common use cases: students

Understanding concepts, obtaining contextual information.

Synthesizing and summarizing material

Writing-related tasks (text generation, revision)

Creating tailored revision materials

Writing code and coding assistance

Search and discovery of relevant content

Example products: Grammarly, Alethea (Clarivate), Packback, Wisdolia...
Common use cases: instructors

Generating course materials (exams, rubrics, slide decks...)

Providing feedback or evaluation

Learning analytics assistance

Example products: Teachermatic, Automated Feedback Coach, Curipod, Octopus Insights (Canvas AI Marketplace)...)
Student Learning and Engagement with AI

Potential Advantages

- Ability to ask questions about course material 24/7
- Reduces fear of being judged for “dumb” questions
- Leveling playing field for non-native speakers
- Time saver

Potential Risks

- Need for higher AI literacy levels among instructors and students
- Inequitable access to AI tools and literacy/skills training
- Where is boundary between busy work and learning/critical thinking?
AI Chatbots for Student Support

University of California San Diego’s *TritonGPT*

- Optimized to answer questions about university policies, procedures, and campus life
- Training content drawn from Admissions, Career Center, Housing & Dining, Student Financial Solutions, and more...

University of Galway’s (Ireland) *Cara*

- Virtual assistant for students for questions about university life
Thank you!
AI Empowered Student Engagement and Success: Applications and Case Studies

Friday, June 14th, 1-2PM ET