The SPS Faculty Forum: Spring 2021 Re-Balance  
Friday, February 5, 2021  
Zoom Meeting Link: https://nyu.zoom.us/j/95352577509

Unique Attendance: 40

Hosts: Edward Kleinert, Clinical Associate Professor, and SPS Faculty Council Chair  
Karen C. Krahulik, Associate Dean of Academic and Faculty Affairs

Guests: Amanda Belantara, SPS's NYU Libraries Liaison  
Michael Diamond, Academic Director, Management and Technology

Welcome:

● Important to take time to re-balance for spring semester after an historic year. What is the future of higher education after 2020?  
● Reminder that the minutes for all previous SPS Faculty Forums can be found on the NYUSPS Office of Academic and Faculty Affairs website.

Amanda Belantara

● Library Services for the Spring semester:  
   ○ NYU Virtual Business Library resource guide  
   ○ Custom Business Chat with a librarian through the feature on the main Libraries webpage.  
   ○ NYU’s Virtual Business Library gives students and faculty access to one of the largest ranges of digital resources of any private institution (business or education).  
   ○ Resources broken down by subject: (list not exhaustive)  
      ■ Business Source Complete: SWAT analyses for current companies  
      ■ Mintel: Market Research Reports  
      ■ Statista: stats and charts  
      ■ WARC: Campaign Case studies

● Facilities:  
   ○ Similar to fall 2020: Bobst M-F 7:30-9:30 pm  
      ■ Contactless pick-up (no browsing)  
      ■ Space reservation is through NYU Mobile app, but students must pass testing and daily screening as with all other NYU facilities  
   ○ Brause still closed  
   ○ All services are remote and available to anyone around the globe with an NYU access (very few resources are not available remotely)  
   ○ Course Reserves are all online and can be accessed through Classes or Ares.
   ○ Libraries general overview videos and tutorials:  
      ■ How to access and use guides  
      ■ How to access course reserves  
      ■ NYU Libraries Basics
Michel Diamond - *Why students do not turn on their video cameras during online classes and an equitable and inclusive plan to encourage them to do so*

- **Cornell Press Release for study**
- **Main take-away:** Faculty should encourage through explicit class norms and expectations to have cameras on, but not require students to do so (as noted by NYU).
- **Benefits:**
  - Cameras can improve teaching effectiveness (non-verbal cues, real-time feedback, social interaction benefits)
  - Improves student experience (social interaction benefits, feeling of more interactive)
  - Improves faculty experience and satisfaction with teaching (positive affective experience, counters feeling of “talking to yourself”)
- **Key Concerns:**
  - Found camera use decrease as course went on
  - 90% of student had camera off at some point
  - Inclusive pedagogy that does not compound inequities
  - Digital divide in terms of access and quality of tech
  - Student anxiety and mental health
- **Recommendations:**
  - No not require camera and DO offer alternative
  - Explicitly encourage camera use
  - Give breaks
  - Use active learning techniques to keep students engage and promote equity
  - Survey students and understand challenges.
- **Key Points of Data:**
  - Most common reason for leaving camera off: concern about appearance (41%)
    - Then "others seeing people behind me" (26%), weak internet connection (22%), feeling that no camera is the norm, feeling awkward being looked at (developmental stage of university students), feeling it was not necessary to learning, feeling like a distraction to instructor or other students
  - Disparities between Underrepresented minorities and non URM.
    - Others seeing people behind me (38% v. 24%) (so having one's own room or office), weak connection (32% v. 20%) (digital divide), physical location behind me being seen

**Discussion**
- Important to set class norms, especially with Zoom space, early on and reinforcing them frequently:
  - Faculty can emphasize the social aspects of teaching and active learning experiences within synchronous courses (in-person, blended, remote).
  - COVID has opened a new normal for learning space that now has a more flexible configuration as far as student engagement and interaction.
Student Engagement:
- Faculty should find time to have "fun time" in class to give breaks and get students engaged:
- Get students to lead discussion or learning modules
- Set environment for learning with student feedback
- Breakout rooms with smaller groups typically find higher student engagement (and camera use)
- Lisa Samuel (Academic Director and Clinical Assistant Professor, DAUS) had her International Law class create a virtual art walk as an example of active learning.
- SPS Faculty experiences teaching in a blended classroom.

Camera use also helps faculty assess status of students and to identify those who might be struggling.
- Zoe Ragougeos (Assistant Vice President, Student Mental Health and Executive Director, Counseling and Wellness Services) presented in November at our forum, the minutes and resources for which are linked here.

Faculty should keep the confidence that we can accomplish what we want to accomplish in this remote space and not be intimidated by something novel (some faculty feel that the pandemic has made them reevaluate my pedagogy and has made them a better teacher)

Zoom fatigue and how to handle students requesting to just view the session recording?:
- Faculty should emphasize that synchronous participation is very different than "just watching the recording": the session recording is an asynchronous resource that is supplemental to the synchronous sessions.
- The Reason Zoom Calls Drain you Energy (BBC).

If sharing screen, acknowledge that no one can see each others’ videos well anyway and that is a good time for students to turn off their camera and stretch/stand up should they wish to do so.

Other resources:
- 5 Steps to Stay Focused When Teaching Online (Harvard)
- Energizing Students In Large Online Classrooms (Harvard)
  - Get students’ bodies moving!
Today’s Agenda:

1. Business Library + Research Guides
2. Popular Business Sources
3. Library Facility Updates + Course Reserves
4. Q&A
NYU Business Library
Access NYU’s premier collection of business research resources.

Welcome!

Quickly access business databases and industry tools

Stay on top of new subscriptions and updates

Tutorials & FAQs

Register for business library events and workshops
Welcome!

The Business Library provides access to NYU’s business resources, subscriptions, and services. (Captions and “Welcome” video transcript available.)

News

- Spring 2021 Course Reserves: Our online system is ready for requests; See also: Instructor Guide to Course Reserves.
- Book A Study Seat: Use NYU’s mobile apps to complete your daily screener and reserve NYC Library study spaces.
- Follow Us on Twitter: Get micro updates and insights into our resources @BusinessLNYU.

Events

- Love Data Week Datathon Kickoff
  - Feb 5, 2021, Noon EST: Join our NYU Data Services Team for a kick-off event introducing our NYU Datathon!
  - See the full slate of Love Data Week events here.

- Perfect Your Pitch: Research Resources for Entrepreneurs
  - Feb 25, 2021, 3PM EST: Discover the resources you can use to populate your pitch, business plan, and business canvas with the most persuasive data for investors, and inform your startup’s strategy and growth.

- Optimize Your Job Search & Interviews with Library Research
  - March 3, 2021, 3PM EST: Learn about high-impact resources and strategies that will help systematize your job search and prepare you for corporate interviews.
Business Subject Guides:

- Real Estate
- Marketing
- PR
- Global Affairs
- Economics
- Hospitality & Tourism
- Publishing
- Data Sources
- Current News
- And more!
Popular Business Sources
1. SWOT Analyses via Business Source Complete
The Coca-Cola Co: Company Analysis

The Coca-Cola Co: SWOT Analysis

The Coca-Cola Co: SWOT Overview

The Coca-Cola Co (Coca-Cola) is a manufacturer of non-alcoholic beverages. Billion-dollar brands, compelling bottling and distribution system, and financial performance are the company’s major strengths, even as low liquidity remains a major cause for concern. Growth in global soft drink consumption, dairy market in the US, and functional drinks market in the US are likely to provide growth opportunities to the company. However, stringent regulations, water scarcity, intense competition, and environmental concerns could affect its business operations.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottling and Distribution System</td>
<td>Liquidity Position</td>
</tr>
<tr>
<td>Billion-Dollar Brands</td>
<td></td>
</tr>
<tr>
<td>Financial Performance</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Soft Drinks Consumption</td>
<td>Intense Competition</td>
</tr>
<tr>
<td>Daily Market in US</td>
<td>Stringent Regulations</td>
</tr>
<tr>
<td>Functional Drinks Market in US</td>
<td>Water Scarcity</td>
</tr>
<tr>
<td></td>
<td>Environmental Concerns</td>
</tr>
</tbody>
</table>

The Coca-Cola Co: Strengths

Bottling and Distribution System

Coca-Cola has one of the most comprehensive bottling and distribution systems in the world. The company has an operating network, which comprises company-owned or controlled bottling and distribution operations, independent bottling partners, distributors, wholesalers, and retailers spread over 200 countries. The company manufactures and sells beverage concentrates and finished sparkling soft drinks. In FY2019, the company generated 95% of its revenue from concentrate operations and 4% from finished product operations. It has five of the largest bottling partners: Coca-Cola Femsa, S.A.B. de C.V.; Coca-Cola European Partners plc; Coca-Cola HBC AG; S.A.B. de C.V.; and Swire Beverages. These partners have bottling and distribution operations in countries such as Mexico, Guatemala, Nicaragua, Costa Rica, Panama, Venezuela, Colombia, Brazil, Argentina, Uruguay, Andorra, Germany, Monaco, Norway, Spain, Iceland, Crusilla, Austria, Republic of Ireland, Czech Republic, Switzerland, Argentina, Montenegro, Poland, China, Taiwan, the Russian Federation, the US, and Hong Kong. In FY2019, these bottling partners accounted for 40% of the total unit sales. As of December 2019, Coca-Cola operated 32 owned principal concentrated and syrup plants, 97 owned and eight leased principal beverage manufacturing bottling plants and 105 owned and 171 leased distribution and storage warehouses. It also operated 1,730 leased retail stores as of December 2019.

Billion-Dollar Brands

Coca-Cola is a leading beverage company serving consumers worldwide. The company has over 500 brands in its portfolio including 21 billion-dollar brands, which strengthen and enable it to launch new products and facilitate its foray into new markets. The company’s billion-dollar brands comprise Coca-Cola, Sprite, Fanta, Diet Coke/Coca-Cola Light, Coca-Cola Zero, Minute Maid, Georgia Coffee, Powerade, Del Valle, Schweppes, Aquarius, Minute Maid Pulpy, Dasani, Simply, Gold Peak, glaceau vitaminwater, Fuze Tea, Ice Daw, glaceau smartwater, I LCHAS, and Ayataka. The Coca-Cola brand was created in
2. Market Research Reports via Mintel

The top-heavy carbonated soft drink category has a unique advantage in this equally unique time: deeply rooted connections with not only their most engaged fans, but also with less frequent users. Decades of legacy brand building centered not only on refreshment and enjoyment, but also community and family, are likely paying off in spades as consumers crave comfort, normalcy and nostalgia. Going forward, consumers will be challenged with new economic ...

more
FIGURE 1: TOTAL US SALES AND FAN CHART FORECAST OF CARBONATED SOFT DRINKS, AT CURRENT PRICES, 2013-23

- Best case: $40.4
- Mintel forecast: $37.6
- Worst case: $34.8

Confidence intervals:
- 95%
- 90%
- 70%
- 50%
3. Stats & Charts via Statista
Non-alcoholic beverages and soft drinks in the United States

Statista dossier on non-alcoholic beverages and soft drinks in the U.S.

This dossier provides statistical information about the non-alcoholic beverage and soft drink industry in the United States.

Table of contents

Detailed references
Editorially prepared
Download as PDF / PPT

Dossier Details

Non-alcoholic beverages and soft drinks in the United States

Source(s): Statista
Pages: 64
Document: PPTX, PDF
Access after purchase: Download from this page
Market shares of the leading liquid refreshment beverage (LRB) brands in the United States in 2018

Leading U.S. LRB brands market shares 2018

<table>
<thead>
<tr>
<th>Brand</th>
<th>Market Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coke</td>
<td>18.3%</td>
</tr>
<tr>
<td>Pepsi</td>
<td>7.3%</td>
</tr>
<tr>
<td>Mountain Dew</td>
<td>5.6%</td>
</tr>
<tr>
<td>Dr Pepper</td>
<td>5.5%</td>
</tr>
<tr>
<td>Sprite</td>
<td>4.9%</td>
</tr>
<tr>
<td>Monster</td>
<td>4.8%</td>
</tr>
<tr>
<td>Gatorade</td>
<td>4.7%</td>
</tr>
<tr>
<td>Red Bull</td>
<td>4.5%</td>
</tr>
<tr>
<td>Lipton</td>
<td>2.2%</td>
</tr>
<tr>
<td>Starbucks</td>
<td>2%</td>
</tr>
</tbody>
</table>

Note: United States; 2018
Further information regarding this statistic can be found on page 42.
Source(s): Beverage Digest; ID 811957.
4. Campaign Case Studies via WARC
Pepsi, a soft drink brand, increased sales in the US by launching an omnichannel campaign that brought legendary pop icons from stage to shelf.

- Pepsi needed to reverse sales declines in the face of increasing competition, decreasing category relevance and perceived health concerns.
- Pepsi's most loyal shoppers are young-at-heart and nostalgic for brands that remind them of the magic of their youth.
- This omnichannel campaign brought legendary Pepsi icons Michael Jackson, Britney Spears and Ray Charles from the stage to the shelf, and everywhere in between, reigniting a passion for Pepsi by leveraging its heritage in music to revive its status as a pop culture icon.
- Sales of Pepsi soared during this summer program, significantly curbing declines from 2017 and driving positive share swing.
## Campaign Composition

<table>
<thead>
<tr>
<th>Type of Media/Channel</th>
<th>Date of Implementation</th>
<th>Budget or Media Spend</th>
<th>Country/Region of Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV (including TV Sponsorship)</td>
<td>01/01/18 - 05/15/18</td>
<td>$ 9,975,574</td>
<td>Brazil - South America</td>
</tr>
<tr>
<td>OOH (including Subway and bus formats)</td>
<td>01/01/18 - 02/28/18</td>
<td>$ 666,061</td>
<td>Brazil - South America</td>
</tr>
<tr>
<td>RADIO - Regular Spots</td>
<td>01/01/18 - 05/31/18</td>
<td>$ 172,649</td>
<td>Brazil - South America</td>
</tr>
<tr>
<td>CINEMA</td>
<td>01/01/18 - 03/31/18</td>
<td>$ 1,288,464</td>
<td>Brazil - South America</td>
</tr>
<tr>
<td>SEARCH</td>
<td>01/01/18 - 05/15/18</td>
<td>$ 43,832.31</td>
<td>Brazil - South America</td>
</tr>
<tr>
<td>DISPLAY</td>
<td>01/01/18 - 05/15/18</td>
<td>$ 836,891</td>
<td>Brazil - South America</td>
</tr>
<tr>
<td>ONLINE VIDEO</td>
<td>01/01/18 - 05/31/18</td>
<td>$ 859,290.5</td>
<td>Brazil - South America</td>
</tr>
<tr>
<td>SOCIAL</td>
<td>01/01/18 - 05/31/18</td>
<td>$ 806,724.34</td>
<td>Brazil - South America</td>
</tr>
<tr>
<td>INFLUENCERS</td>
<td>01/01/18 - 05/31/18</td>
<td>$ 2,347,500.00</td>
<td>Brazil - South America</td>
</tr>
</tbody>
</table>
Facility Updates

- **Bobst** open M-F (7:30AM - 9:30PM) for:
  - Contactless pickup (no browsing)
  - Student study and remote learning spaces available using the [NYU Mobile App](https://ares.library.nyu.edu)
- **Brause** closed until further notice.

Course Reserves

- **100% electronic**
- **Two access methods:**
  - NYU Classes, go to: Settings → Add/Edit Tools → Check Course Reserves box
  - Log in directly through: [https://ares.library.nyu.edu](https://ares.library.nyu.edu), or via Course Reserves tab on library website
- More detailed course reserve instructions on library website
Why students do not turn on their video cameras during online classes and an equitable and inclusive plan to encourage them to do so.

“Encouraging, not requiring camera use” during remote synchronous classes

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Key concerns</th>
<th>Recommendations</th>
</tr>
</thead>
</table>
| • Improves teaching effectiveness | • By end of the course – lower than desired camera use diminished educational experience  
| • Non-verbal cues                 | • 90% of all students had video cameras off at least some of the time          | • Do NOT require video cameras to be turned on and DO offer alternatives |
| • Real-time feedback              | balanced with  
| • Improves student experience     | • Desire to have an inclusive pedagogy that does not compound inequities.      | • Explicitly encourage camera use, explain why you are doing so, and establish the norm |
| • Enhance social interaction      | • Digital Divide in terms of access to and quality of tech                     | • Address potential distractions and give breaks to help maintain attention |
| • “More interactive” ... “more like a normal class”  
| • Improves faculty experience, satisfaction with teaching  
| • Positive affective experience   | • Student anxiety, and mental health and well-being more generally.             | • Use active learning techniques to keep students engaged and promote equity |
| • Counters the feeling of “talking to yourself”               |                                                                              | • Survey your students to understand their challenges |

Most frequently given reason for not having camera on, overall and across demographics was being concerned about appearance

All Students

- I was concerned about my appearance: 41%
- I was concerned about people being seen behind me: 26%
- My internet connection was weak: 22%
- Other [with space to enter text]: 19%
- I felt like everyone was looking at me the whole time: 17%
- I was concerned about my physical location being seen behind me: 17%
- I was concerned about distracting my classmates: 17%
- I was concerned about distracting my lab instructor: 12%

Main reason given for “Other” was

- "It was the norm"
- “Everyone else had their camera off”
- “It felt awkward having it on, if no one else did”
- plus
- "I felt it wasn’t necessary to my learning"

(Castelli & Sarvary, 2021)

The main survey question analyzed for the current study asked, “If you ever left your video off during the live Zoom lab meetings, why did you leave it off? (check all that apply).” Students could select up to 12 reasons we hypothesized a priori or select “Not Applicable – I always had my camera on.” [N = 276, 86% of 312 students enrolled in Cornell University Introductory Biology Lab course. 24 sections ≤ 18/section]
Under-represented minorities were significantly more likely to cite people being seen behind me, and physical location being seen

<table>
<thead>
<tr>
<th>Reason</th>
<th>Under-Represented Minorities</th>
<th>Non Under-Represented Minorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was concerned about my appearance</td>
<td>45%</td>
<td>38%</td>
</tr>
<tr>
<td>Other people being seen behind me</td>
<td>38%</td>
<td>24%</td>
</tr>
<tr>
<td>Internet connection was weak</td>
<td>32%</td>
<td>20%</td>
</tr>
<tr>
<td>Other [with space to enter text]</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>I felt like everyone was looking at me the whole time</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>Physical location behind me being seen</td>
<td>26%</td>
<td>13%</td>
</tr>
<tr>
<td>Disturbing my classmates</td>
<td>12%</td>
<td>21%</td>
</tr>
<tr>
<td>I was concerned about distracting my lab instructor</td>
<td>14%</td>
<td>13%</td>
</tr>
</tbody>
</table>

(Interpreted from Castelli & Sarvary, 2021)

The main survey question analyzed for the current study asked, “If you ever left your video off during the live Zoom lab meetings, why did you leave it off? (check all that apply).” Students could select up to 12 reasons we hypothesized a priori or select “Not Applicable – I always had my camera on.” [URM defined as blacks or African Americans; Hispanics, Latinx, or Spanish origin; and American Indians or Alaska Natives]
The paper’s authors suggest a number of specific approaches and strategies that instructor can adopt to encourage camera use

- **Do NOT require** video cameras to be turned on and **DO offer alternatives**
  - Multiple paths to participation

- **Explicitly encourage camera use**, explain why you are doing so; **establish the norm**
  - Create a perception that **cameras-on is preferred/approved**, not that camera-off is disapproved; ensure students are not made to feel uncomfortable
  - **Set the expectations, early in the class**, that "cameras on" is valued by the instructor and the student peers.
  - **Explicitly request students** turn on the camera, communicate when its appropriate to turn them off

- **Address potential distractions and give breaks to help maintain attention**
  - Students sometimes assume camera-off is **faculty preference** to avoid distraction
  - Inform them about **video settings** (e.g., “Speaker View”, “Hide Myself”, “Pin” instructor)
  - Discussions with room-mates, family members; virtual background; staging background

- **Use active learning techniques** to keep students engaged and promote equity:
  - Polling
  - Discussion Boards
  - Shared documents
  - Cooperative annotations
  - Breakout rooms
  - Zoom chat
  - Think-pair-share