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A Framework for Artificial Intelligence in Business Education

Exemplars and Critical Themes for Successful Integration

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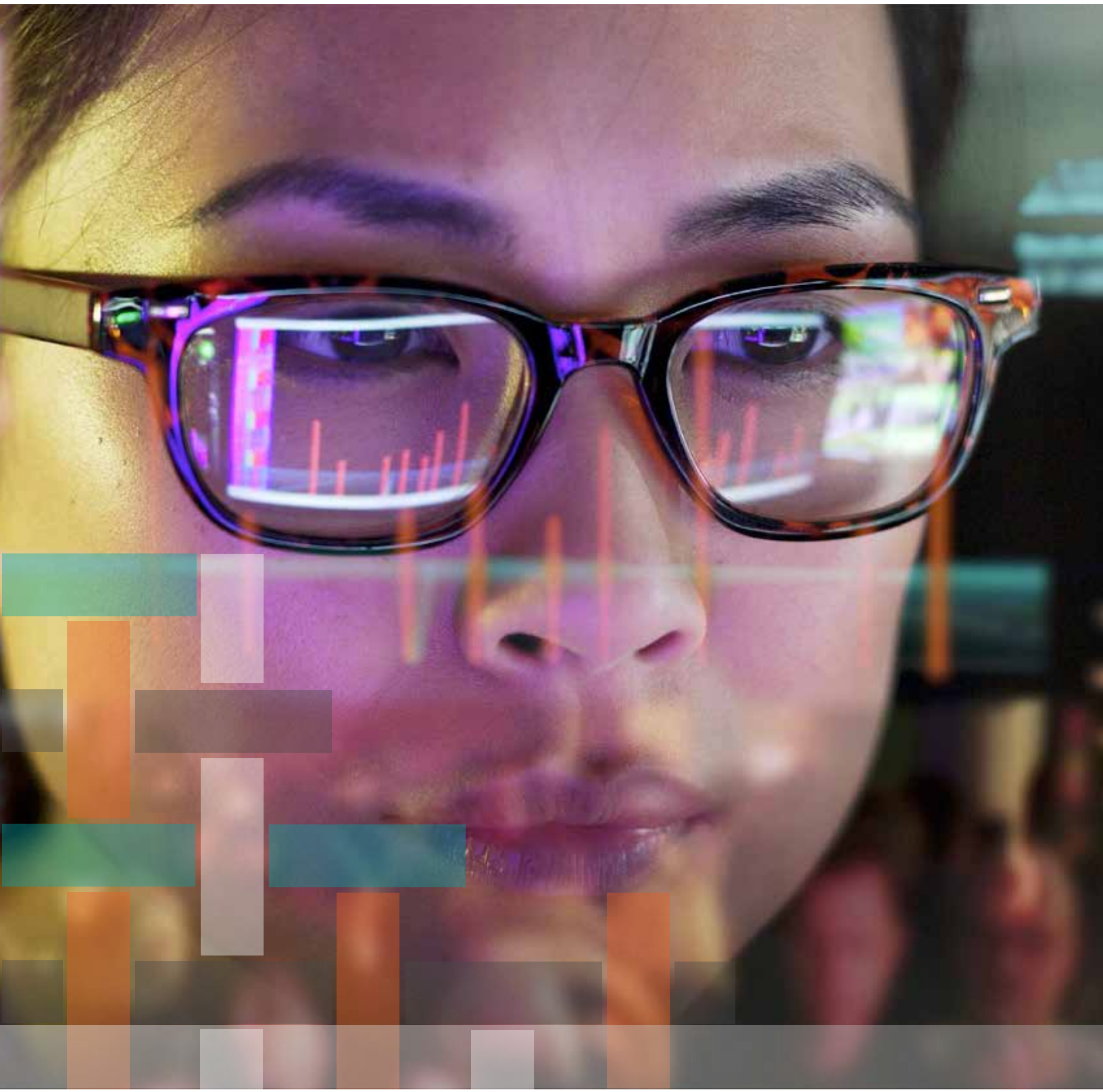
Business schools worldwide are no longer debating whether to integrate AI into their programs; they are actively determining how to do so effectively, ethically, and at scale.

Introduction

The transformation of business education through artificial intelligence has accelerated remarkably since the first iteration of this report in July 2025. What was then an inflection point has become an imperative. Business schools worldwide are actively determining how to integrate AI in their programs effectively, ethically, and at any scale. The pace of change has compressed what might have taken years into months, with institutions making decisive moves that reshape curriculum, pedagogy, faculty development, and institutional strategy.

This January 2026 update to the Framework for the Impact and Possibilities of Artificial Intelligence on Business Education captures a moment of significant momentum. The community of practice documented here has grown from 26 participating institutions in July 2025 to 48 institutions in this update, reflecting both increased interest in sharing approaches and recognition that collective learning accelerates individual progress. These schools represent the diverse landscape of business education: from elite research universities to regional teaching institutions, from large public systems serving tens of thousands of students to specialized private schools with intimate learning environments, and from domestic programs rooted in American higher education traditions to non-U.S. schools bringing global perspectives.

Note: While abbreviated school names are used throughout for readability, full university and business school names are provided on page 82.



Purpose and Scope

This report serves three essential purposes that together address the urgent need for practical guidance in a rapidly evolving landscape.

First, it documents the current landscape.
The report provides a comprehensive review of how leading business schools are integrating AI across their programs, from undergraduate courses to executive education, from research centers to student services. Each institutional profile captures specific initiatives, approaches, and outcomes that illustrate both common patterns and distinctive innovations.

Second, it identifies emerging best practices.
By analyzing successful initiatives across 48 institutions, the report reveals patterns, strategies, and approaches that consistently yield positive results. These patterns have crystallized significantly since July 2025, with convergence emerging around faculty development models, infrastructure approaches, and curricular integration strategies.

Third, it provides actionable guidance.
Most importantly, the report translates insights into specific recommendations that deans and academic leaders can adapt to their own institutional contexts. The eight strategic themes presented here offer frameworks for action, not prescriptive mandates, recognizing that each institution's AI journey will be shaped by its unique mission, resources, and community.

Understanding this Snapshot

The 48 business schools profiled in this report represent a snapshot of AI integration efforts across diverse institutional contexts, not a comprehensive census of all schools engaged in this work. These institutions participated through voluntary submission, responding to outreach during the data collection period. Many other business schools are undoubtedly pursuing innovative AI initiatives that are not captured here.

This report functions as documentation of a community of practice: schools willing to share their approaches, challenges, and lessons learned with peers navigating similar transformations. The value lies not in identifying "the only schools doing AI well" but in capturing concrete examples that illuminate patterns, strategies, and possibilities for the broader business education community. The schools span significant variation across multiple dimensions:

- **Research intensity:** From R1 universities with billion-dollar research portfolios to regional institutions focused primarily on teaching excellence.
- **Scale:** From university systems enrolling 88,000+ students to specialized schools with fewer than 4,000.
- **Funding models:** A near-even split between public institutions (52%) and private institutions (48%).
- **Geography:** Representation across all U.S. regions plus eight non-U.S. schools from the United Kingdom, France, Canada, Peru, Switzerland and Israel.
- **Selectivity:** From highly selective programs with acceptance rates below 20% to open-access institutions committed to broad educational opportunity.

This diversity suggests that the themes, challenges, and effective practices identified in this report have relevance beyond any single institutional type. Leaders at schools not profiled here may find that their contexts align with one or more of the participating institutions, making these insights transferable.

What has Changed Since July 2025

Six months may seem brief for significant change in higher education, an environment traditionally characterized by deliberate pace. Yet AI's transformative pressure has compressed timelines dramatically. Several notable shifts have occurred since the July 2025 report:

From planning to implementation

Schools that were designing AI strategies in July 2025 moved to active deployment. Penn State Smeal evolved from planning stages to becoming the first Penn State college authorized to pilot BoodleBox, launching an AI-focused course-consultation initiative across all 13 OMBA core courses with customized GPTs trained on Bloom's Taxonomy. Berkeley Haas moved from early pilots to launching a formal AI for Business certificate. Tulane Freeman expanded from 7 pilot courses in Spring 2025 to 102 sections across 48 courses by Fall 2025.

From elective to foundational

The decisive shift toward treating AI literacy as core competency has accelerated. Purdue Daniels implemented their required "Introduction to AI for Business" for all undergraduates in Fall 2025. Washington Foster now requires all incoming students to complete an AI bootcamp with six formal AI learning objectives. Wisconsin-Madison School of Business launched their required Introduction to Artificial Intelligence in Business for all business students.

From experimentation to infrastructure

Schools have invested in purpose-built platforms and organizational structures. Rutgers evolved from a Google pilot to becoming the first public business school to adopt Gemini institution-wide. Northwestern Kellogg launched the $25 million Ryan Institute on Complexity.

From isolated to coordinated

Faculty-driven initiatives have become institution-wide strategies. Stanford GSB formalized AI@GSB as a dean's initiative led by Applied AI Scholars and faculty advisors. Minnesota Carlson launched a new AI in Teaching Community of Practice in September 2025. Wisconsin-Madison School of Business welcomed 12 new faculty members including seven strategic RISE-AI hires specifically focused on machine learning, AI ethics, and data analytics.

The Context for this Work

The data points tell a consistent story. GMAC's 2025 Prospective Students Survey found that nearly half of prospective business school students now consider AI coursework essential, up from 29% in 2022. AACSB research shows that 47% of business schools have established AI or generative AI policies, with 95% of those policies addressing ethical use by students. These figures represent both significant progress and significant gaps: student expectations are outpacing institutional response.

The institutions profiled in this report are navigating what the July 2025 report characterized as a passage between two dangers: the risk of moving too slowly and becoming irrelevant as expectations shift, and the trap of chasing every trend without strategic coherence. Neither extreme serves students, faculty, or institutional mission well. The schools documented here were included not because they have solved AI integration but because they offer concrete examples of thoughtful action under uncertainty.

This report captures approaches, not answers. Your institution's path will differ based on mission, resources, student population, and faculty culture. What these schools demonstrate is that waiting for perfect information is itself a choice with consequences, and that peer learning accelerates progress. The patterns that emerge across diverse institutional contexts suggest principles worth considering, even as implementation details must be locally determined.

How to Use this Report

Different readers will find different sections most valuable, and the report is structured to support varied engagement:

Deans and Senior Leadership should focus on the Implications for Academic Leaders section of each theme for actionable guidance and the Leadership in Times of Transformation theme for navigating uncertainty.

Faculty and Curriculum Committees will find the domain-specific AI applications and pedagogical evolution themes particularly useful, with concrete examples for course development and integration strategies.

Program Directors can leverage comprehensive AI ecosystems and democratization themes for frameworks that inform program design and student experience enhancement.

Board Members and Donors may be most interested in the partnership theme and infrastructure investments that demonstrate the strategic case for AI initiatives.

A Living Document for Dynamic Times

AI capabilities evolve rapidly. What seems cutting-edge today may be commonplace or obsolete tomorrow. This report captures a moment in time, January 2026, in the ongoing transformation of business education. Yet the strategic principles, organizational approaches, and leadership lessons transcend specific technologies. Future iterations of this report will continue expanding the community of practice, welcoming additional schools to share their experiences and contribute to the collective understanding of AI's role in business education.

AI in Business Education: Eight Critical Themes

Analysis of AI initiatives across participating institutions reveals eight consistent themes that characterize successful integration efforts. These themes, first identified in the July 2025 report, have been validated and enriched by the expanded evidence base.

Theme One **Comprehensive AI Ecosystems and Infrastructure**
Building the organizational structures, technical platforms, and coordination mechanisms that enable systematic AI integration while ensuring institutional sustainability.

Theme Two **Democratization of AI Education**
Shifting AI literacy from specialized tracks to universal competency for all business students and stakeholders.

Theme Three **Domain-Specific AI Applications**
Embedding AI within business disciplines to ensure immediate career relevance and practical application.

Theme Four **Faculty Development as Critical Success Factor**
Investing in faculty capabilities and support structures that determine integration success.

Theme Five **Responsible AI and Ethics Integration**
Ensuring ethical considerations are woven throughout curriculum rather than treated as separate topics.

Theme Six **Strategic Partnerships Accelerating Capabilities**
Leveraging external collaborations to access resources and expertise that accelerate transformation.

Theme Seven **Evolution of AI-Enhanced Pedagogical Approaches**
Transforming how business education is delivered through AI-augmented teaching and learning methods.

Theme Eight **Leadership in Times of Transformation**
Demonstrating bold, visionary leadership that drives institutional change despite uncertainty.

Robust organizational and technical infrastructure enables AI integration to move from isolated pilots to institution-wide transformation.

Comprehensive AI Ecosystems and Infrastructure

Why This Matters

The most visible elements of AI integration in business education are often the courses, programs, and faculty innovations that reshape how students learn. Yet beneath these initiatives lies a less visible but equally critical foundation: the organizational structures, technical platforms, and coordination mechanisms that make systematic AI integration possible. Without robust infrastructure (both organizational and technical), AI initiatives remain isolated pilots that struggle to scale, faculty lack the tools to innovate effectively, and students experience fragmented rather than coherent AI preparation.

Infrastructure serves two interconnected purposes: enabling educational innovation and ensuring institutional sustainability. Organizationally, it includes dedicated centers or units that coordinate AI efforts across programs. These units provide faculty support, manage partnerships, and ensure strategic coherence. Technically, it includes computing resources, secure platforms for AI access, custom tools tailored to educational contexts, and data governance frameworks. Together, these elements create an enabling environment where AI integration can move from experimentation to institution-wide transformation while positioning schools for long-term success in an AI-transformed landscape.

Exemplar Approaches

Penn State Smeal: Purpose-Built Technical Infrastructure

Penn State Smeal College deployed BoodleBox, currently providing licenses to faculty and staff with student access expanding Spring 2026, offering up to 800 total licenses to access premium AI models including ChatGPT, Claude, Gemini, and Perplexity within a secure, university-compliant environment designed specifically for education. This addresses requirements that commercial tools alone cannot meet. Since July 2025, Smeal has evolved from planning stages to becoming the first Penn State college authorized to pilot BoodleBox, complemented by the comprehensive Smeal AI@Work Series and AI Inspiration Lab.

Northeastern D'Amore-McKim: Localized AI Infrastructure

Northeastern D'Amore-McKim established DASH (D'Amore-McKim AI Strategic Hub) under Dean David De Cremer's leadership, organized around three pillars: AI Curriculum, AI Research, and AI Operations. The distinctive DASH_Box local compute system features four high-performance NVIDIA GPUs enabling faculty to run open-source models including Llama and DeepSeek without cloud costs or data privacy concerns; addressing infrastructure barriers that limit experimentation at many institutions. The free online learning module "Leveraging AI for Business" equipped nearly 400 students with essential AI skills in its first semester, while the Advanced Research Practicum provides hands-on AI projects connecting students with real-world business partners.

Wisconsin-Madison: Organizational Infrastructure

Wisconsin-Madison School of Business established a dedicated AI in Business resource center with an Executive Advisory Board featuring leaders from Google, Walmart, and Reddit. Since July 2025, they launched a required Introduction to Artificial Intelligence in Business course for all business students and established a new undergraduate AI Club.

Sacred Heart Welch: Accessible AI Infrastructure

Sacred Heart University's Welch College of Business and Technology created a Minor in Applied Artificial Intelligence designed especially for non-technical undergraduate students and open to all majors across the university. The Foundations of AI course became one of the fastest growing courses on campus. Students leverage resources in the AI Lab, a sandbox environment with NVIDIA servers that serves as a campus resource available through the university-wide AI minor. Sacred Heart provides all MBA students, faculty, and staff with ChatGPT subscriptions, demonstrating how infrastructure investment can democratize AI access across an institution.

Additional Infrastructure Evidence

Mature Programs: Maryland Smith's Center for Artificial Intelligence in Business coordinates 40+ faculty researchers. UT Austin McCombs developed custom GPTs deployed across Online MBA courses and established the Center for Analytics and Transformative Technologies (CATT). UCLA Anderson operates approximately 24 production agents deployed across various functions, with infrastructure supporting the school's distinctive pedagogical approaches.

System-Wide Initiatives and Cross-School Integration: SUNY Oswego led all SUNY campuses with 24 faculty in the system-funded AI Faculty Fellows program, sparked by President Peter O. Nwosu's call to action to become an AI campus. Israel's Academic College of Tel Aviv-Yaffo demonstrates how infrastructure can span multiple academic units. Their School of Management & Economics, School of Information Systems, and School of Computer Science create rich opportunities for cross-disciplinary collaboration between business and technical students.

Rapid Development: Leeds (Colorado Boulder) built comprehensive infrastructure from March 2024 launch to Fall 2025 institution-wide capability. Kogod (American University) achieved 90% faculty integration in less than one year.

Strategic Partnerships: Rutgers leverages a strategic Google partnership for institution-wide AI access, with institution-wide deployment of Gemini targeted for Spring 2026. Georgia State Robinson partnered with Google to expand AI education across Georgia. NYU Stern and Ball State Miller benefit from university-wide Gemini licenses. ASU's groundbreaking OpenAI partnership provides enterprise subscriptions. East London became UK's first fully cloud-based university and co-developed the AWS Innovation Sandbox with Amazon Web Services, now deployed globally, enabling staff and students to experiment with AI and digital tools while co-designing product solutions.

Comprehensive Resources: MIT Sloan leverages the university's Computing & Data Science Hub. Stanford GSB launched AI@GSB, a dean's initiative led by Applied AI Scholars and faculty advisors. Berkeley Haas provides strategic AI guidance through the Provost's Advisory Council on AI. Johns Hopkins Carey offers comprehensive resources including AI-focused coursework across programs, faculty development initiatives, the AI@JHU taskforce leadership, and integration with the university's broader AI research ecosystem.

Coordinated Approaches: Suffolk Sawyer established an AI Leadership Hub. Georgetown McDonough leverages their Center for New Designs in Learning and Scholarship for faculty AI training, operates a Google Gemini pilot for faculty, and has developed JackBot (an AI program assistant and 2025 MBA Innovator Award finalist) alongside custom GPTs across finance, accounting, management, and marketing disciplines. UC San Diego Rady operates multiple GenAI Instructional Pilots including TritonGPT.

Additional Infrastructure: Northwestern Kellogg centralized AI curriculum coordination. Iowa Tippie leverages the Iowa Initiative for Artificial Intelligence with expanded AI-GPU Development Labs. Michigan Ross leverages university-wide Gemini licenses, created custom closed AI tools, and added a dedicated AI concentration in their MBA program. Illinois Gies provides Data Science Research Services and rolled out ChatGPT Edu to nearly 300 faculty and staff. Georgia Terry built infrastructure supporting 30+ refreshed courses. Washington Foster developed comprehensive MS programs infrastructure and established six formal AI learning objectives for all students. Birmingham City (UK) provides institutional guidance frameworks with systematic AI embedding across all Business and Entrepreneurship BSc courses. Appalachian State Walker follows a clear, campus-aligned strategy with AI built into degree programs through shared core courses and focused pathways.

Convergence Around Effective Practice

- **Dedicate organizational infrastructure:** Nearly every program has established centers, coordinators, or committees specifically for AI integration.
- **Evolve from commercial to purpose-built:** Schools follow predictable evolution from commercial platform access to educational solutions tailored to institutional needs.
- **Leverage resources at multiple levels:** Schools strategically connect department, college, campus, system, consortium, and partnership resources.
- **Formalize governance frameworks:** According to AACSB research, 47% of business schools now have an AI or generative AI policy in place, with 95% of those policies addressing ethical AI use by students.
- **Build for sustainability:** Infrastructure decisions increasingly reflect long-term institutional positioning rather than short-term tactical responses.

Implications for Academic Leaders

- **Infrastructure is strategy made visible:** Schools cannot delegate AI infrastructure decisions to IT departments without strategic guidance from academic leadership.
- **Make build-versus-partner decisions strategically:** The choice between building custom capabilities or leveraging partnerships has long-term implications for institutional positioning and sustainability.
- **Establish coordination before technology:** Organizational infrastructure typically precedes technical deployment; governance and support structures enable sustainable integration.
- **Connect to multi-level resources:** Multi-level infrastructure multiplies impact by connecting department initiatives to college resources, campus capabilities, and system-wide investments.
- **Learn from peers rather than inventing solutions:** The infrastructure patterns documented across these 48 schools are now well-established, making strategic decisions clearer for schools beginning their transformation.

AI literacy is a foundational capability all business graduates need.

Democratization of AI Education

Why This Matters

AI integration in business education began as specialized offerings for technical concentrations. That paradigm is collapsing rapidly. Evidence demonstrates a decisive shift toward treating AI literacy as foundational capability all business graduates need. According to GMAC's 2025 Corporate Recruiters Survey, global employers ranked skills using AI tools as most important to their hiring decisions in the next five years.

The democratization imperative operates on three levels: curriculum integration (moving from specialized to universal), stakeholder expansion (extending beyond traditional students), and accessibility (ensuring diverse populations gain AI literacy).

Exemplar Approaches

Kogod School of Business (American University): The "AI-First" Model

BusinessWeek has called Kogod the first "AI-First" business school, initiating comprehensive AI transformation in 2022. As of Fall 2025, 90% of faculty have integrated AI into their teaching, and the technology permeates 100% of the undergraduate core curriculum through nearly 60 AI-integrated courses. This approach earned Kogod "Best in Class" recognition from Poets&Quants. Through a partnership with Perplexity AI, every student, faculty member, and staff has access to enterprise-level AI tools. Beyond curriculum, Kogod leverages AI to transform operations. Prospective students use an AI chatbot during applications. Career Development employs AI for interview preparation. An AI-driven advising tool helps students find courses and plan schedules. The Institute for Applied Artificial Intelligence (IAAI) offers one of the nation's only AI-focused majors, minors, badges, and certificates available to non-business students across American University.

Neoma Business School (France): Community-Wide Transformation

Neoma achieved 92% faculty training and over 9,000 people in total trained including students, staff, and professionals. Starting before ChatGPT's public release (late 2022), Neoma created a specialized Master in AI for Business, Executive Certificate, and online training accessible to everyone. Since July 2025, Neoma expanded from 8,000 to over 9,000 people trained, increased faculty training to 92% and staff training to 36%, launched an AACSB partnership in April 2025 to train higher education institutions globally, and established a strategic partnership with Mistral AI in May 2025 opening Le Chat to 3,000 people including 100% of staff and faculty.

Washington Foster: Universal Student Preparation

Starting Fall 2025, every incoming Foster student completes an AI bootcamp to practice harnessing AI tools for productivity, creativity, learning, and research. The school established six formal AI learning objectives that apply to all students: explaining core AI concepts, applying AI tools for business productivity, designing AI-enabled business solutions, evaluating AI's strategic business impact, assessing the ethics of AI, and cultivating a lifelong AI learning mindset.

Hult International Business School: Global Universal AI Requirement

Hult demonstrates comprehensive democratization through its global campus network and universal AI requirement. As of 2024, all graduate students take a required "AI and the Future of Work" course and complete an AI Business Challenge based on real company challenges. The school offers a Master's in Marketing with a Generative AI specialization and a Master's in Business Analytics & AI. Students have formed N-AIble, a student-led AI Society fostering collaborative exploration through workshops and hands-on experiences. The partnership with EY for the EY Tech MBA extends AI-focused education to all EY employees globally.

Suffolk Sawyer Business School: Framework-Driven Universal Access

Suffolk exemplifies systematic democratization through the SAIL Framework (Social Intelligence, AI Literacy, Innovation/Inquiry, and Leadership) which structures AI integration across all programs. The redesigned Business Foundations course provides mandatory AI exposure for all 450 first-year students, while the signature Prompt Alchemy Competition engages students in applying the SAIL Framework to real-world datasets. Measurable outcomes demonstrate effectiveness: 85% of students gained confidence in AI tools and 90% improved prompt quality. The Sawyer Business School AI Leadership (SAIL) collaborative earned the 2024 Eduventures Innovation Awards Program Recognition for Achievement.

Georgia State Robinson: Comprehensive Curriculum Transformation

Georgia State Robinson exemplifies rapid, large-scale democratization under Dean Richard Phillips' leadership, making AI preparation the college's top academic priority. Since 2023, Robinson has launched more than a dozen new AI-focused courses, refreshed over 30 existing courses to embed generative AI and machine learning concepts, and introduced multiple new credentials. The college launched two interdisciplinary master's programs: MIS in Data Science and Accounting (Fall 2025) and MIS in Actuarial Science, AI, and Information Systems (Spring 2026). Robinson extends its mission through the AI Literacy Pipeline to Prosperity initiative with Operation HOPE, which hosted its inaugural summer camp in July 2025 for nearly 40 high-school students from underserved communities.

Additional Democratization Evidence

Universal Requirements: Purdue Daniels requires “Introduction to AI for Business” for all undergraduates starting Fall 2025, building on their comprehensive degree restructuring from two departments to nine for more agile response to industry needs. Johns Hopkins Carey developed a comprehensive AI program suite. Wisconsin-Madison launched a required Introduction to Artificial Intelligence in Business for all business students, with a goal to infuse 15% AI content into all core business classes by Fall 2026. The Professional MBA features a specialized AI Badge comprising three progressive courses moving from AI Usage to AI Management to AI Strategy. Sacred Heart Welch’s Foundations of AI course became one of the fastest growing courses on campus. Stetson incorporated a required third-party AI certification into its IT foundations course, demonstrating how external credentials can enhance democratization efforts. UT Dallas Jindal provides comprehensive AI education at both undergraduate and graduate levels through STEM-designated degree programs, with the Bachelor of Science in Business Analytics and Artificial Intelligence featuring 36 hours of technical classes and six concentration options. Berkeley Haas launched an AI for Business certificate in Fall 2025 available to Full-Time, Evening & Weekend, and Executive MBA students. Leeds (Colorado Boulder) achieved 100% integration across all fourteen core undergraduate courses within 18 months under Dean Vijay Khatri’s leadership.

Executive and Professional Education: MIT Sloan offers professional certificates. Stanford GSB provides AI leadership programs including Harnessing AI for Breakthrough Innovation. Minnesota Carlson launched a new AI Leadership Series, a comprehensive six-session program running from November 2025 through April 2026. Penn State Smeal will launch a hybrid Master of Applied AI for Business Transformation (MBAAIBT) in Fall 2026 for mid-career professionals.

System-Wide Access: SUNY Oswego led a system-wide Faculty Fellows program. Bowling Green Schmidthorst positions itself as national pioneer with the first AI + X bachelor's degree announced in May 2025, a uniquely designed program that combines core AI education with a secondary discipline in computer science, mathematics, physics, history, journalism, or public relations.

Broad Community Reach: Maryland Smith's free AI certificate expanded to 33,000+ global enrollees. Nebraska-Lincoln provides AI Prompting Workshops and added a new junior-level core course Navigating Emerging Technologies. Appalachian State Walker follows a clear, campus-aligned strategy with AI built into degree programs through both shared core courses and focused pathways. Ball State Miller extends AI education beyond degree programs through Lifetime Learning offerings including AI for Business Professionals and the AI for Workforce Development initiative.

Student Access: Northeastern D'Amore-McKim launched a free online learning module Leveraging AI for Business that equipped nearly 400 students with essential AI skills in its first semester.

Non-U.S. Access: Centrum PUCP (Peru) extends AI innovation to Latin American business education through AI-driven personalized student reports and automated team formation, achieving a 16.5% grade improvement. Birmingham City (UK) moved from elective offerings to compulsory AI modules at level 4 for all Business and Entrepreneurship BSc students.

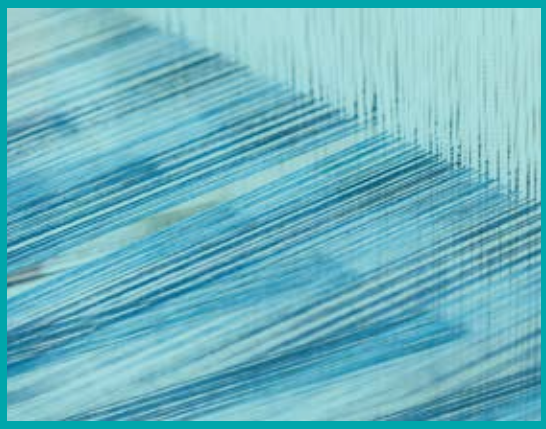
Additional Expansion: Northwestern Kellogg reaches multiple student populations and launched AI Foundations for Managers in Fall 2025. Michigan Ross' custom tools provide secure access, complemented by university-wide Google Gemini with Guided Learning mode. UT Austin McCombs integrates across Online MBA with new AI micro-credentials. Iowa Tippie expanded from a single MBA concentration to three specialized MSBA subprograms (AI & Machine Learning, AI & Technology Management, Finance Analytics). Rutgers developed extensive workshops and now offers over 70 department-specific courses incorporating AI.

Convergence Around Effective Practice

- **Move from optional to required:** Universal AI exposure is becoming standard across program types and levels.
- **Extend beyond enrolled students:** Schools serve alumni, professionals, and community members through certificates, workshops, and free resources.
- **Establish formal learning objectives:** Measurable AI competencies are replacing vague expectations about “AI awareness.”
- **Scale systematically:** Schools achieving broad reach use frameworks, templates, and coordinated approaches rather than faculty-by-faculty adoption.

Implications for Academic Leaders

- **Shift strategic framing:** The question has moved from "should we teach AI?" to "how do we ensure all students develop AI literacy?"
- **Plan for stakeholder expansion:** Consider how to extend AI education beyond traditional degree programs to serve broader communities.
- **Invest in scalable approaches:** Framework-driven models enable broader reach than individual course development.
- **Measure outcomes:** Establish metrics for AI literacy attainment across the student population.
- **Recognize speed is achievable:** Multiple schools achieved institution-wide integration within 12 to 18 months, demonstrating that rapid transformation is possible with clear leadership and adequate resources.



Business graduates must understand how AI capabilities apply to their chosen fields, where learning becomes immediately practical and career-relevant.

Domain-Specific AI Applications

Why This Matters

Generic AI education teaches students about artificial intelligence as technology. Domain-specific AI education teaches students how AI transforms marketing, revolutionizes finance, reshapes accounting, optimizes operations, and redefines strategy. The distinction is critical: business graduates do not need to become AI engineers, but they must understand how AI capabilities apply to their chosen fields.

When AI is embedded within domain contexts where students understand problems and objectives, learning becomes immediately practical and career-relevant. Employers do not hire "AI generalists." They hire marketers who can leverage AI for customer insights, financial analysts who work with AI-driven models, operations managers who optimize AI-enhanced supply chains.

Exemplar Approaches

Northwestern Kellogg: Discipline-Specific AI Curriculum

Kellogg's approach exemplifies sophisticated domain integration with five specialized 5-week (0.5 credit) AI/ML courses, one each for Marketing, Finance, Strategy, Operations, and Management & Organizations. These courses are managed centrally by the Dean's office under a distinct "AI" department designation to ensure coordination while maintaining domain relevance. Students can take multiple courses without significant content overlap, building a portfolio of AI applications across business functions.

Rutgers: Deep Domain Specialization in Accounting

Rutgers offers an Artificial Intelligence in Accounting certificate as part of their stackable credentials program, alongside an AI Specialization in the Master of Accountancy. This specialized approach prepares students for an accounting profession being transformed by automated audit procedures and anomaly detection, teaching AI within accounting's regulatory and professional context. Since July 2025, Rutgers expanded to over 70 department-specific courses incorporating AI and is developing a school-wide undergraduate core course on AI fundamentals, with institution-wide Gemini deployment targeted for Spring 2026.

Tel Aviv-Yaffo (MTA): Business-Technology Integration

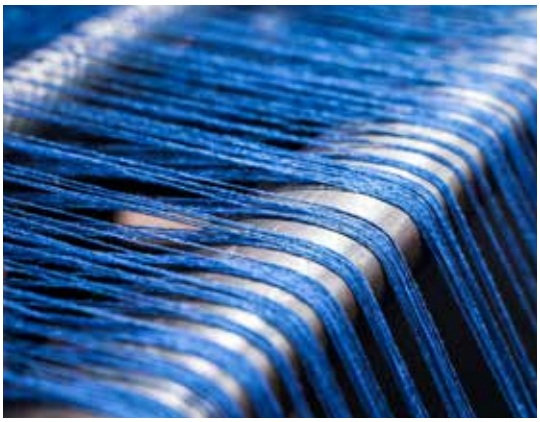
MTA demonstrates strong domain-specific integration across its schools. The undergraduate Economics and Management program offers a comprehensive range of Applied Data Science courses including SQL for data analysis, business intelligence and big data, fintech, and data visualization. The MBA program provides courses in data science for managers, digital transformation, digital marketing, and project management in the high-tech industry. The School of Information Systems offers B.Sc. programs with tracks in cybersecurity, gamification, and digital innovation, alongside an M.Sc. program with tracks in data science and digital transformation. This multi-school approach creates rich cross-disciplinary opportunities while maintaining domain relevance.

UT Dallas Jindal: Comprehensive Analytics Leadership

UT Dallas Jindal has emerged as a comprehensive leader in business analytics with AI integration, offering a Bachelor of Science in Business Analytics and Artificial Intelligence with 36 hours of technical classes and six concentration options including Marketing Analytics and AI, Finance Analytics and AI, and Operations and Supply Chain Analytics and AI. The undergraduate curriculum includes AI in Business covering fundamental concepts and applications of AI across sales and marketing, finance, supply chain, healthcare, and information systems, while Applied Artificial Intelligence/Machine Learning provides broad and detailed introduction to AI/ML techniques. The graduate Master of Science in Business Analytics and Artificial Intelligence offers 11 elective tracks spanning accounting, cybersecurity, data engineering, healthcare, and marketing analytics.

Johns Hopkins Carey: Early Mover with Healthcare AI Focus

Johns Hopkins Carey demonstrates early mover advantage and distinctive domain specialization in healthcare AI. The school began teaching a data science and artificial intelligence course developed by Professor Tinglong Dai in 2021, establishing AI education before the generative AI wave. Carey offers full-time and part-time Master of Science in Business Analytics and Artificial Intelligence programs alongside Master of Science in Information Systems and Artificial Intelligence for Business degrees, integrating machine learning, deep learning, and generative AI. The Center for Digital Health and Artificial Intelligence conducts research at the intersection of digital technologies and healthcare, partnering across Johns Hopkins' Bloomberg School of Public Health, School of Medicine, and Whiting School of Engineering. The center's Artificial Intelligence for Health Equity initiative addresses ethical challenges in healthcare AI delivery while fostering collaboration with government agencies and industry partners.



Additional Domain-Specific Evidence

Marketing and Analytics: Wisconsin-Madison hosts AI in Marketing symposiums. Georgetown McDonough faculty create custom marketing GPTs. Minnesota Carlson offers an MS with AI specialization in neural networks and deep learning and launched a Responsible AI course covering algorithmic bias and fairness. Iowa State Ivy embeds AI throughout analytics curriculum. Iowa Tippie now offers three specialized MSBA subprograms covering AI applications in machine learning, technology management, and finance.

Finance and Accounting: Maryland Smith developed an AI Initiative for Capital Market Research, created UMD-AI LinkUp Maps to track the spread of jobs requiring AI skills across the United States, and hosted the first university-wide AI case competition on "AI and Food Insecurity" in April 2025. Washington Foster teaches students to build agents that construct valuation spreadsheets at scale.

Operations and Supply Chain: Purdue Daniels added Supply Chain & Operations Analytics Consulting in collaboration with Amazon, KPMG, and Rolls-Royce. Iowa State Ivy has developed curriculum that addresses AI's influence on cybersecurity, marketing strategies and analytics, and supply chain automation.

Strategy and Leadership: Stanford GSB offers strategy-focused programs including the new Harnessing AI for Breakthrough Innovation. Maryland Smith weaves generative and contextual AI throughout courses in all programs and offers an AI and Business Strategy specialization for MBA students.

Comprehensive Integration: UT Austin McCombs integrates across Online MBA with AI micro-credentials specific to MBA programs. Michigan Ross offers the AI for Business course and added a dedicated AI concentration in their MBA program. Washington Foster provides MS programs with domain components.

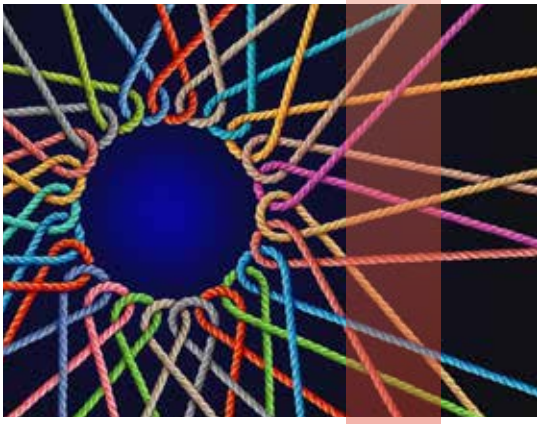
Additional Domain Work: Ivey (Western, Canada) pioneers Structured Social Learning with domain-specific AI tools. Tulane Freeman utilizes orchestration platform across 102 sections spanning all business areas. Purdue Daniels offers comprehensive degrees with new AI Innovations concentration. Santa Clara Leavey transitioned to a systematic approach with their MBA Digital Transformation course. St. John's Tobin offers an MBA concentration. Suffolk Sawyer shows comprehensive integration through the SAIL collaborative. Sacred Heart Welch created an Applied AI Minor and transformed Business Analytics programs to Business Analytics and Applied AI at both BS and MS levels. Ball State Miller offers an MBA with AI concentration. Appalachian State Walker offers AI concentrations covering applications in marketing, finance, ethics, and cybersecurity. Bowling Green Schmidthorst offers a Business Analytics and Intelligence specialization with customizable AI coursework.

Convergence Around Effective Practice

- **Domain faculty must lead integration:** Technical specialists alone cannot achieve authentic domain application; faculty who understand the field's problems and practices must drive AI integration.
- **Start with business problems:** Effective courses begin with challenges students recognize from their field before introducing AI solutions.
- **Embed AI within disciplines:** Move beyond generic AI courses to domain-specific applications in marketing, finance, accounting, operations, and strategy.
- **Connect to career outcomes:** Students engage most effectively when they see immediate relevance to their professional goals.
- **Coordinate across domains:** Central coordination ensures consistency while preserving domain-specific pedagogical approaches.
- **Partner with industry:** Domain faculty collaborate with corporate partners to integrate current AI applications from specific industries.
- **Provide domain-specific support resources:** Faculty need custom GPTs, prompt libraries, and discipline-relevant datasets to integrate AI effectively.
- **Assess within domain context:** Evaluation must reflect whether students can apply AI appropriately within their professional fields.

Implications for Academic Leaders

- **Invest in domain faculty development:** Investment in domain faculty yields higher returns than investment in AI specialists who lack business context.
- **Engage domain faculty meaningfully:** Domain faculty are more likely to embrace AI when they see specific applications to their field.
- **Create domain-specific support resources:** Enable faculty to integrate AI without requiring technical expertise they may not possess.
- **Embrace domain variation as strength:** Different business functions use AI differently, and curriculum should reflect these distinctions.
- **Balance coordination with autonomy:** Central oversight ensures coherence while departments maintain ownership of domain-specific approaches.
- **Focus on industry readiness:** Employers seek graduates who can apply AI to specific business problems, not generic AI knowledge.
- **Build on existing domain strengths:** Schools can differentiate by becoming known for AI-enhanced education in areas where they already excel.
- **Leverage industry partnerships:** Domain partnerships provide authenticity that academic exercises alone cannot replicate.



Every successful AI initiative rests on systematic, sustained faculty development.

Faculty Development as Critical Success Factor

Why This Matters

The transformation of business education through AI cannot succeed without comprehensive faculty development. While institutional leadership can create structures and allocate resources, actual integration happens in individual classrooms led by individual faculty members. Every successful AI initiative profiled in this report rests on systematic, sustained faculty development.

Faculty face competing demands, varying technical confidence, and legitimate concerns about how AI changes their role. Without thoughtful support, these concerns create resistance that stalls progress. Conversely, when schools invest comprehensively, providing not just one-time training but ongoing support, peer communities, and meaningful incentives, they create conditions for rapid, sustainable transformation.

Exemplar Approaches

Penn State Smeal: Comprehensive Multi-Program Approach

Penn State offers the Smeal AI@Work Series (a nine-session program where participants earn dean-sponsored Microsoft Copilot licenses), AI Exploration Microgrants funding experimentation, and will launch an AI Teaching Award. The comprehensive college-wide AI initiative includes the AI Inspiration Lab, annual Dan and Robyn Ives AI Innovation Day, and coordinated Online MBA course consultation initiative pairing faculty with instructional designers.

UT Austin McCombs: Continuous Learning Community

McCombs Office for Instructional Innovation (MOII) hosts near-weekly workshops providing regular touchpoints and convenes a cross-department Faculty Working Group for AI in Teaching and Learning. MOII developed extensive resources: prompt libraries, UT-specific tutoring application (UT Sage), pedagogical frameworks, and AI platforms protecting sensitive information. Since July 2025, McCombs added AI micro-credentials for MBA programs and built new agents for decision-making interactive visual simulations.

Minnesota Carlson: Structured Community of Practice

Led by the Associate Dean of Academic Innovation and Operations, Carlson launched a new AI in Teaching Community of Practice in September 2025, designed to foster learning and innovation among faculty. The school engages the broader business community through initiatives such as the MISRC Digital Leadership Conference, which focused on AI for Business in Fall 2023, Charting the AI Journey in Fall 2024, and AI-Ready Organizations in Fall 2025.

Ball State Miller: Systematic Faculty Development with Incentives

Ball State Miller's AI Explorers program provides workshops on academic integrity and ethical AI use, supported by the Digital Corps training campus stakeholders. Following AACSB AI Conference participation in May 2024, the college established a summer task force that developed guiding principles for responsible AI adoption. A continuing call for proposals supports faculty-created AI modules tied to applied business use cases, incentivized through financial awards. This combination of structured training, clear guidelines, and financial incentives demonstrates how mid-sized institutions can build comprehensive faculty development without extensive resources.

Additional Faculty Development Evidence

Structured Programs: Illinois Gies Faculty Innovation Scholars program supports faculty developing AI-enhanced tools, with the college rolling out ChatGPT Edu to nearly 300 faculty and staff. Georgia Terry Instructional Innovation Grants fund faculty course development. Sacred Heart Welch established a course development fund promoting greater use of AI tools in support of course learning objectives, with training sessions on generative AI available to faculty and an AI Advisory Group for the Dean's Office bringing industry perspectives to curriculum development through dozens of industry panels and guest speakers. St. John's Tobin faculty benefit from Teaching Innovation Grants encouraging creative AI uses in the classroom, supported by the university-wide Academic AI Task Force initiated by the Office of the Provost.

Community-Building: Wisconsin-Madison hosts monthly Scholarship of Teaching and Learning lunches on AI topics. Iowa Tippie's "AI Optimists" faculty community continues collaborating on curriculum integration with expanded AI-based tutoring tools and AI avatars for sales practice. Stetson's GenAI Working Group provides faculty with collaborative support for evaluating and implementing AI curriculum integration.

System Support: SUNY Oswego Center for Excellence collaborates with AI Task Force. Santa Clara Leavey has continuous university-level workshops focused on pedagogical innovation. Nebraska-Lincoln's Open AI Impact Program grants 200 faculty and staff no-cost access to ChatGPT Edu for innovative classroom applications and research, supported by the Center for Transformative Teaching which provides comprehensive resources including workshops, an AI and Information Literacy Canvas module, and guidance on responsible AI use.

Rapid Scale Achievements: Leeds (Colorado Boulder) established three committees, a training series, and on-demand modules, achieving 100% core course integration within 18 months. MIT Sloan provides a comprehensive resource hub through Teaching and Learning with Generative AI Resource Hub. Stanford faculty-led innovation operates through the AI@GSB initiative. Kogod (American University) reached 90% faculty integration by Fall 2025, earning Bloomberg BusinessWeek's "AI-First" designation. Neoma achieved 92% faculty training through its comprehensive two-year initiative.

Technology-Enabled Support: Michigan Ross' custom tools enable experimentation complemented by university-wide Google Gemini license. Tulane Freeman platform training expanded from 7 pilot courses to 102 sections.

Additional Support Mechanisms: Carnegie Mellon Tepper Collaborative AI resources support faculty innovation. Purdue Daniels holds monthly faculty lunches with expanded Scholarship of Teaching and Learning topics. UC San Diego Rady pilot programs include the ASPIRE AI Course Support tool that provides intelligent course feedback, helping instructors to refine course design and students to navigate complex material. Appalachian State Walker supports faculty through regular conversations about classroom AI use and practical application workshops.

Convergence Around Effective Practice

- **Provide ongoing rather than one-time training:** Sustained support through workshops, communities of practice, and peer mentoring outperforms single training events.
- **Create safe experimentation spaces:** Faculty need environments where they can try AI tools without fear of failure or judgment.
- **Align incentives with integration:** Recognition, course releases, financial awards, and evaluation criteria should reward AI innovation in teaching. Multiple incentive types drive engagement more effectively than any single approach.
- **Designate AI champions:** Dedicated roles provide sustained support and focal points for faculty seeking assistance.
- **Deploy multiple incentive types:** Recognition, resources, time, and professional development credit drive engagement more effectively than any single incentive.
- **Foster peer learning:** Faculty learn best from colleagues who understand their specific teaching contexts.
- **Sustain ongoing dialogue:** Working groups and regular faculty conversations create momentum beyond formal training events.
- **Address fears alongside skills:** Faculty concerns about AI are legitimate and require thoughtful response, not dismissal. Sustainable transformation requires systematic approaches that extend beyond individual faculty heroics.

Implications for Academic Leaders

- **Treat faculty development as investment, not expense:** Schools achieving the highest AI adoption rates treat faculty support as a strategic priority with dedicated and ongoing resources, not as optional programming that competes with other demands.
- **Recognize achievable timelines:** Meaningful shifts in teaching practice typically unfold over multiple semesters; setting realistic milestones helps maintain momentum without creating frustration.
- **Combine multiple support mechanisms:** No single approach suffices. Workshops alone do not transform practice; peer communities alone lack structure; incentives alone do not build capability. Effective faculty development combines all these elements.
- **Cultivate experimental mindset:** A culture that provides safe spaces to try and fail is essential for faculty to develop confidence with new tools.
- **Address faculty concerns directly:** Technical anxiety, pedagogical uncertainty, and time constraints require specific interventions.
- **Treat faculty as partners:** Successful development programs position faculty as partners in transformation, not obstacles to overcome.
- **Leverage system resources:** System resources multiply impact when schools coordinate across campuses.
- **Measure adoption over participation:** Track actual classroom integration rather than just workshop attendance to assess progress.
- **Build for compounding returns:** Early investment yields compounding returns as trained faculty become peer mentors for colleagues.

Business schools bear profound responsibility ensuring graduates understand not just AI's capabilities but their ethical implications and societal impacts.

Responsible AI and Ethics Integration

Why This Matters

Business leaders will shape how AI transforms society. Decisions in corporate boardrooms, investment firms, and consulting practices determine whether AI amplifies human capability or exacerbates inequality, strengthens democratic institutions or undermines them, creates shared prosperity or concentrates power. Business schools preparing these leaders bear profound responsibility ensuring graduates understand not just AI's capabilities but their ethical implications, societal impacts, and governance requirements.

This extends beyond moral obligation to practical necessity. Companies deploying AI without adequate ethical frameworks face regulatory penalties, reputational damage, customer backlash, and employee attrition. High-profile failures, including biased hiring algorithms, discriminatory lending, and privacy breaches, demonstrate concrete business consequences of inadequate ethical consideration.

Exemplar Approaches

Carnegie Mellon Tepper: Dedicated Research and Policy Infrastructure

Carnegie Mellon Tepper exemplifies comprehensive responsible AI education through the Block Center for Technology and Society, examining Responsible AI through its AI 101 initiative and contributing to the U.S. Bipartisan Senate AI Working Group's roadmap "Driving U.S. Innovation in Artificial Intelligence," shaping national policy on AI development and deployment. The center bridges academic research, policy development, and practical implementation, integrating responsible AI throughout business education rather than isolating it.

Minnesota Carlson: Dedicated Responsible AI Curriculum

Minnesota Carlson offers a dedicated Responsible AI course covering algorithmic bias, fairness, transparency, privacy issues, and AI security with both theoretical concepts and hands-on practice in building responsible AI systems. This approach ensures students can both understand ethical frameworks and implement them practically in technical work.

Santa Clara Leavey: Integrated Ethics Infrastructure

Santa Clara Leavey leverages the Markkula Center for Applied Ethics, which provides guidance and frameworks for ethical AI deployment. The university's broader Responsible AI initiative offers an interdisciplinary undergraduate minor collaborating across the School of Engineering, College of Arts and Sciences, and Leavey School of Business, demonstrating how ethics education can span institutional boundaries.

Tulane Freeman: Interdisciplinary Ethics Partnership

Freeman partnered with their School of Science & Engineering to introduce "Tech Ethics," exploring ethical issues in AI and other technological innovations. This cross-school collaboration brings diverse perspectives to ethical discussions and models the kind of interdisciplinary thinking students will need as AI professionals.

St. John's Tobin: Mission-Driven Ethics Integration

St. John's Tobin integrates ethical AI considerations aligned with the University's Catholic and Vincentian mission, providing a distinctive values-based framework for responsible AI education. The new St. John's AI Institute serves as a hub for ethical integration of AI in teaching and learning under the direction of Dr. Giancarlo Crocetti. Faculty benefit from Teaching Innovation Grants encouraging creative AI uses in the classroom, supported by the university-wide Academic AI Task Force initiated by the Office of the Provost. This approach demonstrates how institutional mission can provide coherent ethical grounding that differentiates a school's AI education.

Additional Ethics Integration Evidence

Dedicated Centers: Georgetown McDonough leverages technology ethics scholars. Stanford GSB benefits from their Human-Centered AI Institute. Penn State's Tarriff Center for Business Ethics and Social Responsibility strengthens ethical AI integration through faculty workshops, Integrity Advocate student programming, and a four-session workshop series for instructors.

Embedded Curriculum: Hult International embeds ethics through a required AI and the Future of Work course and integrates data ethics throughout its Marketing with Generative AI specialization. Washington Foster established "assess the ethics of AI" as one of six formal learning objectives for all students, with ethics classes where students redefine corporate responsibility in the age of agentic AI. Iowa Tippie's undergraduate course Artificial Intelligence in Business covers ethics alongside AI integration, prompt engineering, and real-world business cases.

Policy Development: Berkeley Haas Provost's Advisory Council on AI provides strategic guidance on AI issues affecting instruction and research, with Faculty Senate working groups developing guidance for instructors. Stetson's GenAI Working Group evaluates curriculum integration with attention to responsible AI use and academic integrity considerations. As noted earlier, AACSB research shows that among the 47% of business schools with AI policies, 95% address ethical use by students, demonstrating that governance has become standard practice.

International Perspectives: Birmingham City (UK) provides comprehensive institutional guidance developed by Head of Curriculum Development, Shivani Wilson Rochford. East London's (UK) cloud-based approach includes a comprehensive Generative Artificial Intelligence Usage Policy and resources on promoting academic integrity and responsible use of Gen-AI, with faculty contributing to global AI ethics discourse including workforce AI research recognized by the White House.

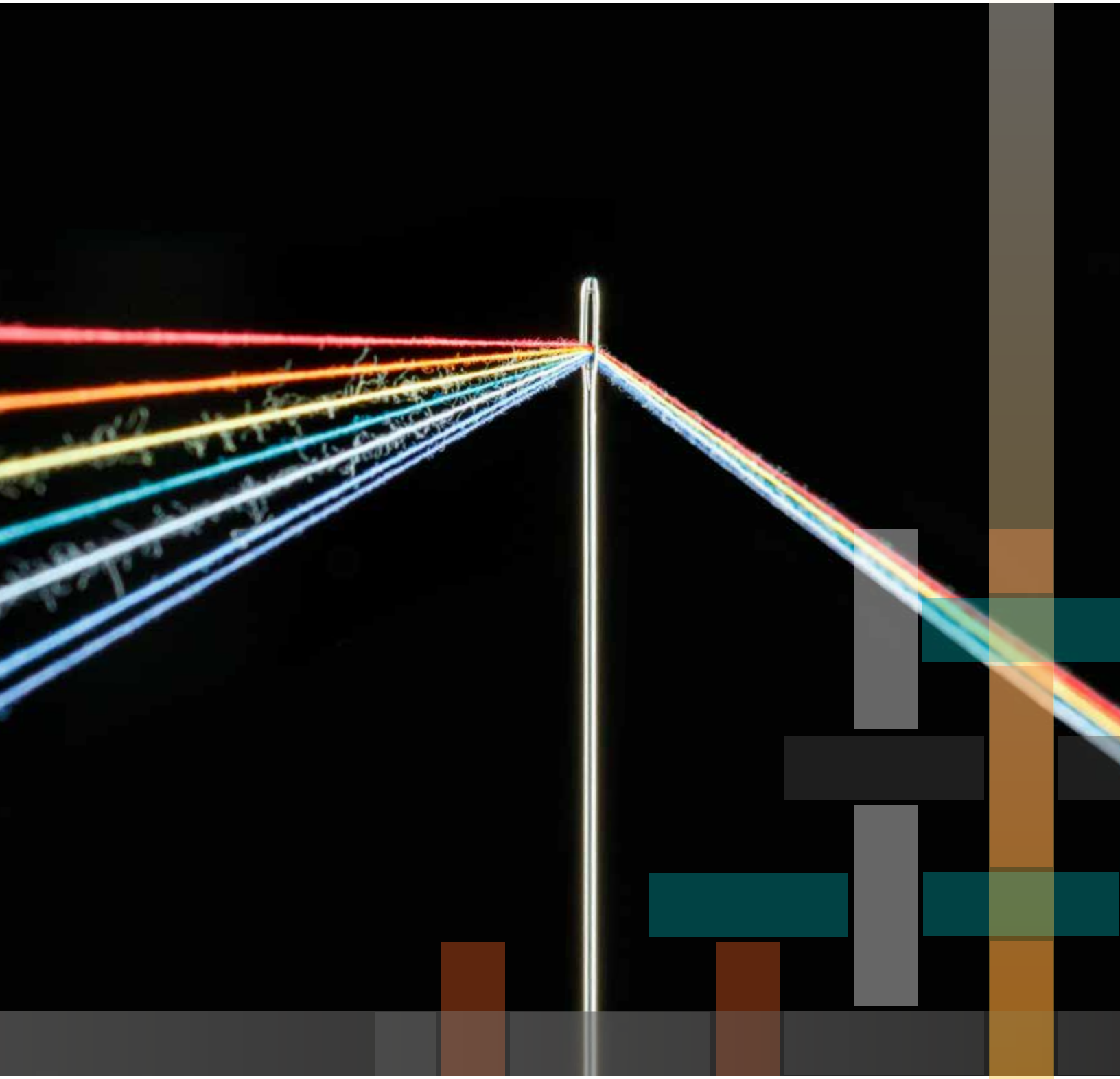
Additional Ethics Work: Maryland Smith emphasizes ethics throughout their programming. Northwestern Kellogg ensures ethics in domain courses. UT Austin McCombs developed pedagogical frameworks for responsible AI use. Bowling Green Schmidthorst integrates ethics throughout the curriculum. Iowa State Ivy explores legal and ethical implications of AI in business law, employment law, and ethics courses. Appalachian State Walker addresses ethical considerations through its campus-aligned AI strategy.

Convergence Around Effective Practice

- **Embed ethics throughout curriculum:** Ethics should not be isolated in standalone courses but should be woven into all AI-related courses.
- **Build technical understanding:** Technical understanding enables more sophisticated ethics evaluation; students who understand how AI systems work can better evaluate their ethical implications.
- **Use real-world cases:** Real cases with documented consequences prove more effective than hypothetical scenarios in making ethics tangible.
- **Address multiple ethical dimensions:** Cover bias and fairness, transparency and explainability, privacy, human-AI collaboration, and societal impact.
- **Incorporate multi-stakeholder perspectives:** AI ethics involves competing interests among shareholders, employees, customers, regulators, and society.
- **Connect to governance:** Prepare students to navigate evolving regulatory landscapes and develop organizational AI policies.
- **Leverage institutional mission:** Institutional mission and values can provide distinctive ethical frameworks that differentiate a school's approach to responsible AI education.

Implications for Academic Leaders

- **Recognize ethics as competitive advantage:** Companies increasingly seek graduates who can deploy AI responsibly and navigate regulatory complexity.
- **Integrate ethics within domains:** Generic ethics education proves insufficient for AI-specific challenges in marketing, finance, accounting, and operations. Partner with philosophy, law, and social science departments to bring ethics expertise into business contexts.
- **Develop values-based leadership:** Responsible AI education aims to develop leaders who prioritize ethical considerations alongside business objectives. Students should learn to question AI systems rather than accept them uncritically.
- **Protect through governance:** Governance infrastructure protects institutions from reputational risk as AI controversies multiply. Consider varying regulatory environments across jurisdictions that require graduates to navigate diverse ethical and legal frameworks.
- **Model ethical AI use institutionally:** Schools should demonstrate responsible AI practices in their own operations and communications.
- **Make ethics visible:** Making ethics visible in marketing and communications signals institutional values to prospective students, recruiters, and donors.
- **Connect ethics to institutional identity:** Schools with distinctive missions can create differentiated approaches to AI ethics that resonate with their communities and provide coherent frameworks for decision-making.



Strategic partnerships are not optional enhancements but essential accelerators of AI capability development.

Strategic Partnerships Accelerating Capabilities

Why This Matters

No business school can develop all AI capabilities independently. The pace of AI advancement, technical complexity, resource requirements, and need for real-world industry connections all point toward the same conclusion: strategic partnerships are not optional enhancements but essential accelerators of AI capability development.

Partnerships take diverse forms: technology companies providing tools and expertise, cross-university collaborations sharing resources and knowledge, industry consortia funding research, government agencies supporting community programs, and peer institution networks exchanging best practices. The most innovative programs leverage partnerships to access resources, expertise, and applications impossible to develop independently.

Exemplar Approaches

Rutgers: Strategic Technology Partnership with Google

Rutgers became the first public business school to adopt Gemini institution-wide through strategic Google partnership. This provides not just software but comprehensive integration while ensuring appropriate governance and security. Students learn on platforms used by leading companies. The partnership maintains academic autonomy while benefiting from Google's technical expertise, exemplifying effective partnership balance. Since July 2025, Rutgers evolved from pilot phase to institution-wide deployment planning for Spring 2026, with insights from the pilot directly informing Rutgers University's broader AI adoption approach.

Arizona State University (ASU) W.P. Carey: Groundbreaking OpenAI Partnership

ASU established a groundbreaking OpenAI partnership, the first of its kind in higher education. This positions ASU as a partner in developing educational AI applications, providing enterprise ChatGPT subscriptions. ASU provides OpenAI with pedagogical insights, influencing product development. Since July 2025, ASU launched a comprehensive AI Strategic Plan and expanded the MS-AIB program to downtown Los Angeles, demonstrating how partnerships accelerate geographic and programmatic growth.

Wisconsin-Madison: Multi-Stakeholder Advisory Board

Wisconsin School of Business Executive Advisory Board for AI in Business features leaders from Google, Walmart, and Reddit. This multi-stakeholder approach ensures industry relevance, strategic guidance, diverse perspectives, access to cases and speakers, internship pipelines, and philanthropic support.

University of East London: Public Sector AI Partnership Model

The University of East London demonstrates distinctive partnership innovation as the UK's first fully cloud-based university. UEL co-developed the AWS Innovation Sandbox with Amazon Web Services, now deployed globally, enabling experimentation with AI and digital tools. The Centre of AI for the Public Sector, established in partnership with Newham Council, delivers real-world AI solutions for local and national government, including award-nominated work on fighting fraud. UEL leverages predictive analytics to identify students at risk of dropping out and enable early intervention. Vice-Chancellor Professor Amanda Broderick has championed AI integration, emphasizing that UEL's success stems from addressing culture, control, and cost through an entrepreneurial institutional approach.

IMD (Switzerland): Industry Research Partnership

IMD's Global Center for Digital and AI Transformation, launched in 2015 and led by Professor Michael Wade, conducts world-leading research on digital transformation and AI adoption. The center's groundbreaking AI Maturity Index evaluates 300 leading global companies across five key dimensions (executive support, technology investment, operational integration, workforce development, and ethical governance), revealing that AI-mature companies demonstrate superior revenue performance with 6.79% year-over-year growth compared to -0.51% for less mature organizations. IMD's research integrates insights from proprietary analysis across ten industries, with faculty regularly publishing thought leadership in outlets including Harvard Business Review, MIT Sloan Management Review, and Forbes.

Northwestern Kellogg: Cross-Disciplinary Academic Partnership

Kellogg created the MBAi program jointly with the McCormick School of Engineering, combining business strategy with technical depth. The Human-AI Collaboration Lab operates as a partnership between business and engineering schools, and the $25 million Ryan Institute on Complexity provides resources for cross-disciplinary research.

Additional Partnership Evidence

Cross-University Collaborations: Stanford GSB faculty serve as Human-Centered Artificial Intelligence (HAI) senior fellows. Michigan Ross collaborates with the Engineering AI Center. Tulane Freeman launched a Business Analytics & AI certificate program featuring industry-standard tools including Python, Tableau, and Power BI, and partnered with Tulane's School of Science & Engineering on a new course exploring ethical issues associated with AI and technological innovations.

System-Wide Initiatives: SUNY system-wide initiatives demonstrate multi-campus negotiation benefits. Ball State Miller partnerships with Google Gemini provide institution-wide tools and resources. Iowa Tippie collaborates with the university-wide Iowa Initiative for Artificial Intelligence, benefiting from expanded AI-GPU Development Labs. Nebraska-Lincoln participates in the University of Nebraska system's AI Task Force developing a strategic framework for AI research, education, and workforce development across all NU campuses through a proposed centralized AI Institute with campus-specific Centers of Excellence.

International Corporate Partnerships: Hult partnered with EY for the EY Tech MBA and now offers required AI course for all graduate students with AI Business Challenge based on real company challenges. Neoma expanded through partnerships with Mistral AI (opening Le Chat to 3,000 people) and AACSB (launching online course for higher education institutions globally in April 2025). Ivey (Western, Canada) partners with Canadian industry to bring national perspective to AI-enhanced pedagogy.

Industry Partnerships: Purdue Daniels expanded industry collaborations through Supply Chain & Operations Analytics Consulting, partnering with Amazon, KPMG, and Rolls-Royce. Carnegie Mellon Tepper launched an AI Executive Program in partnership with Kearney in March 2025. Georgia State Robinson announced a partnership with Google in November 2025 to expand AI education across Georgia, complemented by a multi-year MIT research collaboration focused on trustworthy AI. Johns Hopkins Carey participates in the Amazon Web Services Academy with AWS certification preparation. UT Dallas Jindal's inaugural Artificial Intelligence Day (October 2025) brought together more than 50 industry guest speakers.

Credentials and Consortia: Bowling Green Schmidthorst provides opportunities for Google AI Essentials and Google Prompt Engineering certifications. In October 2024, St. John's joined the IBM AI Alliance and was selected as one of only 124 institutions for AAC&U's inaugural Institute on AI, Pedagogy, and the Curriculum. Maryland Smith extends AI education through Prince George's County partnerships and federal worker programs.

Additional Partnerships: Washington Foster leverages Seattle tech connections with numerous Amazon Scholars on faculty. UT Austin McCombs' corporate partners enable integration through the Center for Analytics and Transformative Technologies. Illinois Gies advances AI innovation through Disruption Lab partnerships with industry. Centrum PUCP (Peru) builds international partnerships including membership in the Future of Management Education (FOME) Alliance.

Convergence Around Effective Practice

- **Articulate mutual benefits:** Successful partnerships articulate clear returns on investment for both parties; one-sided arrangements do not endure.
- **Diversify partnership portfolios:** Combine technology, academic, industry consortium, and regional ecosystem partnerships. Diverse portfolios reduce dependence on any single partner.
- **Establish governance structures:** Effective partnerships have clear decision-making processes and regular review mechanisms that preserve academic independence while enabling collaboration.
- **Invest in active management:** Partnerships require ongoing attention; they do not maintain themselves. Build relationships that can adapt as AI's rapid pace makes rigid agreements quickly outdated.
- **Leverage institutional reputation:** Technology companies seek academic partners who enhance their credibility; institutional reputation matters for partnership access.

Implications for Academic Leaders

- **Identify strategic gaps:** Pursue partnerships that fill specific capability gaps rather than pursuing opportunities opportunistically. Schools cannot and should not try to build all AI capabilities independently.
- **Leverage existing relationships:** Alumni networks, advisory boards, and corporate recruiters provide natural partnership entry points.
- **Multiply impact through systems:** System and consortium membership enables schools to negotiate from collective strength and share resources across campuses.
- **Prepare for value exchange:** Effective partnerships require schools to articulate what they offer partners, not just what they need. Document and share partnership learnings to improve future negotiations.
- **Protect academic independence:** Maintain clear guidelines for academic freedom and ensure diverse partnership portfolios prevent over-reliance on any single partner.
- **Think ecosystem:** Build networks of partnerships rather than isolated bilateral agreements. Partnership capability may be more strategically valuable than internal resources alone.
- **Recognize speed advantage:** Partnerships enable deployment of capabilities in months that would require years to develop independently.

The more profound transformation comes from using AI to enhance pedagogy itself, not from simply adding AI content to curricula.

Evolution of AI-Enhanced Pedagogical Approaches

Why This Matters

AI is not merely a subject to be taught but a tool transforming how teaching and learning occur. While much attention focuses on adding AI content to curricula, the more profound transformation involves using AI to enhance pedagogy itself: improving how faculty teach, how students learn, and how educational quality is assessed.

This pedagogical evolution operates at multiple levels. At the micro level, AI tools provide immediate feedback, personalize learning pathways, and automate routine tasks allowing faculty to focus on higher-value interactions. At the meso level, AI enables new course designs, assessment approaches, and collaborative learning models. At the macro level, AI challenges fundamental assumptions about knowledge transmission, skill development, and the faculty role.

The schools succeeding in this transformation share a common trait: they view AI not as a threat to traditional education but as an opportunity to finally deliver on the promise of personalized, engaging, and effective business education at scale.

Exemplar Approaches

Tulane Freeman: AI Orchestration Platform

Tulane exemplifies purpose-built educational infrastructure through its AI orchestration platform enabling students to access multiple LLMs while providing faculty assessment capabilities. Since July 2025, Freeman dramatically expanded from 7 pilot courses in Spring 2025 to 102 sections across 48 courses taught by 35 faculty by Fall 2025, with integration extended to student, staff, and faculty services. The platform provides faculty visibility into student AI use, offers multiple LLMs teaching tool selection, ensures institutional data protection, includes usage analytics, and creates a controlled environment for pedagogical experimentation. Freeman also developed an acceptable use typology providing students with clear assignment-level expectations for AI use, addressing the granularity gap between institutional policy and classroom practice.

Ivey Business School (Western University): Structured Social Learning

Ivey exemplifies thoughtful AI integration through its "Structured Social Learning" approach, which evolves the traditional case method for an AI-enabled environment. Recognizing that AI is commoditizing basic business knowledge, Ivey emphasizes structured learning environments that are sequenced and monitored to resist AI short-circuiting, while preserving the social dimension of in-person interaction. The school has developed purpose-built AI tools including AIBEL (AI Boosted Experiential Learning) for case comprehension and Sidekick for progressive concept mastery, while using generative AI for personalized feedback at scale and large-scale oral exam assessment for their 800+ undergraduate students. Faculty, including Dean Julian Birkinshaw, experiment with blending human and AI-based insights in live classroom settings through techniques such as 'dynamic data infusion' (introducing fresh, imperfect data to enrich discussion) and 'counterfactual scaffolding' (requiring learners to articulate alternative arguments). These initiatives are part of Ivey's Bold Ambition vision to reimagine experiential business learning, building on the school's legacy as the world's second-largest publisher of business case studies.

UCLA Anderson: Systematic AI Integration

UCLA Anderson's "AI Gym" framework ensures all students receive structured "AI reps" throughout their MBA journey. Core faculty embed standardized AI exercises across disciplines including Prompting for Insight, AI as Co-Author, Data-to-Decision, Ethical Reasoning with AI, and Human-AI Collaboration, providing consistency while maintaining domain-specific pedagogical approaches. The framework supports systematic development of AI fluency across the student body.

Carnegie Mellon Tepper: Interactive Learning Labs

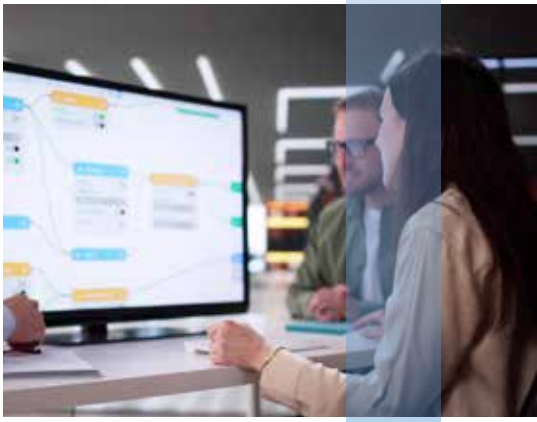
Carnegie Mellon Tepper's Collaborative AI Initiative has developed 10 custom-built, AI-powered Interactive Learning Labs that simulate real-world business scenarios across marketing, finance, operations, and ethics. These labs provide immersive learning experiences that combine technical AI capabilities with practical business application, demonstrating how purpose-built pedagogical tools can transform student learning.

UC San Diego Rady: AI-Enhanced Course Support

Rady takes a future-focused approach with multiple GenAI Instructional Pilots including TritonGPT AI Assistant offering faculty-facing tools to generate assessments and student-facing assistants that enhance comprehension. The ASPIRE AI Course Support tool provides intelligent course feedback, helping instructors refine course design and students navigate complex material. Rady tests different pedagogical approaches before institution-wide scaling.

Centrum PUCP (Peru): AI-Driven Personalization at Scale

Centrum PUCP demonstrates measurable pedagogical impact through AI-driven personalization. Automated team formation using Belbin's Team Role Theory optimizes group dynamics, while AI-generated personalized student reports provide individualized study strategies. In Applied Research Methodology, these interventions achieved a 16.5% grade improvement. Connected to RCAIFB-PUCP, one of Peru's most important AI research centers, PUCP bridges research and practice while extending AI innovation to Latin American business education.



Georgetown McDonough: AI-Enhanced Teaching Innovation

Georgetown McDonough demonstrates comprehensive pedagogical innovation through its AI, Analytics, and the Future of Work Initiative led by Professors Alberto Rossi and Nick Lovegrove. The school offers more than 15 AI-focused MBA courses, supporting a 2026 curriculum redesign emphasizing AI integration across all courses. Faculty experiment with AI tutoring tools and custom GPTs for finance, accounting, management, and marketing. JackBot, an AI program assistant, was named a finalist for the 2025 MBA Innovator Award. Faculty development includes ongoing training through the Center for New Designs in Learning and Scholarship, AI teaching toolkits, and institution-wide microcredentials. Immersive learning opportunities include the Undergraduate AI Trek and H2AI Healthcare Hackathon.

Tel Aviv-Yaffo (MTA): AI-Powered Educational Tools

MTA adopted StudyWise, an AI-powered educational platform developed by graduates of the School of Computer Science, which automatically creates personalized exams and assignments from existing teaching materials, evaluates open-ended responses, and provides instant feedback to students. This integration of homegrown AI tools demonstrates how institutions can develop pedagogical innovations that reflect their specific contexts and strengths.

Additional Pedagogical Evidence

Structured Frameworks: UT Austin McCombs developed pedagogical frameworks for responsible use and built new agents for interactive visual simulations. Wisconsin's experiential sequence scaffolds AI skills throughout the undergraduate journey, culminating in an AI-Enabled Business Solutions Lab where students consult for AI clients to build Minimum Viable Products.

Interactive and Personalized Learning: Illinois Gies uses AI chatbots in MBA courses. Michigan Ross deployed custom closed generative AI tools complemented by Google Gemini with Guided Learning mode. Iowa Tippie expanded to AI-based tutoring tools providing 24/7 support, AI avatars for sales pitch practice, and a "Tip" chatbot integrating student services across the curriculum.

Faculty Innovation: St. John's Tobin has developed innovative pedagogical approaches including AI tools allowing students to pull personalized synthetic data for econometrics exercises, a Fintech course where students interact directly with AI systems on topical questions and reflect on exchanges to make critical business judgments (redefining learning from passive information recall to active critical reasoning), and an Accounting Fraud course where students use AI to seek potential fraud in financial transaction datasets with reflections on AI's usefulness and limitations. Sacred Heart Welch created a sandbox AI Lab environment for student experimentation.

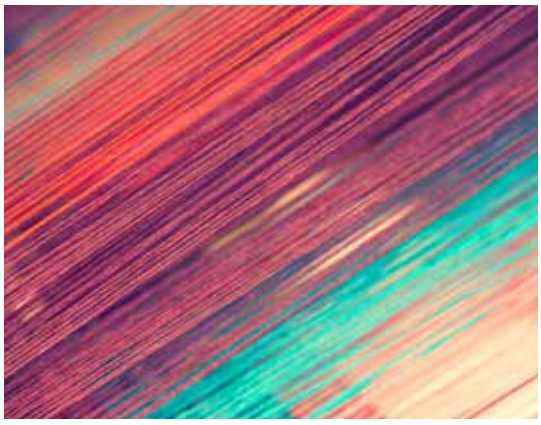
Additional Innovations: Northwestern Kellogg has implemented AI Foundations for Managers, an innovative foundational course taught by faculty from five different departments (marketing, finance, strategy, operations, and management & organizations). MIT Sloan provides a comprehensive resource hub including AskTim with Course AI and Tutor AI. Maryland Smith launched a free online AI and Career Empowerment Certificate. Stetson's GenAI Working Group systematically evaluates curriculum integration with attention to pedagogical effectiveness and responsible implementation. Johns Hopkins Carey developed a comprehensive pedagogy suite.

Convergence Around Effective Practice

- **Position AI as support, not replacement:** AI works best as a teaching assistant and support mechanism, not replacement for faculty expertise.
- **Prioritize assignment design over detection:** Assignment design matters more than AI detection tools; well-designed assignments require critical thinking that AI alone cannot provide.
- **Use AI to personalize learning:** AI tutors, automated feedback, and adaptive content enable personalization at any scale.
- **Teach AI collaboration skills:** Students need to learn to think with and work with AI, critical evaluation of AI outputs, and human-AI orchestration.
- **Provide transparency and guidance:** Students need clear and consistent expectations about appropriate AI use.
- **Evolve assessment approaches:** Assessment must evolve beyond traditional approaches to evaluate process and critical thinking, not just final outputs.
- **Require active reflection:** Courses that require students to interact with AI systems and reflect on those exchanges develop critical reasoning skills that passive learning cannot achieve.
- **Value process documentation:** Process documentation matters as much as product quality.

Implications for Academic Leaders

- **Connect AI strategy to pedagogy:** Pedagogy must be central to AI strategy, not an afterthought to curriculum content decisions.
- **Invest in purpose-built platforms:** Investment in purpose-built educational platforms provides capabilities that commercial tools lack, particularly around assessment and institutional data protection.
- **Reimagine assessment frameworks:** Assessment frameworks and reimagination protect academic integrity more effectively than detection tools.
- **Support pedagogical experimentation:** Pedagogical experimentation requires safe spaces where faculty can try new approaches without fear of failure.
- **Build on pedagogical research:** Learning from established pedagogical research provides foundations for AI-enhanced approaches.
- **Design for any scale:** Scale requires systematic approaches that can be replicated across courses and faculty.
- **Focus on meta-skills:** Teach students how to learn with AI, not just how to use current AI tools.
- **Leverage international perspectives:** International perspectives enrich pedagogy by bringing diverse cultural approaches to AI-enhanced learning.



Bold, visionary leadership provides strategic coherence while navigating between excessive caution and chasing every new trend.

Leadership in Times of Transformation

Why This Matters

Schools making the greatest progress in AI integration share a critical characteristic: bold, visionary leadership at dean and senior administration levels. This leadership extends beyond administrative support to active championship, personal engagement with AI capabilities, and courageous decision-making in profound uncertainty.

The leadership challenge is unprecedented. AI capabilities advance so rapidly that business models, competitive landscapes, and skill requirements shift within single academic years. Deans must make consequential decisions about substantial resource allocation, fundamental curricular change, and organizational transformation with incomplete information and limited evidence about pedagogical effectiveness.

Two equally dangerous extremes threaten institutions. Moving too cautiously risks irrelevance as expectations shift and competitors advance. Yet chasing every trend without strategic coherence wastes resources, exhausts faculty, and erodes academic integrity. Navigating between these extremes—acting decisively despite uncertainty while maintaining educational quality and institutional values—requires leadership skills rarely demanded in more stable times.

Exemplar Approaches

Kogod School of Business (American University): AI-First Transformation

Kogod leadership initiated comprehensive AI transformation in 2022, earning Bloomberg BusinessWeek recognition as the first "AI-First" business school. By Fall 2025, 90% of faculty integrated AI into teaching and 100% of the undergraduate core curriculum features AI integration across nearly 60 courses. Strategic investment (six new faculty specializing in AI and machine learning), enterprise partnerships (Perplexity AI access for all students, faculty, and staff), and pedagogical intentionality (teaching critical evaluation before capability mastery) earned Kogod "Best in Class" recognition from Poets&Quants, with experts noting they are unaware of any other university doing more with AI. Kogod extends AI education beyond business students through the Institute for Applied Artificial Intelligence (IAAI), offering AI-focused majors, minors, badges, and certificates available to students across American University.

Leeds (Colorado Boulder): Rapid Systematic Transformation

Dean Khatri exemplifies decisive leadership driving rapid institution-wide transformation. Leeds launched its AI initiative in March 2024 with the goal of 100% integration in all fourteen core undergraduate courses by Fall 2025, achieving comprehensive transformation in 18 months. The Leeds AI Advisory Committee, comprising faculty experts in teaching, operations, and research, shapes strategic direction while approaching AI through three complementary lenses: AI as subject (preparing students for industry needs), AI as learning partner (custom learning agents and tutoring systems), and 'tech-free zones' (promoting deep critical thinking and ethical awareness). Strategic clarity, systematic structure, faculty support, and resource commitment demonstrated that rapid transformation is achievable with clear leadership.

IMD (Switzerland): Pioneering Executive Education Leadership

IMD demonstrated exceptional leadership vision by launching in April 2025 its first new degree programs in 25 years, the Executive Master in AI & Digital Business Transformation and Executive Master in Sustainable Business Transformation. This groundbreaking shift allows executives to enroll in stackable, credit-bearing courses that can be assembled modularly, representing fundamental innovation in executive education delivery.

SUNY Oswego: System-Wide Mobilization

President Nwosu issued a call to action to become an AI campus, sparking 24 faculty in the system-funded AI Faculty Fellows program, the largest relative participation across the SUNY system. This top-down commitment created urgency and permission for faculty engagement that bottom-up approaches alone could not achieve.

ASU W.P. Carey: Visible Leadership Commitment

Dean Ohad Kadan doesn't just approve AI initiatives—he publicly champions them, stating that "AI is quickly becoming a vital business skill" essential for future business leaders. The school launched the first AI graduate degree from a U.S. business school, demonstrating willingness to lead rather than follow.

Stanford GSB: Formalized AI Leadership Structure

Stanford GSB formalized AI@GSB as a dean's initiative led by Applied AI Scholars and faculty advisors, creating clear organizational accountability for AI transformation. This isn't just administrative reorganization—it signals institutional priority and provides focal points for sustained progress.

Bowling Green Schmidthorst: Organizational Agility

Bowling Green Schmidthorst recently streamlined its structure into four departments to create a more agile academic model responsive to AI and technology developments, while its Paul J. Hooker Center for Entrepreneurial Leadership (recognized by AACSB as one of 20 centers worldwide) integrates entrepreneurial thinking across all business programs. The university positions itself as a national pioneer with the first AI + X bachelor's degree announced in May 2025.

Additional Leadership Evidence

Research and Innovation Centers: Maryland Smith launched the Center for Artificial Intelligence in Business under the direction of Balaji Padmanabhan, coordinating 40+ faculty researchers. Berkeley Haas connects to cutting-edge research through the Berkeley AI Research (BAIR) lab with over 50 faculty and 300 graduate students, complemented by the Provost's Advisory Council on AI providing strategic guidance and a formal AI for Business certificate launched Fall 2025, with its anchor course Business for AI launching Spring 2026. St. John's Tobin appointed a Director for the new St. John's AI Institute, a hub for interdisciplinary research and ethical AI integration aligned with the University's Catholic and Vincentian mission, supported by university-wide leadership through the Academic AI Task Force, membership in the IBM AI Alliance, and selection as one of only 124 institutions for AAC&U's inaugural Institute on AI, Pedagogy, and the Curriculum.

Strategic Investment: Penn State committed to comprehensive resources (BoodleBox, AI@Work, microgrants, awards) and will launch an AI Steering Committee Spring 2026. Wisconsin secured 12 new faculty hires including seven RISE-AI strategic appointments and donor investment. Northwestern Kellogg developed a comprehensive multi-initiative approach including the Ryan Institute on Complexity. Ball State Miller developed a strategic approach including an MBA with AI concentration, MS in Computer Science via Coursera with AI/ML focus, MS in Data Science, and Lifetime Learning programs for workforce development, supported by a Google Gemini partnership and the AI Explorers faculty development program.

Rapid Curriculum Transformation: Georgia State Robinson Dean Richard Phillips made preparing students to lead in an AI-driven economy the college's top academic priority, catalyzing the launch of more than a dozen new AI courses, refresh of 30+ existing courses, and creation of the AI @ Robinson ecosystem anchoring coordinated curriculum innovation across the graduate portfolio. Purdue Daniels committed to a required undergraduate course and restructured from two departments to nine for agile response. Georgia Terry enabled 30+ course refreshes. Georgetown McDonough developed a comprehensive AI playbook guiding institution-wide integration across 15+ AI-focused MBA courses, with a 2026 curriculum redesign emphasizing AI across all courses, supported by JackBot (an AI program assistant and 2025 MBA Innovator Award finalist).

Strategic Partnerships: ASU established a groundbreaking OpenAI partnership and launched a comprehensive AI Strategic Plan with MS-AIB expansion to Los Angeles. Rutgers negotiated a strategic Google partnership evolving from pilot to institution-wide Gemini deployment. UT Austin McCombs enabled rapid faculty-led integration through MOII leadership with a new Center for Analytics and Transformative Technologies.

Pioneering New Programs: Northeastern D'Amore-McKim established the DASH under Dean David De Cremer's leadership. Minnesota Carlson pioneered programs with a new AI in Teaching Community of Practice launched September 2025. Iowa Tippie emerged as a leader with expanded MSBA subprograms spanning AI & Machine Learning, AI & Technology Management, and Finance Analytics. Neoma's early vision beginning before ChatGPT's public release (late 2022), comprehensive scope, and strategic partnerships with AACSB and Mistral AI demonstrate sustained transformational leadership.

Systematic Integration: Santa Clara Leavey executed systematic integration of AI competencies into all MBA core courses, supported by the Prometheus Lab on AI and Business serving as a collaborative hub for research on effective AI adoption. Suffolk Sawyer established the AI Leadership Hub (SAIL) under Dean Amy Zeng, earning the 2024 Eduventures Innovation Awards Program Recognition for Achievement. Hult positions itself as a global innovator with a required AI and the Future of Work course for all graduate students.

Change Leadership: Centrum PUCP (Peru) and Northeastern D'Amore-McKim acknowledge faculty resistance, demonstrating that resistance is normal and requires persistent, empathetic leadership rather than dismissal. Iowa State Ivy launched AI taskforces in Fall 2025. Appalachian State Walker follows a clear, campus-aligned strategy. Stetson established a GenAI Working Group to guide curriculum-wide AI integration and required competency development.

Convergence Around Effective Practice

- **Champion transformation visibly:** Leaders who personally engage with AI tools and publicly advocate for AI integration signal importance to the institution and create permission for others to follow.
- **Build systematic approaches:** Systematic approaches beat heroic individual efforts. Dedicated roles, committees, and reporting lines signal priority and enable accountability for sustainable transformation.
- **Align resources with strategy:** Effective leaders secure budget and personnel aligned with clear goals, making the case that AI investment is essential for institutional survival, not discretionary spending.
- **Set clear goals for speed:** Measurable targets enable coordinated action. Speed requires clarity about what success looks like and when it should be achieved.
- **Prioritize faculty development:** Faculty development remains the highest-leverage investment, creating conditions for rapid, sustainable transformation.
- **Build coalitions and address resistance:** Successful transformation requires alliances with faculty champions, industry advisors, student leaders, and peer deans. Resistance is normal and should be addressed through empathy, support, and persistence rather than dismissal.

Implications for Academic Leaders

- **Choose risk deliberately:** Both inaction and aggressive action carry genuine dangers. Schools must decide which risks align with their institutional values and competitive position.
- **Start now and learn fast:** Perfect information is impossible and waiting guarantees falling behind peers who act.
- **Invest in faculty first:** Faculty development represents the highest-leverage investment with compounding returns over time.
- **Make AI personal and model learning:** Develop your own capabilities with AI tools. Leaders who understand AI from experience lead more effectively, and those who expect faculty to embrace AI must demonstrate their own learning journey.
- **Communicate relentlessly:** Transformation requires continuous communication about vision, progress, challenges, and successes.
- **Measure what matters:** Establish meaningful metrics early; what gets measured gets attention.
- **Build coalition, not consensus:** Transformation requires critical mass of supporters, not unanimous agreement. Waiting for universal buy-in guarantees paralysis.
- **Balance boldness with wisdom:** Act decisively despite uncertainty while maintaining strategic coherence. Manage cultural change deliberately, recognizing that beliefs and behaviors change gradually.
- **Ground transformation in values:** While AI represents significant change, core educational values—critical thinking, ethical reasoning, human connection—remain constant.

Growth and Evolution: Returning Schools

Twenty-three schools participated in both the July 2025 and January 2026 reports, providing unique insight into the pace of AI integration. The following table summarizes key growth among returning schools.

School	July 2025 Status	January 2026 Status	Key Growth
ASU W.P. Carey	OpenAI partnership established	Comprehensive AI Strategic Plan; MS-AIB expansion to Los Angeles	From partnership to geographic expansion
Berkeley Haas	Early courseware pilots	Formal AI for Business certificate; anchor course Spring 2026	From pilots to credentialed program
Birmingham City (UK)	Institutional AI guidance developing	Compulsory AI modules for all Business/Entrepreneurship BSc students	From guidance to mandated curriculum
Carnegie Mellon Tepper	Block Center for Responsible AI	10 Interactive Learning Labs; AI Executive Program with Kearney (March 2025)	From research to experiential learning
Hult International	Marketing with GenAI track	Required AI course for all graduate students; Master's in Business Analytics & AI	From track to universal requirement
Illinois Gies	Disruption Lab for AI projects	ChatGPT Edu to 300 faculty/ staff; AI courses on Coursera; GenAI Dialogues	From pilots and projects to broader delivery
IMD (Switzerland)	Leading Digital and AI Transformation program; Global Center; 20+ specialized programs	First new degrees in 25 years (Executive Masters); AI Maturity Index; stackable modular programs (60 ECTS)	From executive programs to credentialed degrees; proprietary research tools
Iowa Tippie	MBA concentration in AI	Three specialized MSBA subprograms; expanded tutoring tools and AI avatars	3x growth in specialized pathways
Maryland Smith	Federal worker AI certificate focus	33,000+ global enrollees; expanded to all learners worldwide	100x+ growth in certificate reach
Michigan Ross	Custom AI tools developed	Added dedicated AI concentration in MBA program	From tools to formal program structure

School	July 2025 Status	January 2026 Status	Key Growth
Minnesota Carlson	MS with AI specialization	AI Leadership Series (6 sessions); Responsible AI course; AI in Teaching Community	From courses to comprehensive programming
Nebraska-Lincoln	AI Prompting Workshops; Open AI Impact Program	Junior-level core course Navigating Emerging Technologies; expanded Business Analytics curriculum; IBM AI bootcamp	From workshops to required curriculum
Neoma (France)	8,000 people trained; 90% faculty	9,000+ people trained; 92% faculty; 36% staff; AACSB/ Mistral partnerships	Continued scaling with strategic partnerships
Northwestern Kellogg	Five domain-specific AI courses	Added AI Foundations for Managers; C-Suite Program; $25M Ryan Institute	Executive education expansion
NYU Stern	Administrator AI pilot	Gemini and NotebookLM access for all faculty, staff, students	From pilot to universal access
Penn State Smeal	Planning stages for AI initiative	First Penn State college to pilot BoodleBox; AI@Work Series; AI Inspiration Lab	From planning to comprehensive implementation
Purdue Daniels	Planning required AI course	Required course implemented Fall 2025; restructured to 9 departments; Amazon/KPMG	From planning to mandated curriculum
Rutgers	Google pilot program participant	First public business school adopting Gemini institution-wide	From pilot to institution-wide deployment
Stanford GSB	HAI faculty affiliations	AI@GSB dean's initiative; Applied AI Scholars; expanded executive programs	Formalized internal AI leadership
UT Austin McCombs	MOII workshops; UT Sage tutoring	AI micro-credentials for MBA; new agents for visual simulations; CATT center	From support to credentialed offerings
Tulane Freeman	7 pilot courses with AI platform	102 sections across 48 courses; 35 faculty; extended to services	From planning to comprehensive implementation
Washington Foster	MS programs with AI components; Amazon Scholars	AI bootcamp for all students; six formal AI learning objectives; ethics integration	From programs to universal student preparation
Wisconsin-Madison	AI in Business center established	12 new faculty (7 RISE-AI hires); required AI course; AI Club launched	Major faculty investment and curriculum mandate

Key Patterns Among Returning Schools

Infrastructure Scaling: Schools moved from pilots to production systems. Tulane's 14x expansion in course coverage and Rutgers' progression from pilot to institution-wide deployment demonstrate rapid infrastructure maturation. Penn State Smeal evolved from planning stages to becoming the first Penn State college authorized to pilot BoodleBox with comprehensive AI@Work programming.

Program Expansion: Schools formalized and expanded offerings. Iowa Tippie's growth from one MBA concentration to three specialized MSBA subprograms illustrates how initial success enables program multiplication. Berkeley Haas moved from early courseware pilots to launching a formal AI for Business certificate with an anchor course in Spring 2026. IMD launched its first new degree programs in 25 years – the Executive Master in AI & Digital Business Transformation – evolving from executive education programs to stackable, credit-bearing credentials.

Community Reach: Schools extended beyond traditional student populations. Maryland Smith's certificate growth from federal worker focus to 33,000+ global enrollees demonstrates how initial programs can scale dramatically. Neoma expanded from 8,000 to over 9,000 people trained while adding strategic partnerships with AACSB and Mistral AI.

Faculty Investment: Schools committed substantial resources to faculty. Wisconsin Madison's addition of 12 new faculty including seven RISE-AI strategic hires represents significant institutional commitment. Illinois Gies rolled out ChatGPT Edu to nearly 300 faculty and staff.

Curriculum Mandates: Schools shifted from elective to required AI education. Washington Foster now requires all incoming students to complete an AI bootcamp with six formal learning objectives. Birmingham City moved from institutional guidance to compulsory AI modules for all Business and Entrepreneurship BSc students. Purdue Daniels implemented their required Introduction to AI for Business course for all undergraduates.

Strategic Formalization: Schools moved from experimentation to strategy. Stanford's formalization of AI@GSB as a dean's initiative and ASU's comprehensive AI Strategic Plan demonstrate maturation from projects to institutional strategy. Northwestern Kellogg expanded from domain-specific courses to a comprehensive multi-initiative approach anchored by the Ryan Institute on Complexity.

These growth trajectories demonstrate that AI integration accelerates rather than stabilizes. Schools that began transformation in 2024-2025 are building momentum rather than reaching plateaus.

Looking Forward: What's Next for Business Education

This report captures a moment of remarkable acceleration, but the transformation is far from complete. As we look beyond January 2026, several provocative questions demand attention from the business education community.

For Deans and Senior Leadership: Schools that have moved decisively – launching required AI courses, building institutional infrastructure, forging transformative partnerships – are now building on momentum rather than starting from scratch. The evidence from 48 schools suggests that early movers continue to accelerate while later entrants face steeper climbs. What separates institutions now is not awareness of AI's importance but the boldness and wisdom to integrate it in ways that genuinely enhance learning rather than simply keeping pace with competitors. What's your next move?

For Faculty and Curriculum Committees: AI is reshaping not just what we teach but how learning itself occurs. The faculty development evidence is unambiguous: comprehensive, ongoing support determines success. But beyond skill-building, faculty face fundamental questions about their evolving role. As AI handles more routine instruction, what becomes the distinctive value of human faculty? The schools making greatest progress are those where faculty have embraced AI as partner rather than threat. Faculty are using AI to enhance their teaching while focusing their irreplaceable expertise on mentorship, ethical guidance, and the cultivation of judgment and wisdom that no algorithm can provide. How will you reimagine your role in an AI-augmented educational environment?

For Program Directors: Democratization has won. AI literacy is now a baseline expectation for every business graduate, not a specialization. The challenge now shifts from "should we require AI?" to "how do we ensure meaningful AI literacy at any scale?" Programs that treat AI as an add-on module will fall behind those that weave AI throughout the student journey. The schools documented here show multiple pathways – from framework-driven approaches to domain-specific integration to universal bootcamps – but all share commitment to comprehensive reach. What does universal AI literacy look like in your specific context?

For Board Members and Donors: AI transformation requires investment, but the evidence suggests that faculty development and organizational infrastructure matter more than technology purchases. Schools achieving breakthrough results have secured resources for AI champions, teaching innovations, and partnership development, not just software licenses. Institutions that fail to transform risk irrelevance in a market where students expect AI literacy and employers demand AI-capable graduates. Investment in AI infrastructure is investment in institutional survival. What level of investment matches the magnitude of this transformation?

For the Business Education Community: This report exists because 48 schools chose to share their approaches, challenges, and innovations with peers. That collaborative spirit – demonstrated by the partnership between Inspire Higher Ed, GMAC, AACSB, and the Graduate Business Curriculum Roundtable—suggests a model for navigating transformation together. No school has all the answers. The most successful institutions are those that learn rapidly from peers while adapting insights to their unique contexts. The community of practice documented here will continue growing; the next update will welcome additional schools ready to share their journeys. What lessons from your own transformation are worth sharing?

The Opportunity and the Urgency

Between the risk of moving too slowly and the trap of chasing every trend, the schools profiled here demonstrate a third path – one requiring boldness as much as wisdom. Acting with purpose, investing in faculty, and learning from peers separates institutions making real progress from those still deliberating.

The students entering business schools now will make decisions that shape how AI affects workers, customers, and communities. Technical fluency isn't enough. They need ethical grounding and the judgment to use AI wisely.

What business education becomes depends on decisions being made right now about AI integration across hundreds of institutions worldwide. The insights in this report provide a foundation for action. The patterns from these schools offer guidance. The collaboration among leading organizations demonstrates that transformation is a collective endeavor.

The opportunity – and the urgency – is yours.

List of Participating Schools

Appalachian State University, Walker College of Business

Arizona State University, W. P. Carey School of Business

Ball State University, Miller College of Business

University of California, Berkeley, Haas School of Business

Birmingham City University, Business School

Bowling Green State University, Allen W. and Carol M. Schmidthorst College of Business

Carnegie Mellon University, Tepper School of Business

CENTRUM Católica Graduate Business School, Pontificia Universidad Católica del Perú (PUCP)

University of East London, Royal Docks School of Business and Law

Georgetown University, McDonough School of Business

Georgia State University, J. Mack Robinson College of Business

University of Georgia, Terry College of Business

Hult International Business School

University of Illinois Urbana-Champaign, Gies College of Business

International Institute for Management Development (IMD), Lausanne, Switzerland

Iowa State University, Ivy College of Business

University of Iowa, Tippie College of Business

Ivey Business School, Western University (Canada)

Johns Hopkins University, Carey Business School

American University, Kogod School of Business

University of Colorado Boulder, Leeds School of Business

University of Maryland, Robert H. Smith School of Business

University of Michigan, Stephen M. Ross School of Business

University of Minnesota, Carlson School of Management

Massachusetts Institute of Technology, MIT Sloan School of Management

University of Nebraska–Lincoln, College of Business

NEOMA Business School (France)

Northeastern University, D'Amore-McKim School of Business

Northwestern University, Kellogg School of Management

New York University, Leonard N. Stern School of Business

The Pennsylvania State University, Smeal College of Business

Purdue University, Mitch Daniels School of Business

Rutgers Business School – Newark and New Brunswick, Rutgers University

Sacred Heart University, Jack Welch College of Business & Technology

Santa Clara University, Leavey School of Business

St. John's University, The Peter J. Tobin College of Business

Stanford University, Stanford Graduate School of Business

Stetson University, School of Business Administration

Suffolk University, Sawyer Business School

State University of New York at Oswego, School of Business

The Academic College of Tel Aviv–Yaffo (MTA), School of Management & Economics

The University of Texas at Austin, McCombs School of Business

Tulane University, A. B. Freeman School of Business

University of California San Diego, Rady School of Management

University of California, Los Angeles, Anderson School of Management

The University of Texas at Dallas, Naveen Jindal School of Management

University of Washington, Michael G. Foster School of Business

University of Wisconsin–Madison, Wisconsin School of Business

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- Primary source: GMAC Corporate Recruiters Survey 2025

2. GMAC 2025 Prospective Students Survey

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- Primary source: GMAC Prospective Students Survey 2025 Summary Report

3. AACSB GenAI Adoption Research

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This report exists because of you. Thank you.

Inspire Higher Ed

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