INFORMATION SYSTEMS EDUCATION JOURNAL

Volume 24, No. 6
November 2026
ISSN: 1545-679X

Special Issue: Artificial Intelligence and Pedagogical Innovation

4. **Introduction to the Special Issue on Artificial Intelligence and Pedagogical Innovation**
Eric Breimer, Special Issue Guest Editor, Siena University
Kevin Mentzer, Nichols College
Ira Goldstein, Siena University
David Yates, Bentley University
Michelle Louch, University of Pittsburgh Greensburg
Mark Pisano, Southern Connecticut University

7. **Comparing Augmented Generative AI Platforms and Programming-Based Tools for Teaching Data Analytics to Undergraduate Business Students**
Wenqi Zhou, Duquesne University
Pinar Ozturk, Duquesne University
Kathleen S. Hartzel, Duquesne University
Carlos Salazar-Betancourt, University of Rhode Island

21. **Integrating Artificial Intelligence into Undergraduate Business Programs: An Analysis of AACSB-Accredited Schools**
Kiku Jones, Quinnipiac University
Lori Leonard, University of Tulsa
Wendy Ceccucci, Quinnipiac University
Guido Lang, Quinnipiac University

31. ***Teaching Case***
Developing Critical Thinking in Data Analytics Education: A Teaching Case Evaluating ChatGPT Responses to a Visualization
Benjamin Larson, Auburn University of Montgomery
Jeffrey Bohler, Auburn University of Montgomery
Nandini Bolekar, Auburn University of Montgomery

44. ***Teaching Activity***
Introducing Data Analytics and AI Collaboration to Novice Students: An Assignment Using Real Business Data
Thilini Ariyachandra, Xavier University

63. **Teaching with Generative AI: Ethics and Analytical Confidence in Undergraduate IS Education**
Asish Satpathy, Arizona State University
Jayaram Balachander, Arizona State University

75. ***Invited Article***
Designing for Tension: Balancing the Pace of Trust and the Pace of Innovation in AI-Integrated Higher Education
David Firth, University of Montana
Jason Triche, University of Montana
Isho Tama-Sweet, University of Montana

iscap
Information Systems & Computing Academic Professionals

The **Information Systems Education Journal** (ISEDJ) is a double-blind peer-reviewed academic journal published by **ISCAP** (Information Systems and Computing Academic Professionals). Publishing frequency is five times per year. The first year of publication was 2003.

ISEDJ is published online (https://isedj.org). Our sister publication, the Proceedings of the ISCAP Conference (https://iscap.us/proceedings) features all papers, abstracts, panels, workshops, and presentations from the conference.

The journal acceptance review process involves a minimum of three double-blind peer reviews, where both the reviewer is not aware of the identities of the authors and the authors are not aware of the identities of the reviewers. The initial reviews happen before the ISCAP conference. All papers, whether award-winners or not, are invited to resubmit for journal consideration after applying feedback from the Conference presentation. Award winning papers are assured of a publication slot; however, all re-submitted papers including award winners are subjected to a second round of three blind peer reviews to improve quality and make final accept/reject decisions. Those papers that are deemed of sufficient quality are accepted for publication in the ISEDJ journal. Currently the target acceptance rate for the journal is under 35%.

Information Systems Education Journal is pleased to be listed in the Cabell's Directory of Publishing Opportunities in Educational Technology and Library Science, in both the electronic and printed editions. Questions should be addressed to the editor at editor@isedj.org or the publisher at publisher@isedj.org. Special thanks to volunteer members of ISCAP who perform the editorial and review processes for ISEDJ.

2026 ISCAP Board of Directors

Amy Connolly James Madison University President	Michael Smith Georgia Institute of Technology Vice President	Jeff Cummings Univ of NC Wilmington Past President
David Firth University of Montana Director	Mark Frydenberg Bentley University Director/Secretary	Leigh Mutchler James Madison University Director
RJ Podeschi Millikin University Director/Treasurer	Bryan Reinicke Rochester Institute of Technology / Director	Jeffry Babb West Texas A&M University Director/Curricular Matters
Eric Breimer Siena University Director/2026 Conf Chair	Thomas Janicki Univ of NC Wilmington Director/Meeting Planner	Xihui "Paul" Zhang University of North Alabama Director/JISE Editor

Copyright © 2026 by Information Systems and Computing Academic Professionals (ISCAP). Permission to make digital or hard copies of all or part of this journal for personal or classroom use is granted without fee provided that the copies are not made or distributed for profit or commercial use. All copies must bear this notice and full citation. Permission from the Editor is required to post to servers, redistribute to lists, or utilize in a for-profit or commercial use. Permission requests should be sent to Kevin Mentzer, Editor, editor@isedj.org.

INFORMATION SYSTEMS EDUCATION JOURNAL

Editors

Kevin Mentzer
Editor
Nichols College

Ira Goldman
Associate Editor
Siena University

David Yates
Associate Editor
Bentley University

Michelle Louch
Teaching Cases & Exercises
Editor
University of Pittsburgh - Greensburg

Mark Pisano
Teaching Cases & Exercises
Associate Editor
Southern Connecticut
State University

Thomas Janicki
Publisher
Univ of NC Wilmington

David Woods
Assistant Publisher
Miami University
Regionals

Paul Witman
Emeritus Editor
(2021-2026)
California Lutheran
University

Jeffry Babb
Emeritus Editor
(2016-2021)
West Texas A&M
University

Donald Colton
Emeritus Editor
(2003-2010)
Brigham Young University
Hawaii

Integrating Artificial Intelligence into Undergraduate Business Programs: An Analysis of AACSB-Accredited Schools

Kiku Jones
Kiku.Jones@qu.edu
Quinnipiac University
Hamden, CT 06518

Lori Leonard
lori-leonard@utulsa.edu
University of Tulsa
Tulsa, OK 74104

Wendy Ceccucci
Wendy.Ceccucci@qu.edu
Quinnipiac University
Hamden, CT 06518

Guido Lang
guido.lang@quinnipiac.edu
Quinnipiac University
Hamden, CT 06518

Abstract

Artificial intelligence (AI) is increasingly shaping how organizations operate, and business schools play an important role in preparing students for these changes. This study reviews undergraduate AI programs at AACSB-accredited business schools to understand their prevalence and thematic focus. The results indicate that undergraduate AI programs are far more common in computing and engineering schools than in business schools. Although there is some overlap in program themes, the emphasis differs by discipline. Computing and engineering programs tend to focus on technical skills, while business programs concentrate on value creation and managerial decision-making. Because both perspectives are necessary and the technical dimension is already well established, business schools need to expand their AI offerings to address the business-oriented aspects that are currently underserved.

Keywords: AI programs, AI skills, business education, undergraduate business curriculum, curriculum analysis

Recommended Citation: Jones, K., Leonard, L., Ceccucci, W., Lang, G., (2026). Integrating Artificial Intelligence into Undergraduate Business Programs: An Analysis of AACSB-Accredited Schools *Information Systems Education Journal,* v24(n6) pp 21-30. DOI# https://doi.org/10.62273/NCJK8904

©2026 ISCAP (Information Systems and Computing Academic Professionals)

Integrating Artificial Intelligence into Undergraduate Business Programs: An Analysis of AACSB-Accredited Schools

Kiku Jones, Lori Leonard, Wendy Ceccucci and Guido Lang

1. INTRODUCTION

Traditional Artificial Intelligence (AI) courses and programs (e.g., machine learning, robotics, etc.) have been offered for quite some time in engineering and computer science programs. However, in the last few years, specifically generative AI has become an essential part of people's lives (Gartner, 2025). It is impacting how we work every day, everywhere. Generative AI can write, design images, generate code, and create audio. It is being used in offices around the world, transforming how businesses operate. It is quickly becoming an essential technology. As a result, employers are looking to hire people who not only know how to use these tools, but who can think strategically about how to apply them. This represents a major shift in the skills that matter most in today's job market.

While engineering and computer science programs have been teaching AI (including offering some generative AI courses) as part of their curriculum, business schools have fallen behind (AACSB, 2025). Teaching AI has historically required teaching difficult mathematics, finding materials that make sense to non-tech students, and keeping up with a field that is constantly changing. Some business schools are offering a few AI-related electives at the graduate level. However, business schools need to realize that AI, specifically generative AI, isn't just a technical tool. It's changing how we do business, from marketing products to analyzing finances, managing supply chains, and more.

Nearly one in three American workers is already using generative AI on the job (Microsoft, 2025). Business students need to be prepared to utilize this technology. This paper examines where business schools stand compared to other schools and substantiates the need for the development of generative AI programs across the business curriculum to meet industry needs.

2. LITERATURE REVIEW

AI

Generative AI refers to artificial intelligence systems capable of creating new content across various modalities including text, images, audio, video, code, and 3D models. These systems learn patterns from existing data and use this knowledge to generate novel outputs that weren't explicitly programmed (Bommasani, et al., 2022).

Generative AI models are primarily built on neural network architectures, with transformer-based models currently dominating the field. These systems function by learning statistical patterns from massive datasets during training. Then these learned patterns are used to predict and generate new content that exhibits similar characteristics. This provides the ability to produce outputs that can adapt to specific prompts or instructions (LeCun, et al., 2023)

The foundation of modern generative AI is large language models (LLMs) and neural network models, which provide generative AI model capabilities in content generation across different domains (Brown, et al., 2020; Ramesh, et al., 2022).

AI in Academia

The integration of AI in education presents significant challenges, particularly "when introducing this complex and very important area of technology to audiences beyond the students of computing and engineering disciplines" (Xu & Babaian, 2021, p. 1). While AI is commonly expected within computer science and engineering curricula, business programs have been slow to adopt it (Southworth, et al., 2023). Even introductory AI courses in technical programs are recognized as challenging to teach (Harris & Kiefer, 2004), largely due to AI's broad scope and rapidly evolving nature.

Business schools face an additional disadvantage, lacking the pedagogical resources available to engineering programs (Xu & Babaian, 2021). Most AI textbooks rely heavily on complex mathematical or computer algorithms and provide few real-world examples or case studies. An analysis of AI courses across the top 46 business schools (based on 2020 U.S. News rankings) revealed that machine learning forms the core of business school AI curriculum, which typically combines AI and data analytics topics (Chen, 2022). Chen also found that AI is primarily

introduced in graduate-level information systems courses. However, since AI impacts every aspect of business, it should be integrated across all disciplines, not just technical ones, and given its complexity, multiple courses should be offered within each discipline (Sollosy & McInerney, 2022; Southworth, et al., 2023).

A survey of U.S. higher education leaders indicates that while students are perceived to use AI tools extensively, faculty adoption lags. More than a third of these leaders believe their institutions are below average (28%) or behind (7%) compared to other universities in generative AI tool implementation (Watson & Rainie, 2025). Although generative AI is rapidly transforming education, its complexity creates significant challenges for educators. "AI education has yet to catch up with the challenge of introducing this complex and very important area of technology to audiences beyond the students of computing and engineering disciplines" (Xu & Babaian, 2021). However, AI provides value and is necessary in university education. "AI training equips you with the knowledge and skills to harness the technology's power, allowing you to innovate and solve complex problems traditional methods can't address" (Gibson, 2024). AI also adds value specifically in business schools. Students can enhance decision making and increase efficiency and innovation (Farrugia, 2023; Gibson, 2024).

AI in Industry

The impact of generative AI on the workforce is expected to be striking, transforming both routine and non-routine tasks (Poba-Nzaou, et al., 2021). Between 2010-2019, AI-related job postings showed significant growth in both absolute numbers and as a percentage of total job listings (Alekseeva, et al., 2021).

A recent survey of 4,278 U.S. workers revealed that 30.1% currently use generative AI in their workplace. Users of these AI tools tend to be younger, more educated, and earn higher incomes. Industry adoption varies considerably, with information services and management companies reporting 60% AI utilization, while real estate, construction, and education sectors hover around 40% (Hartley, et al., 2024).

Currently, approximately 12% of U.S. workers are in occupations where tasks are expected to be automated by generative AI (Fuller, et al., 2025). This automation is already reducing or eliminating many entry-level positions, particularly in software engineering (Fuller, et al., 2025). However, in other fields, generative AI may create new opportunities as the landscape of employable skills evolves (Poba-Nzaou, et al., 2021).

An analysis of UK job postings from 2018 to 2024 found that employers increasingly value candidates' AI skills over their educational degrees (Gonzalez, et al., 2024). This trend strongly suggests that there is an increasing need for universities to adequately equip graduates with the AI competencies demanded by today's job market.

Skills Needed in Industry

Employers are increasingly seeking hybrid talent with a skill set that combines technical capabilities such as data manipulation and training data development alongside strategic competencies including advanced problem-solving and strategic decision-making.

According to research by Jeppson (2025), the AI revolution is driving substantial demand for professionals with expertise in data analytics, STEM disciplines, and information technology.

Organizations integrating AI are rapidly transitioning toward more educated and specialized workforces, with a particular emphasis on technical domains. Hazan, et al. (2024) further highlights this trend, noting a significant increase in job postings requiring specialized skills like robotics engineering, advanced data analysis, and complex system integration.

The AI professional landscape requires a sophisticated and multifaceted skill set that exceeds the traditional technological boundaries. Technical competencies form the foundational framework for success in this rapidly evolving field, with programming languages like Python and R serving as critical tools for innovation.

Data engineering knowledge has become increasingly important, reflecting the growing complexity of AI systems. Professionals must demonstrate advanced capabilities in data manipulation, analysis, and interpretation. This requires not only technical proficiency but also the ability to extract meaningful insights from intricate datasets using advanced visualization tools like Power BI and Tableau.

Cloud computing platforms including Azure and AWS have emerged as crucial infrastructure for AI development, necessitating strong familiarity

and strategic implementation skills. These platforms enable scalable, flexible technological solutions that are fundamental to modern AI research and application.

Beyond technical skills, employers are placing increased emphasis on complementary professional attributes. The World Economic Forum's (2025) The Future of Jobs Report 2025 highlights the critical importance of soft skills such as strategic problem-solving, advanced critical thinking, professional communication, and effective collaboration. These capabilities enable AI professionals to translate complex technological concepts into actionable business strategies.

Educational pathways for AI professionals have become increasingly specialized. Typical credentials include bachelor's degrees in computer science, master's degrees in AI-related disciplines, and doctoral research focusing on advanced technological applications. Emerging specialized roles like Generative AI Engineer, Computer Vision Engineer, and Remote AI Training Specialist underscore the field's growing complexity and segmentation.

Researchers like Shen (2024) emphasize that success in the AI arena requires continuous learning and adaptive professional development. Professionals must consistently update their knowledge frameworks, cultivate innovative thinking, and maintain a dynamic approach to technological engagement. This involves not only mastering existing technologies but also developing the capacity to anticipate and integrate emerging computational paradigms.

The rapidly transforming labor market demands that AI professionals remain agile, proactively updating their skills to match evolving technological demands. This requires a holistic approach that balances deep technical expertise with broader strategic understanding, positioning professionals to navigate the complex and dynamic landscape of artificial intelligence.

3. METHODOLOGY

At the time of data collection, January to May 2024, there were 550 AACSB accredited US business schools. Data was collected from each of the universities that housed these schools to determine 1) if they had some type of AI program at the university, 2) which school/college was it located, and 3) how the business school compared to the other schools/colleges. AI programs/certificates were identified by use of Artificial Intelligence in the name of the program. Ninety-nine (18%) universities had some type of AI program, either major, minor, certificate or concentration. Of these, there were fifty-five at the undergraduate level (56%).

Due to the differences in how universities name their schools, a classification needed to be created for the data collected to be mapped. Appendix A shows the classification of school and the list of specific school names that fell into each one (this only included the school area and not any specific "named" schools). This study utilized a similar process used in a prior study which surveyed university IS program curriculum described on the websites of the universities (Yang & Wen, 2017). Multiple authors went through the school areas and coded them based on the classification item that best described the school area. Where there were differences, these were discussed, and a decision was made. The school classifications were Arts & Sciences (A&S), Business, Computing & Engineering (C&E), Health, and Science & Technology (S&T).

Each of the AI programs identified the number of required courses needed to complete the program. Course names and descriptions were obtained for the required courses. The elective courses were not included because these courses would not be taken by every student in a program. These courses were coded by the school classification. Microsoft Co-Pilot identified common themes among all courses, as well as within schools and by program type. These themes were then reviewed by the authors in a similar process as the school classification. The themes were iteratively modified by the authors. The full list of themes can be found in Appendix B.

4. RESULTS

The size of the schools based on undergraduate enrollment and the program types that are offered are given in Table 1. Universities were classified as small if they had less than 10,000 undergraduate students. They were classified as medium sized if they had between 10,000 and less than or equal to 19,999. Universities with 20,000 or more undergraduate students were classified as large. Small size universities had the highest percentage of AI majors (45%), minors (72%), and concentrations in AI (54%). Large size universities had the greatest number of certificate programs (64%). A chi-square test of independence showed a significant association between university size and AI program type ($\chi^2(6) = 16.91$, $p < 0.01$).

Size	Major	Minor	Cert.	Conc.	Total
Large	36%	11%	64%	8%	28%
Medium	18%	17%	27%	38%	23%
Small	45%	72%	9%	54%	48%
Total	34%	28%	17%	20%	100%

Table 1. University Size and AI Program Offerings (Cert. = Certificate, Conc. = Concentration)

Sixty-six percent of the universities were public. Table 2 shows the breakdown of university type and AI program types. Public universities had the highest percentage of AI major programs (59%), while private universities had the highest percentage of AI minor programs (56%). AI certifications were only offered by public universities, and they offered the greatest number of concentrations in AI (77%). A chi-square test of independence showed a significant association between university type and AI program type ($\chi^2(3) = 8.52$, $p < 0.05$).

Type	Major	Minor	Cert.	Conc.	Total
Private	11%	14%	0%	5%	30%
Public	23%	14%	17%	15%	70%
Total	34%	28%	17%	20%	100%

Table 2. University Type and AI Program Offerings (Cert. = Certificate, Conc. = Concentration)

Figure 1 shows that most of the program types offered are majors (34%). This is followed by minors (28%). Finally, concentrations and certificate programs, with 20% and 17% respectively, follow the minor programs.

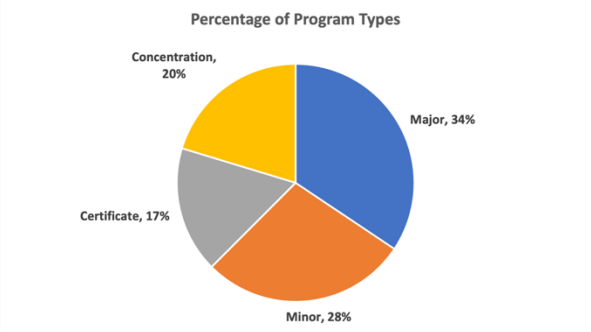


Figure 1. Percentage of Program Types

Figure 2 indicates the percentage of programs (regardless of type) that each school classification holds. C&E schools make up 47% of where the AI programs are housed. Following them is A&S schools with 24%. S&T schools make up 15% of the programs. Business schools make up just 13% followed only by Health schools with 2%.

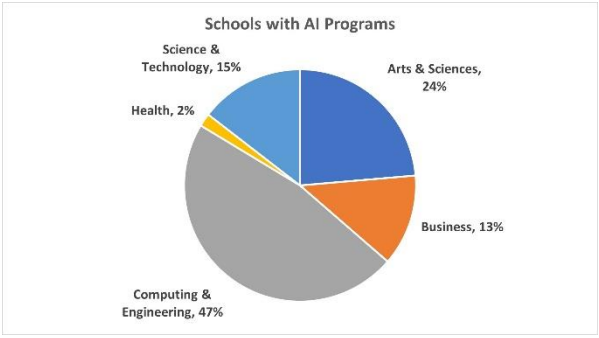


Figure 2. Schools with AI Programs

Table 3 provides information on the different AI program types within the schools. C&E schools not only offer the greatest number of AI programs overall, but they also have the highest percentage of each type of AI program. They have 45% of the major programs, 56% of the minor programs, 45% of the certificate programs, and 46% of the AI concentrations. A&S has the second highest percentage of the major programs (27%), certificate programs (27%), and concentrations (31%). Business has the second highest percentage of the minor programs (28%). Health schools only have certificate programs. However, a chi-square test of independence did not detect a statistically significant association between schools and AI program type ($\chi^2(12) = 20.02$, $p = .067$).

School	Major	Minor	Cert.	Conc.	Total
Arts & Sciences	27%	6%	27%	31%	22%
Business	14%	28%	9%	0%	14%
Computing & Engin.	45%	56%	45%	46%	48%
Health	0%	0%	18%	0%	3%
Science & Technology	14%	11%	0%	23%	13%
Total	100%	100%	100 %	100%	100%

Table 3. Program Types within Schools (Cert. = Certificate, Conc. = Concentration)

Figure 3 provides unique and overlapping program themes from the Business school and the C&E school classifications. The C&E school themes were selected to compare with the Business school themes because the C&E classification makes up the highest percentage of AI programs. The themes that overlapped between the two areas were Algorithms & Data Structures, Cloud Computing, Deep Learning,

Ethics, Foundations of AI, Machine Learning, and Programming. Algorithms & Data Structures, Ethics, Foundations of AI, Machine Learning, and Programming are all fundamental themes in AI which would be expected to be seen in most programs. Deep Learning makes sense for both areas as this is important with processing large amounts of data as well as creating complex models. When working with AI solutions, leveraging Cloud Computing can be important for its scalability and efficiency.

Regarding the unique themes found within each classification, there appears to be clear differences in the AI application and focus. The Business themes are more focused on using AI to drive business value and competitive advantage, make data-driven decisions, and enhance business processes with specific applications. These are more application-oriented seeking to solve business problems. The C&E themes are more focused on the technical side of AI emphasizing the development and optimization of AI technologies such as computer vision and robotics.

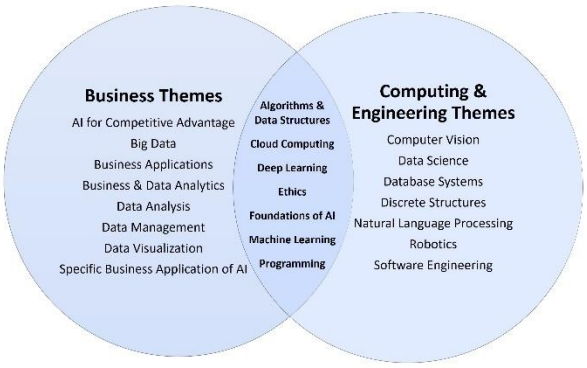


Figure 3. Business Themes vs. C&E Themes

5. LIMITATIONS

This research is limited by its focus on US universities with AACSB accredited business schools. Only universities that met that requirement were included in this assessment. In addition, only identifying programs which specifically have artificial intelligence in the program name may create a biased representation of current AI education in universities. Another limitation is data was collected at a point in time. It is possible universities that were assessed have made changes to their curriculum since the data collection.

6. CONCLUSION

Understanding what programs are offering AI (majors, minors, certificates, and concentrations) and what concepts/themes are being covered is vital to the future of generative AI in education. Five hundred and fifty US universities that have AACSB accredited business schools were assessed. Of those universities, 99 had some type of AI program, with 55 of those being at the undergraduate level. Thirty-four percent of the program types were majors in AI, with computing and engineering housing 47% of all AI programs. Business schools only offered 13%. Additionally, computing and engineering had the highest percentage of each type of program (major, minor, certificate, and concentration). Business only had the second highest in minors. It is clear from this analysis that business programs in AI are lagging.

AI programs offered in C&E schools focus on technical aspects, such as AI development and optimization. When AI programs are offered in business schools, they focus on using AI to propel business value, improve decision making, and boost business processes. There is some overlap in concepts, but still a distinct approach to each area. Given the differences in the themes, business school education in AI cannot rely on computing and engineering course offerings. More development of AI programs must occur across business schools to meet the industry needs.

7. REFERENCES

AACSB (2025). GenAI Adoption in Business Schools: Deans and Faculty Respond. Retrieved June 3, 2025 from https://www.aacsb.edu/insights/reports/2025/genai-adoption-in-business-schools-deans-and-faculty-respond

Alekseeva, L., Azar, J., Gine, M., Samila, S., & Taska, B. (2021). The demand for AI skills in the labor market, Labour Economics, 71, pp. 1-27. https://doi.org/10.1016/j.labeco.2021.102002

Bommasani, R., Hudson, D. A., Adeli, E., Altman, R., Arora, S., von Arx, S., ... & Liang, P. (2022). On the opportunities and risks of foundation models. arXiv preprint arXiv:2108.07258. https://doi.org/10.48550/arXiv.2108.07258

Brown, T. B., Mann, B., Ryder, N., Subbiah, M., Kaplan, J., Dhariwal, P., ... & Amodei, D.

(2020). Language models are few-shot learners. Advances in Neural Information Processing Systems, 33, 1877-1901. https://doi.org/10.48550/arXiv.2005.14165

Gartner (2025). Gartner Experts Answer the Top Generative AI Questions for Your Enterprise. Retrieved June 3, 2025 from https://www.gartner.com/en/topics/generative-ai

Gonzalez Ehlinger, E., and Stephany, F., (February 2024). Skills or degree? The rise of skill-based hiring for AI and green jobs. Available at SSRN: https://ssrn.com/abstract=4603764 or http://dx.doi.org/10.2139/ssrn.4603764

Chen, L. (Fall 2022). Current and future artificial intelligence (AI) curriculum in business school: a text mining analysis, Journal of Information Systems Education, 33:4, pp. 416-426.

Farrugia, C. (2023). Five digital skills for graduates to boost their employability. Available July 28, 2025, from: https://www.businessnews.ie/education/five-digital-skills-for-graduates-to-boost-their-employability/.

Fuller, J., Sigelman, M., & Fenlon, M. (March 10, 2025). How Gen AI could change the value of expertise, Harvard Business Review.

Gibson, K. (August 28, 2024). How AI training can help you compete in your industry, Harvard Business School. Retrieved July 28, 2025, from: https://online.hbs.edu/blog/post/ai-training.

Harris, H. D., & Kiefer, S. M. (2004). The pedagogy of artificial intelligence: a survey of faculty who teach introductory AI. Proceedings of the 17th International Florida Artificial Intelligence Research Society Conference, Menlo, California.

Hartley, J., Jolevski, F., Melo, V., & Moore, B. (December 18, 2024). The labor market effects of generative artificial intelligence. Available at SSRN: https://ssrn.com/abstract=5136877 or http://dx.doi.org/10.2139/ssrn.5136877

Hazan, E., Madgavkar, A., Chui, M., Smit, S., Maor, D., Dandone, G., & Huyghues-Despointes, R.(2024). A new future of work: The race to deploy AI and raise skills in Europe and beyond. McKinsey Global Institute. Retrieved March 27, 2025 from https://www.mckinsey.com/mgi/our-research/a-new-future-of-work-the-race-to-deploy-ai-and-raise-skills-in-europe-and-beyond

Jeppson, T. (2025). How Is Artificial Intelligence Impacting the Job Market? LINQTO. Retrieved March 27, 2025 from https://www.linqto.com/blog/how-is-artificial-intelligence-impacting-the-job-market/

KPMG (2025). KPMG AI Quarterly Pulse Survey, Q1 2025. Retrieved June 3, 2025 from https://kpmg.com/us/en/articles/2025/ai-quarterly-pulse-survey.html

McKinsey (2025). The State of AI: How Organizations are Rewiring to Capture Value. Retrieved June 3, 2025, from https://www.mckinsey.com/capabilities/quantumblack/our-insights/the-state-of-ai

Microsoft (2025). Work Trend Index Annual Report 2025: The Year the Frontier Firm Is Born. Retrieved June 3, 2025, from https://www.microsoft.com/en-us/worklab/work-trend-index/2025-the-year-the-frontier-firm-is-born

Poba-Nzaou, P., Galani, M., Uwizeyemungu, S., & Ceric, A. (2021). The impacts of artificial intelligence (AI) on jobs: an industry perspective, Strategic HR Review, 20:1, pp. 60-65. https://doi.org/10.1108/SHR-01-2021-0003

Ramesh, A., Dhariwal, P., Nichol, A., Chu, F., & Chen, M. (2022). Hierarchical text-conditional image generation with CLIP latents. https://doi.org/10.48550/arXiv.2204.06125

Shen, Y. (2024). Artificial Intelligence and the Economy . The Impact of Artificial Intelligence on the Job Market, Advances in Economics Management and Political Sciences, 92(1) 71-74. https://doi.org/10.54254/2754-1169/92/20231275

Sollosy, M., & McInerney, M. (2022). Artificial intelligence and business education: what should be taught, The international Journal of Management Education, 20, pp. 1-7. https://doi.org/10.1016/j.ijme.2022.100720

Southworth, J., Migliaccio, K., Glover, Jo., Glover, Ja., Reed, D., McCarty, C., Brendemuhl, J., & Thomas, A. (2023). Developing a model for AI across the curriculum: transforming the higher education landscape via innovation in AI literacy, Computers and Education: Artificial Intelligence, 4, pp. 1-10. https://doi.org/10.1016/j.caeai.2023.100127

World Economic Forum (2025). The Future of Jobs Report 2025. Retrieved March 27, 2025 from https://www.weforum.org/publications/the-future-of-jobs-report-2025/

Watson, C. E., & Rainie, L. (January 2025). Leading through disruption: higher education executives assess AI's impacts on teaching and learning, AAC&U (The American Association of Colleges and Universities), pp. 1-22.

Xu, J. J., & Babaian, T. (2021). Artificial intelligence in business curriculum: the pedagogy and learning outcomes, The International Journal of Management Education, 19, pp. 1-18. https://doi.org/10.1016/j.ijme.2021.100550

Yang, S. C., & Weng, B. (2017). Toward a cybersecurity curriculum model for undergraduate business schools: A survey of AACSB-accredited institutions in the United States. Journal of Education for Business, 92(1), 1-8. https://doi.org/10.1080/08832323.2016.1261790

APPENDIX A: SCHOOL CLASSIFICATIONS

Arts & Sciences

College of Arts and Sciences
College of Liberal Arts
College of Liberal Arts and Sciences
School of Arts and Sciences

Business

School of Business

Computing & Engineering

College of Computing
College of Computing and Informatics
College of Engineering

College of Engineering and Computer Science
College of Engineering and Polymer Science
College of Engineering, Technology, and Physical Sciences
College of Science, Technology, Engineering & Mathematics
Herbert Wertheim College of Engineering
School of Computer Science
School of Computing
School of Engineering
School of Engineering and Applied Science
School of Engineering and Computer Science
School of Engineering, Computer Science and Artificial Intelligence
School of Informatics, Computing, and Engineering
Tickle College of Engineering

Health

College of Health and Human Performance
College of Public Health and Health Professions

Science & Technology

College of Information Science & Technology
College of Innovation and Technology
College of Natural Science
College of Science
College of Science and Technology
College of Sciences
College of Sciences and Technology
School of Science and Mathematics

APPENDIX B: THEMES

Final List of Themes

Algorithms and Data Structures	Database Systems
AI for Competitive Advantage	Deep Learning
Big Data	Discrete Structures
Business and Data Analytics	Ethics
Business Applications	Foundations of AI
Cloud Computing	Machine Learning
Computer Vision	Natural Language Processing
Data Analysis	Programming
Data Management	Robotics
Data Science	Software Engineering
Data Visualization	Specific Business Application of AI

Business and C&E Themes

Business Themes	C&E Themes
AI for Competitive Advantage	Algorithms and Data Structures
Algorithms and Data Structures	Cloud Computing
Big Data	Computer Vision
Business and Data Analytics	Data Science
Business Applications	Database Systems
Cloud Computing	Deep Learning
Data Analysis	Discrete Structures
Data Management	Ethics
Data Visualization	Foundations of AI
Deep Learning	Machine Learning
Ethics	Natural Language Processing
Foundations of AI	Programming
Machine Learning	Robotics
Programming	Software Engineering
Specific Business Application of AI	