

# Incorporating AI into the Business Curriculum: The Bryan School Journey

Dr. William Brown, Associate Dean

Morgan Robinson, Instructional  
Technology Consultant



UNC  
**GREENSBORO**  
Bryan School of  
*Business and Economics*



# Session Overview

- Introduction
- Initial Faculty Engagement
- Curriculum Integration
- Faculty Champions & Sample Assignments
- Future Strategies
- Q & A

# The Challenge Facing Business Schools

How do we incorporate generative AI into the  
business curriculum in meaningful ways?



"The times are urgent.  
Let us slow down."

Dr. Bayo Akomolafe, Nigerian-born  
philosopher, writer, and speaker



# Timeline

- November 2022 - ChatGPT debuted
- Summer 2023 - General Gen AI Workshop
- Fall 2023 - Launched Faculty Task Force
- Spring 2024 - Undergrad Course Development; Workshops
- Summer 2024 - Discipline-Based Workgroups
- Fall 2024 – Workgroup Assignment Implementation; Jose Bowen Workshop
- Fall 2025 & Beyond – Incorporate Gen AI Across All Majors & the Business Core

# General Gen AI Workshop (Summer 2023)

**Goal:** Improve faculty understanding of gen AI and address concerns about academic integrity

6 hours; 2 groups split over 2 days

31 FT faculty members in attendance

Representation from all departments

## **Workshop Outcomes:**

- Explored gen AI's potential impact on teaching and learning
- Considered approaches to assignment design and academic integrity
- Experimented with generative AI tools to discover practical applications

# Gen AI Faculty Task Force (2023-24 AY)

Representation from all departments

Completed and debriefed on ACUE's Generative AI Quick Study

Created a new undergrad course focusing on gen AI in business

Workshops:

**Beyond the Grade: Empowering the Next Generation through Generative AI in Business Education** (February 2024)

- Dr. Haya Ajjan (Elon University) & Daniel Englebretson (Elynox)

**Using Gen AI to Support Teaching & Learning** (April 2023)

- Dr. Sarah Egan-Warren (NC State University)

# BUS 225: Introduction to Generative AI in Business

## **Course Description:**

This course introduces students to Generative Artificial Intelligence and Large Language Models with a focus on practical applications for business. Students will learn the fundamentals and background of generative AI, possible applications, prompt engineering, and ethical considerations. They will also explore real-world applications in various business contexts.

## **Student Learning Outcomes:**

1. Analyze foundational concepts of Large Language Models and Generative AI tools.
2. Evaluate the ethical considerations inherent in using AI for personal advancement, including applications such as tutoring and communication enhancement, emphasizing responsible usage and societal implications.
3. Apply Generative AI in the context of solving business problems.
4. Evaluate ethical and responsible application of Generative AI tools.



# Discipline-Based Workgroups (Summer 2024)

## **Project Goals:**

1. Develop a shared vision for incorporating gen AI in Bryan School courses.
2. Incentivize innovative thinking and the creation of gen AI-inclusive learning experiences for Bryan School courses.
3. Curate a repository of gen AI-inclusive learning experiences, student work samples, and reflections.

## **Workgroups:**

MBA (General)  
MBA (Marketing)  
Information Systems  
Management


## **Deliverable(s):**

At least one gen AI-enhanced or gen AI-inclusive student task per participant

# Discipline-Based Workgroups Cont.

## Outcomes:

- Progress towards a shared vision for gen AI in business courses
- Faculty champions
- Repository of gen AI assignments







**BRYAN SCHOOL**  
**GEN AI**  
**SANDBOX**

Welcome!

Welcome to the Bryan School Gen AI Sandbox! This site is intended to help you navigate the ever-evolving landscape of generative AI. Here you will find a wide range of resources to support your teaching as well as a repository of sample assignments designed by our very own Bryan School instructors.

Choose one of the options below or click [Modules](#) to get started!

 <b>Learn More About Generative AI</b>	 <b>Teaching in the Age of AI</b>
 <b>Gen AI Assignment Examples</b>	 <b>Gen AI Student Module</b>

# Empowering Faculty with Expert Guidance (September 2024)

"Teaching with AI: A Practice Guide to a New Era of Human Learning" by Jose Antonio Bowen and C. Edward Watson

35 FT faculty participated in a 2.5-hour hands-on workshop led by Dr. Bowen



# Faculty Champions & Sample Assignments (Fall 2024)

Several "faculty champions" have taken the lead in successfully integrating AI in their courses.

 Cross-Cultural Management Strategy Analysis with AI Coach

 Cross-Cultural Negotiation Role-Play with AI Integration

  Developing Targeted ChatGPT Tools: A Case Study Approach

 Five Forces Analysis with Generative AI as a Tool

 Generating Design Iterations Rapidly Using AI

 Gift Tax Research Case

  Human vs. AI: Comparative Analysis of Branding and Marketing Strategies

 Period Film Analysis

 Podcast: Scripting, AI Interviewing, and Reflection

 Podcast with an Iconic Designer

# Human vs. AI: Comparative Analysis of Branding & Marketing Strategies

- Tasks: Brand Element Analysis, Marketing Mix and Execution Analysis, Disrupter Analysis
- Students were asked to complete each task on their own, then ask AI to complete the task, then compare their original thoughts to the AI output.
- Students submitted each task, their AI transcripts and a final reflection on what they learned and the value of AI in branding.

## Brand Management Dr. Merlyn Griffiths

### **Instructor Reflections:**

*Student reflections indicate that most students see the value of AI as a collaborative partner in branding and many noted the importance of well-written prompts to get the desired result.*

*Student submissions revealed the need for clearer guidelines around AI usage and documentation.*

# AI as a Data Discovery Tool

- Using the scenario provided, students were asked to evaluate how well an AI tool can provide relevant and recent industry statistical data
- Students were asked to assess whether using AI tools was a valuable use of their time v. searching for the data themselves
- Students only used free AI tools

## **Entrepreneurship & Economic Development Research**

**Steve Cramer, UNCG Business Librarian**

### **Instructor Reflections:**

*Students noted that using "smart words" and technical language in the prompt yielded better results. Students also shared that AI is a good starting point and can reduce time spent but doesn't replace "actual research" at this point.*

*Pay walls and some data formats are still a barrier as AI can't "understand" them.*

# Five Forces Analysis with Generative AI as a Tool

1. Read the case “The Global Casino Industry: Emerging from the Pandemic” in the textbook.
2. Once you have a firm grasp of industry dynamics, use the instructions provided to perform a Five Forces Analysis of the global casino industry using generative AI as a learning tool. The opening prompt is provided.
3. Copy, save, and submit the output of your full “conversation” (AI’s questions and your responses) with your chosen generative AI tool to Canvas Assignments.

## **Business Policy and Strategy** **Dr. Marketa Rickley**

### **Instructor Reflections:**

*Struggling students were effectively guided by the gen AI to think about how to apply the assigned framework in the right way. This was exciting to see.*

*Some students struggled with the logistics of submitting the chat log. Will provide instructions next time.*

# Evaluating Business Solutions with Gen AI

- Working in teams and acting as a consulting firm, students must develop a business solution (that will involve designing a computer system) for a fictional organization
- Students are permitted to use gen AI throughout the design process, but specifically directed to use it after the design phase to evaluate how the system's functional requirements match to the business problems

## Systems and Process Analysis Syed Shuva

### **Instructor Reflection:**

*What the second point implies is that students can refine their work by taking the help of gen AI as an evaluation tool. This aspect also fits well with the incremental and iterative nature of a system design and development process. Like in a real world, students are expected to fine-tune their system design, and this exercise is one explicit way to demonstrate it.*



# Cross-Cultural Negotiation Role-Play with AI Integration

- Students engage in a negotiation role-play exercise where they represent different cultural perspectives.
- The role of one of the negotiators is played by an AI that simulates the negotiation style and strategies typical of a specific culture.
- The goal is to develop students' skills in negotiating across cultures, understanding the nuances of different negotiation styles, and adapting their approach to achieve a successful outcome.

## **Cross-Cultural Management Dr. Madelynn Stackhouse**

- Students are provided with a starting prompt to copy/paste directly into AI and other prompt options to use as needed.
- Students submit their chat transcript and a 750 - 1250 word reflection.

# Future Strategies

Empower faculty champions to lead efforts to incorporate AI tools across all majors and the business core.

# Q & A

Thank you for being here!