MIS

ADVISORY BOARD

MIS Advisory Board Meeting – Spring 2025

March 28, 2025

Terry College of Business
UNIVERSITY OF GEORGIA

Corporate Board Members

Black Level

- Ad Victoriam Solutions
- Deloitte
- EY
- Goldman Sachs
- KPMG
- Protiviti
- PwC
- The Home Depot
- Truist

Red Level

- Amazon AWS
- Cerulium
- CGI
- Equifax
- Gartner
- Johnson Lambert
- Moore, Colson and Company
- Riskonnect
- Savannah River Nuclear Solution
- State Farm
- UPS

Agenda

Opening and Introductions

Hugh Watson

Terry College of Business Update and Discussion

Dean Ben Ayers

MIS Department Update and Discussion

Jerry Kane

MBT Program Update

Craig Piercy

Student Board Member Projects

Ashley Parker

Awarding of the MIS Distinguished Service and MIS Alumni of the Year Awards

Hugh Watson

Break

Agenda

- Breakout Group: How can the MIS program be improved and better recognized - Jerry Kane and Ashley Parker
- Breakout Group: What is going to be the impact of AI on the future of work – Elena Karahanna and Ben Williams
- Breakout Group: What AI application development skills should MIS students have – Mark Huber and Dylan Van Saun
- How can students work on company projects in a way that is efficient for both companies and faculty -Bob Trotter and Ronnie Mreir
- How can board members and their companies be more involved in the teaching of MIS courses and other MIS Department initiatives – Maric Boudreau and Robert Anthony
- How can the MIS Department better connect with smaller companies – Hugh Watson and Zoey Cao
- What changes would modernize the BPM class – Cristina Serrano and Farah Charaniya

Agenda

Awarding of scholarships

Craig Piercy and Nikhil Srinivasan

COLLEGE REPORT

Ben Ayers

Terry College of Business
UNIVERSITY OF GEORGIA

PROGRAM EMPLOYMENT RATES

UNDERGRADUATE
91%

FTMBA
95%

MAcc
100%

MBT
100%

MMR
87%

MSBA
91%

PROGRAM RANKINGS

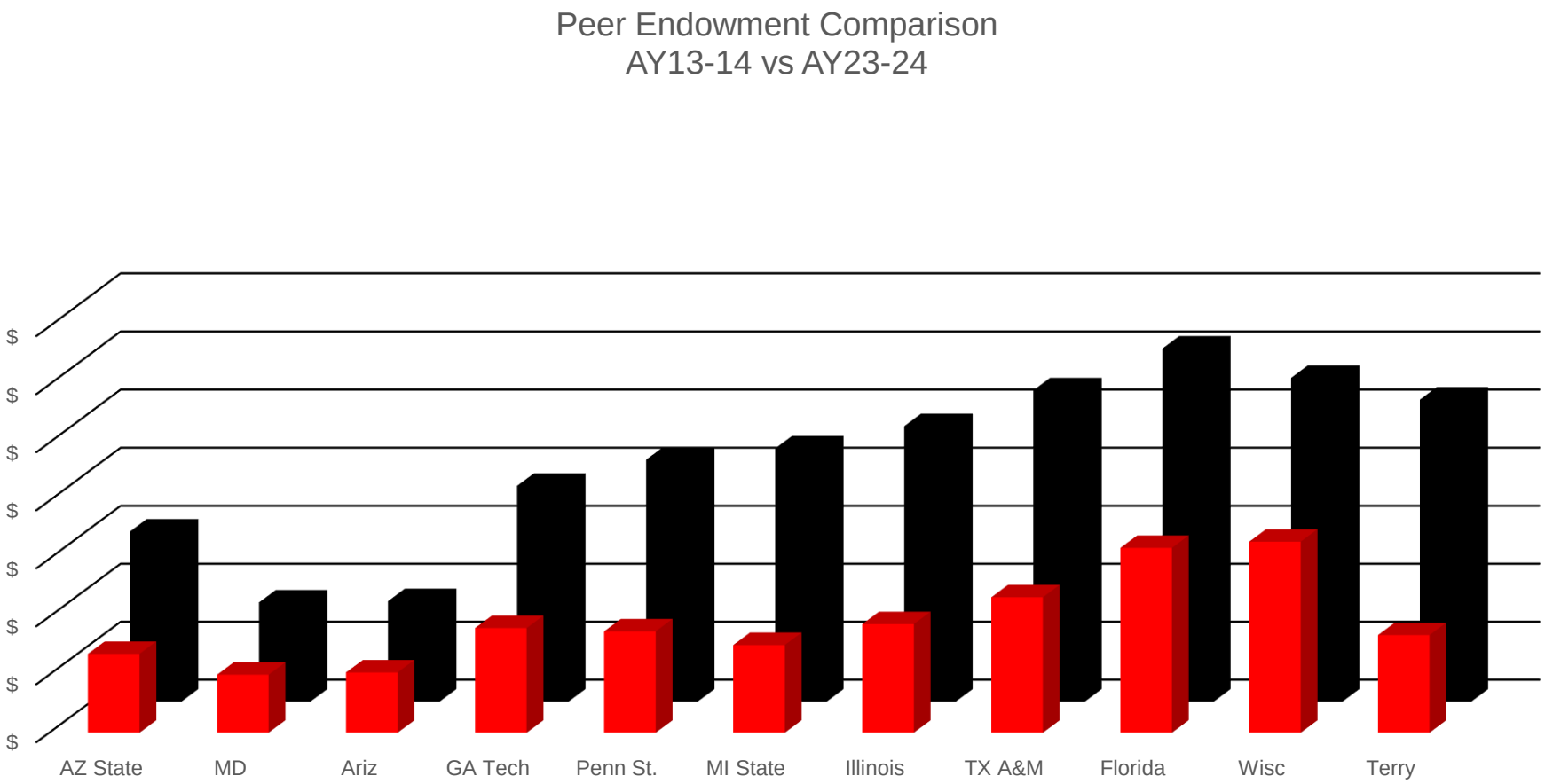
Note: Rankings are for U.S. public universities.

RESEARCH RANKINGS

FIVE-YEAR ENROLLMENT

STUDENTS IN TERRY	2020	2021	2022	2023	2024
Undergraduate Majors/Certificates	8,594	8,825	9,226	9,536	9,940
Graduate Programs	987	982	904	974	1,161
Total	**9,531**	**9,766**	**10,097**	**10,510**	**11,101**
Minor in Business	85	248	314	403	489
Total # of Students	**9,616**	**10,014**	**10,411**	**10,913**	**11,590**

ENDOWMENT VS. PEERS



PLANS FOR FY 2025

- Secure gift to endow academic department
- Successful 1st cohort for the Online MBA program & growth of highly qualified students in 2nd cohort
- Launch of Master of Professional Accountancy program
- Hire 16 new faculty (9 new positions)
- Approval and launch of endowed Institute for Business Analytics & Insights

PLANS FOR FY 2025

- Complete Baptist Collegiate Ministries acquisition/ exchange & finalize plan
- Fill 4 Professorships/Chairs and continue efforts to increase faculty support and endowed positions
- Launch of Bond Student Managed Investment Fund
- Continued growth in study abroad scholarships and international engagement
- Launch of Georgia Bulldog Angel Network
- Continue integration of AI in curriculum and related college support

MIS Department Update

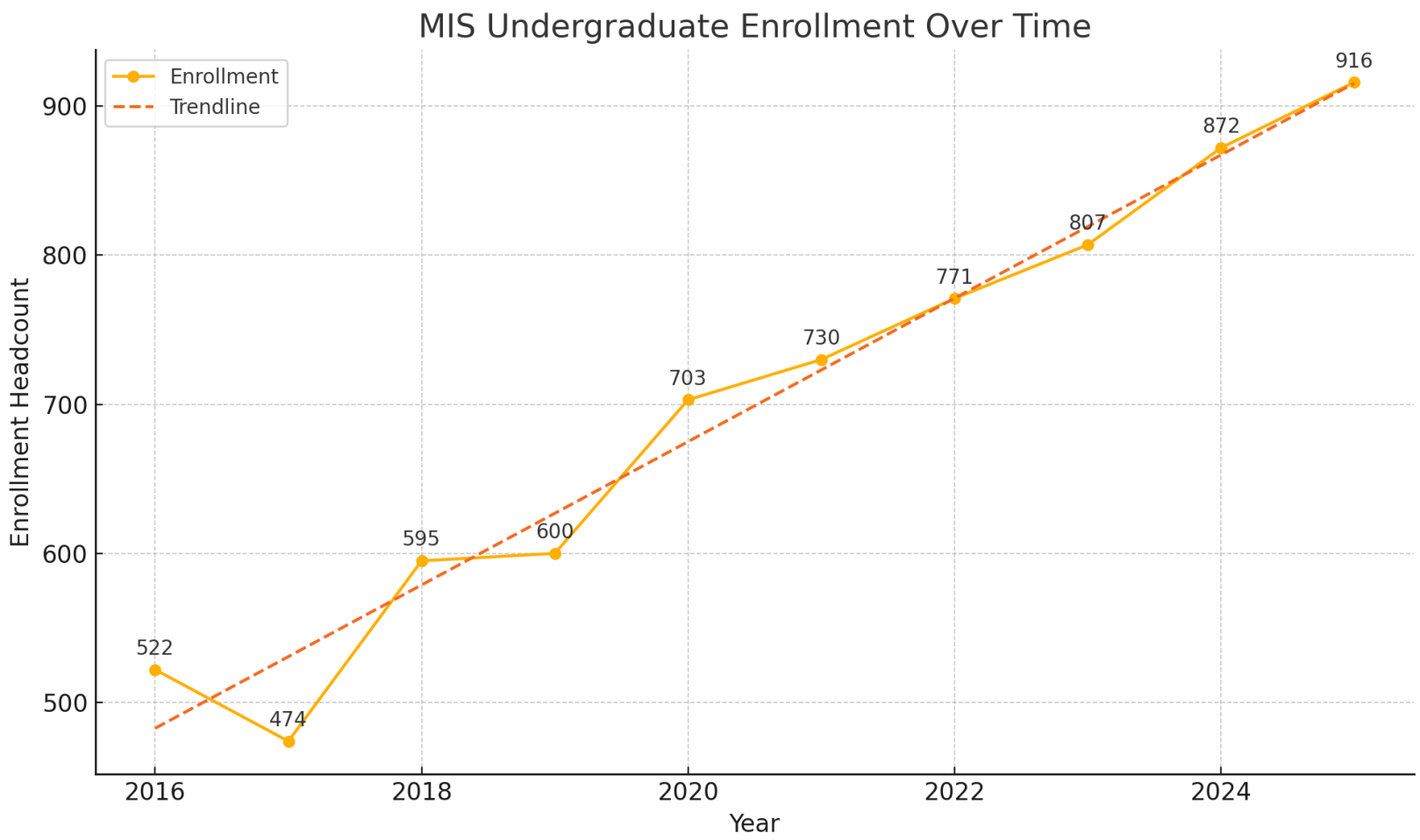
Jerry Kane

Terry College of Business
UNIVERSITY OF GEORGIA

MIS UNDERGRADUATE ADMISSION OVER TIME

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Spring 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Honors	22	9	27	10	17	8	25	12	21	11
First Time Applicants	226	176	199	156	266	190	193	152	199	163
Change of Major / Second Major	56	74	55	70	49	83	22	52	20	48
Total	304	259	281	236	332	281	341	279	301	257
Total Accepted	**184**	**207**	**200**	**205**	**202**	**207**	240	216	240	222
% Accepted	61%	80%	71%	87%	61%	74%	70%	77%	80%	86%

MIS UNDERGRADUATE ENROLLMENT OVER TIME



Now #5 Most Popular Major at UGA

Major	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Psychology	2,106	2,299	2,235	2,297	2,277
Biology	2,458	2,400	2,189	2,081	1,977
Finance	1,230	1,195	1,275	1,345	1,507
Intended Finance	753	882	1,009	1,216	1,359
Political Science	884	908	890	956	1,066
Intended Computer Science		549	1,028	1,133	948
Management Information Systems	730	771	807	872	916
Marketing	822	852	879	880	843
Biomedical Physiology			173	524	820
Computer Science	1,300	849	668	725	816
Accounting	647	557	541	627	759
Business Administration	609	591	537	627	754
International Affairs	780	716	695	669	719
Mechanical Engineering	541	507	544	601	709
Unspecified	830	758	790	723	702
Pharmacy	650	654	663	671	689
Economics	704	700	674	680	687

Hiring update (Spring 2024).

TOTAL DEGREES AWARDED: 381

NUMBER OF RESPONSES: 318

KNOWLEDGE / RESPONSE RATE: 83%

Post-Graduation Status	Responses	Percentage *
Employed Full-Time	236	74%
Continuing Education	43	14%
Internship/Postdoc/Residency	8	3%
Employed Part-Time	1	0%
Not Seeking	9	3%
Seeking	21	7%

** Post-graduation status breakdown may not total 100% due to rounding of the percentages.*

SALARY SUMMARY

# Reporting Salary	High Salary	Low Salary	Median Salary	# Reporting Bonus	Median Bonus
180	112,000	42,000	77,000	119	7,000

Top Employers

Top 15 Employers

PricewaterhouseCoopers LLP	18
EY	14
KPMG	13
Deloitte	8
Ad Victoriam Solutions	6
Cognizant	5
Protiviti	5
Fiserv	4
Bain and Co.	3
CompliancePoint	3
Origami Risk	3
Truist Financial	3
UPS	3
Aprio	2
AT&T	2

Kudos to our faculty

Awards:

- Safadi and Amrit Tiwana, AOM Best Paper Award
- Dr. Hani Safadi, INFORMS Early Career Award
- Dr. Jerry Kane, MISQ Davis-Dixon Impact Award
- Terence Saldanha, Terry Research Excellence Award
- Elena Karahanna, Terry Faculty Service Award

Promotions:

- Dr. Maric Boudreau to Full Professor
- Dr. Ling Xue to Full Professor
- Dr. Karim Jetha to Senior Lecturer

Department:

- US News: 12th total, 8th among Public
- Research Ranking: 4








Personnel Updates

- Bob Trotter started Full Time in Spring
- Welcome 3 TT faculty
  - Pearl Yu, NYU
  - Carolina Reis, VT
  - Scott Schanke, Minnesota
- 2 New NTT faculty members are in process
  - Don’t want to jinx them by prematurely announcing.

Current Curriculum

Required Core: All MIS Students must take these.

- O MIST 4610 Data Management
- MIST 4600 Computer Programming in Business
- MIST 5750 Business Process Management
- MIST 5740S Project Management

Flexible Core: MIS Students must take 1 in this bucket (specific courses may be required by the AOE).

- MIST 4620S System Analysis & Design
- X MIST 4630 Secure Cloud Development
- X MIST 5640 IT Infrastructure

MIS Electives: Students must take 2 of these courses (or additional courses from Flexible Core). Specific Electives may be required by AoE.

- O MIST 5620 Business Intelligence
- MIST 5440 AI in Business and Society
- MIST 5720 Digital Innovation and Entrepreneurship
- O MIST4550 Energy Informatics
- MIST 5770 Information Security Management X
- O MIST 5775 Cyber Threat Intelligence X
- O MIST 5730 Advanced Data Management
- MIST 5785 Applied Information Security X
- MIST 4700 Financial Technologies X
- BUSN4400 Business, Systems, and Tech. Innovation
- O MIST 5635 Machine Learning
- O MIST 5757 Data Engineering
- MIST 5400 Fundamentals of AI
- MIST 5450 LLM & Prompt Engineering
- MIST 5600 (TBD) User Experience Design

Areas of Emphasis

Existing AoE: Data Analytics, Cybersecurity, Cloud

O Data Analytics

X Information Security

Updates to MIS Curriculum

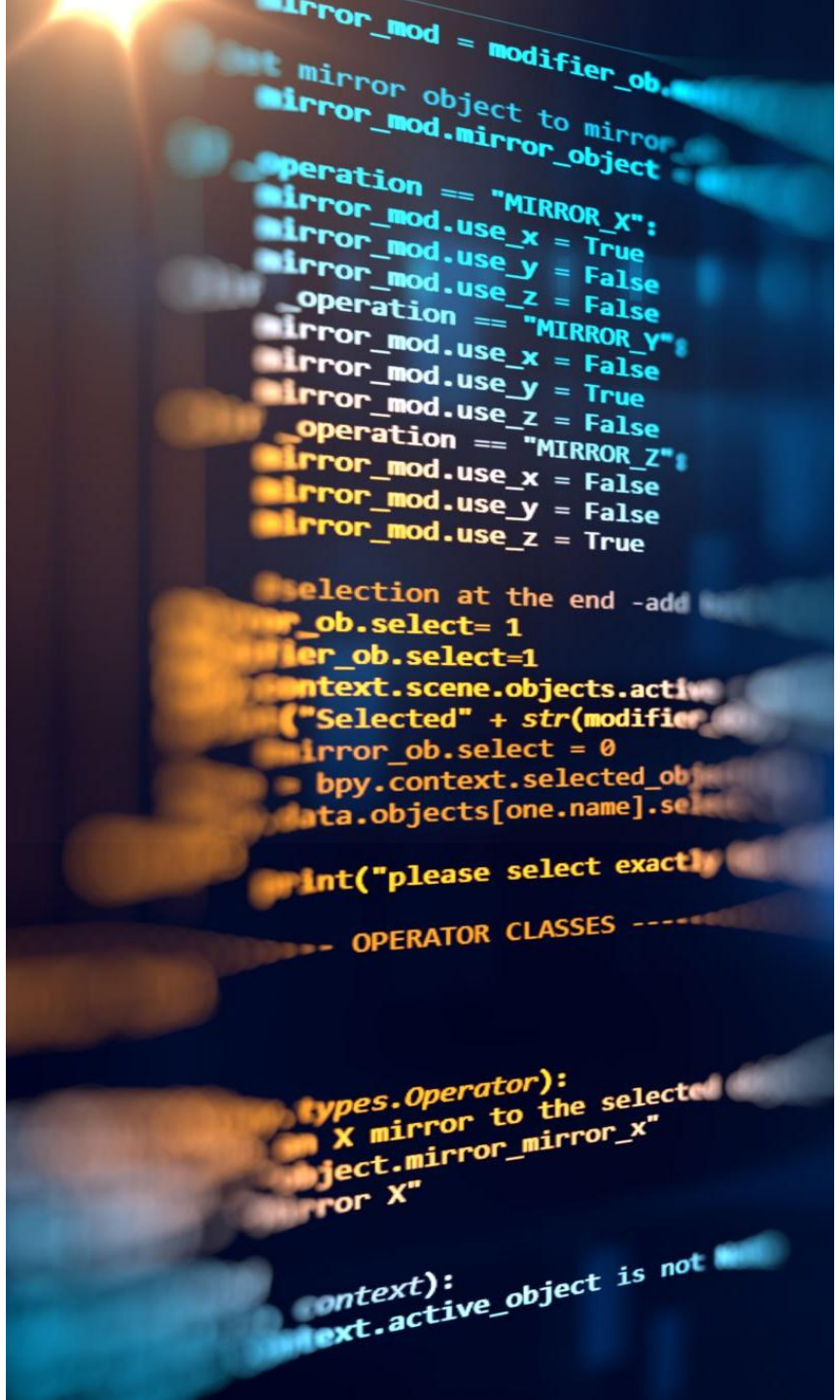
Switch MIST4600 Programming Language to Python (Fall 2025)

Updating MIST 4610, Data Management, to incorporate AI (Summer, Srinivasan)

Modernizing MIST 5750, Business Process Management (Summer, Serrano)

Updating MIST 5740 , Project Management, to incorporate Product Management principles. (New Hire, Spring 2026)

Updating MIST2090 to incorporate AI (Summer 2026, Jetha)



New Certificate in AI for Business – Fall 2025

- MIST 4600 Python
- MIST 5400 Fundamentals of AI (NEW)
- MIST 5440 AI in Business and Society (MORE)
- MIST 5635 Machine Learning (MORE)
- MIST 5600 LLM and Prompt Engineering (NEW)
- Other electives TBD

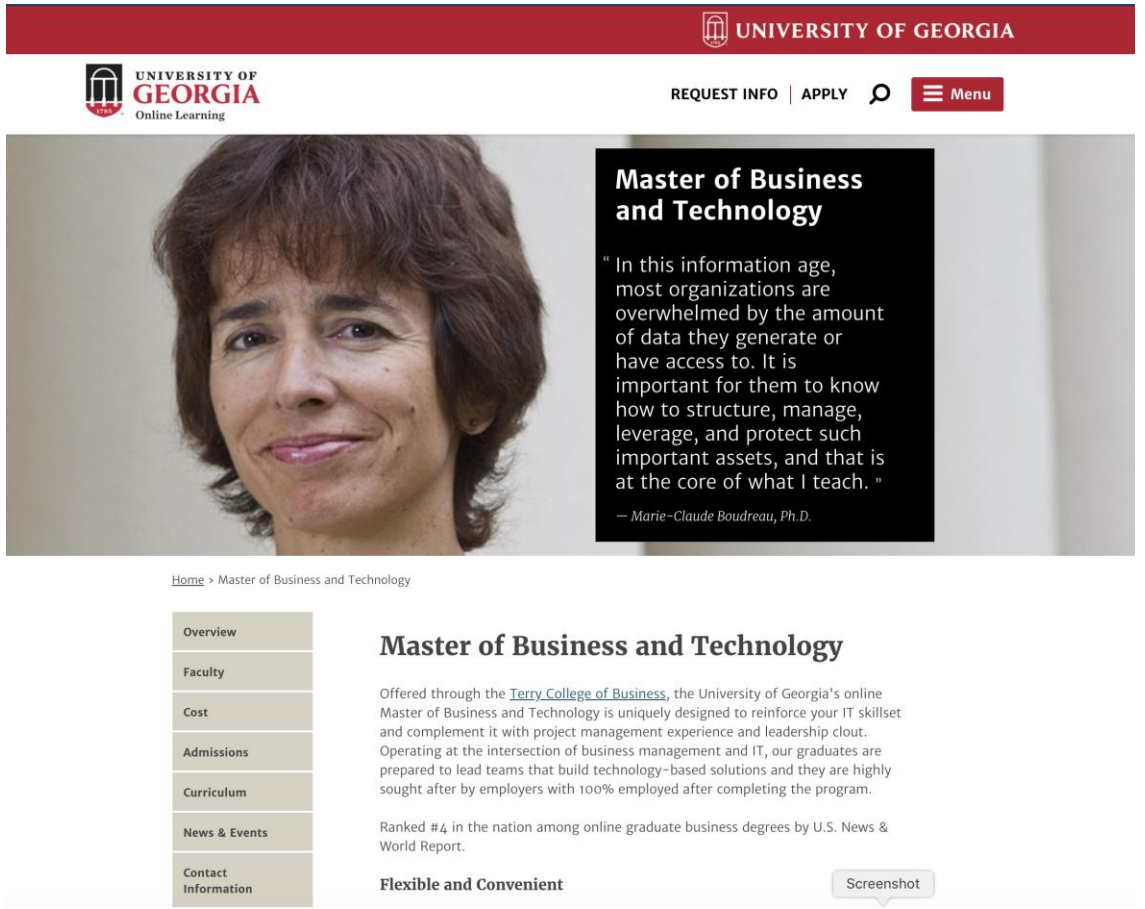
New Scheduling for Spring 2026

MBT Program Update

Craig Piercy

Terry College of Business
UNIVERSITY OF GEORGIA

https://online.uga.edu/degrees-certificates/master-business-technology



The University of Georgia
TERRY COLLEGE OF BUSINESS
Master of Internet Technology

Delivering Quality Online Masters Level Instruction since 2016!

Now ranked #10 (6 years in top 10)

BEST ONLINE PROGRAMS U.S.News & WORLD REPORT RANKINGS

University of Georgia (Terry)

600 S. Lumpkin Street, Athens, GA 30602

#10 in **Best Online Master's in Business Programs (Excluding MBA)** (tie)

Overall Score 94/100

The University of Georgia
TERRY COLLEGE OF BUSINESS
Master of Internet Technology

Students:

- 27 MBT students to graduate May 9, 2025
  - Currently completing last two courses: Digital Business Strategy and Advanced Topics (FinTech, ML, Analysis of Emerging Tech).
  - Some are looking for new positions - please let us know of opportunities
- Actively recruiting for Fall 2025 cohort
  - Currently: 30 applicants; 10 accepts; April and May are big months for recruiting
- Honors Day: Kayla Ballet, Duncan Watson - Recipients of the Excellence at the Intersection of Business and Technology award.

Call To Action!

- What updates do you recommend for the MBT Curriculum?
- Word of mouth - please spread the word to potential students - perhaps from your organizations :-)
- Potential projects - let me know if you have potential projects that could use an MBT team.
- Consider MBT students for your hiring needs.

Dr. Craig Piercy - cpiercy@uga.edu

MIS Student Board Projects

Ashley Parker

Terry College of Business
UNIVERSITY OF GEORGIA

MIS Advisory Board

Student Representatives

Ashley Parker
Coordinator

Jordan Haynes

Kate Hurst

Lauren Johnston

Madison Lindberg

Rohan Deulkar

Brian Ferro

Jessica Hall

Ronnie Mreir

Jack Drummond

MIS Advisory Board

Student Representatives

Nikki Serafin

Audrey Staples

Ben Williams

Robert Anthony

Randy Bui

Zoey Cao

Farah Charaniya

Daniel Ferrer

Katie Field

Noah Hirschfield

MIS Advisory Board

Student Representatives

Kush Santosh

Dylan Van Saun

Kevin Shen

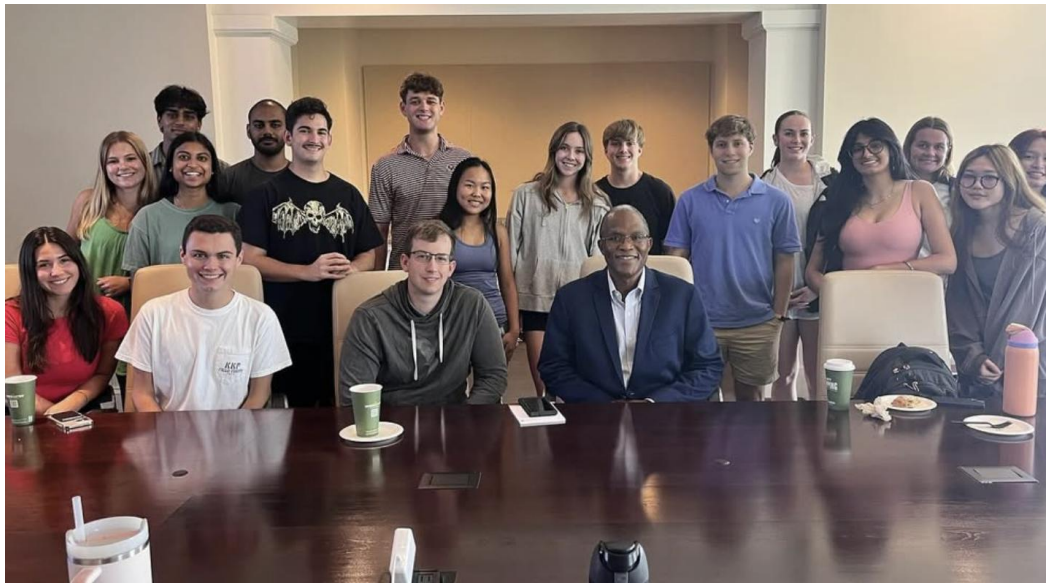
Katie Witcher

Events

- Organize and run many events throughout the year:
  - August – Welcome Back Social
  - September – Top 10% Dinner
  - February – Meet the Companies
  - Fall and Spring Board Meetings

Coffee Series

- Opportunity for students and professors to connect outside the classroom
- Informal conversation and Q&A that allow students to get to know their professors on a more personal level
- Learn about professors' research interests, career progression, and receive academic advice



Professional Development

- Run MISTERS program for required class credit
- Maintain records of student participation in relevant events
- Codebase developed by former student, we ensure it's set up properly at the beginning of each semester

Intended Business Outreach

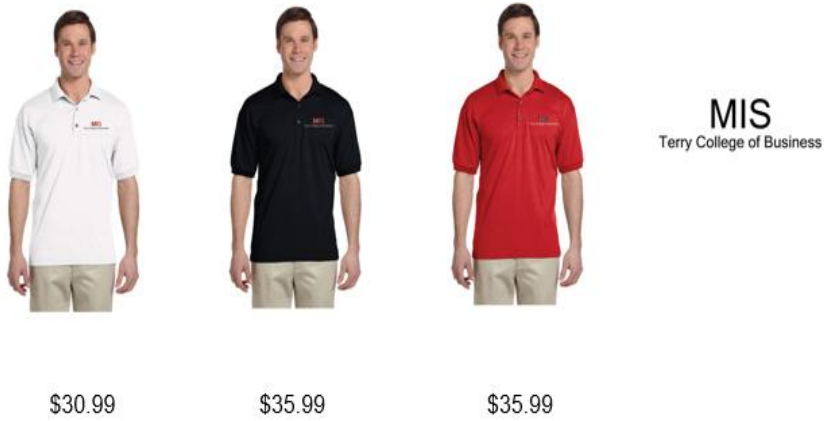
- Representing the major positively to incoming business students
- In Fall ‘25, will begin to visit introductory MIS classes to talk about the major to students who may not understand it
- Spread awareness of the major and potential career paths in the field

Alumni Communications

- Maintain database of MIS alumni to reach out to and update on department
- In the past have hosted Alumni events at Braves games
- Hugh sends out ‘MIS@Terry’ newsletter to alumni once a semester

Merchandise

- Designed and ordered merch for the department
- Buttons and stickers already created and handed out at events
- Hats and embroidered polos coming soon!



MIS Department Awards

Hugh Watson

Terry College of Business
UNIVERSITY OF GEORGIA

MIS Distinguished Service Award

Ted Dorner

State Farm

MIS Distinguished Alumni Award

Ben Daniel

CHEP

Break

Terry College of Business
UNIVERSITY OF GEORGIA

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Awarding of Scholarships

Craig Piercy and Nikhil Srinivasan

Terry College of Business
UNIVERSITY OF GEORGIA

Scholarship Donors

Corporations, Scholarship Funds, and Endowments

- Ad Victoriam Solutions
- Bob Bostrom Scholarship Fund
- EY
- Goldman Sachs
- Hugh Watson Endowment
- Johnson Lambert
- Protiviti
- State Farm
- Verizon

Individuals

- Tim Davis
- Jay Ferro
- Craig Fleisher
- Steve Follin
- Mark and Denise Huber (in memory of Paul Hays)
- Major General Bill Rajczak (3)
- John Rossiter
- Bob Trotter
- Hugh Watson

How can the MIS program be improved and better recognized

- **Expand hands-on learning opportunities**
  - Continue supporting successful practical courses like Huber's GRIPS
  - Develop more industry-connected project experiences
- **Build reputation through networking**
  - Host annual MIS conference with peer universities to strengthen relationships
  - Establish a consulting specialization/emphasis area
- **Showcase alumni success**
  - Collect and publish testimonials from recent graduates
  - Feature internship experiences, especially from smaller/mid-sized companies
- **Enhance digital presence**
  - Launch MIS department podcast interviewing professors and alumni
  - Upload comprehensive syllabus collection to NotebookLM for major overview
  - Update and modernize the MIS introduction video
  - Create dedicated LinkedIn page for alumni networking
- **Focus on meaningful metrics**
  - Recognize that employer perception matters more than small differences in Top 10 rankings
  - Rankings primarily influence prospective students and parents
- **Implement continuous improvement system**
  - Add program-specific feedback questions to course evaluations
  - Establish regular review process for program enhancement

Jerry Kane and Ashle Parker

The Impact of AI on the Future of Work

How is AI affecting the workforce?
While the immediate workforce impacts have been modest and mostly involve task-level automation, the longer-term implications of AI adoption will likely be profound, reshaping roles, and requiring significant adaptation by both employees and employers.

- *Automating Routine and Cognitive Tasks*: Currently, AI adoption is primarily focused on automating repetitive, mundane, and time-intensive cognitive tasks. This enables employees to allocate more attention toward higher-value tasks that require human creativity, critical thinking, judgment, and interpersonal interaction. To date, this automation has served to augment human capabilities by automating certain tasks in an employee's job, rather than replacing entire roles or causing significant job losses. It has also not yet led to fundamental changes in the nature of work or the creation of new job types.
- *Widespread Experimentation and Organizational Pressure:* Organizations are widely and actively experimenting with GenAI applications to explore potential use cases that offer benefits. There is pressure from senior leadership to accelerate and expand the adoption of AI/GenAI applications.
- *Anticipated Workforce Reductions and Job Disruptions:* Although not yet evident, workforce reductions for certain job types are likely in the future as AI technology matures and organizations become adept at integrating AI more effectively. Eventually, businesses will reconfigure their processes, products, and roles around AI capabilities. Initially, these impacts will disproportionately affect roles involving highly structured, repetitive tasks. However, it is becoming increasingly apparent that creative roles—including content creation, design, marketing, and even some analytical roles—may also experience disruptions as generative AI becomes more sophisticated.
- *Creation of New Roles and Job Categories:* Similarly, we expect new types of jobs will be created, although the exact nature of these jobs is still uncertain.
- *Transformation of the Nature of Work*: Beyond job displacement or creation, AI will fundamentally transform how work is conducted, influencing task distribution, workflows, and the required skill sets of employees. Organizations will need to invest in reskilling, upskilling, and ongoing workforce education to prepare employees for an increasingly AI-integrated workplace.

What skills do employees need to develop as companies continue to adopt AI?
Employees must proactively develop new skill sets to leverage AI technologies effectively. *"AI will not replace humans, but humans with AI will replace humans without AI."*

- *Effective Prompting (Prompt Engineering):* Employees must master prompt engineering to obtain high-quality responses from AI. Effective prompting involves nuanced interactions that guide the AI toward producing relevant, accurate, and insightful outputs. Some organizations have already started offering such training programs.
- *Importance of Domain Expertise:* High-quality AI outcomes depend significantly on employees' domain knowledge. Deeper expertise allows employees to ask more informed and nuanced questions, which substantially enhances the usefulness and

relevance of AI-generated content. Further, employees with higher domain expertise can better assess, validate, and improve AI-generated outputs, guiding the LLM to provide superior, contextually accurate insights.

- *Critical Thinking and Analytical Skills:* Employees must develop critical thinking skills to assess, validate, and interpret AI-generated outputs accurately. Furthermore, as AI systems occasionally produce incorrect or misleading outputs ("hallucinations"), employees need to possess strong analytical capabilities to distinguish accurate information from potential errors or biases.
- *Ability to Explain AI-Driven Recommendations:* Employees must be able to clearly articulate and explain AI-driven recommendations and insights to others (colleagues, clients, etc.).
- *Adaptability:* Employees must become comfortable shifting their roles toward tasks involving oversight, refinement, and interpretation of AI-driven results.

Importance of Governance to Manage Risk

Effective governance is essential to manage risks and maximize the benefits associated with the use of GenAI. This includes:

- *Employee Awareness and Training:*
    - Clearly communicating risks associated with LLMs, including:
        - Potential leakage or accidental disclosure of sensitive information when interacting with public LLMs.
        - Risks of hallucinations that may lead to erroneous decisions or misrepresentation.
    - Implementing comprehensive training programs to educate employees about best practices, guidelines, and accountability mechanisms when using LLMs, ensuring responsible and informed use.
- *Development of Secure, Enterprise-specific LLMs*
    - Developing or adopting enterprise LLMs specifically fine-tuned on proprietary data to enhance accuracy, relevance, and reliability.
    - Ensuring robust data privacy and security controls to prevent unauthorized access or sharing of organizational data, safeguarding sensitive information, intellectual property, and regulatory compliance.
- *Addressing Client Resistance and Trust Concerns*
    - Proactively managing potential client concerns or resistance to using GenAI in client-facing engagements or during online meetings (e.g., automated note-taking).
- *Ensuring compliance with relevant regulations and industry standards*.

Trust Hampers Adoption in High-Stakes Industries for Certain Tasks

- While adoption for mundane tasks is prevalent, a lack of trust in AI recommendations hampers adoption for certain types of applications, especially in high-stakes domains involving experts. For example, while physicians welcome ambient documentation that takes away the mundane and time-consuming task of charting, they are hesitant to adopt AI-based clinical decision support.

- Increasing trust in AI systems for high-stakes applications requires greater transparency and explainability—clear demonstrations of how recommendations or decisions were derived.

Elena Karahanna & Ben Williams

What AI application development skills should MIS students have?

Skills:

- Data Engineering
- Python
- Machine Learning
- RPA
- Data Foundation (Tableau, Snowflake)
- Exposure to more than just ChatGPT

General Notes:

There were a lot of great conversations that resulted from the breakout group about the role of AI in the workforce and how students can better prepare for it. Here are some of the key points that were brought up:

- Data Quality Challenge: Many companies can implement AI but the data they have is bad or poorly organized.
- Skill Expectations: “There are people that can use a computer, there are people that can troubleshoot computers, and there are people that can build a computer.” Companies want students to have the knowledge to troubleshoot AI, not just use it.
- Hands-On Learning Opportunity: Suggested implementing a course that has a student build out an AI tenant for a project. This would involve companies bringing in real problems they have and letting students try to tackle them.
- Applications of AI: It is important for students to understand how to use AI both internally (Example: training employees) and externally (Example: improving products).
- AI Ethics & Risk: Understanding the legality of AI and risks that are associated with it is essential.
- Building Out LLM’s: Students should learn how to build an LLM based on the core model (Example: Feed an agent 100 pdfs and continue to train and teach it by telling it what it did good and what it did bad). Students need to be able to fine-tune and train LLMs, manage parameters, and understand the underlying hardware.
- Interview Preparation: Companies might ask students questions in the following areas:
    - Previous experience using AI for data modeling, efficiency, and development
    - How are students using AI to solve real world problems and innovate

- Walk through addressing a business challenge using AI
- Understand and apply prompt engineering

Mark Huber and Dylan Van Saun

How can students work on company projects in a way that is efficient for both companies and faculty?

1. Define Clear, Realistic Project Scopes

- Use a “Scope-on-a-Page” format to align expectations early.
- Projects should balance student capability, available time, and company needs.
- Prioritize projects with tangible outputs: prototypes, process improvements, dashboards, etc.

2. Select the Right Type of Project

- Focus on **non-billable**, **low-risk**, but meaningful work (e.g., field research, data visualization, process redesign).
- Ensure required **data and access** (like Tableau exports) can be provided without breaching security.

3. Enhance Communication and Accessibility

- Assign a **main point of contact** at the company for weekly check-ins or “huddles.”
- Use tools like **Slack or internal discussion threads** for real-time communication.
- Consider NDAs or controlled access to sensitive systems, when needed.

4. Invest in Strong Project Setup

- Projects must be **fully thought out before launch**—including goals, available data, timeline, and tools.
- Match projects to student **skills and interests** to increase engagement and efficiency.

5. Build Structure for Accountability and Learning

- Implement regular **status updates** (green/yellow/red) to track progress—transparency is key.
- A **trained TA or project facilitator** should review reports, challenge assumptions, and keep teams on track.
- Encourage honest reporting—create a culture where “yellow/red” isn't failure but a prompt for support.

6. Bridge the Academic–Industry Gap

- Educate companies on what students know (e.g., AI, Tableau) and how to best work with them.

- Adjust timelines and expectations around the **academic calendar**.
- Allow repeat business and flexible involvement for companies with limited bandwidth.

7. Market the Opportunity Internally and Externally

- Communicate to faculty and students how projects tie into real-world skills and jobs.
- Encourage non-traditional partners (e.g., startups, companies like Salesforce) to get involved by showing what a successful student project looks like.

8. Leverage Students' Unique Strengths

- Let students explore **efficiency hacks**, AI tools, and creative solutions that may not be known or used in corporate environments.
- Treat students as **frontline researchers** and innovators, not just junior labor.

Bob Trotter and Ronnie Mreir

How can board members and their companies be more involved in the teaching of MIS courses and other MIS Department initiatives?

- **Email Outreach & Communication:**

Several board members noted they either never received or no longer actively responded to the general listserv emails about guest speaking opportunities. They recommend more direct (e.g., individual outreach or personalized follow-up) to encourage participation.

- **Speaker-Driven Topics:**

Board members expressed interest in being able to propose their presentation topics or areas of expertise rather than only being matched to specific class needs. A two-way model—faculty requesting help and board members offering ideas—was encouraged.

- **Course Involvement & Coordination:**

Systems Analysis and Design was highlighted as a strong fit for guest involvement. For classes with multiple sections, recording parts of a guest speaker's presentation in advance could help maintain consistency without overburdening the speaker.

- **Panel Events & Student Organization Support:**

There was general support for more panel-style events, as they offer broader perspectives and better student engagement compared to single-company presentations.

- **Mentorship & Career Guidance:**

Students are often more interested in learning about professionals' career paths than just technical content. Board members supported the idea of reviving a structured MIS-specific mentorship program to connect students with industry professionals in relevant roles.

- **Virtual, In-Person, and Hybrid Formats:**

While in-person sessions are preferred for their networking potential, many agreed that hybrid or virtual options improve accessibility. Ideas included hybrid panels, camera-on virtual sessions, and pre-recorded alumni "career spotlight" interviews.

- **Project-Based Engagement:**

Short-term engagements such as one-day case studies or multi-day challenges were favored over full-semester projects. These allow companies to interact with students without overcommitting and provide value from a recruitment and branding standpoint.

Maric Boudreau and Robert Anthony

How can the MIS Department better connect with smaller companies?

1. **Engaging with Local Professional Groups & Events**
    - Identify and leverage existing small business and industry events in Atlanta.
    - Encourage students to attend networking events, such as monthly Salesforce meetings, which include professionals from companies of all sizes.
    - Explore opportunities at the annual Salesforce User Event, which provides valuable networking potential for students.
2. **Hosting MIS-Specific Events**
    - Organize events (e.g., SMIS) featuring multiple small companies to facilitate student-employer connections.
    - Focus on engagement beyond recruitment—invite alumni to share industry insights and experiences.
    - Promote interdisciplinary collaboration in in the Terry College of Business to broaden students' skill sets and marketability.
3. **Enhancing Student Exposure & Skill Development**
    - Develop partnerships between MIS students and businesses for real-world project management experience.
    - Assign MIS students to observe pitch sessions to align their presentations with industry expectations.
    - Encourage alumni in small businesses to sponsor student projects, such as database development.
4. **Expanding Geographic & Industry Reach**

- Extend outreach beyond Atlanta to connect with businesses in other Georgia counties.

Hugh Watson and Zoey Cao

How to Modernize the BPMN Course

Curriculum & Skill Set Changes

1. **Focus on Process Value Over Tools**
    - Emphasize process thinking, business value, and communication instead of tool-specific training (e.g., IBM Blueworks, Power BI), since most tools offer similar functionality.
2. **Highlight the Full Lifecycle of Process Management**
    - Cover the end-to-end cycle: detection, documentation, improvement, deployment, and monitoring.
    - Teach how to define and track KPIs at the process level, and how to measure the impact of changes post-implementation.
3. **Integrate Governance and Accountability**
    - Discuss who sets measurement standards, defines acceptable boundaries, and takes action when processes deviate from targets.
4. **Bridge the Gap Between Theory and Reality**
    - Encourage critical thinking when textbook methods don't apply.
    - Promote creativity and flexibility in problem-solving.
5. **Incorporate Modern Techniques and Technologies**
    - Introduce design thinking frameworks (e.g., LUMA), customer journey mapping, and ROI-driven BPMN modeling.
    - Include current technologies such as automated workflows, screen scraping, and AI-assisted processes.

Communication and Soft Skills

6. **Strengthen Communication Skills**
    - Train students to communicate technical information to business stakeholders clearly.
    - Use tools like Tableau and Power BI for effective data storytelling and visualization.
7. **Develop Facilitation and Consultative Skills**
    - Practice leading conversations, conflict resolution, and facilitating cross-functional collaboration.
    - Emphasize influencing without authority and inclusive dialogue.
8. **Teach Business-Technical Translation**
    - Help students break down business requirements into technical components and explain the rationale behind changes.
    - Use methods like the “5 Whys” to dig into process issues and frame solutions.

Applied Learning and Engagement

9. **Embed Agile and Product Thinking**
    - Highlight the iterative nature of Agile: requirement gathering, design, testing, improvement.
    - Compare product vs. project mindsets and their respective impacts on process changes.
10. **Use Role Play and Real-World Scenarios**
    - Simulate different roles (sales, marketing, finance) and have students design or refine processes from those perspectives.

    - Demonstrate how upstream and downstream changes affect broader systems.

11. **Create Mentorship and Competitive Opportunities**
    - Build mentorship programs not limited to board members—engage MIS students across cohorts.
    - Develop regional competitions with real-world judging and coaching.
12. **Encourage Self-Assessment and Peer Review**
    - Implement core competency evaluations where students rate themselves and peers, with regular check-ins to track development.
13. **Improve Career Readiness**
    - Guide students on how to present their project work effectively in interviews.
    - Focus on articulating outcomes, metrics, and the business value of their contributions.

Additional Suggestions

- Encourage students to explore modern operating models and understand the differences between Agile and traditional methodologies.
- Reinforce the importance of asking questions, challenging assumptions, and stepping outside of one's narrow functional view.
- Provide practical guidance on what is and isn't changeable in tools like Power BI.
- Emphasize storytelling with purpose—showing the "why" behind process maps and journey designs.

Christina Serrano and Farah Charaniya

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