HANOVER RESEARCH

COMPETITOR PROFILES: APPLIED AI IN BUSINESS SCHOOLS

Prepared for:

University of Illinois Urbana-Champaign, Gies College of Business

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In the following report, Hanover Research reviews applied Artificial Intelligence (AI) initiatives in selected undergraduate and graduate programming in business schools at competitor institutions in the United States.

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EXECUTIVE SUMMARY

RECOMMENDATIONS

Based on a benchmarking analysis of AI applications in business schools at competitor institutions, Hanover recommends that University of Illinois Gies College of Business (Gies):

CONSIDER ASPIRANT PEERS AS MODEL FOR INTEGRATING AI INTO BUSINESS TRAINING ACROSS DISCIPLINES AT GIES.

Among the examined peer set, Gies should look to University of Michigan's Ross School of Business and University of California-Berkeley's Haas School as leaders in integrating practical applications of AI across their undergraduate and graduate business curricula. Michigan's Ross School has added an AI concentration into its full time MBA and launched a series of executive courses, conferences and certificates to appeal to a wide range of interested audiences. These include AI implications and use cases in marketing, finance, analytics, strategy and ethical decision making. Similarly, the Haas School has launched multiple training platforms including courses and certificates while ensuring that its core degree students are regularly exposed to impacts of AI and machine learning across all business disciplines.

CONTINUE TO DEVELOP COURSEWORK THAT INCORPORATES REAL WORLD AI APPLICATIONS AT ALL LEVELS.

Gies should offer AI-focused survey courses at the undergraduate and graduate level to ensure business students are developing relevant AI-related competencies that will be necessary to succeed in a variety of settings. Additionally, Gies should strongly encourage the integration of AI topics into existing coursework where there are established and emerging real-world applications, including business analytics, finance, marketing, leadership and ethics. Many competitors appear to be adjusting course content and course offerings to respond to the changing landscape, suggesting that Gies should also expect this to be a continuous and iterative process. Examined peers have more robust content offerings in the graduate space or executive education, rather than at the undergraduate level at present.

KEY FINDINGS

Most competitors offer at least one AI-focused course in business at the undergraduate level, though options tend to be limited. Four of the six competitors offer at least one AI-focused course for undergraduate business students in the emerging field. Further, AI-focused undergraduate coursework tends to take the form of a general survey, though one institution offers an advanced elective for AI applications in finance.

Two competitors have created a significant portfolio of AI-focused course offerings at the master's level and offer an AI certificate or concentration for graduate students. The University of California, Berkeley, and the University of Michigan both offer many graduate courses that focus on AI applications in business. Both have also developed an AI certificate or concentration for their MBA students.

Several competitors have integrated AI into existing programming, particularly analytics, operations, and information systems graduate business coursework. For example, a few institutions offer several AI-related courses in their operations and technology clusters. Notably, one institution has developed a set of three AI-focused courses for a broad audience of business administration students.

Competitors generally integrated non-technical AI competencies in their business coursework more often than technical competencies. Master's-level courses tended to have more advanced applications of AI, while the bachelor's-level courses were often more introductory in nature. Among non-technical competencies, institutions most often integrated AI applications (including analytics and algorithms), an introduction to AI, and ethical considerations across their undergraduate and graduate course offerings. Technical competencies at competitors were less common and were only offered at the master's level in business programs

RESEARCH QUESTIONS AND METHODOLOGY

INTRODUCTION

The Gies College of Business (Gies) at the University of Illinois Urbana-Champaign is considering how to best incorporate artificial intelligence (AI) into its program offerings. As part of this effort, Gies is interested to learn more about how peer business schools are integrating AI topics into their programming, particularly applications of AI in business disciplines and real-world scenarios at the undergraduate and graduate levels.

To better understand the current state of AI in business schools, this report reviews specific competitors to determine the presence and focus areas of applied AI. The report focuses on trends related to AI training or coursework for students. Though AI initiatives may include highly technical training, this report focuses on AI initiatives as they relate to programming in business schools.

COMPETITOR INSTITUTIONS

Institution	Business Unit
Indiana University	Kelley School of Business
University of California, Berkeley	Haas School of Business
University of Florida	Warrington College of Business
University of Michigan	Ross School of Business
University of Washington	Foster School of Business
University of Wisconsin–Madison	Wisconsin School of Business

RESEARCH QUESTIONS

How are peer institutions approaching the infusion of AI into their undergraduate and graduate business programming?

- What AI courses or trainings, if any, are business students required to take?
- What competencies do schools require students to master in their AI training?

How are business programs preparing their students to enter their respective fields by mastering AI competencies?

- What business programs incorporate AI in business applications and scenarios?
- What other less technical AI competencies, if any, do business programs emphasize?

What should Gies consider as it determines the best path to incorporate AI into its programming?

INSTITUTIONAL TRENDS

INSTITUTIONAL TRENDS – OVERVIEW

Institutions across the United States have employed a variety of approaches for integrating AI into their business curricula. For example, institutions are creating new majors and concentrations as well as embedding AI content across existing programming and coursework. According to a 2024 survey by the Graduate Management Admission Council, 78% of business schools have integrated AI into their curricula or learning experiences. Further, around 40% of prospective business school students indicated that AI is essential to a business school's curriculum.

Multiple benchmarked institutions have created webpages explaining their approach to integrating AI into their business programming. Institutions also may provide a list of competencies that creates goals for this integration. For example, the University of Washington's Foster School of Business provides a list of six competencies for students to acquire that integrate technology with business (see right).

In addition to embracing AI applications, benchmarked institutions also highlight the importance of ethics training as part of an AI education. The University of Michigan clearly states this emphasis on its "AI at Michigan Ross" subpage, declaring that its programming should " ensure businesses not only adopt AI effectively but also *create and capture value ethically.*"

Harnessing the Power of AI

AI@Michigan Ross explores how artificial intelligence is transforming business models and equips leaders to navigate this change responsibly. Our mission is to generate insights, tools, and learning experiences that ensure businesses not only adopt AI effectively but also create and capture value ethically.

SPOTLIGHT: UNIVERSITY OF WASHINGTON: BUSINESS AI LEARNING OBJECTIVES

Every student can demonstrate foundational knowledge of artificial intelligence, including data analytics, machine learning, and generative AI.

EXPLAIN CORE AI CONCEPTS

Every student can proficiently use AI-powered tools to enhance decision-making, communication, and operational efficiency.

APPLY AI TOOLS FOR BUSINESS PRODUCTIVITY

Every student can work across disciplines to design AI-infused products, services, or processes that solve real business problems.

DESIGN AI-ENABLED BUSINESS SOLUTIONS

Every student can assess how AI is transforming industries, business models, and competitive advantages across sectors.

EVALUATE AI'S STRATEGIC BUSINESS IMPACT

Every student can identify ethical risks, algorithmic bias, and apply responsible AI frameworks in business contexts.

ASSESS AI ETHICS

Every student is hungry for continuous learning, experimentation, and adaptability in response to evolving AI technologies.

CULTIVATE LIFELONG AI LEARNING MINDSETS

Source: University of Washington website.

INSTITUTIONAL TRENDS – UNDERGRADUATE PROGRAMMING

BACHELOR'S PROGRAM TRENDS

Most competitors offer at least one AI-focused course in business at the undergraduate level, though options tend to be limited. Four benchmarked institutions have developed courses dedicated to AI, though options are limited as the curricular area is emerging. In particular, the University of California, Berkeley, the University of Michigan, the University of Washington, and University of Wisconsin–Madison each offer at least one AI-focused course for undergraduate business students (see right).

AI-focused undergraduate coursework tends to be a general survey, though one institution offers an advanced elective for a finance application. All four of these benchmarked institutions offer a a survey course for undergraduate business students in AI.
Examples include:

- University of Wisconsin–Madison lists its AI course as an introduction to the foundational concepts and applications of AI in today's business world. It covers (1) what AI is, (2) how it works, and (3) its growing impact on various business contexts. Topics include predictive AI, deep learning, generative AI, leveraging AI tools, and responsible AI.

- University of Michigan also offers "Artificial Intelligence and Machine Learning in Investment Strategies," indicating that it may be viable for institutions to offer advanced AI-focused electives for certain undergraduate business majors.

Hanover's review of curricula at other benchmarked institutions indicate that some have integrated AI topics into core business coursework, such as with Indiana University and the University of Washington in the technical fields of information systems, analytics, and data science. Nonetheless, these institutions have yet to develop AI-focused coursework for a broader audience of business majors at the undergraduate level.

UNDERGRADUATE COURSE OFFERINGS

Summary of bachelor's-level AI-focused business courses offered at competitor institutions

University of California Berkeley (Haas)

- Responsible AI Innovation & Management

University of Michigan (Ross)

- AI for Business
- AI & Machine Learning in Investment Strategies

University of Washington (Foster)

- Forging AI Champions: A Transformative Generative AI Teaching Experience (unlisted—new course)

University of Wisconsin–Madison

- : Introduction to Artificial Intelligence in Business

Indiana University (Kelley)

- Topics in Information Systems – Digital Solutions with AI
- Topics in Marketing: Negotiation for Sales Professionals uses "AI-assisted role-plays and simulations"

INSTITUTIONAL TRENDS – GRADUATE PROGRAMMING

MASTER'S PROGRAM TRENDS

Two competitors have created a significant portfolio of AI-focused course offerings at the master's level and offer an AI certificate or concentration for business graduate students. The University of California, Berkeley, and the University of Michigan both offer at least 10 graduate courses that focus on AI applications in business. Both institutions also have developed an AI certificate or concentration for their MBA students.

- University of California, Berkeley, launched a new AI for Business certificate that will be available to students in its full-time, evening and weekend, and executive MBA programs in 2026.
- University of Michigan offers an AI concentration for its full-time MBA students. These credentials require some sort of distribution of core and elective courses in AI (see right).

The University of Florida also advertises that it offers an AI concentration in its MS in Management program, though the concentration was not listed on the program's webpage. Given that these types of programs are emerging in the marketplace, the University of Florida may be in the process of creating such a concentration.

Several competitors have integrated AI into existing programming, particularly analytics, operations, and information systems graduate business coursework.

- Indiana University offers many courses with a focus on AI, though most of its courses are within the Operations and Decision Technologies cluster.
- For University of Michigan students outside of its AI Intelligence MBA concentration, a similar approach was noted.
- University of Washington has developed a set of three AI-focused courses for a broad audience of business administration students.

UNIVERSITY OF CALIFORNIA, BERKELEY

AI for Business Certificate Requirements

Core Course: Business for AI

- Course introduces students to AI technology and its business applications. The course also covers the legal, social and policy implications of AI.

6 additional units from 30 course options, such as:

- Ethical AI Business Design
- Product Management with AI
- Harnessing AI for Business Success
- Climate Plus AI

UNIVERSITY OF MICHIGAN

AI Intelligence Concentration Requirements

Primary Courses (at least 4.5 credits), such as:

- AI & Strategy: Lead in the Age of Intelligent Machines
- Empowering Business Decision Making with Generative AI
- AI for Business
- Ethics for AI & Robotics

Vertical Courses (at least 7.5 credits), such as:

- A Brief Introduction to Computing Technologies: Crypto, AI, Quantum
- Customer Analytics: Measuring & Managing Customer Value
- Advanced Big Data Analytics
- New Age of Innovation

Source: University of California, Berkeley website and University of Michigan website.

INSTITUTIONAL TRENDS – COMPETENCIES

Competitors generally integrated non-technical AI competencies in their business coursework more often than technical competencies. Master's-level courses tended to have more advanced applications of AI, while the bachelor's-level courses were often more introductory by nature. Among non-technical competencies, institutions most often integrated AI applications (including analytics and algorithms), an introduction to AI, and ethical considerations across their undergraduate and graduate course offerings.

These competencies generally align with larger market trends. According to the Graduate Management Admission Council's 2024 Application Trends Survey, the most common way business schools have integrated AI into their learning experiences is by (1) exploring the role of AI in society and business ethics (44%), (2) developing courses that focus on the use of AI in business decision-making processes (43%), and (3) incorporating hands-on experience through business simulations and practical applications (42%).

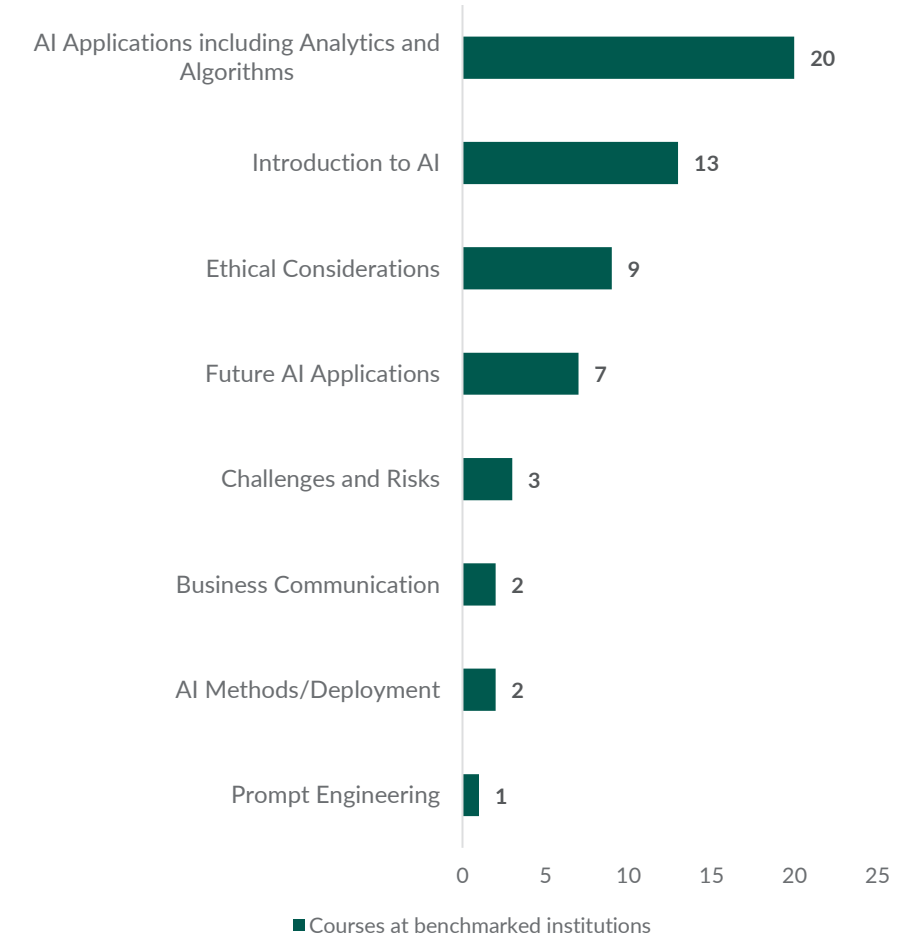
By contrast, technical competencies at competitors were less common and were only offered at the master's level in business programs. Benchmarked institutions most often included machine learning and quantitative analysis in their coursework, with analytics as another prominent focus area.

TECHNICAL COMPETENCIES IN COURSEWORK

Distribution of technical AI competencies integrated in undergraduate and graduate business coursework at benchmarked institutions

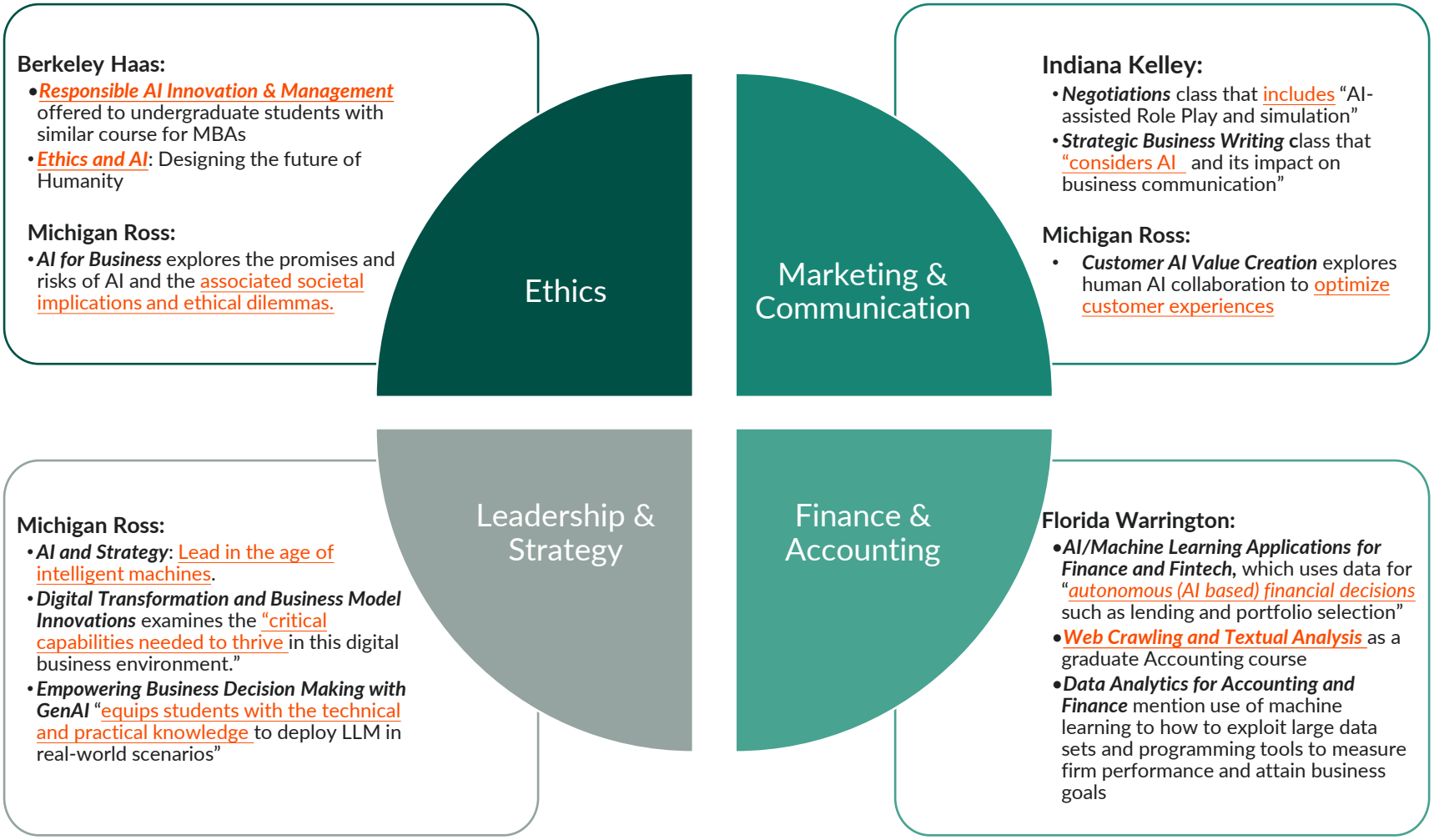
NON-TECHNICAL COMPETENCIES IN COURSEWORK

Distribution of non-technical AI competencies integrated in undergraduate and graduate business coursework at benchmarked institutions



SAMPLE OF APPLIED AI IN COURSES ACROSS BUSINESS DISCIPLINES

Most competitors have more robust course offerings at graduate business level, with Michigan's Ross School of Business offering the most to degree-seeking students on a regular basis. Berkeley Haas also has a notable catalogue of offerings, but many are featured in special courses that may not occur each semester. Indiana Kelley also offers a supply chain/logistics course that uses AI to optimize sourcing.



Berkeley Haas:

- ***Responsible AI Innovation & Management*** offered to undergraduate students with similar course for MBAs
- ***Ethics and AI***: Designing the future of Humanity

Michigan Ross:

- ***AI for Business*** explores the promises and risks of AI and the associated societal implications and ethical dilemmas.

Indiana Kelley:

- ***Negotiations*** class that includes "AI-assisted Role Play and simulation"
- ***Strategic Business Writing*** class that "considers AI and its impact on business communication"

Michigan Ross:

- ***Customer AI Value Creation*** explores human AI collaboration to optimize customer experiences

Michigan Ross:

- ***AI and Strategy***: Lead in the age of intelligent machines.
- ***Digital Transformation and Business Model Innovations*** examines the "critical capabilities needed to thrive in this digital business environment."
- ***Empowering Business Decision Making with GenAI*** "equips students with the technical and practical knowledge to deploy LLM in real-world scenarios"

Florida Warrington:

- ***AI/Machine Learning Applications for Finance and Fintech***, which uses data for "*autonomous (AI based) financial decisions* such as lending and portfolio selection"
- ***Web Crawling and Textual Analysis*** as a graduate Accounting course
- ***Data Analytics for Accounting and Finance*** mention use of machine learning to how to exploit large data sets and programming tools to measure firm performance and attain business goals

COMPETITOR BENCHMARKING SUMMARY

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OVERVIEW OF AI TRAINING AT COMPETITOR BUSINESS SCHOOLS

Table summarizes AI-related instructional content among selected competitor institutions

Institution	Undergraduate AI Courses/Trainings	Graduate AI Courses/Trainings	Institutional Approach to AI in Business	AI Application Fields	AI Technical and Non-Technical Competencies
Indiana University Kelley School of Business	The **Business Intelligence & Data Science Bachelor's** degree includes working "with big datasets to build predictive models and develop AI-powered solutions." **Undergraduate courses with an AI component are somewhat limited.** They include: • BUS-S 355: Topics in Information Systems – Digital Solutions with AI (examples include Agentic AI Systems) • BUS-M 455: Topics in Marketing: Negotiation for Sales Professionals uses **"AI-assisted role-plays and simulations"**	**Graduate courses with an AI component include:** • BUKD-S 514: AI and Automation for Business • BUS-P 520: Strategic Sourcing • BUKD-X 522: Strategic Business Writing considers "AI and its impact on business communication" • BUS-S 535: The Business of Technology The Industry Perspective (focuses on the tech industry rather than AI use cases or applications) • BUS-S 552: Artificial Intelligence in Business • BUKD-X 575: Introduction to Generative AI for Business Leaders • BUS-K 579: Experimental Courses (includes a focus on AI) **Executive Education options include:** • AI and Tech • AI for Marketing	**Kelley's October 2025 *AI Playbook* covers approved and IU-listed generative AI tools, rules for faculty and student use of AI, and a philosophy of low-stakes use of AI** in assignments and faculty-led analysis of what worked or did not go well in each use case. **The document also emphasizes the need for "AI discernment"** including skepticism about hallucinations and cultural biases in training data.	The MS in Information Systems has **Data Analytics and AI, Digital Transformation with AI, and Information Systems Research in AI** concentrations. Course domains for AI-related courses include the following. **They are heavily concentrated in the Operations & Decision Technologies course clusters:** • Operations & Decision Technologies (BUKD/K/S/P) (6) • Marketing (BUS-M)	**Non-Technical:** • AI Applications including Analytics and Algorithms (6) • Introduction to AI (2) • Business Communication

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University of California, Berkeley Haas School of Business	**Berkeley currently has one undergraduate AI-focused course :** • UGBA 192T: Responsible AI Innovation & Management (featured on website; listed among the "Special Topics" electives for business undergrads) In addition, the institution offers an AI-related course: • UGBA 147: Advanced Business Analytics (includes clustering, predictive modeling, machine learning techniques)	**Graduate courses include:** • MBA277: Ethical AI Business Design • MBA290T-6F: Product Management with AI • MBA290T-8B: AI Strategy Data Science, Machine Learning and Gen AI Applications to Business • MBA290T-12: Harnessing AI for Business Success • MBA292T-15: Climate Plus AI • MBA296-2: Business AI Foundations • MBA296: Human-Centered AI-Powered Presentations • EWMBA267: The Business of AI • EWMBA290T-12: Analytics with SQL & AI • XMBA292T-1: Responsible AI Innovation and Management **Executive education:** • AI for Executives • AI: Business Strategies and Applications	The AI for Business certificate centers on four key pillars: technology, management, strategy, and impact. The certificate does not appear to have a public website, so there are few details about competencies available. The institution has an AI Hub for students, faculty, and staff, which provides resources.	**Haas launched a new AI for Business certificate that is available to students in the Full-Time, Evening & Weekend, and Executive MBA programs** in 2026. Students must complete the Business for AI course (launching in spring 2026) and six additional units chosen from 30 available courses covering topics ranging from data mining and data analytics to the use of AI in entrepreneurship, healthcare, new product development, and climate research. The certificate builds on years of experimentation and integration by Haas faculty who have already begun weaving AI topics into core MBA courses. However, the extend to which these topics have been integrated into core MBA courses could not be determined.	**Technical:** • Analytics (2) **Non-Technical:** • Introduction to AI (2) • AI Applications including Analytics and Algorithms (5) • Ethical Considerations (2) • Future AI Applications (3) • Challenges and Risks (2) • Business Communication

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University of Florida Warrington College of Business	UF lists 35 undergraduate courses aligned with AI, **most of which are domain knowledge courses with analytics or information management components** (e.g., *Auditing*, *Data Analytics in Real Estate*, *Database Management*, *Statistics for Business Decisions*). **Courses where AI is the main emphasis are much more limited** and include: • AI Applications in Finance • Foundations of Analytics and AI	As at the undergraduate level, **UF appears to list any course that touches on AI applications within a domain as AI-related in its marketing.** **Courses that explicitly and substantively focus on AI include:** • AI Applications in Finance and Accounting • AI Applications in Marketing and Operations • Artificial Intelligence Methods • Cyber and AI Governance in Business • Data and Machine Learning Basics for Managers • Managing AI Deployment • Managing Legal, Ethical, and Business Risks in AI • Web Crawling and Text Analysis	**Curricular integration:** "Students gain experience using Python, Tableau, SQL, cloud platforms, and APIs, solving real-world problems through case studies and company projects. Whether it's optimizing a supply chain or evaluating a GenAI platform for HR, students leave ready to drive AI initiatives in any business." MSM, AI Concentration: "Project-based assignments prepare early-career Jacksonville professionals to move up in the business world and utilize AI along the way." Note: This concentration is only mentioned on a faculty research webpage; it is not listed on the MSM program webpage. May be one of several new programs to be offered at Jacksonville campus in 2026 or later.	Based on the list of undergraduate and graduate courses aligned with the Business Analytics and Artificial Intelligence Center, **major fields of application include the following.** However, the degree to which each course in these fields deals extensively with AI is unclear in many cases: • Finance (8) • Accounting (6) • Leadership/Strategy (4) • Analytics (3) • Marketing (3) • Real Estate (3) • Auditing (2) • Human Resources • Information Systems • International Business • Innovation • Business Law and Ethics • Sales	**Non-Technical:** • AI Applications including Analytics and Algorithms (5) • Introduction to AI (1) • Ethical Considerations (1)

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University of Michigan Ross School of Business	Undergraduate level courses include a **general introduction to AI and two high-level disciplinary electives:** • TO 433: Artificial Intelligence for Business (BSBA) • FIN 427: Artificial Intelligence and Machine Learning in Investment Strategies	There are 10 graduate courses with a clear focus on AI, **most of which are in the Technology and Operations cluster:** • TO 538: Empowering Business Decision Making with Generative AI • TO 633: Artificial Intelligence for Business • BL: Legal Knowledge for Values-Driven Leaders • TO 628: Advanced Big Data Analytics • MKT 642: Digital Marketing: Applications and Analytics • TO 518: Linear Programming I • STRATEGY 699: AI and Strategy – Lead in the Age of Intelligent Machines • EMBA 701: Executive Primer on Generative AI • TO 730: Digital Transformation and Business Model Innovation • MKT 624: Customer-AI Value Creation	**Overall philosophy:** "Our mission is to generate insights, tools, and learning experiences that ensure businesses not only adopt AI effectively but also create and capture value ethically." **Full-Time MBA AI Concentration:** "…students take foundational courses that help them develop an essential understanding of AI concepts and how to harness AI-powered technologies to drive business results." To earn the concentration, students must take at least 12 credits of approved electives related to AI.	Based on the departmental affiliations of AI-related courses, **the major domains of application include:** • Technology and Operations (6 courses) • Marketing (2 courses) • Business Law and Ethics (1 course) • EMBA Primer (1 course) • Finance (1 Course) • Strategy (1 course)	**Technical:** • API Programming • Machine Learning and Quantitative Analysis • Analytics • Models and Algorithms **Non-Technical:** • Introduction to AI (5) • AI Applications including Analytics and Algorithms (4) • Ethical Considerations (4) • Future AI Applications (3) • Challenges and Risks • Prompt Engineering

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University of Washington Foster School of Business	**Foster has one AI-specific course offering:** • Forging AI Champions: A Transformative Generative AI Teaching Experience (unlisted) Foster has an **Information Systems major within its B.A. in Business Administration** program, which has a few AI-related course options: • IS 490: Selected Topics in Information Systems (potential topic may be artificial intelligence and knowledge-based systems) • IS 451: Business Data Analytics (includes clustering, logistic regression, text mining, web analytics, etc.)	**Graduate courses include:** • Generative AI in the Era of Cloud Computing (unlisted) • MSIS 510 Fundamentals of Machine Learning (3) • MSIS 522 Advanced Business Machine Learning (2) • MSIS 549 Machine Learning and Artificial Intelligence for Business Applications (2)	**Foster's AI strategy spans four pillars: (1) teaching, (2) research, (3) knowledge dissemination, and (4) operational effectiveness.** Students build essential competencies that integrate technology with business. They develop fluency in AI, ensuring they can responsibly apply tools, think critically about impact, and drive innovation across industries.	**Foster's AI training is primarily featured in its M.S. in Information Systems program**, a one-year STEM program that blends business insight with hands-on experience in artificial intelligence, data strategy, and technology management. Foster's website lists the following **learning objectives**: • Explain AI core concepts • Apply AI tools for business productivity • Design AI-enabled business solutions • Evaluate AI's strategic business impact • Assess AI ethics • Cultivate lifelong AI learning mindsets	**Technical:** • Machine Learning and Quantitative Analysis (2) • Models and Algorithms **Non-Technical:** • Introduction to AI • AI Applications including Analytics and Algorithms • Ethical Considerations

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University of Wisconsin–Madison Wisconsin School of Business	**WSB has one undergraduate AI business offering:** • Gen Bus 107: Introduction to Artificial Intelligence in Business (covers what AI is, how it works, and its growing impact on various business contexts) **WSB also offers an AI Jumpstart: Accelerator Course for undergraduates, which is an "accelerated online course."**	As of October 2025, **WSB is "designing three new AI courses, which are expected to be offered in both the PMBA and the FTMBA."** They are: • Gen Bus 707: Foundations of Artificial Intelligence in Business • Gen Bus 708: Artificial Intelligence and the Enterprise • Gen Bus 709: Artificial Intelligence and the Future of Management Graduate-level badges and certificates do not emphasize AI in the current configurations.	**WSB introduced a one-off seminar on AI in the months after ChatGPT launched, and has been working steadily to incorporate AI into its curriculum:** "In addition to hands-on learning opportunities like the generative AI event, WSB is embedding AI learning into its course offerings. The school already has AI-relevant courses across multiple programs and departments and is currently developing a new course called *Competing with AI* for the redesigned executive MBA program." **The new (2025) AI Hub for Business "provides practical knowledge, industry connections, and academic expertise** to transform business and prepare the next generation of business leaders." **Hanover found no evidence that this initiative has influenced the curriculum.**	**Hanover's review of the MBA core and concentration curricular and curricula of specialized master's degrees revealed two programs with coursework that focuses extensively and explicitly on AI.** **MS in Data, Insights, and Analytics and MS in Business Analytics courses:** • Machine Learning • Artificial Intelligence • Current Topics in Business Analytics and Artificial Intelligence	The MS in Business Analytics is a STEM-designated program that uses "a multidisciplinary approach to blend science, technology, and data analysis." It therefore offers a more technical, as opposed to applied, AI curriculum. **Non-Technical:** • Introduction to AI (2) • AI Applications including Analytics and Algorithms • Future AI Applications • Ethical Considerations

HANOVER RESEARCH

CONTACT

Gina Flango
Content Director, Higher Education
E: rflango@hanoverresearch.com
P:
hanoverresearch.com