Black Level
- Ad Victoriam Solutions
- Caterpillar Financial
- Deloitte Consulting
- EY
- Goldman Sachs
- Jackrabbit Technologies
- KPMG
- NCR
- NCR Atleos
- Protiviti
- PwC
- State Farm
- The Home Depot
- Truist

Red Level
- Amazon AWS
- BDO
- BlackRock
- Cerulium
- CGI
- Chick-fil-A
- Cox Communications
- Gartner
- Johnson Lambert
- Moore Colson
- NTT DATA Services
- Riskonnect
- Savannah Nuclear River Solutions
- Synovus
- UPS
- Verizon
Agenda

• Opening Comments and Lunch
  Hugh Watson
• Introductions
  Hugh Watson and Laura Neely
• Departmental Updates
  Maric Boudreau
• Breakout Groups
  ➢ What topics and technologies should be covered in an area of emphasis (four courses) in AI? Jerry Kane and Laura Neely
  ➢ What advice should we give students whose start date is pushed back? Maric Boudreau and Matt Clarke
  ➢ Should we have subcommittees or separate boards that align with our areas of emphasis? Hugh Watson and Pratham Patel
  ➢ How do add more flexibility to the MIS curriculum? Mark Huber and Maddie Sherrick

• Reports from the Breakout Groups
  Laura Neely, Matt Clarke, Pratham Patel, and Maddie Sherrick
Connect with us!

misaterry

mis-uga
Introductions
Laura Neely
MIS Advisory Board
Student Representatives

Laura Neely
Shivani Patel
Mary Grace Tippett
Taylor Miller
Pratham Patel
Madison Lindberg
Matthew Clarke
Bryson Hawkins
Ashley Parker
Madeline Sherrick
Lily Athey
Ava Siegel
Student Organizations

- Society for Management Information Systems
- Society for Cyber Security
- Women in Technology
- Society for Business Intelligence
- UX Club
- Related: Terry Fintech Society
MIS Departmental Update
Hiring update

August 2023:

- New Assistant Professor: Dr. Akshat Lakhiwal
- New Assistant Professor: Dr. Jiyong Park
- New Associate Professor: Dr. Ling Xue

January 2024:

- New Lecturer: Dr. JD Rusk

August 2024:

- New Lecturer
- New Assistant Professor (e-mobility)
Ranking

MIS undergraduate program ranked #10 Best MIS Program among public universities, according to US News and World Report

MBT ranked #2 among Online Business Programs of public universities (excluding MBA), according to US News and World Report
MIS Majors Core

- A grade of **C or better** is required for all MIS courses numbered 4000 or higher (to graduate with the MIS Major).
- A grade of **C or better** is required in all pre-requisite courses before registering to the next.

MIST 5750
Business Process Management

MIST 5740S
Project Management

MIST 5770
Information Security Management

MIST 5775
Cyber Threat Intelligence

MIST 4610
Data Management

MIST 4600
Computer Programming in Business

MIST 5750
Business Process Management

MIST 4620S
System Analysis & Design

MIST 4630
Secure Cloud Development

5740S requires at least one of the three previous courses

4630 must be taken before OR concurrently with 4620S

MIST Major Electives (only one is needed)

- Information Security

- Data Analytics

Technical Courses

Business Skills Courses

MISC 4550
Energy Informatics

MIST 5620
Business Intelligence

MIST 5640
IT Infrastructure

MIST 5720
Digital Innovation and Entrepreneurship

MIST 5730
Advanced Data Management

MIST 5770
Information Security Management

MIST 5775
Cyber Threat Intelligence

MIST 4700
Financial Technologies

MIST 4700
Financial Technologies

MIST 5785
Applied Information Security

MIST 4550
Energy Informatics

MIST 5757
Data Engineering

MIST 5635
Machine Learning
## MIS UNDERGRADUATE ADMISSION OVER TIME

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
<th>Fall 2022</th>
<th>Fall 2023</th>
<th>Spring 2017</th>
<th>Spring 2018</th>
<th>Spring 2019</th>
<th>Spring 2020</th>
<th>Spring 2021</th>
<th>Spring 2022</th>
<th>Spring 2023</th>
<th>Spring 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honor Students</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>22</td>
<td>9</td>
<td>24</td>
<td>11</td>
<td>22</td>
<td>9</td>
<td>27</td>
<td>10</td>
<td>17</td>
<td>8</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Time Applicants</td>
<td>72</td>
<td>158</td>
<td>125</td>
<td>220</td>
<td>167</td>
<td>224</td>
<td>145</td>
<td>179</td>
<td>156</td>
<td>226</td>
<td>176</td>
<td>199</td>
<td>156</td>
<td>266</td>
<td>190</td>
<td>260</td>
<td></td>
</tr>
<tr>
<td>Change of major /</td>
<td>5</td>
<td>41</td>
<td>57</td>
<td>48</td>
<td>62</td>
<td>44</td>
<td>47</td>
<td>42</td>
<td>69</td>
<td>56</td>
<td>74</td>
<td>55</td>
<td>70</td>
<td>49</td>
<td>83</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Second major</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Applicants</td>
<td>77</td>
<td>199</td>
<td>182</td>
<td>268</td>
<td>229</td>
<td>290</td>
<td>201</td>
<td>245</td>
<td>236</td>
<td>304</td>
<td>259</td>
<td>281</td>
<td>236</td>
<td>332</td>
<td>281</td>
<td>341</td>
<td></td>
</tr>
<tr>
<td>Total Accepted</td>
<td>77</td>
<td>137</td>
<td>134</td>
<td>154</td>
<td>174</td>
<td>180</td>
<td>176</td>
<td>177</td>
<td>181</td>
<td>184</td>
<td>207</td>
<td>200</td>
<td>205</td>
<td>202</td>
<td>207</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>% Accepted</td>
<td>100%</td>
<td>69%</td>
<td>74%</td>
<td>57%</td>
<td>76%</td>
<td>62%</td>
<td>88%</td>
<td>72%</td>
<td>77%</td>
<td>61%</td>
<td>80%</td>
<td>71%</td>
<td>87%</td>
<td>61%</td>
<td>74%</td>
<td>70%</td>
<td></td>
</tr>
</tbody>
</table>
MIS UNDERGRADUATE STUDENTS OVER TIME

* Prediction for Fall 2023: around 960
## UGA Popular Majors (Spring 2023)
(at the undergraduate level, removing “undecided” and “intended”)

<table>
<thead>
<tr>
<th>Major</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>2,235</td>
</tr>
<tr>
<td>Biology</td>
<td>2,189</td>
</tr>
<tr>
<td>Finance</td>
<td>1,275</td>
</tr>
<tr>
<td>Political Science</td>
<td>890</td>
</tr>
<tr>
<td>Marketing</td>
<td>879</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>807</td>
</tr>
<tr>
<td>International Affairs</td>
<td>695</td>
</tr>
<tr>
<td>Economics</td>
<td>674</td>
</tr>
<tr>
<td>Computer Science</td>
<td>668</td>
</tr>
</tbody>
</table>
## Placement Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>95%</td>
</tr>
<tr>
<td>Seeking</td>
<td>5%</td>
</tr>
</tbody>
</table>

## Full-Time Job Compensation

<table>
<thead>
<tr>
<th>Compensation Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Base Salary</td>
<td>$78,375</td>
</tr>
<tr>
<td>Median Base Salary</td>
<td>$79,000</td>
</tr>
<tr>
<td>Average Bonus</td>
<td>$8,154</td>
</tr>
</tbody>
</table>
# Spring 2023 Exit Survey (n=241)

## Top 15 Employers

<table>
<thead>
<tr>
<th>Employer</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>EY</td>
<td>22</td>
</tr>
<tr>
<td>Deloitte</td>
<td>19</td>
</tr>
<tr>
<td>KPMG</td>
<td>17</td>
</tr>
<tr>
<td>PricewaterhouseCoopers LLP</td>
<td>12</td>
</tr>
<tr>
<td>NCR Corporation</td>
<td>8</td>
</tr>
<tr>
<td>Protiviti</td>
<td>6</td>
</tr>
<tr>
<td>Accenture</td>
<td>5</td>
</tr>
<tr>
<td>Rsm US Llp</td>
<td>5</td>
</tr>
<tr>
<td>Ad Victoriam Solutions</td>
<td>4</td>
</tr>
<tr>
<td>Manhattan Associates</td>
<td>4</td>
</tr>
<tr>
<td>Amazon</td>
<td>3</td>
</tr>
<tr>
<td>Trimont</td>
<td>3</td>
</tr>
<tr>
<td>Caterpillar Financial Services</td>
<td>2</td>
</tr>
<tr>
<td>Coalfire</td>
<td>2</td>
</tr>
<tr>
<td>Cognizant</td>
<td>2</td>
</tr>
</tbody>
</table>
This Academic Year’s Events

**August 23:** MIS Welcome Back Social
**September 7:** Top 10%
**October 13-14:** Truist Event
**October 20:** Fall Advisory Board Meeting in Atlanta
**January 1:** New DH taking over 😊
**February 8:** Meet the MIS Companies
**March 15:** Spring Advisory Board Meeting in Athens
MS BUSINESS ANALYTICS TEAMS

TERRY GRADUATE ANALYTICS STUDENTS WORKING FOR YOU

ECT TIMELINE: January – April 2024
IL pzettek@uga.edu FOR MORE INFO

WHAT’S IN STORE FOR YOU:
• Four or Five students per team
• One Terry MIS/MSBA faculty lead
• One designated internal Contact for resource access
• Introduction/project scoping meeting with faculty & students
• Ongoing attention from a Research One university

Your data-centric questions answered!
RECENT MSBA CAPSTONE CLIENTS
Learn more about MSBA Capstone Projects
Hosted through the Full-time MBA and MS Analytics Program
Email: Patti Zettek
pzettek@uga.edu
Phone: 706–542–2070
Truist Immersive Learning Experience
Truist Immersive Learning Experience
Hosted at Studio 225

University of Georgia Immersive Learning Experience with Truist

The Disruptive Potential of the Cloud & No-Code Platforms in FinTech:

Corporate Sponsor: Truist along with Amazon Web Services, FLOWX.AI, and IBM

Schedule: Friday, October 13th & Saturday, October 14th

Program Description: Meet and network with leaders from Truist and other tech partners as they demonstrate new financial technology (FinTech) that’s changing the way companies do business.

As a UGA Terry College of Business student, you’re invited to work side-by-side with leading FinTech disruptors during this two-day applied learning opportunity. Help build real world solutions using cutting-edge tools such as low-code / no code development platforms.

During the event you will work with senior leaders from Amazon, FLOWX.AI, and IBM along with Truist business and tech executives.
Evolution of the Truist Immersive Learning Experience

Spring 2022 – Emory University

Kickoff

Fall 2022 – Emory University

Doubled size, increased networking time

Spring 2023 – UNCC

New Innovative space
Increased used case complexity

Fall 2023 – UGA

New Innovative space on campus, more partners, & more complex solutions

Emory University

TRUIST

Shirley Mu

University of North Carolina Charlotte

Ashley Prince

University of Georgia

Shaan Patel
Some of our challenges today

Our purpose is to **inspire and build better lives and communities.**

We aim to serve our **clients, teammates** and **stakeholders.** The challenges that you and your teams are going to help solve for today and tomorrow, will be centered around the experiences our clients deserve.

1. **Omni-Channel Experiences**
   - How can I ensure my client gets the help they need at anytime, in a secure and automated fashion?
   - What is needed to ensure my client’s interactions with Truist are positive experience, often across channels (chat, phone, messaging, etc.)

2. **Operational Effectiveness**
   - Understand why our clients are calling and enable self-serve capabilities to reduce volume
     - ↑ client satisfaction
     - ↓ call volumes
     - ↑ containment rate
     - ↓ complaints

3. **Unified View of our Clients**
   - What is best for my client today?
   - What products does my client need to meet their goals?
   - How can the data I have available to me help ensure I recommend the best products for my client?
# Run of Show - Truist Immersive Learning Experience

## Step 1: Pre-Training
- Opening

## Step 2: University of Georgia Introduction
- Pre-Training

## Step 3: Careers at Truist
- University of Georgia Introduction

## Step 4: Description of the Truist Challenge
- Careers at Truist

## Step 5: Partner Capability Intro & Solutions
- Description of the Truist Challenge

## Step 6: Food and Networking
- Partner Capability Intro & Solutions

## Step 7: Opening & Team Solution Building
- Food and Networking

## Step 8: Team Presentations & Closing
- Opening & Team Solution Building

## FLOWX & AWS
- Truist Leader(s)
  - Dan Stephenson
- University Faculty
  - Bob Trotter
- Truist Leader
  - Britton Frampton
  - Marc Prince
- Truist Risk, Tech & Digital
  - Amanda Griffin
  - Megan Geisen
- IBM, FLOWX & AWS
  - Brian Cross
  - Vikas Dutt
  - Ioan Iacob
- University Faculty
  - Benjamin C. Ayers
- Truist, IBM, FLOWX & AWS
  - Marc Boudreau
  - Mike Parsons
  - Darren Price
- Student Teams
  - Banu Venkat

## Prior to Event
- 1:00 - 1:15

## Day 1
- 1:15 - 1:20
- 1:20 - 1:25
- 1:25 - 1:35
- 1:35 - 5:00

## Day 2
- 5:00 - 6:00
- 10:00 - 1:30
- 1:30 - 3:00
Truist Immersive Learning Experience

Opening from Truist, UGA Faculty and Partners

Design thinking session to outline the solution

Rapid development in pods working on AWS and FLOWX.Ai in hybrid Teams

Executive Board Room Status Check (Dragon’s Den!)
Truist Immersive Learning Experience

Networking session we a 50 /50 ratio of students and executives 110 total people

Faculty getting the students excited to kickoff day 2

Students presented a working demo of their suggested solutions

Final Moment of the event
Breakout Groups:

- What topics and technologies should be covered in an area of emphasis (four courses) in AI? Jerry Kane and Laura Neely
- What advice should we give students whose start date is pushed back? Maric Boudreau and Matt Clarke
- Should we have subcommittees or separate boards that align with our areas of emphasis? Hugh Watson and Pratham Patel
- How do add more flexibility to the MIS curriculum? Mark Huber and Maddie Sherrick
What topics and technologies should be covered in an area of emphasis (four courses) in AI? Jerry Kane and Laura Neely

What advice should we give students whose start date is pushed back? Maric Boudreau and Matt Clarke

Should we have subcommittees or separate boards that align with our areas of emphasis? Hugh Watson and Pratham Patel

How do add more flexibility to the MIS curriculum? Mark Huber and Maddie Sherrick
Topic: Should we have subcommittees or separate boards that align with our areas of emphasis?

- Context
  - Many of our students come to UGA with considerable AP credit which gives them the ability to take additional courses. This flexibility allows the MIS Department to offer and expand areas of emphasis offered. Should we have subcommittees or separate boards that align with our areas of emphasis?
- Would subcommittees or separate boards best serve our students?
  - The breakout groups at the board meetings already do a component of this.
  - The same people who are interested in the advisory board will probably be interested in any “separate boards.”
  - Professionals who are not on the board might also be on the boards for the areas of emphasis.
  - The subcommittees should meet, probably virtually, during the semester.
- What are students doing with the extra electives right now?
  - Double majoring, minors, certificates, areas of emphasis, and Double Dawgs program
  - Companies like seeing double majors, so they do not want the specializations to take that opportunity away from students.
- An alternative thought: Instead of areas of emphasis or specializations, is there demand for a graduate degree in one or more of the specialization areas?
  - It is unlikely through the three or four classes required for the area of emphasis, the student will gain a significant understanding in the area they chose.
  - Instead, it may be more beneficial to have a broad undergraduate MIS degree, and then complete a graduate degree in those specialized fields.

Summarized by Pratham Patel

Topic: How can we add more flexibility to the MIS curriculum?

Board members were given handouts of the current MIS curriculum and the proposed structure, which would keep the same three core classes and then have a flexible core in which students would pick one project and one technical oriented course. Then the student would be able to select two MIS electives. The goal in restructuring the curriculum is to try and add more flexibility for the students in the MIS program.
Within a few minutes of starting the breakout groups, the change in the project management requirement was challenged. A board member, Tyler Willamson, suggested that project management should be part of the required core rather than an optional project oriented course in the proposed flexible core. The group agreed that it should be a required course because it helps you to understand the bigger picture and how to create business value. Product management was also brought up in the discussion. They mentioned that product management is not taught at many schools and the introduction of this topic would increase the hiring of students at UGA. In order to gain more insight into the product management space a few of the board members offered to send over the curriculum that they have on product management so that we can go over it and figure out how it could be incorporated into the MIS program.

Overall the group determined some topics that they would like to keep in the curriculum: operational/organizational resilience, compliance with regulation, and how to make data useful. Even though there might be changes in how students can decide what MIS courses to take, the board members wanted to make sure that we continue teaching those topics and how to understand/produce data that is going to create value for the business.

Summarized by Maddie Sherrick

**Topic: What I the place of AI in the MIS curriculum?**

**Current State of the Program:**
- Establishment of two new courses: Machine Learning and AI in Business and Society.

**Suggestions:**
- Evaluation of Java’s ongoing relevance, and suggestions for integrating Co-pilot and natural language to SQL into Java and SQL classes.
- Emphasis on practical use and understanding of AI, discerning when to use specific technologies.
- The need for curriculum changes to keep pace with AI, with a focus on problem-solving and integrating technologies to build business value.
- Emphasis on Python as a vital skill in AI, alongside the importance of balancing tools and their application in coursework.
- The suggestion to incorporate strategy in the curriculum, connect BPM with subsequent classes, and focus on use cases to help students apply knowledge practically.
- Generative AI's real-world applications in due diligence, cost savings, new product development, and operational efficiencies.
- The importance of understanding data quality, product management, and the
  necessity of considering ethics related to AI.
- An emphasis on combining technical skills with design thinking and the need to
  teach students self-presentation and salesmanship.
- Consideration of the evolution of courses, with some technical classes becoming
  less important, and the suggestion of the creation of a technology risk analysis
  department.

Overall, the focus appears to be on integrating practical and strategic aspects into the
curriculum, emphasizing the application of technologies in solving real-world problems,
and ensuring a comprehensive understanding of the implications and ethics of emerging
technologies like AI.

Summarized by Laura Neely

**Topic: What advice is there for students whose job offers start dates are pushed
back or a job offer is rescinded?**

This breakout room aimed to provide advice and solutions for students whose
offers are being delayed or rescinded, and how students who have signed full time can
mitigate this risk. The key point that was reiterated several times was the importance of
networking, regardless of job status. Almost everyone talked about how important it was
for students to develop a network and find long term mentors at various companies.
Many said that students should continue interviewing even after signing a full time offer,
so long as the student was transparent about their situation. That being said, many
company representatives acknowledged that they would not interview someone who
had signed a full time offer, and students generally feel guilty or unmotivated to continue
to interview. This led to the brainstorm of several ideas to help both sides.

First, a waitlist strategy where companies can continue interviewing students that
have already accepted full time offers. They can then create a list of students to refer to
if there are any last minute holes in their class, and students will have companies to fall
back on if they are delayed or laid off. However, in the group wide discussion, board
members noted that this system likely advantages students more, and companies will
not approve the increased strain on interviewing resources and allowing contracted
students to interview with other companies.

Another idea was to force companies to confirm that they have the job available
in December or January of the student’s senior year. This way, students are not hearing
of a delayed or rescinded offer too late in the process, and have time to re-recruit if
needed.
Some companies wanted to get more involved in mentorship programs with the MIS Department, noting the obligation to help students with building their network. Using the mentorship program to meet students earlier on in the process would help both students and companies come recruitment time and ensure that students have diverse connections. Lastly, several short term, company centric ideas arose. UGA could offer more certification programs for students waiting for their start date, or larger firms can offer contracting work for specific skills to employ students for a couple months at a time.

No one solution was identified to be implemented immediately, but the MIS Department will return to students with the advice of continued networking.

Summarized by Matt Clarke