



# MIS Advisory Board Meeting – Spring 2024

March 15, 2024



**Terry College of Business**  
**UNIVERSITY OF GEORGIA**

# Corporate Board Members

## Black Level

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

## Red Level

- Amazon AWS
- BDO
- BlackRock
- Cerulum
- CGI
- Chick-fil-A
- Equifax
- Gartner
- Johnson Lambert
- Moore Carlson
- NTT DATA Services
- Riskconnect
- Savannah River Nuclear Solution
- Synovus
- UPS
- Verizon



# Agenda

## **Opening and Introductions**

*Hugh Watson*

## **Terry College of Business Update and Discussion**

*Dean Ben Ayers*

## **MIS Department Update and Discussion**

*Jerry Kane*

## **MIS Career Center Placement Data and Discussion**

*Elizabeth Paulsson*

## **MIS Student Organizations**

*Laura Neely*

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

*Hugh Watson*

## **Break**



# Agenda

**Breakout Group: Should a BPM course be required, if so, what topics should be covered?**

*Maric Boudreau and Matt Clarke*

**Breakout Group: What are the career paths for students in BI and analytics?**

*Hugh Watson and Brian Ferro*

**Breakout Group: Which programming language(s) be required of MIS majors?**

*Jerry Kane and Shavani Patel*

**Breakout Group: What is the near-term job market for MIS students and what skills are in high demand**

*Hugh Watson and Lauren Johnston*

**Breakout Group: For an area of emphasis in AI, what topics should be taught?**

*Aaron Schechter and Jack Drummond*

**Breakout Group: For an area of emphasis in cloud computing, what topics should be taught?**

*Craig Piercy and Maddie Sherrick*

**Breakout Group: For an area of emphasis in cybersecurity, what topics should be taught?**

*Mark Huber and Matt Clarke*

**Breakout Group: For an area of emphasis in data analytics, what topics should be taught?**

*Hani Safadi and Laura Neely*

**Breakout Group: For a certificate in FinTech, what topics should be taught?**

*Bob Trotter and Pratham Patel*





# Agenda

## **Awarding of scholarships**

**Craig Piercy and Mark Huber**



# Scholarship Donors

## Corporations, Scholarship Funds, and Endowments

- Ad Victoriam Solutions (2)
- BDO
- Bob Bostrom Scholarship Fund (2)
- Deloitte
- EY
- Goldman Sachs (10)
- Johnson Lambert
- KPMG (3)
- NCR Atleos (2)
- Protiviti (2)
- PwC (2)
- State Farm (2)
- Hugh Watson Endowment (13)

## Individuals

- Terri Chase
- Jay Ferro (2)
- Craig and Angela Fleisher
- Steve Follin
- Randy Geoghagan
- Mark Huber and Denise Spangler (3) (in memory of Paul Hays)
- Bill Rajczak (3)
- John Rossiter
- Bob Trotter
- Hugh Watson



# COLLEGE REPORT

Ben Ayers



Terry College of Business  
UNIVERSITY OF GEORGIA

# FY24 TO DATE: STUDENT ACCOLADES

- Kristen Dunning, Gently Soap; Shark Tank
  - <https://gentlysoap.com/>
- Matthew Tesevich/Kally Meyer, Ox Sox; 1<sup>st</sup> place; SEC Pitch Competition
  - <https://getoxsox.com/>
- Ashni Patel, Economics BBA, Schwarzman Scholar, one of 151 scholars worldwide, including 36 countries and 121 universities





# PROGRAM RANKINGS

## TERRY COLLEGE TOP 20 ACADEMIC PROGRAM RANKINGS

**#1** UNDERGRADUATE  
PROGRAM  
*Niche*

**#1** RISK MANAGEMENT  
AND INSURANCE  
*U.S. News & World Report  
Undergraduate Program Ranking*

**#2** ACCOUNTING  
AND FINANCE  
*Niche  
Undergraduate Program Ranking*

**#2** REAL ESTATE  
*U.S. News & World Report  
Undergraduate Program Ranking*

**#2** MASTER OF BUSINESS  
AND TECHNOLOGY  
*U.S. News & World Report*

**#6** EXECUTIVE MBA  
*Fortune and Poets & Quants*

**#8** FULL-TIME MBA  
*Bloomberg Businessweek*

**#10** MANAGEMENT  
INFORMATION SYSTEMS  
*U.S. News & World Reports  
Undergraduate Program Ranking*

**#11** ACCOUNTING  
*U.S. News & World Report  
Undergraduate Program Ranking*

**#11** UNDERGRADUATE  
PROGRAM  
*U.S. News & World Report*

**#11** FULL-TIME MBA  
*U.S. News & World Report*

**#19** MANAGEMENT  
*U.S. News & World Report  
Undergraduate Program Ranking*

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



Terry College of Business  
UNIVERSITY OF GEORGIA

# FINANCIAL TIMES- FTMBA RANKING

**#1**

**VALUE FOR  
MONEY RANK  
GLOBALLY**

**#5**

**AMONG  
U.S. PUBLIC  
PROGRAMS**

**#9**

**OVERALL  
SATISFACTION  
GLOBALLY**

**#14**

**CAREER  
SERVICES RANK  
GLOBALLY**

**#40**

**GLOBAL  
RANKING**

**#20**

**AMONG  
U.S.-BASED  
PROGRAMS**



# RESEARCH RANKINGS

## TERRY COLLEGE OF BUSINESS RESEARCH RANKINGS

### RISK MANAGEMENT

**#2**

**U.S.  
Overall**

Source: UNL Worldwide RMI  
Rankings — JRI; 2019–2023

### MANAGEMENT

**#2**

**U.S.  
Overall**

Source: TAMUGA Rankings —  
5-Year Total

### MIS

**#6**

**U.S.  
Overall**

Source: Association for Information  
Systems (AIS) Research Rankings —  
AIS 4; 2021–2023

### ACCOUNTING

**#7**

**U.S.  
Overall**

Source: BYU Accounting Rankings  
— Top 6 Journals; 2021–2023

### REAL ESTATE

**#8**

**U.S.  
Overall**

Source: Real Estate Academic  
Leadership (REAL) Rankings —  
2019–2023

### ECONOMICS

**#13**

**U.S. Public  
Universities**

Source: RePEc/IDEAS Rankings  
— U.S. Economics Departments;  
Institutions 2024

### MARKETING

**#19**

**U.S. Public  
Universities**

Source: UT Dallas Business School  
Research Rankings — Article Count;  
2021–2023

### FINANCE

**#20**

**U.S. Public  
Universities**

Source: UT Dallas Business School  
Research Rankings — Article Count;  
2021–2023



# FIVE-YEAR ENROLLMENT

<b>STUDENTS IN TERRY</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Undergraduate Majors/Certificates</b>	8,733	8,717	8,594	8,825	9,226	9,536
<b>Graduate Programs</b>	831	856	987	982	904	974
<b>Total</b>	<b>9,520</b>	<b>9,528</b>	<b>9,531</b>	<b>9,766</b>	<b>10,097</b>	<b>10,510</b>
<b>Minor in Business</b>			85	248	314	403
<b>Total # of Students</b>	<b>9,520</b>	<b>9,528</b>	<b>9,616</b>	<b>10,014</b>	<b>10,411</b>	<b>10,913</b>



# PROGRAM EMPLOYMENT RATES

**UNDERGRADUATE**

**92%**

**FTMBA**

**97%**

**MAcc**

**100%**

**MBT**

**100%**

**MMR**

**100%**

**MSBA**

**94%**



# PLANS FOR FY 2024

- Secure gift to endow academic department:
  - John Munro Godfrey, Sr. Department of Economics
  - 1<sup>st</sup> Endowed Academic Department since J.M. Tull School of Accounting named in 1981
  - Will create endowment to elevate the economics program through:
    - Undergraduate and graduate scholarships
    - Faculty seed funds and research grants
    - Programmatic support



# BAPTIST COLLEGIATE MINISTRIES

- **Exchange expected to be complete in 2024**
- Will provide the Terry College additional office space & long-term space for growth





# THANK YOU.

Questions?







# MIS Departmental Update



# Ranking

MIS undergraduate program ranked **#9** 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*



# Hiring update

January 2024:

- Dr. JD Rusk

August 2024:

- Ali Shrizadibabakan (E-mobility Tenure Track position)
- Dr. Christina Serrano (UGA Graduate)
- Lecturer and Assistant/Associate Director of Industry Partnerships, Center for Business Analytics and Insights



# Kudos to our faculty

## Awards:

- Dr. Carolina Salge and Dr. Elena Karahanna won Best Paper for MIS Quarterly and AIS Senior Scholars
- Dr. Carolina Salge won AIS Early Career Award
- Dr. Ling Xue won AIS Mid-Career Award
- Dr. Hani Safadi received Terry Outstanding Research Award

## Promotions:

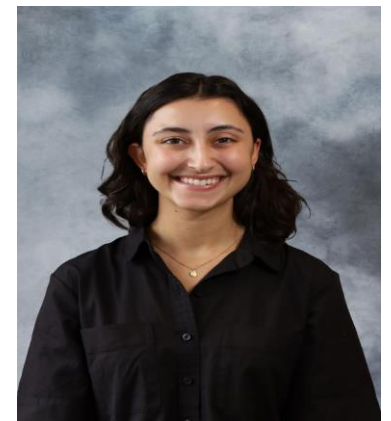
- Dr. Aaron Schecter as Associate Professor with Tenure
- Dr. Weifeng Li as Associate Professor with Tenure
- Dr. Mariana Andrade as Associate Professor with Tenure
- Dr. Karen Aguar as Senior Lecturer



# Kudos to our students

- **MIS Excellence Award**

- Lily Athey
- Matthew Clarke
- Brian Ferro
- Jordan Haynes
- Kate Hurst
- Madison Lindberg
- Mary Grace Tippet
- Ashley Parker



# Priorities as Department Head

- Maintain/ Rebuild Collegial Culture among faculty.
- Transition identity and governance to a "Big Department."
  - Have grown nearly 3x/4x in faculty/ students in past 10 years.
- Increase/ Deepen ties with industry
  - Working on "AI Roundtable" to help guide research and practice.
  - Help ATL/ GA become a leader in AI application in business.
- Expand Departmental Resources
  - Lack of resources is what separates us from very top departments.
- Modernize our curriculum to add more flexibility for students.
  - More course choices and new areas of emphasis

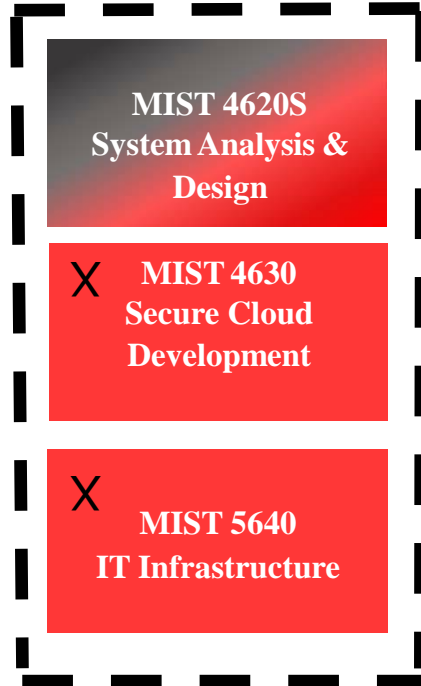




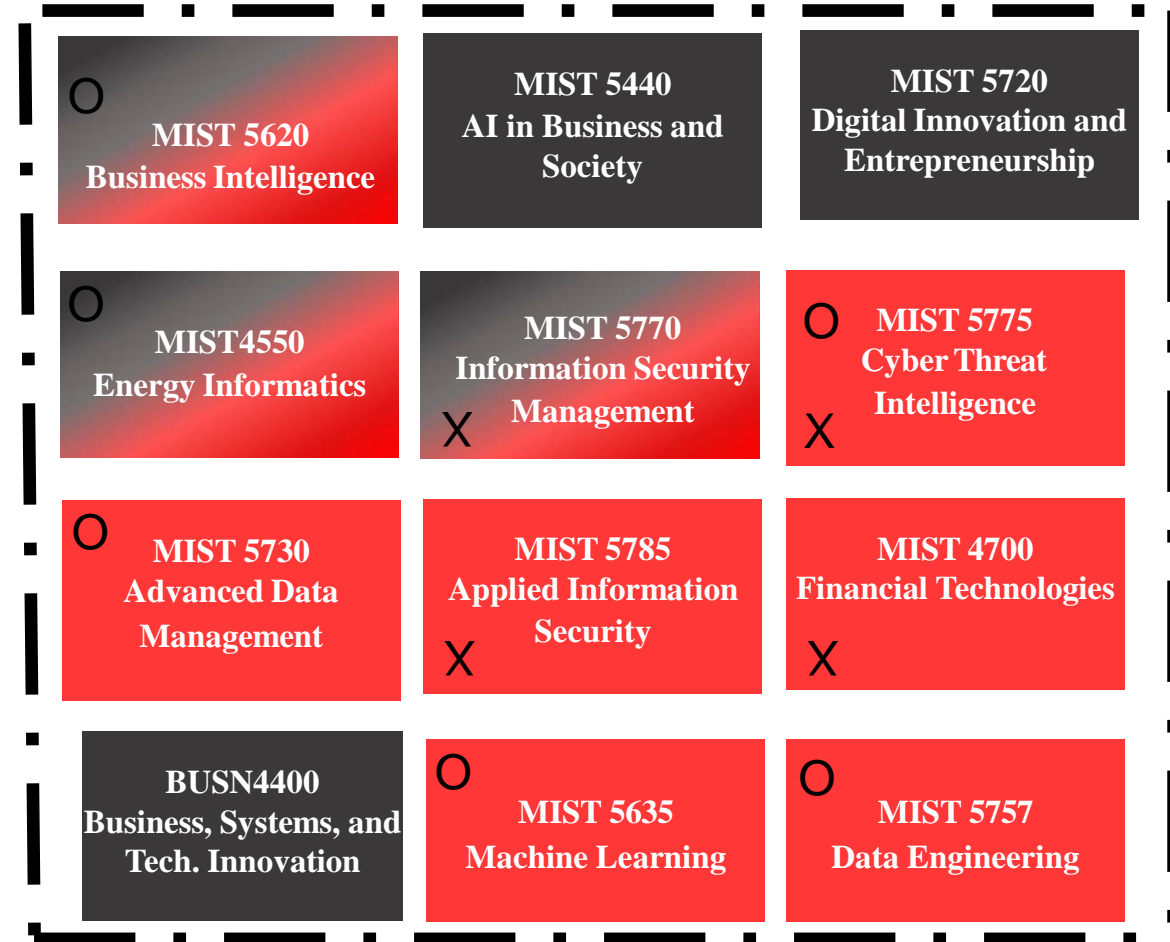
**Required Core:** All MIS Students must take these.



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



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



○ Data Analytics  
X Information Security

### Areas of Emphasis

**Existing AoE:** Data Analytics, Cybersecurity

**Pending AoE:** Business of AI, Cloud Computing

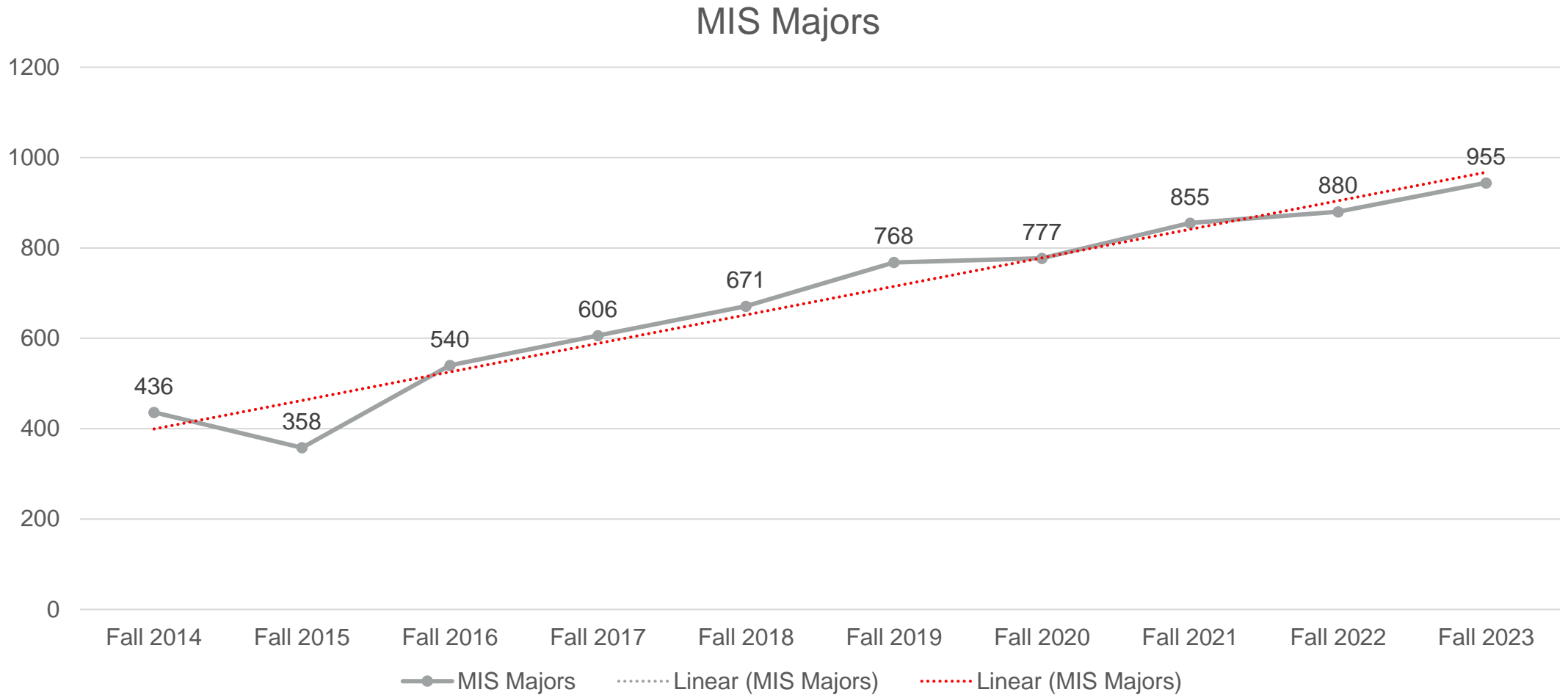
**Possible AoE:** Consulting, Software Development, Digital Innovation, Product Management, Other?

# MIS UNDERGRADUATE ADMISSION OVER TIME

	Fall 2010		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Fall 2024
Honor Students			-	-	22	9	24	11	22	9	27	10	17	8	25	12
First Time Applicants	72		220	167	224	145	179	156	226	176	199	156	266	190	193	152
Change of major / Second major	5		48	62	44	47	42	69	56	74	55	70	49	83	22	52
Total	77		268	229	290	201	245	236	304	259	281	236	332	281	341	379
Total Accepted	77		154	174	180	176	177	181	184	207	200	205	202	207	240	216
% Accepted	100%		57%	76%	62%	88%	72%	77%	61%	80%	71%	87%	61%	74%	70%	77%



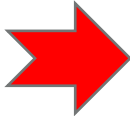
# MIS UNDERGRADUATE STUDENTS OVER TIME



***\* As of Fall 2022: 34% Female***

# UGA Popular Majors (Spring 2023)

*(at the undergraduate level, removing “undecided” and “intended”)*



Major	Headcount
Psychology	2,235
Biology	2,189
Finance	1,275
Political Science	890
Marketing	879
Management Information Systems	807
International Affairs	695
Economics	674
Risk Management and Insurance	511
Management	495

# Master of Business and Technology Program


*Craig Piercy*





Terry College of Business  
UNIVERSITY OF GEORGIA



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

**UNIVERSITY OF  
GEORGIA**  
Online Learning

REQUEST INFO | APPLY   Menu



### Master of Business and Technology

" In this information age, most organizations are overwhelmed by the amount of data they generate or have access to. It is important for them to know how to structure, manage, leverage, and protect such important assets, and that is at the core of what I teach. "

— Marie-Claude Boudreau, Ph.D.

[Home](#) > Master of Business and Technology

Overview

Faculty

Cost

Admissions

Curriculum

News & Events

Contact Information

## Master of Business and Technology

Offered through the [Terry College of Business](#), the University of Georgia's online Master of Business and Technology is uniquely designed to reinforce your IT skillset and complement it with project management experience and leadership clout. Operating at the intersection of business management and IT, our graduates are prepared to lead teams that build technology-based solutions and they are highly sought after by employers with 100% employed after completing the program.

Ranked #4 in the nation among online graduate business degrees by U.S. News & World Report.

**Flexible and Convenient**





**Delivering Quality Online Masters Level Instruction  
since 2016!**

**Now ranked #4 (five years in top 4)**



## **University of Georgia (Terry)**

Athens, GA 30602

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

<https://www.usnews.com/education/online-education/business/rankings>



# Students:

- 20 MBT students to graduate May 9, 2024
  - 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 2022 cohort
  - Currently: 26 applicants; 10 accepts; April and May are big months for recruiting
- Honors Day: Andrew Rose, Kathryn Taylor- Recipients of the Excellence at the Intersection of Business and Technology award.



Skills for the “sweet spot” between the C-suite and the technology teams.

MIST 7500E Digital Business Technology	MIST 7510E Database Management	MIST 7570E Internet Programming I	MIST 7520E Project Management	MIST 7530E Object Oriented Systems Analysis
<ul style="list-style-type: none"> <li>• <b>Business modeling and Strategy</b></li> <li>• Digital Technology Requirements</li> <li>• Business System Architectures</li> <li>• Digital Business Infrastructure</li> <li>• Review of HTML/CSS/Java</li> <li>• <b>Cloud Computing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Data modeling,</b></li> <li>• Relational databases and SQL</li> <li>• Database structure, storage,,and integrity.</li> <li>• <b>Big Data</b></li> <li>• <b>Data Analytics</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cloud-based application development</b></li> <li>• <b>AWS Cloud</b></li> <li>• Design Patterns</li> <li>• <b>Secure Software Development</b></li> <li>• Design, Implementation and Testing</li> <li>• Deployment to Cloud</li> <li>• Version control</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PMBOK Project Life Cycle</b></li> <li>• <b>Agile PM</b></li> <li>• Project Planning</li> <li>• Scheduling</li> <li>• Project Budgeting</li> <li>• Feasibility</li> <li>• <b>Risk Mitigation</b></li> <li>• Continuation of Capstone projects</li> </ul>	<ul style="list-style-type: none"> <li>• Business Technology Strategy</li> <li>• UML/<b>BPMN</b></li> <li>• Systems Development Life Cycle</li> <li>• <b>Agile Development</b></li> <li>• <b>Devops</b> Concepts</li> <li>• Start of Capstone projects</li> </ul>
MIST 7571E Internet Programming II	MIST 7540E User Experience Strategy	MIST 7590E Master of Business and Technology Project	MIST 7550E Digital Transformation Strategy	MIST 7515E Advanced Topics of B & T
<ul style="list-style-type: none"> <li>• Mobile first Development</li> <li>• Web Standards</li> <li>• React framework</li> <li>• <b>Mobile Development</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>User experience (UX) design</b></li> <li>• User research</li> <li>• Information architecture</li> <li>• Content strategy</li> <li>• <b>Visual design</b></li> <li>• Manage UX design projects</li> </ul>	<p><b>Capstone Project:</b></p> <p>9 month experiential learning project where students work collaboratively in teams to develop a digital business solution for an external sponsor.</p> <p>Inception through implementation</p>	<ul style="list-style-type: none"> <li>• <b>Digital Business Models</b></li> <li>• Building Presence</li> <li>• Security and Payment Systems</li> <li>• Marketing and Advertising Concepts</li> <li>• Ethical, Social, and Political Issues</li> <li>• <b>Trends in Digital Commerce</b></li> </ul>	<p>Hot topics: may change each year. First iteration possibilities:</p> <ul style="list-style-type: none"> <li>• <b>Fintech</b></li> <li>• <b>Machine Learning/AI</b></li> <li>• <b>Analysis of Emerging Tech</b></li> </ul> <p><b>Future options</b></p> <ul style="list-style-type: none"> <li>• <b>Data Analytics</b></li> <li>• <b>CyberSecurity</b></li> <li>• <b>Others</b></li> </ul>





# MBT Projects

Student teams develop a full-stack business solution that incorporates front-end (Web, mobile), cloud-hosted back-end, and database.

## Current projects:

- Alternative Land Use Portal
- Mock Mobile, Fintech App
- MIS Student Portal
- SC&E Partners Interactive Website

**New projects are started each January. Let us know by November if you have a project need.**





## 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](mailto:cpiercy@uga.edu)

# MIS Career Outcomes Data

Class of 2023

*Elizabeth Paulsson, Senior Career Consultant*



Terry College of Business  
UNIVERSITY OF GEORGIA

The Career Outcomes Initiative provides insight into the employment and continuing education status of UGA graduates **within an average of 6 months of their graduation date.**

Additionally, this self-reported data details employment, salary, and graduate school information.

These reports constitute the only centralized employment data collection for the University of Georgia and are used by current students, employers, colleges/schools, departments, and other stakeholders.

Data from our survey is published in the UGA Fact Book and reported to various organizations that rank colleges, such as US News and World Report.

# The UGA Career Outcomes Initiative

What It Is and How It Is Compiled



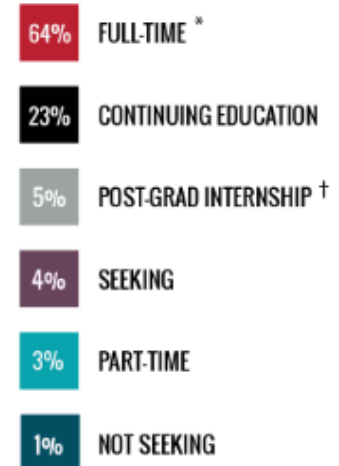
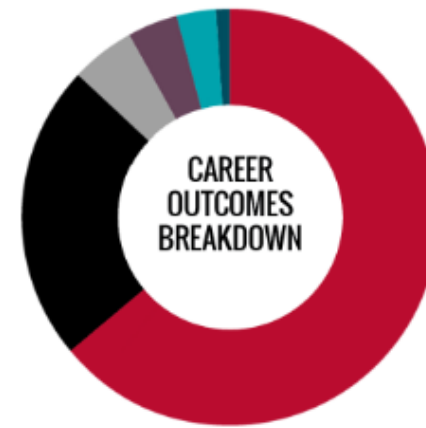
Terry College of Business  
UNIVERSITY OF GEORGIA

## CAREER OUTCOMES RATE

The Career Outcomes Rate is calculated using the number of students who are employed, continuing their education, or not seeking employment within an average of 6 months after graduation. UGA's 96% Career Outcomes Rate is based on the known career outcomes of 8,616 graduates from the Class of 2023.

UGA'S CAREER OUTCOMES RATE IS

96%



# The UGA Career Outcomes Initiative

University of Georgia Career Outcomes overall



Terry College of Business  
UNIVERSITY OF GEORGIA

## TOP 25 EMPLOYERS FOR THE CLASS OF 2023<sup>†</sup>



Accenture

ADP

AT&T

Bank of America

Centers for Disease Control and  
Prevention

Children's Healthcare of Atlanta

Deloitte

Delta Air Lines

Emory University

EY

Georgia-Pacific

Grant Thornton

KPMG

Lockheed Martin

Manhattan Associates

NCR Corporation

Piedmont Healthcare

PricewaterhouseCoopers

RSM US LLP

State Farm

The Home Depot

The Walt Disney Company

Truist

University of Georgia

UPS

# The UGA Career Outcomes Initiative

University of Georgia Career Outcomes overall



Terry College of Business  
UNIVERSITY OF GEORGIA

# Management Information Systems — Bachelor's Degree

Class of 2023

- **368 total degrees awarded**
- **321 individual responses to the post-graduation survey**
  - *87% response rate*
- **Employed Full-Time: 267 (83%)**
- **Continuing Education: 30 (9%)**
- **Internship/Postdoc/Residency: 7 (2%)**
- **Employed Part-Time: 1**
- **Not Seeking: 4**
- **Seeking: 12 (4%)**

## # Reporting Salary: 167

- **High Salary: \$122,500**
- **Median Salary: \$79,000 (+ \$9,000 from last year)**
- **Low Salary: \$48,000**

## # Reporting Bonus: 113

- **Median Bonus: \$7,500**



Terry College of Business  
UNIVERSITY OF GEORGIA



# Management Information Systems

---

## Bachelor's Degree

Class of 2023

### Top Hiring Employers of MIS Students

- EY - 27
- KPMG - 20
- Deloitte - 19
- PwC - 15
- Manhattan Associates - 9
- NCR Corporation - 8
- RSM US LLP - 8
- Accenture - 4
- Protiviti - 4
- Amazon - 3
- Trimont - 3
- Grant Thornton LLP - 3



Terry College of Business  
UNIVERSITY OF GEORGIA

# Business and Technology — Master's Degree

Class of 2023

- **23 total degrees awarded**
- **21 individual responses to the post-graduation survey**
  - *91% response rate*
- **Employed Full-Time: 20 (95%)**

**# Reporting Salary: 5**

- **High Salary: \$175,000**
- **Median Salary: \$116,000**
- **Low Salary: \$80,000**

**#Reporting Bonus: 2**



Terry College of Business  
UNIVERSITY OF GEORGIA

# Thank You!

**Elizabeth Paulsson, Senior Career Consultant**

**[lizziep@uga.edu](mailto:lizziep@uga.edu)**



# Student Board Member Activities

*Laura Neely*



Terry College of Business  
UNIVERSITY OF GEORGIA

# MIS Advisory Board

## Student Representatives



Laura Neely



Shivani Patel



Mary Grace Tippet



Taylor Miller



Pratham Patel



Madison Lindberg



Matthew Clarke



Bryson Hawkins



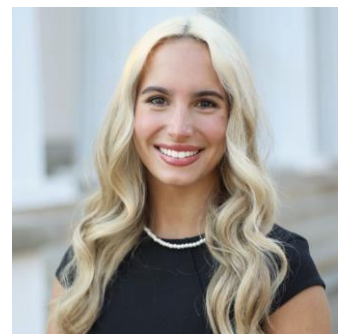
Ashley Parker



Madeline Sherrick



Lily Athey



Ava Siegel





# MIS Advisory Board

## New Board Members



Jenny Chen



Rohan Deulkar



Jack Drummond



Brian Ferro



Jessica Hall



Kate Hurst



Ronnie Mreir



Nikki Serafin



Audrey Staples



Benjamin Williams





# MIS Welcome Back Social (August 23)



Terry College of Business  
UNIVERSITY OF GEORGIA



# Top 10% Event (September 7)



Terry College of Business  
UNIVERSITY OF GEORGIA



# Fall and Spring Board Meetings (October 20, March 15)



Terry College of Business  
UNIVERSITY OF GEORGIA



# Meet the Companies (February 8)



Terry College of Business  
UNIVERSITY OF GEORGIA



# Women in MIS Mentoring Program



Terry College of Business  
UNIVERSITY OF GEORGIA

# MIS Coffee Series

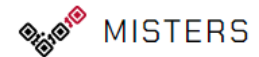


Terry College of Business  
UNIVERSITY OF GEORGIA









# MISTERS Professional Development



 LOGOUT

Hugh  
Watson

## STUDENT ACTIONS

-  Home
-  Calendar
-  Courses
-  Alternative Assignments



*Add your courses to get started*

Coming Up [See more »](#)

*There are no upcoming events.*

Alternative Assignments [See more »](#)

*You have no open requests.*



Terry College of Business  
UNIVERSITY OF GEORGIA

# MIS Merchandise



\$30.99



\$35.99



\$35.99



## Alumni Relations & Communications with Former Student Board Members and MIS Alumni



Terry College of Business  
UNIVERSITY OF GEORGIA



UNIVERSITY OF  
**GEORGIA**  
Terry College of Business

# MIS@TERRY

## It's Great, To Be, A MIS Major!

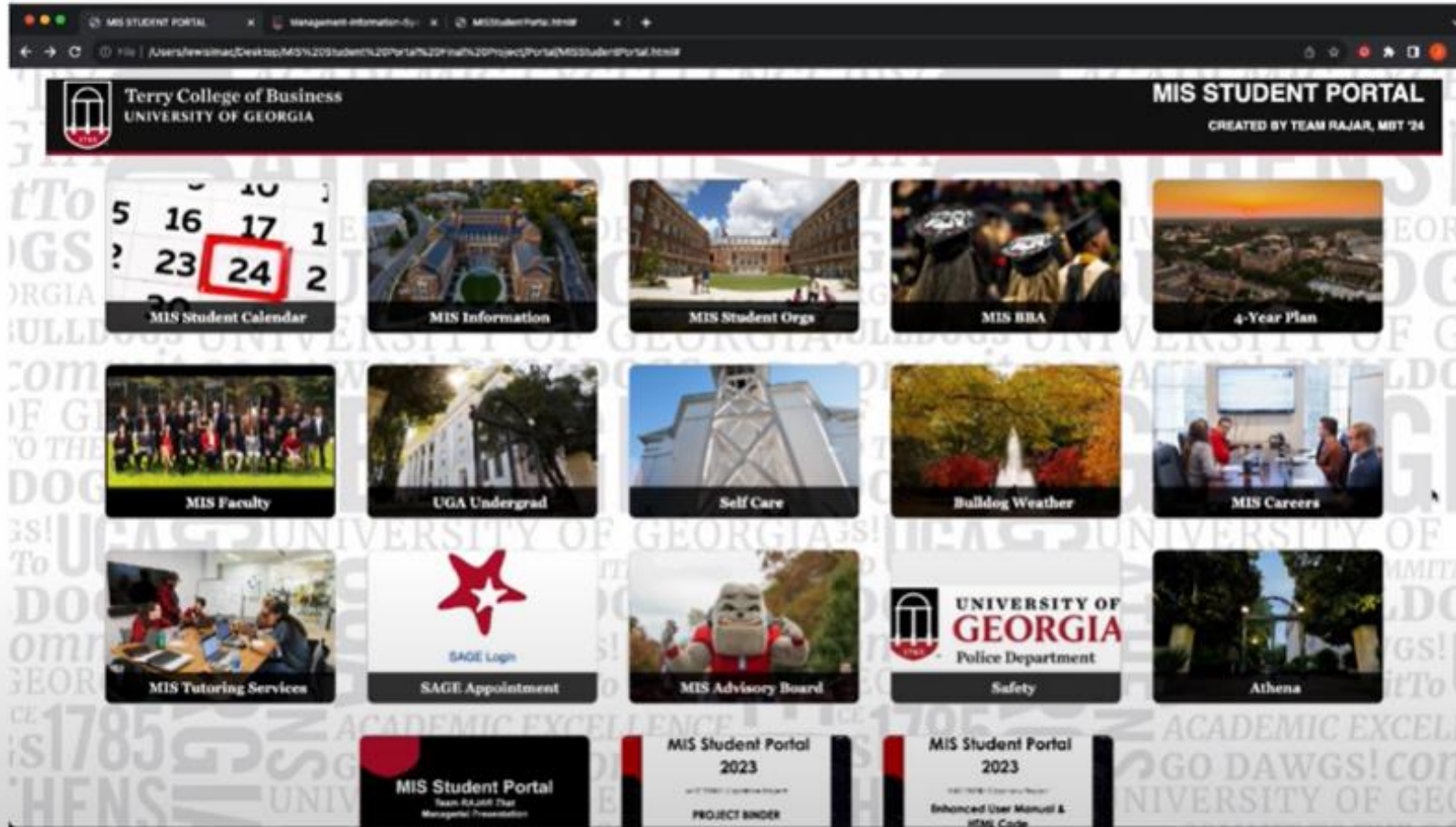
Becoming an MIS student at Terry is a wonderful achievement our students can be proud of. The rewards from completing the MIS degree are great as seen by the high starting salaries and placement rates.

### Fall Board Meeting

At the October MIS Advisory Board meeting (see picture below), Department Head Maric Boudreau provided an update on applications to the MIS program, average starting salaries and bonuses, and placement

# MIS Student Portal

- A MBT student project
- Student board members were initially involved
- A one stop place for MIS student information
- Student board members are involved in its implementation
- May be adding a student advisor chatbot as another MBT student project



Terry College of Business  
UNIVERSITY OF GEORGIA

# MIS Department Awards



Terry College of Business  
UNIVERSITY OF GEORGIA



# End of Year Social



Terry College of Business  
UNIVERSITY OF GEORGIA





# **Other Student Organizations**

- MIS Advisory Board
- Society for Management Information Systems (SMIS)
- Women in Technology
- Society for Business Intelligence (SBI)
- Society for Cyber Security (SCS)
- FinTech Society





# **Awarding of Scholarships**

**Fifty- eight  
scholarships  
were awarded**



# Breakout Group Summaries



## Artificial Intelligence

- Main Points
  - Consider integrating AI learning/usage into all courses
  - An AI AoE will likely attract many students to the MIS major
  - Understanding AI risk, regulation and compliance is essential
  - Want to avoid competing with Computer Science in the technical domains
  - Create AoE sooner than later, and continuously refine it
- AoE curriculum ideas and thoughts
  - Curriculum should focus on how to utilize AI effectively from a high-level
    - However, one still must understand how it works
  - AI risk management – governance, regulatory, ethics, etc
    - Identifying risk
    - Managing and ensuring responsible AI usage in a large-scale company
      - E.g. Employees unintentionally feeding AI proprietary data
    - Complying with emerging regulations
  - The differences between various generative AIs
  - Course(s) where students solve business cases using AI
  - Refining code, debugging with AI tools like Copilot
    - AI increases programmer efficiency
    - Students should be able to code with and without the help of AI
      - For example, students should learn math on paper before they get to use a calculator
  - When using AI, students should start with the “why” instead of immediately typing in a prompt
- Challenges
  - Ensuring curriculum remains up to date as AI changes rapidly
  - Testing how effectively students are using AI
  - Deciding how in depth should the curriculum go into the inner workings of AI
  - Preventing course material from overlapping too much

## **Cloud Computing**

### Current Cloud computing area of emphasis

1. Data management
2. Cloud development
3. Data Engineering
4. Infrastructure course

Eventually, we will have an Advanced cloud course

---

### What are important topics to consider for coverage?

- Migration to the cloud
  - Includes moving data centers to the cloud
    - Lift and shift vs re-architecting
    - Large vs. small data centers
- Infrastructure as code (all hardware)
- Continuous integration/ continuous deployments
- Cloud automation
- Best practices for managing the cloud (business side)
  - Cost Optimization
  - Tagging Standards
  - Operations Efficiency
  - Partnership Management
- Deeper dive into cloud security
  - Current basic cloud security+ have a deeper dive into cloud security
- Modern software architecture:
  - Using NoSQL database, containers and orchestration

**\*\*Cloud computing prefers-python**

Dr. Piercy outlined our current focus areas in cloud computing, encompassing data management, cloud development, follow-on programming classes, and infrastructure courses, with plans for an advanced cloud course in the future. Building on this foundation, we propose augmenting the curriculum with essential topics such as migration to the cloud, including strategies for moving data centers, infrastructure as code for hardware management, continuous integration/deployment practices, and best practices for cloud management from a business perspective. Furthermore, a deeper dive into cloud security beyond the basics, modern software architecture utilizing NoSQL databases, containers, and orchestration, and a focus on Python as the preferred language for cloud tasks would enrich the program. Incorporating practical exercises and real-world projects would reinforce learning and equip students with hands-on experience for navigating the complexities of cloud computing effectively.

## **Current MIS Job Market and Required Skills**

Throughout the conversations we had during the breakout session, the importance of industry experience was evident. Regarding criteria for employers/recruiters, we learned that the ability to understand hard skills within the context of industry knowledge or experience sets one applicant apart from another. One board member even mentioned that students who come into an internship with thorough industry knowledge perform better than even the brightest students at top universities, who may lack industry knowledge. After hearing these insights from the board members, it is vital that UGA MIS stresses the importance of experiential learning and regularly implements industry context and application into every MIS course.

In addition to industry experience, it was noted that soft skills are essential criteria in the hiring process and on the road to professional success. Regarding soft skills, we discussed the vision for the MIS program: teaching people to build social systems. One specific conversation was around the importance of sociotechnical systems. Teaching MIS students sociotechnical systems allows students to learn the human logic and technical sides of systems. Through this process of sociotechnical systems, students learn how to design complex organizational work that recognizes the interaction between people and technology in workplaces. This integration between communication and technical skills was described by a board member's statement that "Recruiters want utility players, not just quarterbacks." MIS board members discussed that while technical expertise is crucial, it's the soft skills that truly elevate professionals in this fast-paced industry. Effective communication skills enable MIS students to articulate and apply complex ideas to diverse landscapes, fostering collaboration and driving projects forward.

Another conversation in this breakout involved the diversification of job opportunities for MIS students outside of consulting. It was noted that the consulting field and recruiters work hard to make themselves known on campus. One way to increase the diversification of career awareness is to inform MIS students of different pathways from day one. For instance, the MIS Advisory Board Student Representatives mentioned the whirlwind of sophomore year and how the "buzzword" of consulting often becomes the only career that comes to mind. By introducing diverse career opportunities at orientation or MIS programs, students will have a more holistic perspective on where their studies can lead them after graduation.

We discussed the near-term demand for MIS graduates in light of the softening of the job market. Two factors are responsible for the weakening: (1) more people entered the information technology field because of perceived opportunities and (2) companies cut back on their hiring plans a year ago because of concerns about the economy. Despite the current slight downturn, the outlook for MIS graduates remains good.

## **Data Analytics**

In the Data Analytics breakout group, the future needs of the program were discussed. Based on multiple conversations, the following topics and concepts were identified as areas of interest:

- Visualization skills: employers are interested in hiring students with strong visualization skills. They must be able to extract and analyze data and communicate those findings with effective visuals. The specific data visualization tool is not important, though many employers cited Tableau as a helpful tool.
- Communication and Soft Skills: employers indicated a gap in skills related to communication in the data analytics field. Analysts must be able to communicate their findings to stakeholders who are not familiar with the intricacies of technology, which requires strong presentation and translation skills.

Overall, employers indicated that the technical skills currently taught are strong, but there is a gap in student's ability to visualize and communicate this data.

## FinTech

- Context
  - Right now, the certificate offers three classes and requires an internship.
    - 1<sup>st</sup> class- Covers the core concepts of Fintech.
    - 2<sup>nd</sup> class- Covers the technology concepts.
    - 3<sup>rd</sup> class- Covers the regulatory and legal side of Fintech.
  - These core classes are based on feedback from fintech companies and core banking companies.
- What can we do to better equip our students with the skills these companies are looking for?
  - One option is to add platform engineering into the program.
    - Banks are handcuffed to their legacy code providers/ legacy platforms.
    - Students who understand platform can help banks compete with other fintechs.
    - We talked about possibly adding this class as a capstone class where students would be given a fintech use case.
  - Another option is to add a class covering data analytics and data governance.
    - Focus on analysis and risk.
    - Learn about setting standards, gathering, storing, processing, and disposing of data.
  - Also talked about adding a M&A class focusing on the IT perspective of mergers.
    - IT is always brought in late into the deal and often data integration happens much later.
    - This course would consist of multiple case studies from the IT side that would help prepare students for the M&A activity they will experience working for a Fintech or core banking company.
      - It will expose them to the change and dysfunction they may experience giving them the skills to be prepared and lead the way.
    - This course would also help develop students' skills in change management.
- After a lot of thoughtful discussion, we agreed that the M&A course would be the top choice for another class in the certificate. We believe this course would add valuable skills to our students and make them more marketable to Fintech and core banking companies straight out of college.



## **Information Security**

We first discussed the need for the Information Security Area of Emphasis. Our MIS program tends to produce good consultants rather than technically inclined students. Companies like IBM do the vast majority of their cybersecurity recruiting at schools like Georgia Tech because their graduates are “programmers”. We concluded, however, that this Area of Emphasis would be good for our department.

So how can we make our students more technical to compete better in this field? We would love to incorporate common cybersecurity tools into the curriculum to let students get comfortable with software that companies are using. However, almost all of these tools are outside of the department’s budget. Not enough learning platforms or sandbox environments exist for us to keep up with the most current software. To bring more technicality to this area of emphasis, we need the help of alumni and employees of these companies to help us acquire learning environments at little or no cost to the department.

Another idea for increasing the technicality of the program included adding an industry-accepted certification. Many such certifications require full-time work experience, but we are looking into other options.

Regarding recruitment to the Area of Emphasis, we noted that many students find the Information Security pathway intimidating or unnecessary. There are a lot of preconceptions about cybersecurity that affect new student decisions, and the consulting firms do the most recruiting within the department anyway, further incentivizing a non-technical understanding of MIS. To get more students into this Area of Emphasis, we discussed an earlier introduction to Information Security by adding a module to the Introduction to MIS course that all Pre-Terry College students take. We can also explain the coursework and content better at MIS orientation through UGA student presenters to reduce the misunderstanding of Information Security.

## **Programming Languages**

In the discussion of which programming language(s) should be taught, there was discussion of replacing Java with Python or teaching Python or Java depending on the students' area of emphasis. Some of the other key points include:

- Companies are not recruiting at UGA for coders; they go to Georgia Tech instead
- Students must be able to talk to the coders and understand coding
- Students should be working with ChatGPT or a similar LLM on their classes
- Being able to program in Java Script is also useful
- Students also need to be able to work in no/low code development environments

- Is flipped classroom acceptable for coding?
  - With ZyBooks, it is still nice and easy to learn and understand
- Employers are looking at their CS hires when they need coding help
- Product Manager Area of Emphasis - Necessary for internal and external parts of an organization/enterprise
  - Northwestern 8-week course, Dr.Swami (Chris Aramburu has more information on this as well as Jay Ferro)
  - Product Strategy
  - Identifying opportunities for jobs to be done
  - Going to Market
  - Agile strategy
  - Outcome driven innovations
  - Why do customers buy?
  - Metrics (financial, customer)
  - SaaS

## Business Process Management

### Summary:

A number of stakeholders, including those from KPMG, KI Scott and Associates, NCR Atleos, Truist, Elevate Strategy Consulting, EY, and Goldman Sachs, are strongly in favor of keeping the class on Business Process Management (BPM) mandatory. All of them agreed on the importance of understanding BPM frameworks, process improvement, and BPM technologies. Not a single participant was against keeping MIST 5750 as a required course. However, there were some suggestions regarding additional curriculum for the class. Suggestions for additional curriculum enhancements included integrating preliminary courses and innovative tools to enrich student learning experiences further. There was also an emphasis on incorporating AI into the curriculum to align with evolving industry demands.

Furthermore, stakeholders highlighted the importance of thorough process understanding to avoid common pitfalls, while others suggested integrating wireframing components into the course to align with industry practices. Another suggestion was regarding interviews, and it was found that BPM is a common topic for interview questions, so it was suggested that practice be implemented regarding this. Overall, there was unanimous agreement from stakeholders that BPM plays a crucial role and should remain a mandatory course of the University of Georgia's MIS curriculum.

### Polls from peers: YES = Keep the class mandatory

- **KPMG: YES**
  - Consultants from KPMG are looking for business process management / improvement. The BPM framework helps overall learning; it helps people understand how tech influences the process and how people understand the overall process. Clients do not always understand their full business processes (start-to-end) and consultants with a BPM mindset are best at helping uncovering those.
  - Regarding the Lean Six Sigma Yellow Belt certification (which is required in the class), KPMG believes that knowing how to look for the root causes of a problem or inefficiency is always helpful. Many companies have bad processes that KPMG consults on, so having this certification would definitely be a plus on a student's resume.
  - "BPM is not the sexiest thing in the world, but you're not going to get the result you want without it"
- **KI Scott and Associated: YES**
  - Understanding process functionality is aided by comprehending how processes operate. Low code-no code facilitates faster implementation. As for RPA, it hasn't been utilized in eight years.
- **NCR Atleos: YES**
  - Understanding IT infrastructure is crucial for NCR Atleos, where the VP focuses on AI experience regarding recruitment.
  - BPMN serves as a tool for process comprehension.

- BPM are often discussed within interviews, and thus, giving students practice regarding this would be a good idea.
- **Truist: YES**
  - Utilizing BPM streamlines process identification at Truist, enabling efficient allocation of responsibilities.
  - Prior to enrolling in course 5750, consider taking either 4610 or 4600, and possibly use [FlowX.ai](#) to blend these skills.
  - Employing Figma models for surface-level understanding and integrating low code-no code solutions can enhance implementation within the class.
- **Elevate Strategy Consulting: YES**
  - An implementation of AI into this class would be a great addition.
- **EY: YES**
  - Rushing into tasks too quickly and prematurely showcasing abilities are common errors he often sees, which emphasizes the importance of utilizing BPM to ensure a thorough understanding of the process.
  - Include a component of the class regarding wire framing.
- **Goldman Sachs: YES**
  - “BPM is the context of what we are learning technology for... Anything an organization is using starts with this, and it is enabled by this”
- **Fastpath: YES**
  - Lean six sigma is an essential part of the class, and finding the bottleneck is an essential skill.