



TERRY COLLEGE OF BUSINESS
UNIVERSITY OF GEORGIA

STRATEGIC PLAN FOR AI INTEGRATION

———— 2026 – 2028 ————

*Synthesized from the Faculty AI Strategy Task Force Report
and the Staff AI Strategy Task Force Report*

Submitted to Dean Santanu Chatterjee • August 2026

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Executive Summary

The Terry College of Business faces a generational inflection point. Artificial intelligence is changing the work our students will do, how organizations operate, and how business schools prepare graduates. The college convened two parallel task forces — one representing faculty, one representing staff — to consider these changes and recommend how Terry should respond. This plan synthesizes their recommendations and establishes priorities for 2026–2028.

Recent trends highlight the need for Terry to respond thoughtfully to advances in AI. Entry-level employment among workers aged 22–25 has declined by 13% in occupations where AI is expected to significantly affect job tasks. Within Terry, AI use is already widespread, but faculty and staff report opportunities for additional support and development. Eighty-two percent of Terry staff believe AI training is essential, yet only 34% feel confident using AI tools. Among faculty, 85% use AI but 56% have not changed their assessment practices. Together, these findings suggest opportunities to better prepare our faculty, staff, and students for the increasing role of AI in education and the workplace.

Preparing for an AI-Enabled Future

Terry will approach AI as an integral part of the future of business and a tool that can strengthen how we teach, learn, conduct research, and work. We will prepare graduates to use AI to make better decisions, with integrity, transparency, and measurable impact. Faculty and staff will be supported in using AI effectively and responsibly in their work. Across teaching, research, and operations, we will emphasize the judgment needed to direct AI, verify its outputs, and take professional responsibility for AI-assisted work.

The plan for AI integration is organized around four interconnected pillars that reflect the shared priorities identified by both task forces:

PILLAR	WHAT IT MEANS IN PRACTICE
1. Governance & Infrastructure	Establish the governance, tools, policies, and infrastructure needed to support responsible AI use, including an AI Steering Committee, an Approved Tools Registry, data-classification and incident-response protocols. The Terry Analytics Lab (TAL) will serve as the college’s central AI hub, coordinating training and student upskilling, disseminating policies and resources, maintaining a repository of shared use cases and solutions, and providing access to enterprise-licensed, agent-capable platforms.
2. Faculty & Staff Development	Provide foundational and role-specific training for faculty and staff, supported by teaching innovation grants for faculty and professional development grants for staff.
3. Student Learning & Career Readiness	Prepare students to use AI effectively and responsibly through AI-enabled learning experiences, assessment practices that preserve individual mastery and academic integrity, career-readiness resources, and support from the TAL.
4. Industry & External Engagement	Engage employers, alumni, and industry leaders through the Terry AI Summit, Executive Education, an AI Industry Advisory Group, and regular collaboration with the Alumni Board and Terry Dean’s Advisory Council.

The Strategic Plan for AI Integration will be administered by the Ivester Institute for Business Analytics and Insights at the Terry College of Business with oversight from the Associate Dean for Graduate Programs & AI Initiatives.¹

Guiding Principles

Six principles shape the recommendations in this plan:

PRINCIPLE	WHAT IT MEANS IN PRACTICE
Maintain Human Judgment & Accountability	Faculty and staff remain responsible for decisions and work produced with AI assistance. AI may inform and support human judgment, but it does not replace human authority, oversight, or accountability.
Protect Trust & Credibility	AI use should strengthen, rather than compromise, the credibility of Terry’s teaching, research, operations, and degree programs among students, employers, and other stakeholders. AI-assisted work should meet appropriate standards for accuracy, transparency, and human oversight.
Develop Judgment Alongside AI Skills	Tools will change, but the ability to frame problems, direct AI appropriately, verify outputs, communicate effectively, and take responsibility for outcomes will remain essential.
Provide Broad & Appropriate Access	Faculty, staff, and students should have access to AI training, resources, and approved tools appropriate to their roles and needs.
Encourage Responsible Innovation	Faculty and staff should have room to test new approaches to AI within established expectations for privacy, security, academic integrity, and responsible use. Terry’s approach will combine a stable institutional core — governance requirements, assessment standards, and approved tools — with a flexible frontier of course-level pilots and operational experiments.
Adapt as AI Evolves	Terry’s approach should allow teaching practices, operational uses, and tools to evolve as AI changes, while maintaining consistent standards for responsible use, human oversight and accountability.

¹ This plan operates within UGA and USG policy. If this plan conflicts with university or system policy, UGA or USG policy will take precedence. Compliance requirements that apply across all four pillars are consolidated in Appendix A.

Four Strategic Pillars

Pillar 1: Governance and Infrastructure

Responsible AI use requires clear governance, appropriate tools, and coordinated institutional support. Terry will establish the structures and safeguards needed to encourage innovation while protecting privacy, security, academic integrity, and accountability.

AI Steering Committee & Governance Infrastructure

- The AI Steering Committee (“the committee”), appointed by the dean, will include selected faculty and staff and be led by the director of IIBAI with oversight from the Associate Dean for Graduate Programs & AI Initiatives. The Associate Dean for Graduate Programs & AI Initiatives also serves as Terry’s designated AI contact for policy compliance under UGA Policy 01.07.005, and reports concerns to the central administration.
- The committee will coordinate AI implementation and integration at Terry, recommend tools and use cases, maintain Terry-facing guidance, submit Terry AI tool and license updates to the EITS institutional inventory, route items for required UGA review, and allocate pilot resources.
- The committee will work through the Terry Analytics Lab (TAL), which will serve as a coordinating hub for college-wide AI development. TAL will organize faculty and staff training, provide AI upskilling resources for students, and maintain accessible guidance and resources related to AI policy, instruction, and operations. It will work in close partnership with the MIS department and other academic units, drawing on their expertise and existing curricula while respecting their responsibility for academic programs, courses, and credentials. IIBAI will also connect faculty with AI-related research support, expertise, and external partnerships.

Approved Tools Registry

- The Approved Tools Registry will mirror the current UGA EITS AI tools inventory and distinguish general-access tools from premium tools requiring approved purchase or licensing.
- The registry will include agent-capable platforms following appropriate UGA review and will specify applicable data-use and human-oversight requirements.

Data Classification Protocol

- Terry will provide faculty and staff training on UGA data classification, approved-tool use, and AI-specific privacy and security protocols in coordination with OIT, UGA Legal Affairs, EITS, and CTL.
- Non-public, sensitive, restricted, student, personnel, research, or partner-confidential data may be used in AI tools only through approved UGA processes.

Incident Response Plan

- The Incident Response Plan will establish clear procedures for routing data-security incidents, academic-integrity issues, and ethical concerns through the appropriate UGA processes.
- The Steering Committee will review the plan annually and recommend updates as needed.

Pillar 2: Faculty and Staff Development

Terry's ability to respond effectively to AI will depend on the knowledge and engagement of its faculty and staff. The college will provide training, resources, and opportunities to experiment, share practices, and develop applications appropriate to their roles.

Faculty and Staff AI Workshop Series

Terry will offer approximately two AI workshops each month during the academic year, with sessions divided roughly evenly between faculty and staff.

- Faculty workshops will begin with topics and projects supported by the Teaching Innovation Grants.
- Staff workshops will focus on practical applications of AI in their work.

The TAL will coordinate the workshops and maintain recordings and other resources for future use.

Staff Training & Development Program

Staff will have access to AI training that ranges from foundational skills to role-specific applications. Training will focus on practical ways staff can use approved AI tools effectively and responsibly in their work. Staff with particular interest or expertise in AI will also have opportunities to share practices, support colleagues, and contribute to AI initiatives across the college.

The Terry College of Business Staff Advancement and Development Grant program will provide support for staff training and upskilling related to AI.

Faculty Training & Development Program

Faculty will have access to AI training and resources ranging from foundational skills to applications in teaching and research. Programming will provide opportunities to explore AI applications related to course design, assessment, student learning, and research.

The Teaching Innovation Grant program will be expanded to support faculty who wish to pilot AI-enabled instructional approaches. These pilots will be treated as opportunities to test promising practices, evaluate their effects on teaching and learning, and identify successful and unsuccessful approaches. Faculty will share the resulting lessons and resources through the TAL.

Pillar 3: Student Learning and Career Readiness

Terry students must be prepared to use AI effectively while exercising independent judgment and taking responsibility for their work. The college will integrate AI-related competencies into students' learning experiences while continuing to ensure mastery of essential disciplinary knowledge and skills.

Student AI Competencies

Every Terry graduate should demonstrate competence in four domains before graduation:

- **Problem Framing:** Identify the appropriate problem, formulate relevant questions, and determine whether AI is appropriate for the task.
- **Effective Human-AI Interaction:** Design solutions and workflows that use AI appropriately and maintain meaningful human direction and oversight.
- **Verification and Validation:** Develop and apply processes for evaluating AI outputs, integrating relevant evidence and business context, and communicating well-supported conclusions.
- **Ethical and Legal Awareness:** Recognize applicable ethical, legal, and institutional requirements and take responsibility for AI-assisted work and its consequences.

Curricular and Co-Curricular Integration

Terry will use a phased approach to integrate these competencies across undergraduate, graduate, and co-curricular learning experiences.

Undergraduate Curriculum

Through a sequence of core courses, Terry will work toward ensuring that every undergraduate receives structured curricular experience with generative and agentic AI and develops a foundation for using these tools responsibly.

- Terry will integrate AI literacy into MIST 2090.
- Terry will pilot the use of AI agents in BUSN 3000H, working toward integration of generative and agentic AI into BUSN 4000.
- Appropriate AI applications will be incorporated throughout the courses comprising the Analytics Area of Emphasis.
- Terry Teaching Innovation grants will facilitate the gradual diffusion of AI-enabled instruction in courses across Terry majors.

Graduate Curriculum

- Graduate program directors will periodically review AI integration within Terry's master's and PhD programs, including residential and online offerings, and identify opportunities to incorporate relevant competencies and effective practices.
- Graduate program directors will periodically review the available courses from UGA's AI Institute to determine if there may be appropriate candidates for electives for Terry's graduate programs.

Student Learning Resources

- The TAL will maintain AI upskilling resources that allow students to extend and apply competencies introduced through their coursework. These resources will complement, rather than replace, AI-related instruction provided through the MIS department and other academic units.

Measuring Progress

- Terry will use student surveys and other available evidence to monitor changes in AI use, confidence, and perceptions over time.
- AI-related questions will be included in an entry-point survey administered through BUSN 3000 and in the graduating-class exit survey.

Tiered AI-Use and Assessment Framework

The GREEN/YELLOW/RED framework will help instructors communicate when and how students may use AI while preserving opportunities to assess individual mastery.

ZONE	AI EXPECTATION	EXAMPLE ASSESSMENTS	PURPOSE
Green	AI use is allowed and encouraged, with appropriate disclosure.	Brainstorming, drafting, research synthesis, and AI-assisted analysis.	Develop responsible human-AI workflow skills and experiences directing and evaluating AI-assisted work.
Yellow	AI is allowed for specific steps, with documentation of the process.	Research papers with AI-use documentation and data analysis supported by validation records.	Develop transparent professional practices and reinforce verification and accountability.
Red	AI use is not permitted; students must demonstrate individual mastery.	In-class exams, observed writing assignments, oral defenses, live presentations, and other proctored assessments.	Verify that students possess essential knowledge, skills and judgment independently of AI.

Faculty Implementation and Academic Integrity

- The GREEN/YELLOW/RED framework is a Terry-supported template for instructors, programs, and departments. The instructor of record retains responsibility for determining acceptable AI use in each course and assignment.
- Each course must include a clear syllabus statement addressing AI use. Where expectations differ by assignment, instructors should identify permitted tools, disclosure or documentation requirements, and whether AI use is prohibited, optional, encouraged, or required.
- Assessments should protect academic rigor and provide meaningful evidence of individual content mastery. Faculty should incorporate appropriate opportunities for students to demonstrate their own knowledge and judgment without AI assistance. Depending on the learning objectives and instructional format, these may include in-class quizzes and examinations, observed writing assignments, oral defenses, live presentations, or other appropriately designed assessments.
- AI may support assessment design or feedback only through institutionally supported enterprise tools, with appropriate data protections and faculty review. AI may not be the sole basis for grading or summative judgments.
- Faculty and program leaders will continue to evaluate AI-related academic-integrity risks across all instructional formats and identify appropriate approaches to verifying student identity, participation, and individual mastery. This work will also address the distinct identity-verification and assessment challenges that may arise in online programs and courses.

Pillar 4: Industry and External Engagement

Terry's leadership in AI must extend beyond the college. External engagement — with employers, alumni, and the broader academic community — is essential to keeping Terry's curriculum and operations aligned with real-world practice.

Advisory and Alumni Engagement

Terry will engage its advisory and alumni boards in ongoing discussions about how AI is changing business and the capabilities expected of graduates.

- IIBAI will provide regular briefings on AI trends in business and connect AI practitioners with relevant Terry programs and workshops.
- The dean will provide updates on Terry's AI initiatives at meetings of the Terry Deans Advisory Council (TDAC) and Alumni Board and solicit feedback on the college's direction and progress.
- IIBAI will establish an AI Industry Advisory Group to provide continuing guidance on Terry's AI-related curricular and co-curricular offerings.

Annual Terry AI Summit

Terry will convene an annual AI Summit that brings together faculty, college leaders, alumni, employers, and other external stakeholders for a candid discussion about how AI is changing work. The Summit will examine how organizations are using AI, how jobs and skill requirements are evolving, and what these developments mean for how Terry prepares students for their careers.

The Summit will also provide opportunities for faculty to share insights from their research, teaching, and exploration of emerging AI applications. These exchanges will help inform Terry's educational priorities while providing external partners with perspectives that may help them navigate an evolving workplace.

Executive Education

Terry will expand its Executive Education offerings and coordinate with IIBAI to help business leaders understand, evaluate, and implement AI responsibly.

- Foundational offerings will develop AI literacy among managers and address applications in areas such as finance, marketing, operations, and accounting.
- Advanced offerings will address AI governance, organizational transformation, and other emerging needs.
- Custom programs will be developed for corporate partners where appropriate.

Thought Leadership & Communications

Terry will share insights, practices, and outcomes from its AI initiatives with internal and external audiences.

- A coordinated social media campaign using #TerryAI will highlight faculty, staff, student, and alumni work related to AI.
- The college will announce the initiative through appropriate internal and external communications.
- Insights from the annual Terry AI Summit may be shared through white papers, videos, or other accessible formats such as faculty and staff blogs with editorial oversight from the steering committee.

Conclusion: Looking Ahead

This plan provides a framework for preparing Terry students, faculty, and staff for an environment in which AI will play an increasing role in business, education, and organizational decision-making. Its implementation begins with the establishment of governance and support structures — described in Pillar 1 — followed by coordinated faculty and staff development, phased integration of student AI competencies, and sustained engagement with employers, alumni and external partners.

The AI Steering Committee will establish implementation priorities, monitor progress across the four pillars, and recommend adjustments as technologies, professional practices, and institutional needs evolve. The Committee will assess how effectively the plan supports student learning and judgment, faculty and staff development, and the quality of Terry's teaching, research, operations, and external relationships.

The Vision for 2028

Terry graduates will be prepared to use AI effectively in business settings, evaluate its outputs, communicate well-supported conclusions, and take responsibility for AI-assisted work. They will be able to demonstrate the disciplinary knowledge and independent judgment needed to recognize when AI is appropriate and when it is not.

Faculty will have access to appropriate tools and resources that support responsible innovation and academic rigor, and a growing library of tested AI-integrated teaching practices. They will have adapted assessments where appropriate, deepened industry relationships, and contributed lessons from their own instructional pilots to the shared library.

Staff will be equipped to use AI to improve the quality and efficiency of their work, generate deeper insights, continue developing their expertise, and contribute meaningfully to the college.

Terry will advance AI-enabled business education by placing student success, sound judgment, integrity, and accountability at the center of how the college teaches, works, and prepares its graduates to lead.

Appendix A: Compliance Requirements

These requirements apply to all AI use at the Terry College together with applicable UGA and USG policies. Where this plan differs from university or system policy, UGA or USG policy controls.

- **Research:** Research uses of AI must follow UGA research, IRB, sponsor, data protection, disclosure, and intellectual property requirements.
- **Students, applicants, and advisees:** Student-, applicant-, and advisee-facing AI uses are decision-support only and require human review before action or communication.
- **External communications:** AI-assisted external communications must be reviewed for accuracy, accessibility, privacy, IP, brand alignment, and disclosure expectations before publication.
- **Shared repository materials:** Repository materials must be sanitized before sharing and reviewed for data classification, accessibility, bias, hallucination risk, prompt-injection risk, IP, and policy alignment.
- **Partner and applied projects:** Partner projects must define permitted tools, data use, confidentiality, IP, student protections, and human oversight before launch.
- **Data classification (Pillar 1):** Non-public, sensitive, restricted, student, personnel, research, or partner-confidential data may be used in AI tools only through approved UGA processes.
- **Assessment tools (Pillar 3):** AI may support assessment design or feedback only through institutionally supported enterprise AI tools, with appropriate data protections and faculty review; it may not be the sole basis for grading or summative judgment.

We gratefully acknowledge the contributions from members of the Faculty and Staff AI Task Forces, whose dedication and expertise were instrumental in shaping this strategic plan.

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