

University of Indianapolis  
School of Business  
AI in Business Courses

---

University of Indianapolis  
Faculty Academy AI Extenders Symposium  
May 8<sup>th</sup>, 2025



# Topics

---

- School of Business Faculty AI Survey – Jan/Feb 2025
  - Faculty use of AI in developing and delivering courses
  - Student usage of AI in courses
  - SoBus AI usage statement
- New business courses focusing on AI
- AI usage in existing business courses



# 24-25 School of Business Initiative: Integration of AI In Teaching

---

Catalog and create a report of all the classes where AI is being used by faculty and create a list of the uses that have been most effective in teaching. Share these best use cases with all the SoBus faculty, including adjuncts.

## The Survey

- 53 faculty (19FT/34Adj)
- 27 Responded (13FT/14Adj)
- Questions focus on current use by both faculty and students.
- Additional questions focused on attitudes toward AI use in teaching and learning.



01

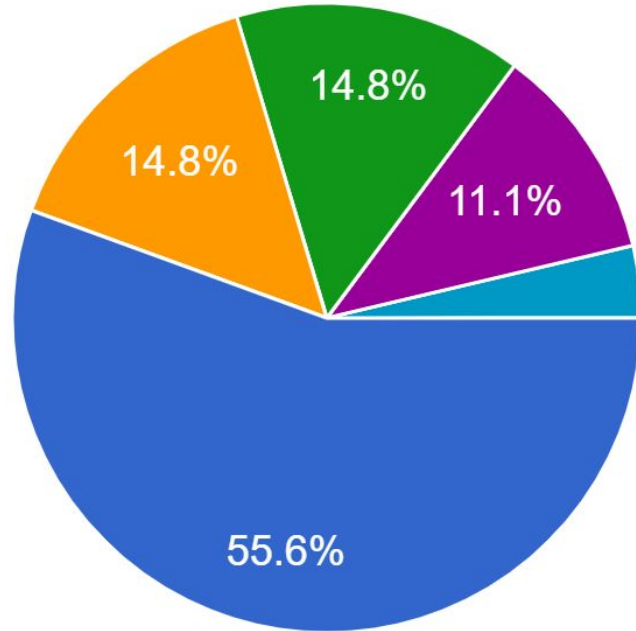
---

Results –  
Faculty Focused  
Questions



# Please select your current teaching position:

27 responses

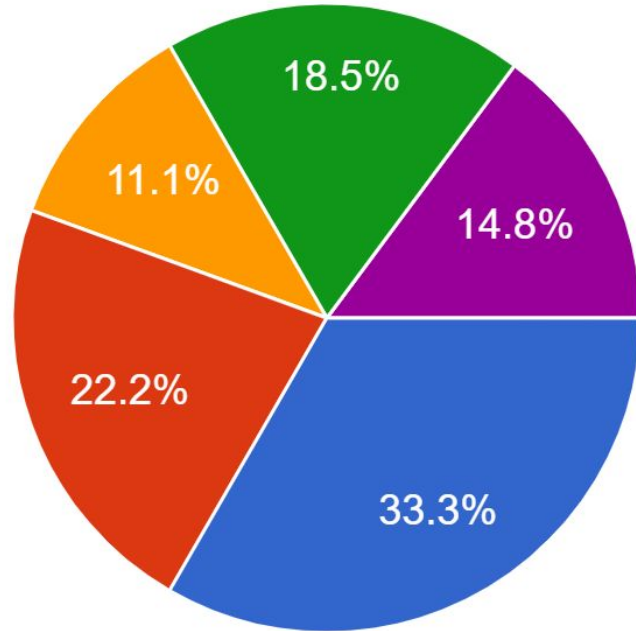


- Adjunct Faculty
- Instructor
- Assistant Professor of Practice
- Assistant Professor
- Associate Professor
- Professor



# How many years of teaching experience do you have?

27 responses

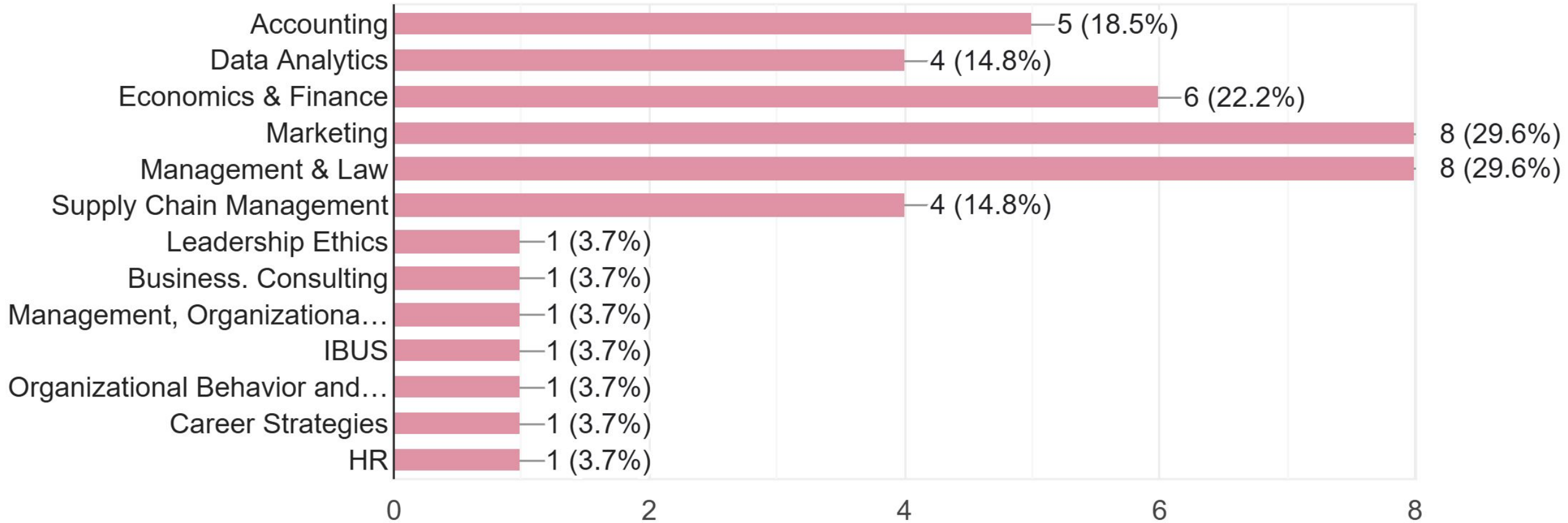


- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21+ years



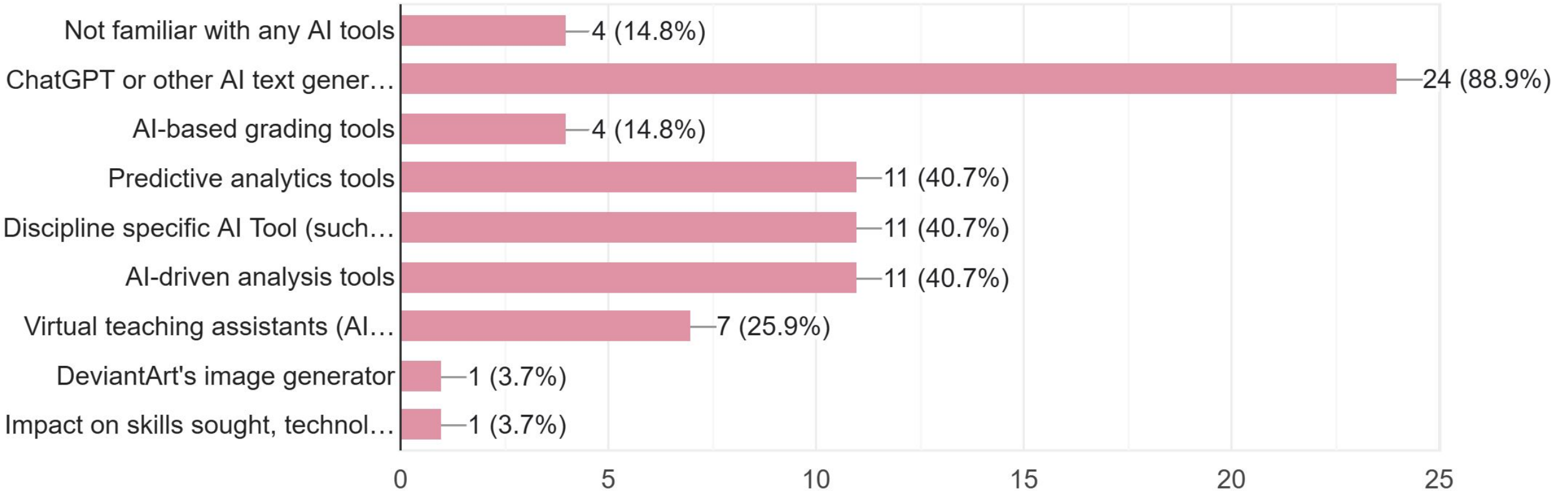
# What business disciplines do you teach? (Select all that apply)

27 responses



# Which AI tools or technologies are you aware of? (Select all that apply)

27 responses



# 02

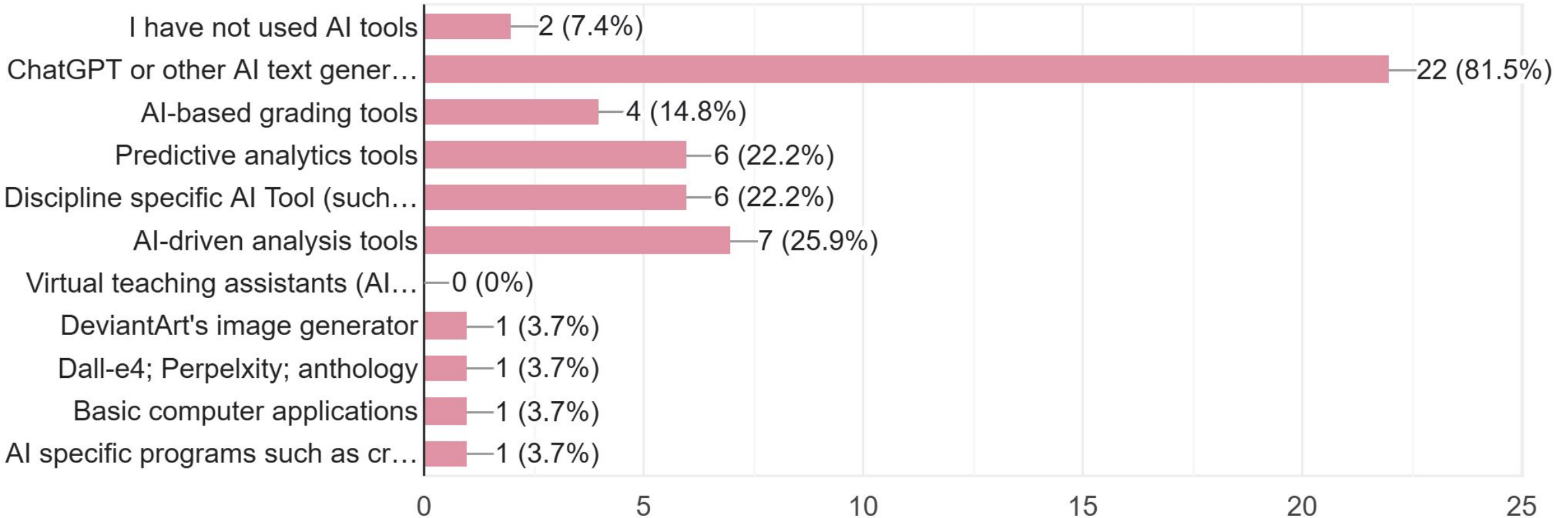
---

## Results – Faculty Usage of AI



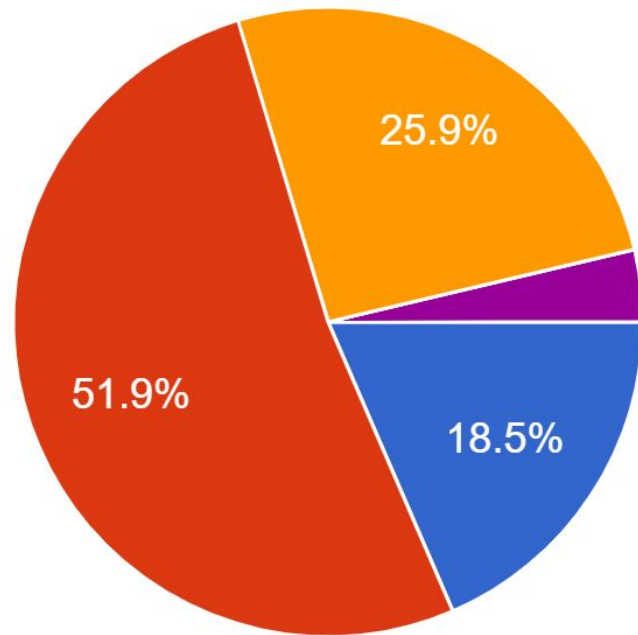
# Which AI tools or technologies do you have experience using, in any capacity? (Select all that apply)

27 responses



## Have you used AI tools in your classroom teaching?

27 responses

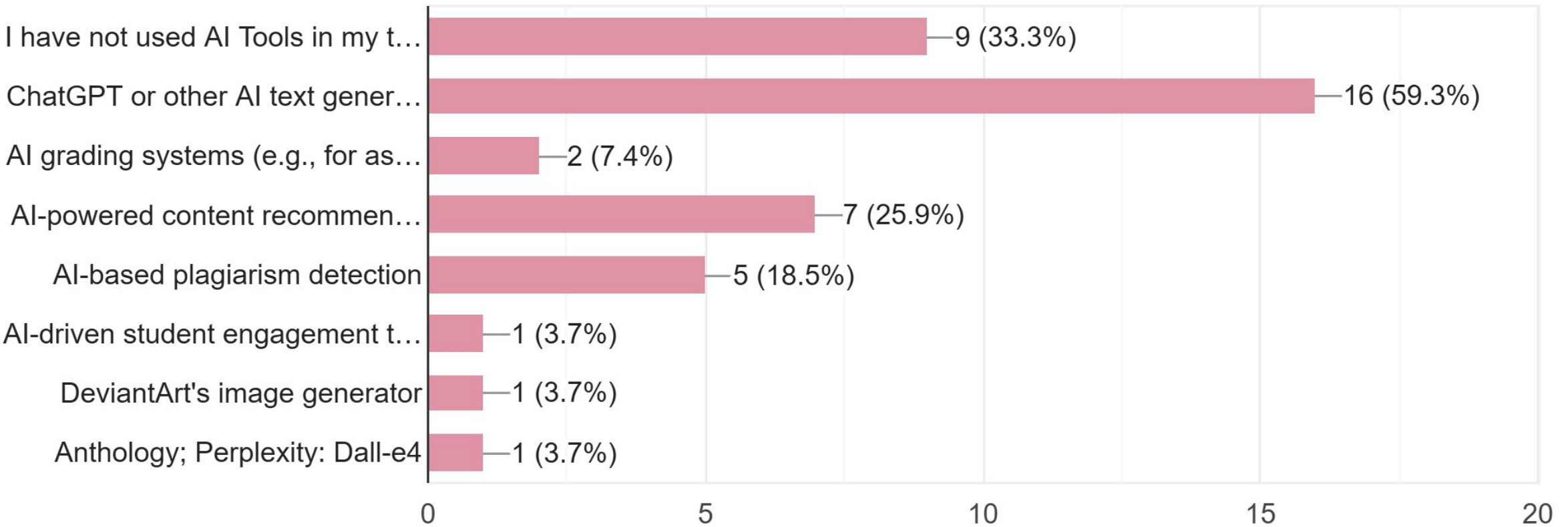


- Yes, frequently
- Yes, occasionally
- No, but I plan to
- No, and I don't plan to
- Never students need to learn the language not AI



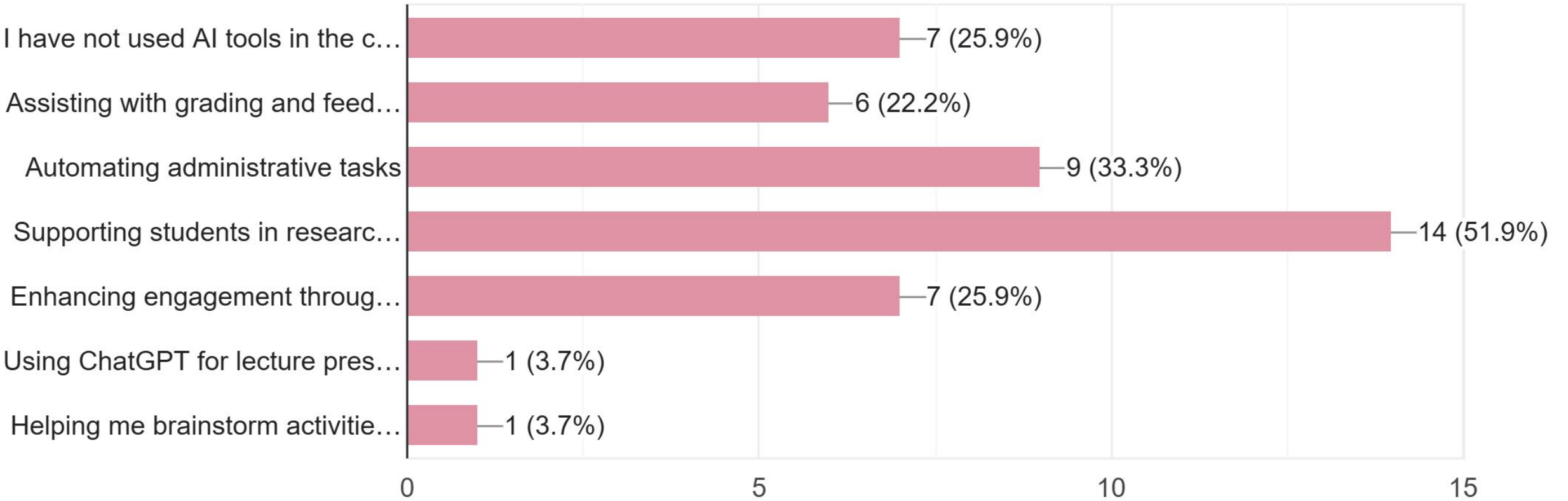
# If you are using AI Tools in your teaching, which AI tools have you used? (Select all that apply)

27 responses



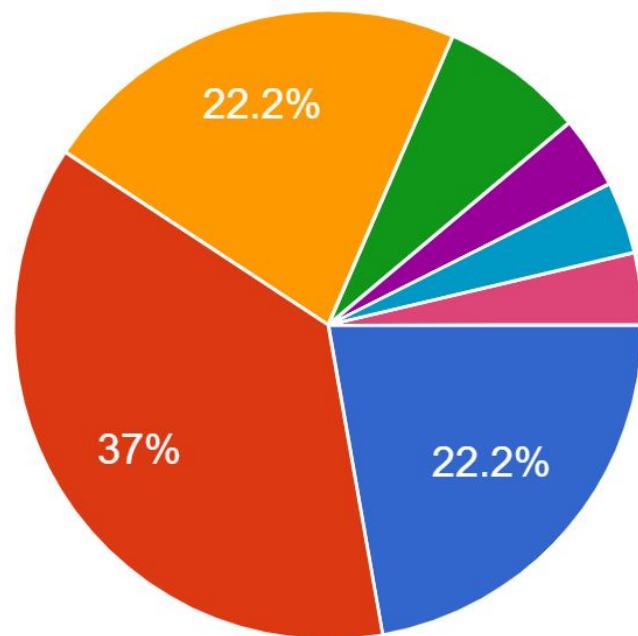
# In what ways do you use AI tools in your classroom? (Select all that apply)

27 responses



## Have you used AI tools in your course preparation and content creation?

27 responses

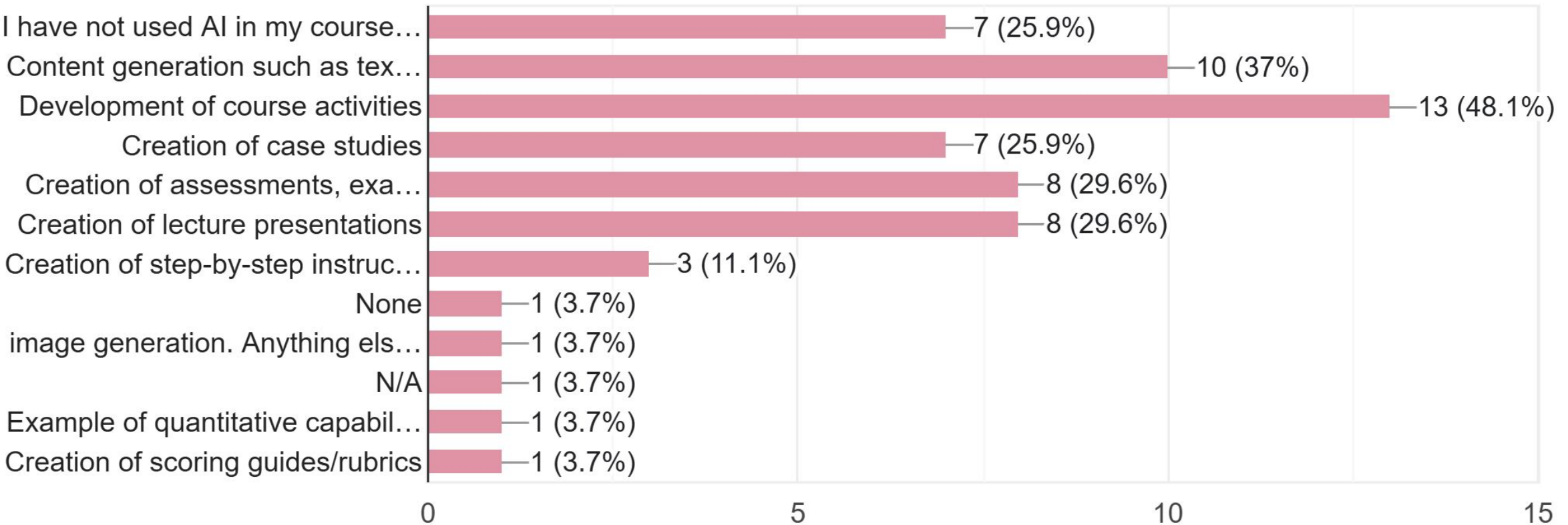


- Yes, frequently
- Yes, occasionally
- No, but I plan to
- No, and I don't plan to
- same answer as the use in my teaching question
- Yes, as fit permits
- Never student have to think



# In what ways do you use AI Tools in your course preparation and content development? (Select all that apply)

27 responses



**Please provide specific examples of how you have used AI in your teaching in the classroom or creating course content.** Please be specific and detailed in your answer and if you have not used AI in your teaching state that..27 responses

- Supplement the creation of the teaching material
- Write an investment thesis. Write research papers
- Generation of content, case studies, and lecture presentations
- Generation of new ideas and topics for material
- I have not yet used AI tools in my teaching or creating class content
- DeviantArt's image generator—Business law, copyright infringement examples; Chatgpt for testing how students might misinterpret my instructions and suggestions of alternative phrasing. Attempts to do a more complicated assignment for students have been failures.
- Key readings; case study development; knowledge checks
- I will use ChatGPT for lecture presentations as talking points to supplement the textbooks and then interject applicable stories to bring individual topics to life.
- Assisting the students with using AI search tools to research Marketing Strategies and Statistics for various organizations
- Ask students to generate AI scenarios of business strategy, and then identify shortfalls and redraft
- Mock datasets, case studies, examples, puzzles, etc. I use it nearly every day to supplement materials
- I have used it to refine, strengthen, and clarify assignments and related scoring guides.

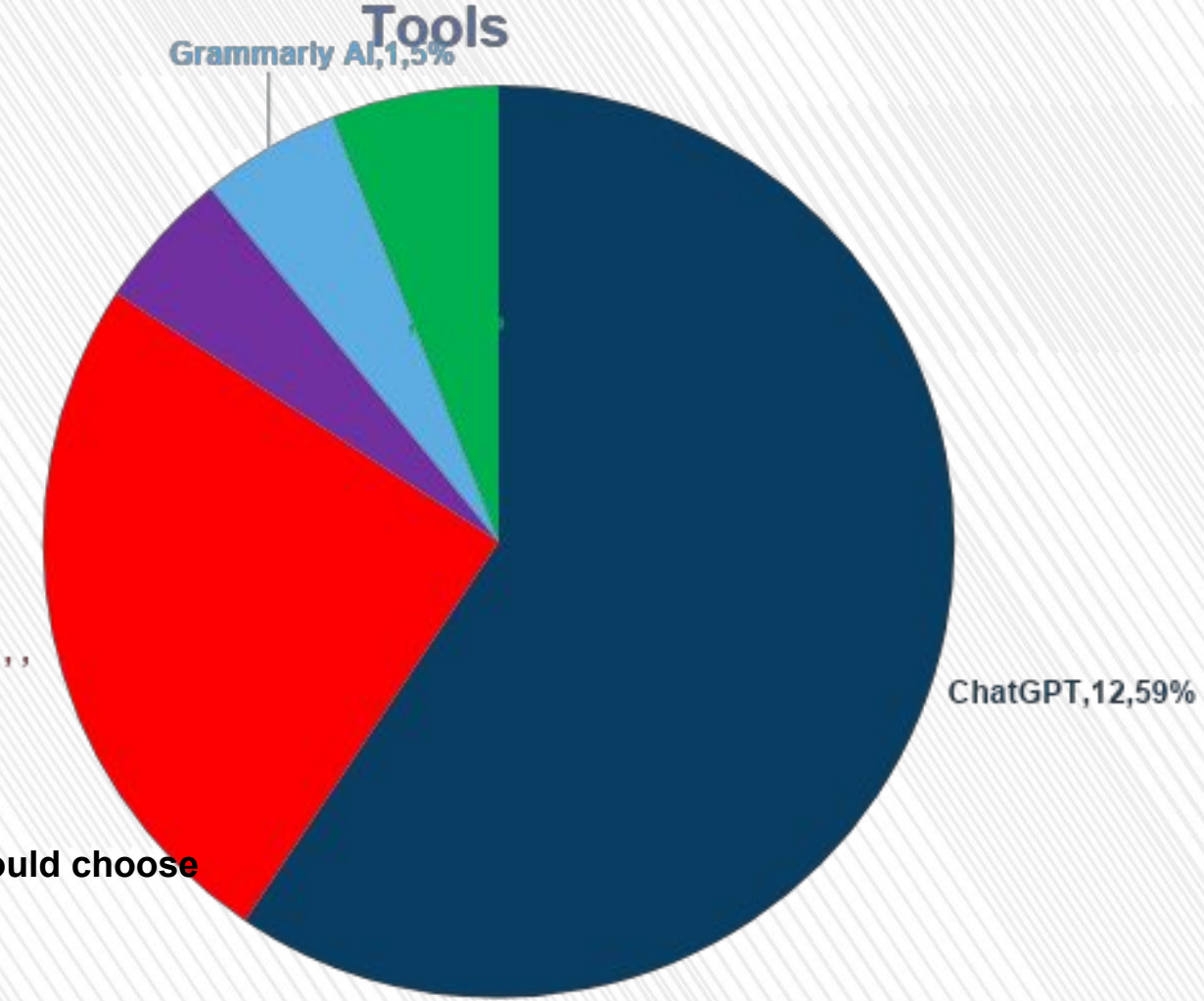


**Please provide specific examples of how you have used AI in your teaching in the classroom or creating course content. Cont.**

- In many of my classes, the content is not always current. To make things more current; I use AI with trending topics and make activities and case studies out of relevant and current topics the students can relate to. The other thing I want to encourage is the responsible use of AI tools. I want them to be tools and not crutches, so showing the students how best to use them responsibly is something we do a lot of in class. Helping them understand all the applications.
- Use it as a preparation tool for essay questions on exams
- AI assists in developing lecture content as well as providing students feedback on case studies
- I have used it to assist students in finding resources for IBUS. I have used AI to create a better rubric.
- In Intro to Business, to help students understand SWOT analysis, we choose their business area of interest and, using various AI tools, construct a draft analysis to reference areas to focus in.
- Feedback on how long an exam I created should take. Improved Bloomberg case study questions to be more engaging.
- Had students use a variety of AI tools for their presentations
- Theoretical synthesis and/or literature review for difficult theses.
- I primarily use AI to generate case projects and course content...
- I have used ChatGPT (paid version) to give suggestions for videos related to the topic I'm teaching;
- I have used ChatGPT for suggestions of in-class exercises that fit the topic in the lecture



If you indicated that you currently use an AI tool in the classroom, when developing course content, or in your research please list the specific technology (App or Tool name). It would also be helpful to list the web address of the developer. This may help seek funding for AI Tools most used by Faculty. 17 responses



Note: Respondents could choose more than 1 tool...



03

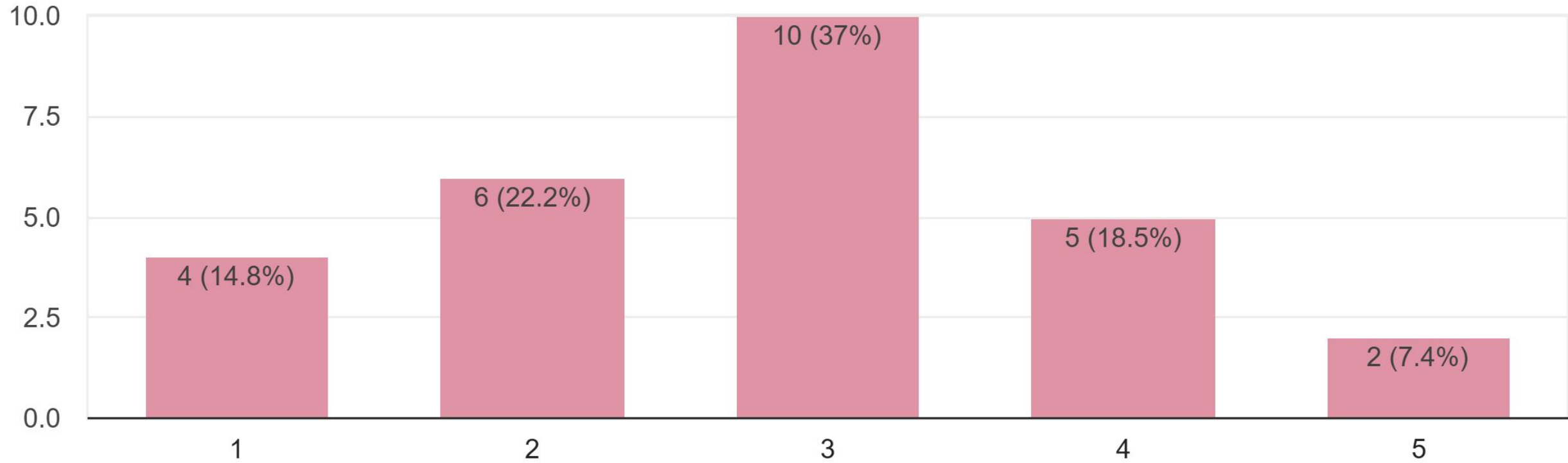
---

Results –  
Student Focused  
Questions



# How familiar, in your opinion, have your students been with AI technologies over the past two years?

27 responses

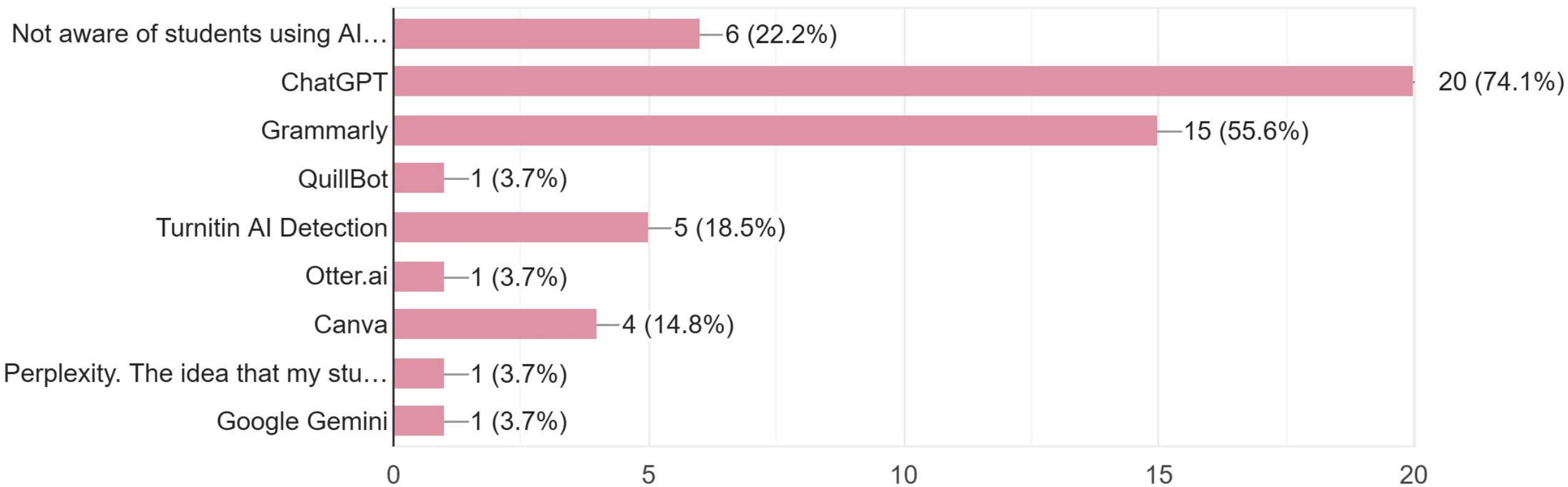


*1-5 Scale where 1 is lowest and 5 is highest.*



# Which AI tools are you aware of that your students might be using? (Select all that apply)

27 responses



# 04

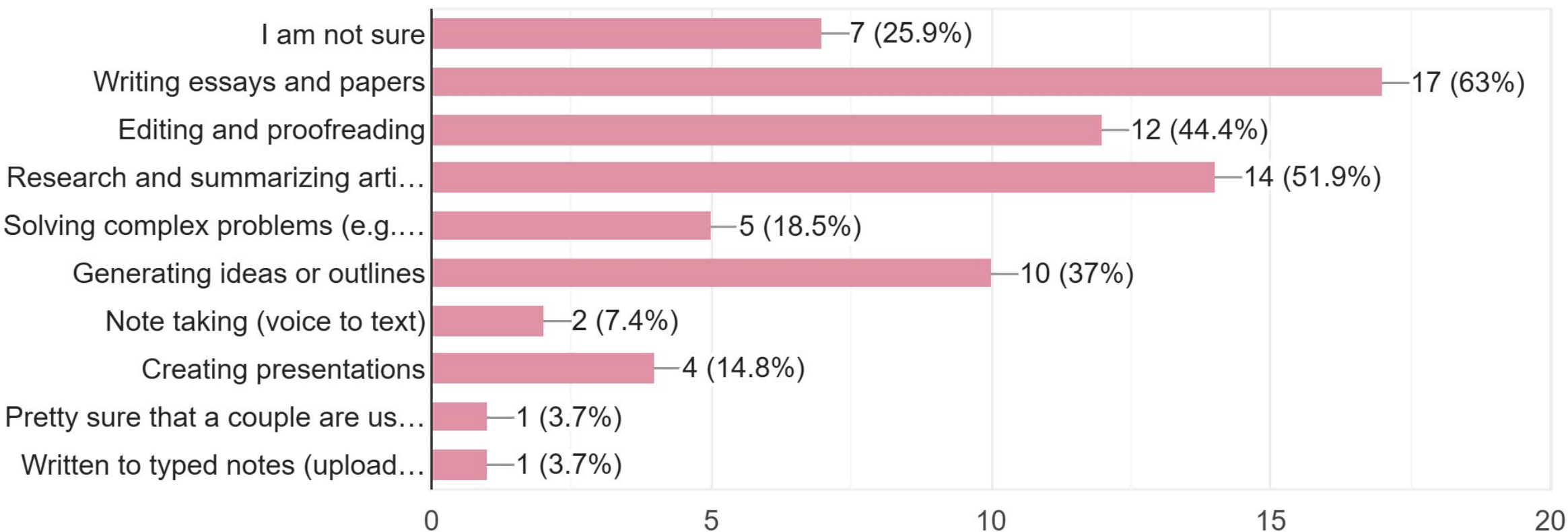
---

## Results – Student Usage of AI



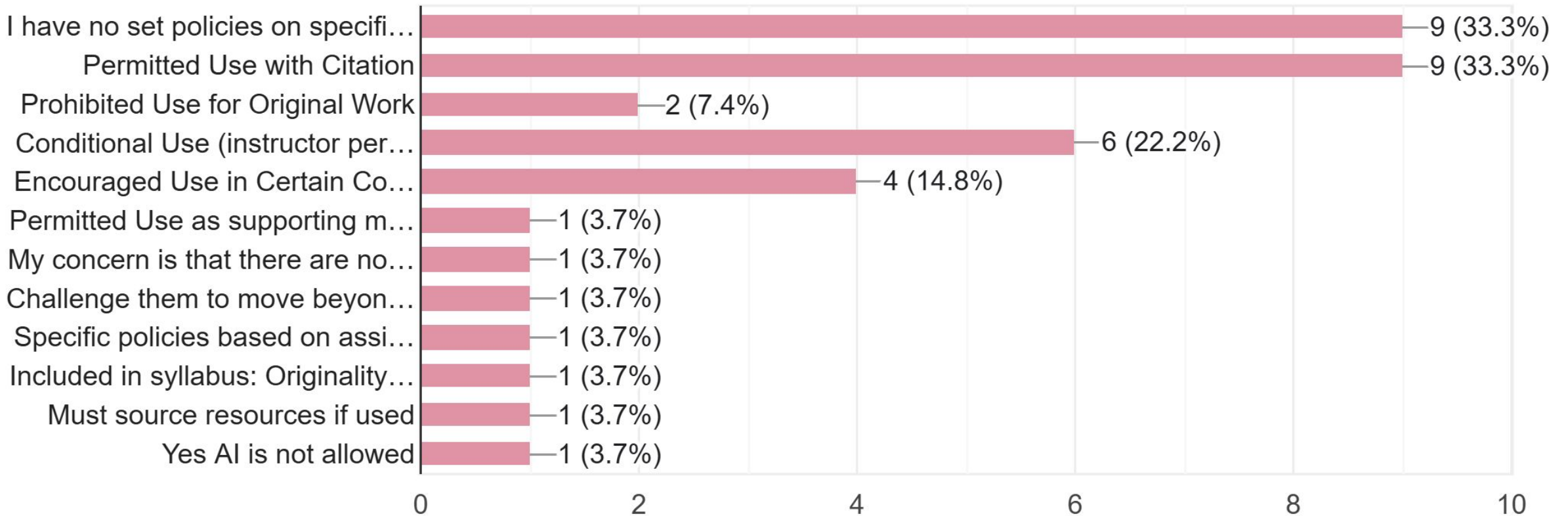
# For which types of tasks do you believe students are using AI tools? (Select all that apply)

27 responses



# Do you have any typical policies students must follow in your course regarding the use of AI Tools? (Select all that apply)

27 responses



05

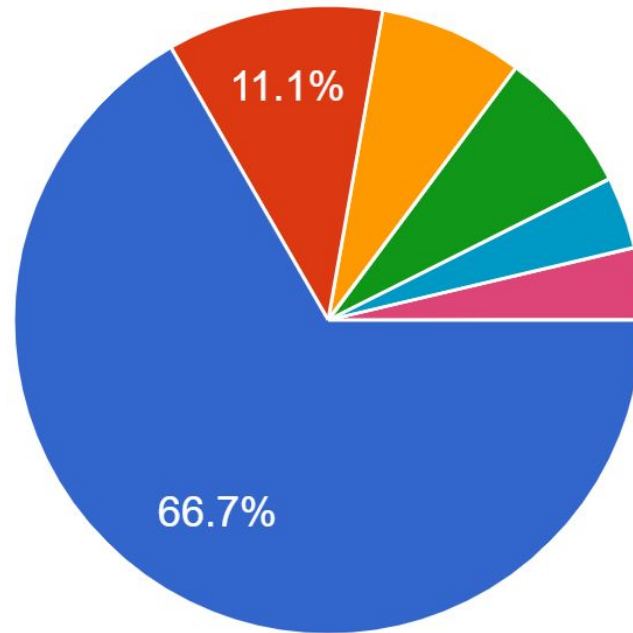
---

# Opportunities / Needs



# Do you believe AI will become a core component of business education in the future?

27 responses

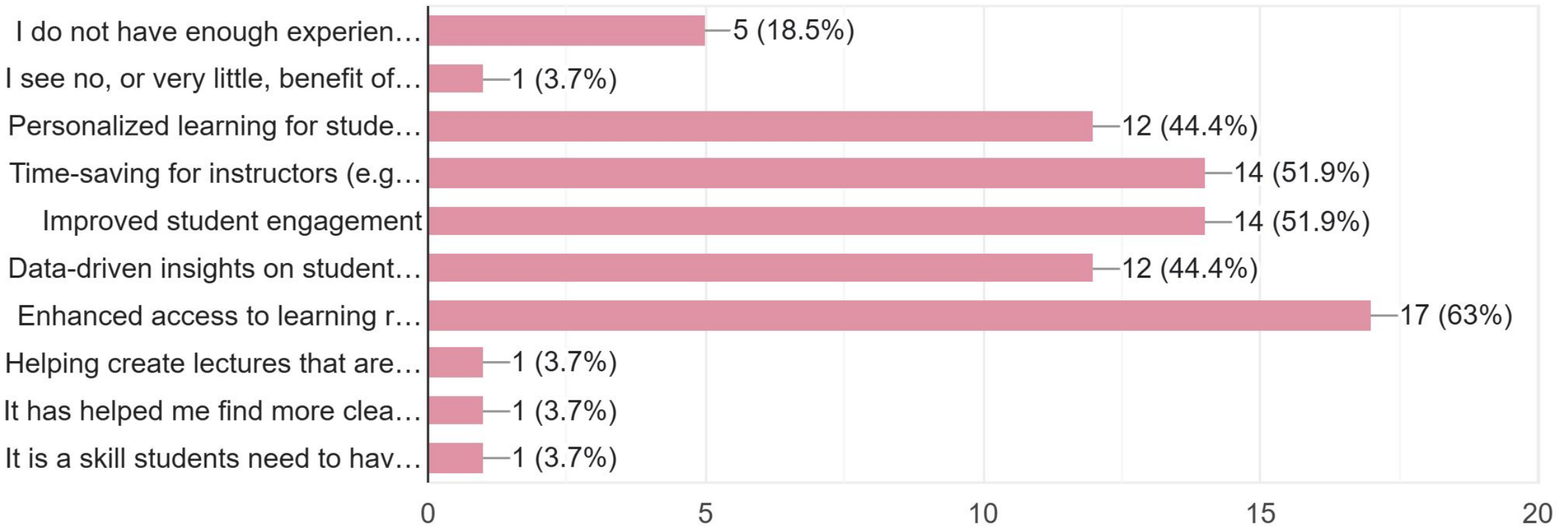


- Yes, definitely
- Probably
- Not sure
- Probably not
- No, definitely not
- Probably but that is not necessary a good thing as the business world loves new shiny things that have unreliable...
- Peter Drucker, toward the end of his life, predicted the end of the brick and mor...



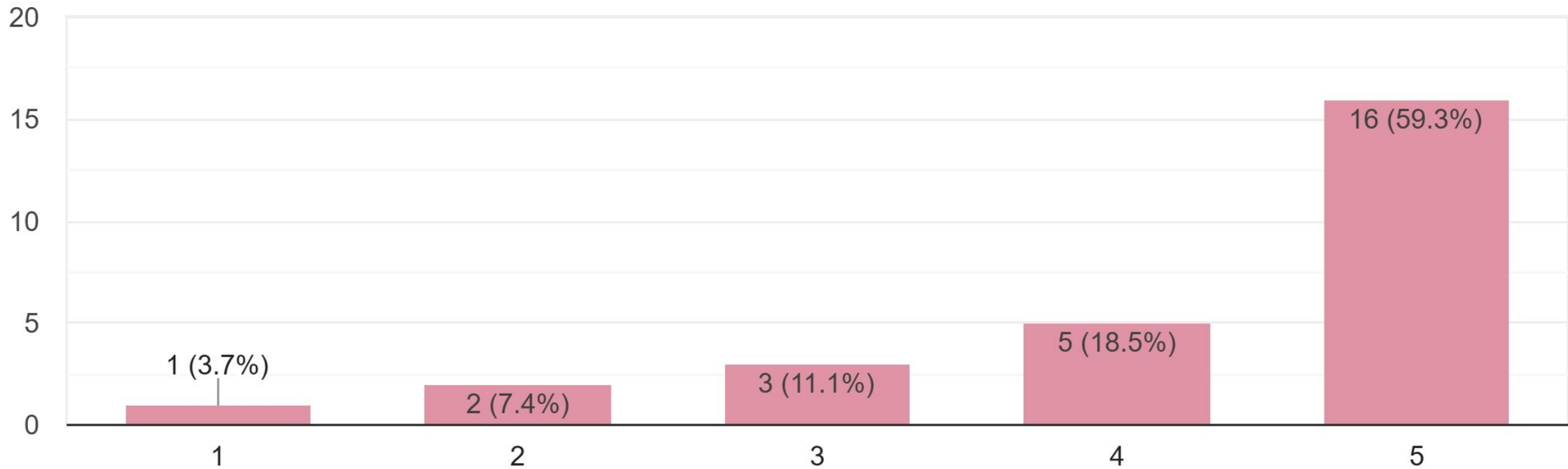
# What do you see as the primary benefits of using AI in the classroom? (Select all that apply)

27 responses



# How beneficial do you believe AI is for enhancing learning outcomes in business education?

27 responses

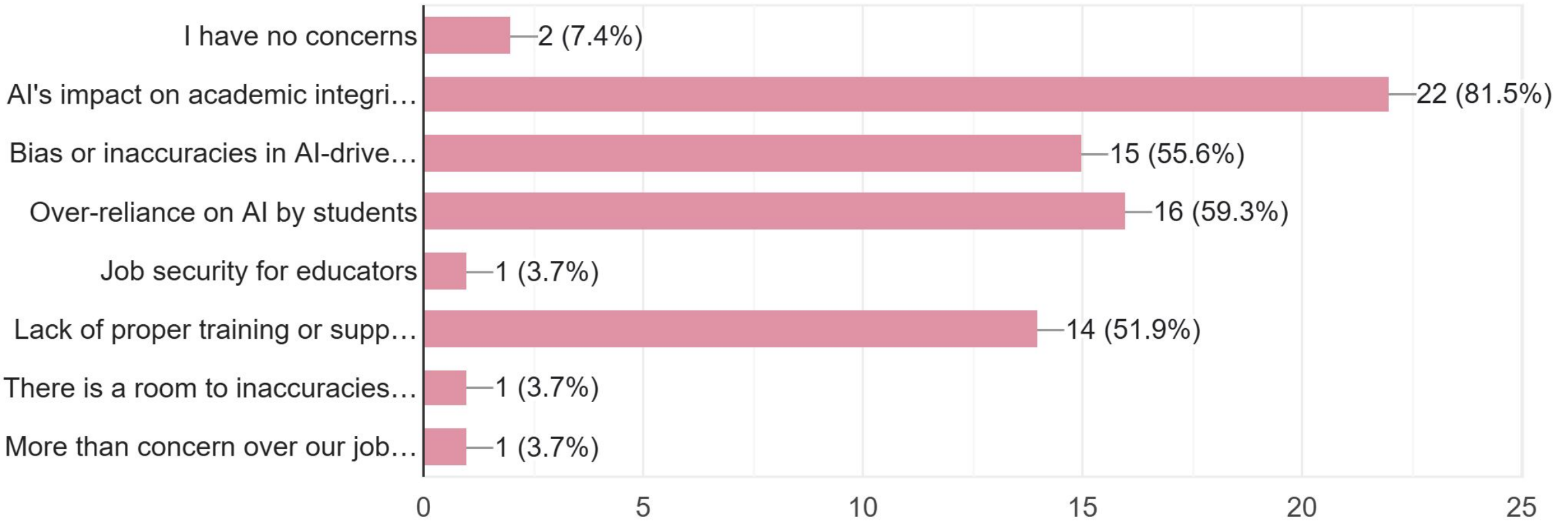


**1-5 Scale where 1 is lowest and 5 is highest.**



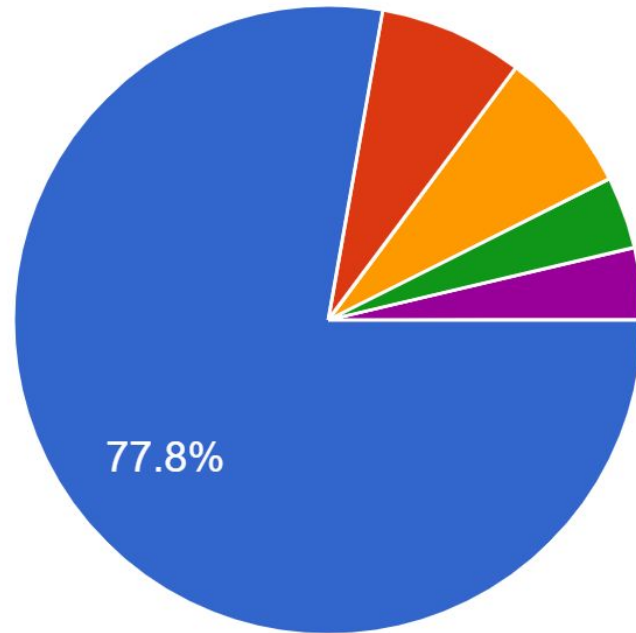
# What concerns do you have about using AI in teaching? (Select all that apply)

27 responses



## Are you interested in learning more about using AI in the classroom?

27 responses

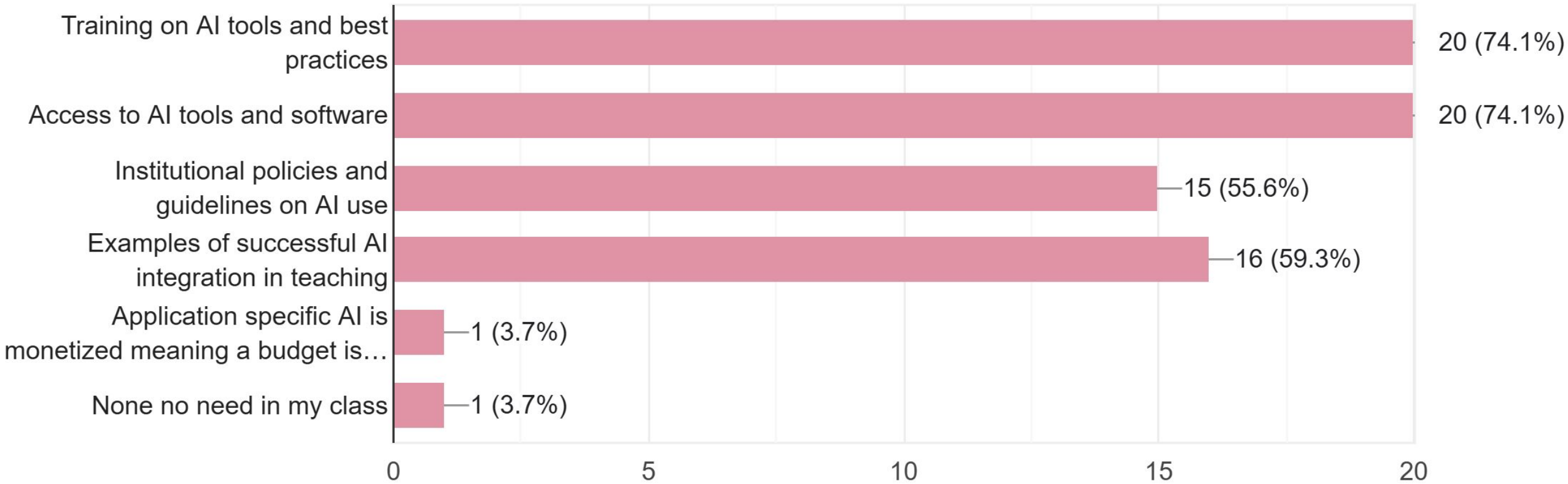


- Yes, very interested
- Yes, somewhat interested
- Neutral
- No, not interested
- I would say neutral as I am more interested in learning how to help our students make productive use of it but it is not necessary in the classroom - I am not really trying to make my life easier or be more entertaining; I am trying to tur...



# What support would you need to effectively use AI in your teaching? (Select all that apply)

27 responses



# Suggestions / Recommendations (1)

---

## **Establish Clear Guidelines on Acceptable AI Use**

- Recommendation: Develop a policy that defines the acceptable and unacceptable uses of AI tools like ChatGPT, Grammarly, and others in academic work. Example: Clearly state whether AI tools can be used for drafting, editing, or generating ideas for assignments, but prohibit their use for exams, online discussions, or in any way that undermines academic integrity.

## **Require Disclosure of AI Usage**

- Recommendation: Encourage transparency by requiring students to disclose when and how they used AI in their work. Example: Include a standardized section in assignments or projects for students to describe how they utilized AI tools.

## **Provide Training and Resources to All Faculty**

- Recommendation: Provide faculty training on the capabilities, limitations, and best practices for incorporating AI in teaching, curriculum design, and assessment. Example: Organize workshops to help faculty understand how to: Use AI tools to create dynamic learning materials [e.g., simulations, case studies]. Detect AI-generated content and evaluate student work effectively. Provide resources to help guide students on ethical AI usage.



# Suggestions / Recommendations (2)

---

## **Provide Training and Resources for Ethical AI Use by Students**

- Recommendation: Educate students on the ethical use of AI, intellectual property considerations, and critical thinking when interpreting AI-generated content. Example: Incorporate workshops or online modules about AI ethics and effective utilization tailored to business contexts.

## **Monitor and Evolve Policies with Technological Changes**

- Recommendation: Periodically review and update the AI usage policy to reflect technological advancements and emerging ethical considerations.

## **Create a Repository of AI Prompt Examples for Faculty**

- Recommendation: Develop and share a repository of effective prompts for faculty to use in content creation and to teach students how to write clear, purposeful prompts for AI tools. Example: Provide faculty with prompts for generating case studies, discussion questions, or grading rubrics. For students, include exercises to practice creating prompts for research summaries, brainstorming, or critical analysis.



# School of Business Policy on Use of Artificial Intelligence in the Classroom

---

The UIndy School of Business wants to give our students every advantage, using the most cutting-edge and relevant tools. One of the recently developed tools that should be in every businessperson's toolbox is Artificial Intelligence (AI).

Specifically, we encourage the effective and ethical use of AI Large Language Models (LLMs) such as ChatGPT or Google Bard. We encourage every student to use AI programs such as ChatGPT which can be useful for: (A) Clarifying the main points of a long series of paragraphs or a long document, (B), Creating a first draft of a statement or short paper, (C) Generating computer code to perform a specified task, (D), Debugging computer code, or (E) Providing a summary with examples on how to use an Excel function. These are just a few of the potential uses of AI Large Language Models, and there are countless more.

That said, using an AI Large Language Model in your business class at UIndy requires that YOU MUST:

- DISCLOSE IN WRITING that you used a Large Language Model, and which one was used
- FACT CHECK each relevant statement of fact or source generated by the AI
- ANNOTATE written work in such a way that the reader can tell which text (or computer code) was generated by an LLM and which text was created by you.
- NEVER hand in an assignment that was 100% generated by an LLM, unless the instructor has specifically asked for this.





# Examples – How SoBus Faculty are using AI in Business Courses

---

UNIVERSITY OF  
**INDIANAPOLIS**

---

School of Business

# Graduate Business Course - AI

---

MBA 620 Artificial Intelligence – Dr Craig Seidelson

This introductory course offers a comprehensive exploration of artificial intelligence (AI) and machine learning (ML). Students will have the opportunity to gain hands-on experience with AI and ML tools essential for modern business communication and data analysis. In this course, students assume the role of a partner in a private equity firm.

They are tasked with using AI and ML to evaluate business risk, financial risk, as well as company purchase price. Students will leverage their knowledge of AI to generate a detailed written report supported by AI-driven data visualizations. Students will, likewise, use AI to create and AI to deliver an engaging PowerPoint presentation of their findings to a real-world private equity professional.



# NotebookLM in Graduate Data Analytics Courses

---

Graduate Data Analytics Courses – Dr Alli Snyder

Dr Snyder uses Notebook LM to create weekly podcasts for students in her graduate courses, integrating them into her regular announcements. Each week, she organizes key updates, reminders, and upcoming deadlines. Then she uses Notebook LM to streamline the week's content into a short, accessible podcast episode. This approach ensures students can easily stay informed, even on the go, and reinforces course engagement through a flexible format. By aligning announcements with podcast delivery, she is providing students with a consistent, approachable touchpoint that supports communication, learning preferences, and connection throughout the course.



# MindBridge AI Auditor platform

---

ACCT 418 Auditing and Attestation – Prof. Victoria Hall

We used the MindBridge AI Auditor platform in the spring 25 auditing course, where students learned about and practiced using cutting-edge AI technology. Through engaging in case study simulations and professional judgment exercises, they've been able to develop their skills in risk identification and mitigation, while also gaining valuable experience with AI.

This AI-driven platform analyzes accounting information to identify anomalies and potential material errors, offering students hands-on experience with tools that mirror those used in the industry. The platform is widely employed by major corporations in the U.S., Canada, and Europe, including a significant portion of Fortune 500 companies.



# AI Chatbot in Marketing Course

---

Introduction to Marketing (MKTG290) – Dr Kathy Bohley

- Created a customized chatbot to help students engage more deeply with course material
- Uploaded all course and simulation notes into the chatbot
- Embedded the chatbot directly into Brightspace for easy access
- Students began using it throughout the entire term, not just for the final simulation
- Provides an "always-available" resource for clarification and extra practice
- Most of the students surveyed reported wishing other professors would create similar chatbots for their classes

- Link to chatbot:

<https://www.chatbase.co/chatbot-iframe/r0TwHcy-0ePzD3fGH2peo>



# Using NotebookLM in International Business Course

---

International Business Course (IBUS 201) – Dr Kathy Bohley

- Introduced students to NotebookLM, an AI tool for personalized study strategies
- Showed students how to upload various materials (lecture notes, assignments, PDFs, Google Docs, YouTube videos, audio files)
- NotebookLM analyzes content, summarizes key points, and generates study formats (study guides, timelines, audio overviews)
- Students preferred the podcast option, which allows for audio review while commuting, exercising, or multitasking
- The majority of students stated they plan to use NotebookLM to prepare for future exams





# Questions/Comments?

---

Thank you!