DIGITAL EDUCATION COUNCIL

Faculty Support and Resource Basket

Responding to Global Challenges in Business Schools

By DEC 2025 Business School Deans Working Group

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Executive Summary

This Faculty Support and Resource Basket is designed to help business schools—and the higher education sector more broadly—remain relevant and competitive, from an organisational perspective.

Developed by the Digital Education Council (DEC) 2025 Business School Deans Working Group, comprising 14 deans from around the world, the Basket responds to five critical challenges shaping the future of business education, focusing on strengthening faculty readiness and student readiness:

- Enabling Faculty for AI Integration
- Evolving Academic Roles
- AI Literacy
- Curriculum Relevance and Real-World Alignment
- Human-Centric Skill Development

While grounded in the business school context, the challenges addressed are shared across higher education institutions globally.

Adopting a resource-based view, the Basket identifies five core resource categories—People, Capital, Knowledge, Technological & Physical Infrastructure, and External Partnerships—and five capability categories—Governance, Pedagogical Design, Talent Development, Experimentation, and External Engagement—that institutions must intentionally develop to sustain competitive advantage. Drawing on real-world case studies, it provides over 50 actionable practices that serve as resource builders and capability enablers.

At a time of rapid technological acceleration and shifting expectations of higher education, this Basket moves beyond fragmented efforts. It provides a clear, structured, and practical pathway for institutional action—helping leaders translate uncertainty into deliberate resources and capability building and long-term resilience.

Objectives and Methodology

Business schools worldwide are grappling with disruptive shifts—from the rise of AI to evolving academic roles, the demand for human-centric skills, and the need to keep curricula relevant. This report identifies five key challenges at the heart of these changes and presents a practical Resource Basket of initiatives that business schools can draw on to address them.

The Resource Basket is designed to:

- Help business schools assess which core resources and capabilities they already possess
- Highlight gaps and areas for improvement
- Provide actionable initiatives and practices to build the resources and capabilities needed to address current and future challenges

Target Audience

While developed primarily for business school deans and leadership teams, this Resource Basket also offers valuable insights for higher education institutions more broadly, as the challenges it addresses are shared across higher education.

Methodology

The Resource Basket was developed by the Digital Education Council (DEC) Business School Deans Working Group 2025, chaired by Tomas Falk, Associate Dean of Teaching and Education at Aalto University School of Business, with contributions from leaders representing 15 business schools worldwide.

Through a series of collaborative, iterative discussions, the group surfaced the most urgent challenges facing business schools and exchanged institutional experiences, emerging practices, and case studies. The resulting Resource Basket distils these insights into a practical set of resources and capability-building initiatives that schools can adapt to their own context.

This evidence-informed and globally collaborative process ensures the Resource Basket is both relevant across diverse institutional settings and grounded in real-world application.

Top Five Challenges Facing Global Business Schools

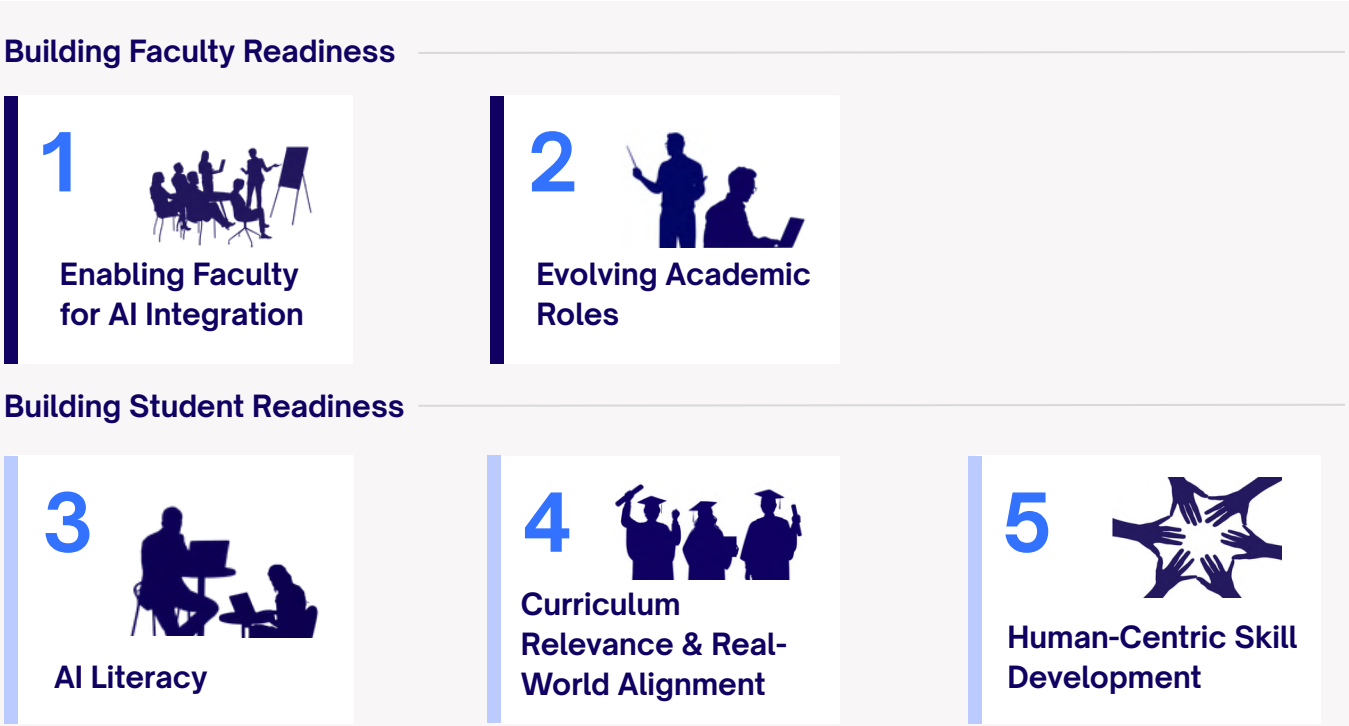
How can business schools maintain their relevance and competitiveness in a rapidly changing world? At the core of this challenge are a business school's two most critical stakeholders: its faculty and its students. A future-ready business school is one in which faculty have the capability and confidence to adapt their teaching practices and evolving roles, and students graduate with the skills and adaptability required to succeed in an evolving workforce.

Achieving these outcomes requires business schools to address a combination of near-term and longer-term challenges. In the short term, business schools face pressing AI-related capability gaps, including supporting faculty to integrate AI into teaching and academic work, and ensuring students develop sufficient AI literacy to use these tools responsibly and effectively. However, these challenges represent only one dimension of a broader institutional transformation.

More fundamentally, business schools must confront enduring questions that extend beyond any single technology: how to support faculty as academic roles continue to evolve; how to ensure curricula remain relevant amid ongoing technological and societal change; and how to emphasise and develop human-centric capabilities that have long been central to management education and are increasingly vital in an AI-augmented world.

Taken together, delegates of the Business School Deans Working Group have identified **five priority challenges** above that business schools must address to respond effectively to both immediate pressures and long-term structural shifts. Addressing these challenges is critical to achieving faculty readiness and student readiness, and, ultimately, to sustaining institutional relevance and competitiveness over time.

Figure 1. Top Five Challenges Facing Business Schools



Descriptions of Top Five Challenges Facing Global Business Schools

Building Faculty Readiness

1 Enabling Faculty for AI Integration

With the widespread adoption of AI in education, and rising student expectations, many faculty lack the capacity and capability to effectively integrate AI into their teaching. AI adoption remains fragmented and uneven among faculty members.

2 Evolving Academic Roles

Academic roles are increasingly expected to shift from content delivery toward facilitation, mentorship, and content curation, requiring new capabilities and skills. However, progress remains slow as faculty are often hesitant to change, and institutional structures and support systems remain insufficient to enable this shift.

Building Student Readiness

3 AI Literacy

AI is not yet embedded in a consistent and coherent way across business curricula. Emerging AI skills are not well defined and a systematic approach to AI literacy is often lacking, limiting students' ability to understand and apply AI within their disciplines.

4 Curriculum Relevance & Real-World Alignment

Business curricula continue to struggle to keep pace with rapidly evolving workforce needs. Embedding and scaling industry collaboration, simulations, and real-world project-based learning remain persistent challenges for many institutions.

5 Human-Centric Skill Development

Human-centric skills such as communication, collaboration, and critical thinking are becoming increasingly critical in an AI-driven workforce. However, many students graduate without sufficient proficiency in these areas, and faculty often lack the training and support to intentionally develop and assess these skills in their teaching.

Faculty Basket of Resources

This basket is structured around the five identified challenges and deploys a Resources × Capabilities logic, drawing on the resource-based view of organisations to highlight how business schools can build sustainable competitive advantage.

> **Resources:**
> The tangible and intangible assets an institution owns or controls
> **Capabilities:**
> The institution's capacity to deploy those resources effectively to achieve desired outcomes

The logic is straightforward: success comes not just from what business schools have but from what they can do with it. This Basket of Resources, therefore, addresses both dimensions—identifying the critical mix of resources and capabilities required for each challenge, and offering a list of actionable practices that show how business schools can build them in concrete, practical ways.

Figure 2. Resource-Based View of Business School Competitiveness

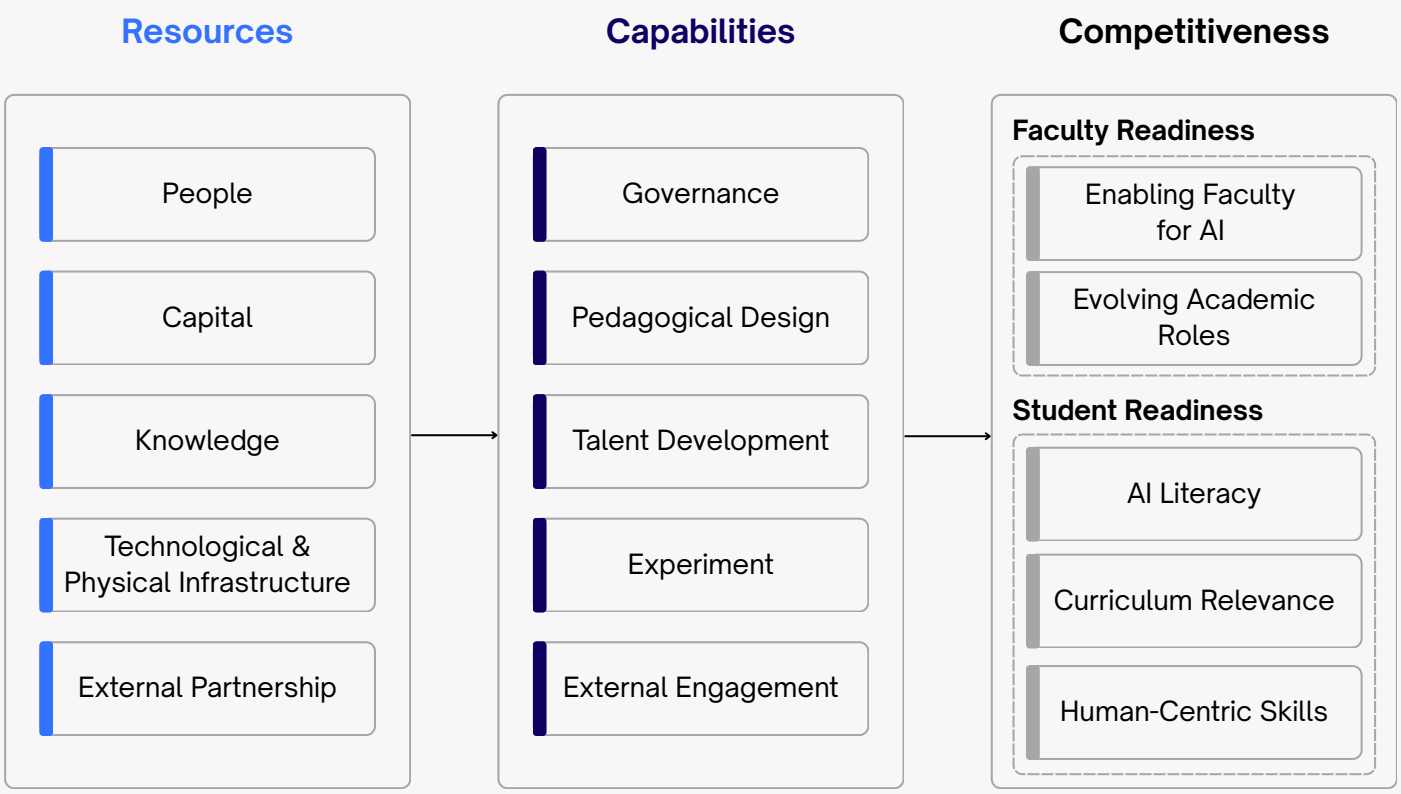


Table 1. Key Resources and Capabilities

Key Resources	Description
People	The human talent that an institution can mobilise to deliver education, research, and innovation.
Capital	The financial resources available to invest in strategic priorities, sustain operations, enable innovation, and scale new initiatives.
Knowledge	The institution's accumulated intellectual assets, such as domain expertise, pedagogical know-how, and data.
Technological & Physical Infrastructure	The digital systems, tools, platforms, and physical spaces that enable teaching, learning, research, and institutional operations.
External Partnership	The network of relationships with industry, alumni, governments, and other institutions that extends the institution's access to resources.

Key Capabilities	Description
Governance	The institution's ability to set strategic direction, establish rules, structures, and oversight mechanisms, design incentives and rewards, and steer resources and capabilities toward strategic goals.
Pedagogical Design	The capability to intentionally design learning experiences, assessments, and curricula that align educational objectives with effective teaching approaches.
Talent Development	The ability to continuously develop faculty and staff skills in response to evolving educational, technological, and workforce demands.
Experiment	The capability to pilot, test, and iterate new ideas, technologies, and practices in a controlled and learning-oriented way.
External Engagement	The ability to build, sustain, and strategically leverage external relationships to access expertise, information, and active contributions to governance and teaching.

While all of the resources and capabilities outlined above are important to the long-term competitiveness of a business school, each challenge calls for a distinct combination of resources and capabilities depending on its nature and scope. The Basket therefore highlights only those resources and capabilities most critical to addressing each specific challenge and provides actionable ways to build them.

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Building Faculty Readiness

Faculty face the immediate need to integrate AI into teaching and research, alongside longer-term changes to academic roles driven by technological and societal shifts. The resource basket below addresses these challenges by helping institutions establish clear structures, guidance, and resources to strengthen faculty capabilities, while creating an environment that empowers experimentation, innovation, and adaptation to evolving roles.

1

Challenge 1

Enabling Faculty for AI Integration

As AI tools rapidly enter the educational landscape, faculty are expected to rethink how they design courses, support students, and manage administrative tasks. Yet for many this shift is unfamiliar, overwhelming, or met with skepticism. Simply offering training is not enough. Faculty need structured, sustained support — including time, recognition, incentives, and peer engagement — to feel confident and motivated to use AI purposefully. Without clear institutional commitment, AI adoption risks remaining fragmented, superficial, or driven by a few isolated champions. Building system-wide capacity requires not just upskilling, but also reshaping the environment in which faculty work and innovate.

Figure 3. Example resources builders and capabilities enablers

Resource Builders

People

- Hire Learning Design and AI Integration Specialists

Capital

- Establish Dedicated AI in Teaching and Learning Fund

Knowledge

- Develop a Curated Resource Library

Technological & Physical Infrastructure

- List of Approved AI Tools
- AI Sandbox

Capability Enablers

Governance

- Include AI Innovation in Faculty Evaluation Criteria
- Design Incentives for AI Innovation
- Recognise Early Adopters & Innovators
- Demonstrate Leadership Commitment
- Establish AI Governance Framework

Talent Development

- Offer Structured Professional Development for Faculty and Staff
- Enable AI Community of Practice

Experiment

- Create Mechanisms to Scale Proven AI Practices
- Institution-Led Pilots with Faculty Engagement
- Organise AI Teaching Showcases for Knowledge Sharing

Resource Builders

Resource Builders	Practical Details
People	
Hire Learning Design and AI Integration Specialists	Invest in dedicated learning design and AI integration specialists to co-design programmes, courses, and assessments with faculty. These specialists provide capacity for: • One-on-one faculty support • Tool vetting and guidance • Training workshops and clinics
Capital	
Establish Dedicated AI in Teaching and Learning Fund	Create institutional funding dedicated to AI-related teaching and learning initiatives. The fund provides financial resources that departments and faculty can access to support experimentation, adoption, and infrastructure related to AI in education. Potential uses of the fund include: • **Pilot Grants**: Funding to support early-stage exploration of AI-enabled teaching approaches • **Professional Development**: Funding to cover participation in external AI-focused training, certifications, or conferences • **Tool Access and Licensing**: Budget allocation for institutionally approved AI tools, platforms, or supporting infrastructure
Knowledge	
Develop a Curated Resource Library	Create a centralised, institutionally maintained digital repository that consolidates AI-related teaching and learning materials. The library functions as a shared knowledge asset, providing faculty and staff with accessible reference materials related to AI use in education. Example types of resources to include: • A vetted list of AI tools with clear academic use guidelines • Institutional AI guidelines • AI-integrated Assignment templates and sample syllabi • Use-case playbooks showing how AI can support feedback, assessment, or administrative tasks • FAQs, ethics guidance, and quick-start guides for responsible AI use
Technological & Physical Infrastructure	
Create an AI Sandbox	Provide a dedicated, institutionally managed digital environment that offers access to selected AI tools and platforms under approved privacy, security, and data-protection conditions. The sandbox serves as a protected infrastructure resource where experimentation can take place outside of formal teaching delivery. Approaches to consider: • Subscribe to enterprise versions of AI tools (e.g., ChatGPT, Copilot) with institutional privacy and data protection in place. • Develop an internal platform where faculty can trial tools.

(Table continued)

Resource Builders	Practical Details
Technological & Physical Infrastructure	
Create a Curated List of Institutional Approved AI Tools	Compile and maintain a curated list of institutionally approved and subscribed AI tools. The curated list should include: • **Tool Descriptions and Use Cases**: Clear summaries of each tool's function and recommended applications. • **Guidance and Restrictions**: Notes on approved use cases, usage boundaries and ethical or student-related considerations. • **Support Resources**: Links to quick-start guides, video tutorials, and points of contact for technical and pedagogical support. • **Training and Technical Support**: Provide regular workshops or on-demand modules to help faculty confidently use approved tools. Offer hands-on support via learning designers, IT staff, or AI champions. • **Submission and Evaluation Process for New Tools**: Enable faculty to propose new tools through a structured application process. Outline clear evaluation criteria.

Capability Enablers

Capability Enablers	Practical Details
Governance	
Include AI Innovation in Faculty Evaluation Criteria	Revise teaching evaluation and promotion frameworks to incorporate indicators that reflect innovation and AI integration efforts, giving weight to AI innovation in career development. Example indicators include: • Recognition for experimenting with AI tools • Contributing to shared faculty resources • Redesigning assessments using AI • Mentoring peers in AI adoption
Design Incentives for AI Innovation	Offer targeted incentives to encourage faculty to pilot AI-based innovations in their teaching or administration. Types of incentives to consider: • **Teaching Flexibility:** Offer preferred course assignments or reduced admin load for faculty contributing to AI innovation. • **Grants:** University of Cape Town launched AI-related Teaching Innovation Grants (ZAR 20,000–120,000) for departments and individuals. • **Resource Access:** Arizona State University provides access to ChatGPT Edu licenses as a reward in their internal AI Innovation Challenge.
Recognise Early Adopters and Innovators	Publicly recognise and celebrate faculty who take initiative in exploring and applying AI tools in their teaching. Approaches to consider: • **AI Ambassadors Programme**: Identify and nominate faculty or staff with hands-on experience in AI-enhanced teaching. Ambassadors serve as peer mentors—sharing practices, offering guidance, and relaying insights to institutional leaders. This structure supports bottom-up adoption and peer-led capacity-building. • **Increase Visibility**: Highlight the work of early adopters through newsletters, internal communications, and faculty meetings. Invite them to present at institutional events or mentor others.
Demonstrate Leadership Commitment	Institution leaders should visibly demonstrate their commitment to AI and innovation through multiple channels to build trust, reduce resistance, and catalyse cultural change. Potential ways to demonstrate commitment include: • Participating in AI conferences or panels • Publicly endorsing faculty AI initiatives in speeches or communications • Leading or sponsoring AI projects • Allocating time to join AI working groups and committees • Sharing institutional progress and lessons learned on AI adoption

(Table continued)

Capability Enablers	Practical Details
Governance	
Establish AI Governance Framework	A well-defined AI governance framework helps institutions design clear oversight mechanisms, assign accountability, and communicate expectations around AI use consistently. The Digital Education Council AI Governance Framework, following a risk-based approach, structure governance around four core pillars: • **AI Use Classification**: Categorise AI use cases into five categories, from open use to prohibited use, based on associated risks. • **Human Involvement**: Define appropriate levels of human oversight depending on risk, ranging from human-out-of-the-loop to human-in-the-loop and human-over-the-loop. • **Internal Structure**: Establish multi-layered structures to clarify responsibility and accountability. • **Communication**: Design role-specific communication for different stakeholder groups.
Talent Development	
Offer Structured Professional Development for Faculty and Staff	Beyond encouraging grassroots experimentation, institutions should offer structured training programmes to equip all faculty with the foundational skills needed to engage with AI. Approaches to consider: • **Mandatory training**: Required training sessions ensure baseline literacy and open up space for strategic dialogue around risks, uses, and ethics. • **Optional tracks**: For non-mandatory offerings, the key is relevance and engagement. • **Micro-credentialing**: Offer digital badges or certificates to recognise faculty who complete AI teaching pathways or contribute to shared practice.
Enable AI Community of Practice	Develop the institutional capability to continuously build and enable Communities of Practice (CoPs)—informal peer groups where faculty and staff can regularly exchange experiences, raise questions, and explore how AI might enhance teaching and learning. Communities of Practice can be initiated by the institution or emerge organically within the faculty body: • **Initiated by institution**: The Centre for Teaching and Learning at Western launched a Generative AI CoP with structured sessions for faculty, librarians, archivists, and staff. The group meets to exchange challenges, share learnings, and co-develop solutions across teaching, research, and operations. • **Initiated by faculty**: Arizona State University enables a decentralised approach by providing guidance, toolkits, and a public CoP directory. This support allows grassroots communities to form independently and thrive across diverse units.

(Table continued)

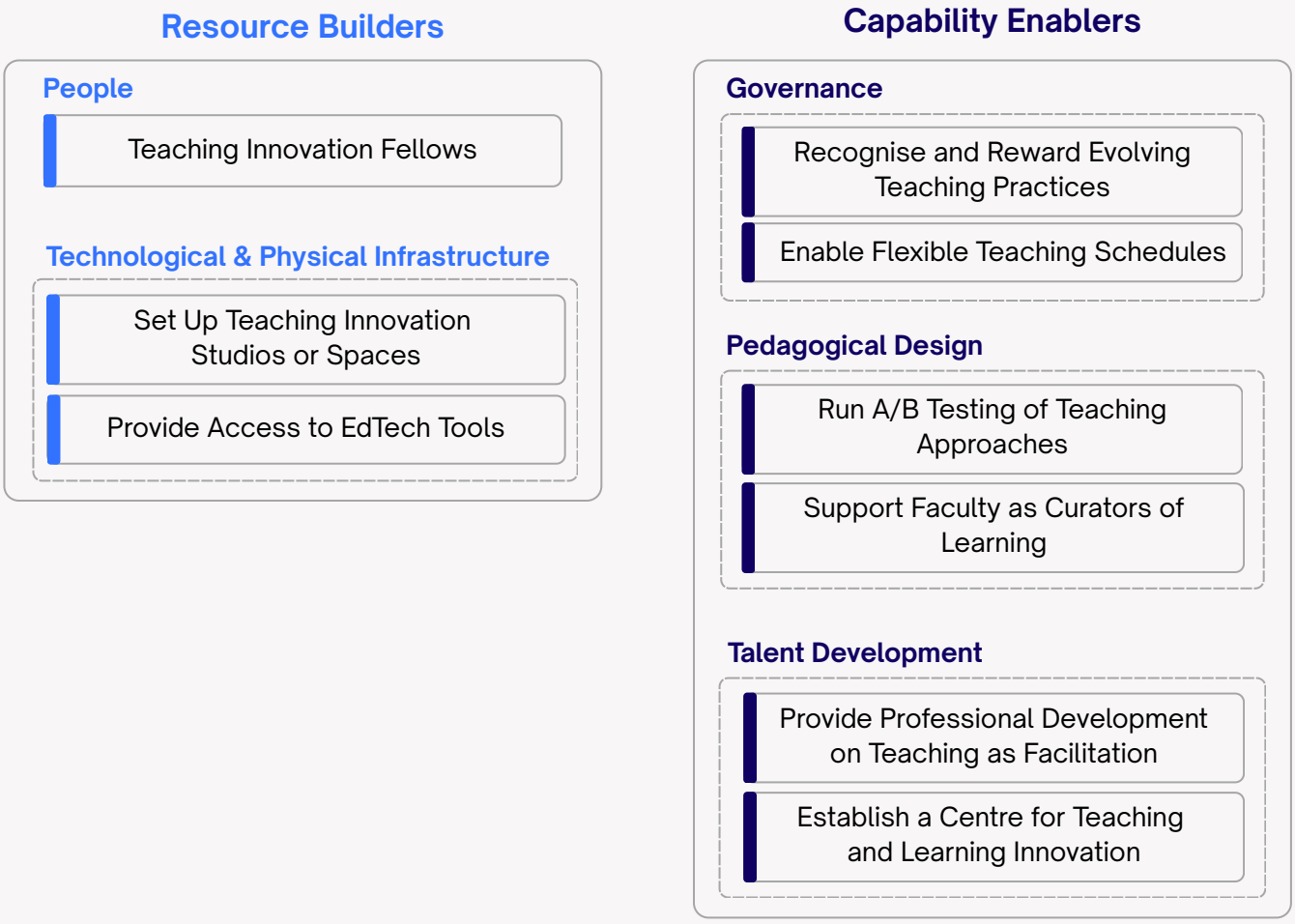
Capability Enablers	Practical Details
Experiment	
	To ensure AI innovation leads to lasting impact, institutions should establish formal processes to review, evaluate, and scale successful faculty-led AI pilots. This "scaling escalator" creates a clear pathway from isolated experimentation to broader institutional adoption, reassuring early adopters and innovators that their efforts contribute to meaningful change.
Create Mechanisms to Scale Proven AI Practices	Key components of a scaling mechanism include: • **Evaluation and Approval Process**: Establish a cross-functional review panel to assess AI pilots based on impact, alignment with institutional goals, ethical considerations, and scalability potential. • **Follow-up Support**: Provide structured support to help scale validated pilots, such as funding, staffing, technical expertise, instructional design support, or cross-departmental coordination. • **Knowledge Sharing**: Ensure scaled initiatives include documentation and peer-to-peer sharing to maximise learning across the institution.
Institution-Led Pilots with Faculty Engagement	In addition to supporting faculty-initiated AI teaching pilots, institutions can, following a top-down approach, launch pilots and invite faculty to participate. This approach ensures alignment with institutional priorities while offering faculty a structured environment to explore AI-enhanced teaching.
Organise AI Teaching Showcases for Knowledge Sharing	Host internal events where faculty can share how they've been experimenting with AI in their teaching. These events make innovation visible and build a culture of openness and shared learning. Example Formats: • **Live Demos**: Set up a gallery-style event where faculty and staff offer short, informal live demos of how they're using AI in teaching or administration. Attendees can circulate, ask questions, and receive a takeaway guide with descriptions of each demo to continue sharing within their networks. • **Sit-in Class**: Publish AI in class information and allow faculty to sit in their peer colleague's class where AI is experimented with. • **Awards**: Organise events to award faculty-led AI innovation.

2

Challenge 2
Evolving Academic Roles

As AI becomes increasingly capable of delivering content and automating administrative tasks, a fundamental question arises: What is the role of the instructor now? This transition calls for a shift in academic identity — from content deliverer to learning designer, mentor, and contextual expert. Institutions need to actively support this evolution by reimagining teaching expectations, providing developmental support, and creating space for new pedagogical roles to take shape.

Figure 4. Example resources builders and capabilities enablers



Resource Builders

Resource Builders	Practical Details
People	
Teaching Innovation Fellows	Ensure the institution has designated faculty or staff roles with recognised expertise in teaching innovation and a clear mandate to contribute time and knowledge to innovation activities. This people resource can take multiple forms: • **Internal innovation fellows**: Launch Teaching Innovation Fellowship programmes and identify faculty with strong teaching innovation practice and provide them with resourced to to innovate and support peers. • **Externally hired fellows:** Bring in external education specialists for new perspectives and expertise.
Technological & Physical Infrastructure	
Set Up Teaching Innovation Studios or Spaces	Create dedicated physical or hybrid spaces equipped to support teaching innovation activities. These spaces function as institutional infrastructure assets that provide access to specialised environments, tools, and layouts designed for teaching experimentation and collaboration. What these spaces can include: • Flexible, reconfigurable classrooms for trying out active learning setups • Teaching rehearsal studios with recording equipment and playback tools for faculty to practice facilitation • Course design labs with access to edtech tools and instructional designers
Provide Access to EdTech Tools	Offer a suite of institution-supported edtech tools that help faculty adopt new roles. Examples of useful tools: • Collaborative platforms • Peer feedback systems • Discussion platforms • Interactive engagement tools • Experiential learning technologies

Capability Enablers

Capability Enablers	Practical Details
Governance	
Recognise and Reward Evolving Teaching Practices	Revise teaching awards, performance reviews, and promotion criteria to include innovative pedagogical roles. Examples of recognition: • Teaching awards for innovative practice • Promotion criteria that value design, not just delivery • Grants for experimenting with new roles
Enable Flexible Teaching Schedules	Provide faculty with greater flexibility in teaching schedules and workload arrangements to create space for innovation. Flexibility can act both as a precondition for experimentation and as an incentive for faculty who take on teaching innovation or curriculum development initiatives. Ways flexibility can be enabled include: • Adjusting teaching loads or timetables for faculty piloting new course formats or assessments • Allowing concentrated teaching blocks or alternative delivery modes to free time for redesign work • Offering temporary workload rebalancing in exchange for leading innovation projects or mentoring peers • Providing flexibility during curriculum redesign or programme development periods
Pedagogical Design	
Run A/B Testing of Teaching Approaches	Conduct experimentation to compare traditional and emerging teaching approaches, such as lecture-based delivery versus interactive, student-centred, or tech-enhanced models, to better understand how faculty roles and learning outcomes shift across formats. Examples of A/B models to trial: • Traditional lectures vs. team-based or case-driven learning • Faculty-led seminars vs. student-curated discussion formats • Standard assignments vs. experiential or simulation-based assessments
Support Faculty as Curators of Learning	With AI and digital platforms capable of delivering vast amounts of content instantly, faculty need to shift from content deliverers to curators of learning. Instead of focusing solely on what to teach, faculty now play a critical role in selecting, organising, and framing learning experiences that help students think critically and engage deeply. Practices that reflect the curator role include: • Designing modular learning paths with curated resources • Framing content with critical guiding questions or provocations to deepen analysis and discussion. • Using real-world case-based or problem-based learning • Encouraging students as co-curators, involving students in sourcing and critically evaluating materials

(Table continued)

Capability Enablers	Practical Details
Talent Development	
Provide Professional Development on Teaching as Facilitation	Offer workshops and coaching focused on facilitation and mentoring skills. Examples of focus areas: • Designing student-led activities • Facilitating peer collaboration • Asking effective questions and leading reflection
Establish Centre for Teaching & Learning Innovation	Create a central hub that curates, generates, and disseminates evidence-based insights on effective teaching and learning innovation to support faculty and staff. Key offerings of the centre can include: • Curating and synthesising research, case studies, and internal pilots on teaching and learning innovation • Providing practical guidance, frameworks, and playbooks for faculty and maintaining a shared repository of examples • Providing training resources and workshops for faculty • A key hub for knowledge sharing among peers

Building Student Readiness

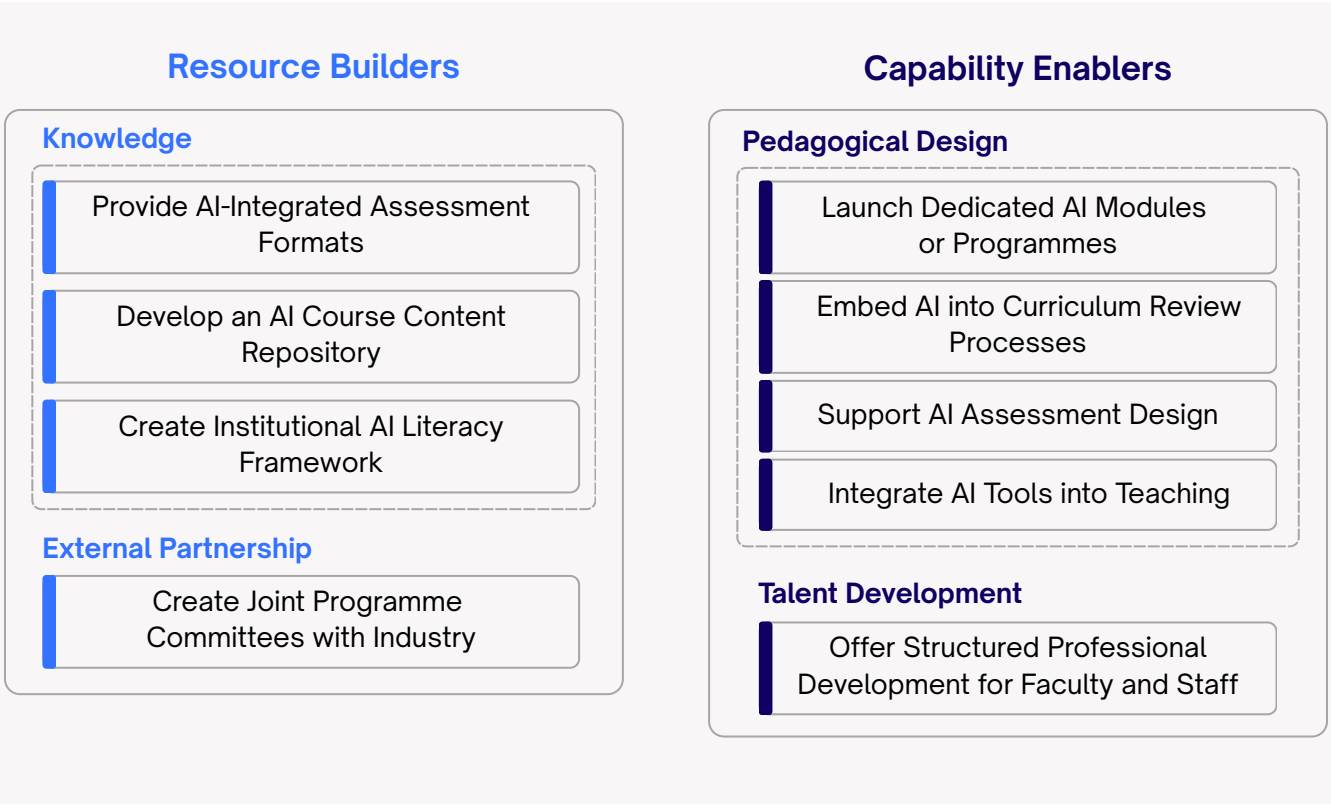
Developing future-ready students requires strong AI literacy, workforce-aligned curricula, and the nurturing of human-centric skills that are vital for employability, particularly for business professionals. The resource basket below supports institutions in addressing these needs through key initiatives to innovate curricula, strengthen industry connections, and equip faculty to effectively model and teach the skills students require.

3

Challenge 3
AI Literacy

AI has become a baseline expectation for graduates entering the workforce, yet its integration across business school curricula remains uneven and fragmented. Effective AI education requires a holistic, institution-wide design approach, spanning faculty capability building, curriculum and assessment design, classroom practice, dedicated AI literacy provision, and ongoing input from employers to identify emerging skills and ensure continued relevance.

Figure 5. Example resources builders and capabilities enablers



Resource Builders

Resource Builders	Practical Details
Knowledge	
Provide AI-Integrated Assessment Formats	Provide a set of adaptable AI-integrated assessment formats as a quick start for faculty to redesign assessment. Available Resources: **The Next Era of Assessment: A Global Review of AI in Assessment Design** by the Digital Education Council and Pearson, where 14 AI-integrated assessment methodologies are identified.
Develop an AI Course Content Repository	Create a central repository of ready-to-use AI-related content that faculty can incorporate into standalone AI courses or embed into existing core modules. Types of resources to include: • Lecture slides, readings, and case studies on AI fundamentals and applications • Sector-specific content (e.g., AI in marketing, operations, HR) • Videos, guest speaker recordings, or interactive explainers on AI literacy • Suggested assessment items aligned with each content set
Create Institutional AI Literacy Framework	Create an institution-wide AI literacy framework that defines desired AI proficiency levels and learning outcomes for students. The framework functions as a shared reference artefact that faculty and staff can consult when designing curricula, assessments, and professional development activities involving AI. Available Resources: **Digital Education Council AI Literacy Framework**, which includes four general AI literacy dimensions and one for domain-specific literacy.
External Partnership	
Create Joint Programme Committees with Industry	Establish formal joint programme committees with industry partners as structured partnership arrangements. These committees function as collaboration assets and platforms for the institution to exchange with external stakeholders on programme relevance and workforce alignment. Possible ways to collaborate with industry partners include: • Advising on emerging AI skills, industry trends, and workforce expectations • Co-designing applied projects or experiential learning components on AI • Providing feedback on graduate AI readiness and employability outcomes

Capability Enablers

Capability Enablers	Practical Details
Curriculum Design Capabilities	
	Support faculty and programme leads in embedding AI into the curriculum through both standalone offerings and integration within existing subject areas.
Launch Dedicated AI Modules or Programmes	Types of curriculum pathways to consider: • **AI-focused courses and microcredentials**: Offer mandatory or elective courses in AI literacy, prompt engineering, or sector-specific AI use. • **Embedded AI modules in core courses**: Infuse AI content into existing courses. • **Capstone and project-based learning**: Encourage students to apply AI tools in real-world business problems.
	Formalise AI integration as a standing item in programme and course review cycles. This ensures consistent visibility, encourages reflection, and helps track progress across disciplines over time.
Embed AI into Curriculum Review Processes	Approaches to consider: • Create a standing committee or cross-disciplinary working group to audit AI presence across programmes annually. • Add “AI integration” as a specific item in curriculum documentation templates. • Include external advisors (e.g., alumni, employers) to provide feedback on the relevance and application of AI-related learning.
	Encourage and equip faculty to design assessments that thoughtfully incorporate AI tools to enhance student learning, develop critical thinking, and build AI literacy.
Support AI-Integrated Assessment Design	Key pedagogical angles to emphasise: • **Focus on conversation, not just prompts**: Encourage students to use AI as a thinking partner — iterating, questioning, and refining ideas — rather than simply generating output. • **Highlight student judgement**: Design tasks where students evaluate AI-generated responses, compare them with human work, and reflect on process, bias, and broader implications. • **Balance human and AI skills**: Ensure foundational human skills (e.g., critical thinking, writing, analysis) are taught and assessed before AI is introduced as a support tool.
	Encourage faculty to incorporate AI-powered technologies, such as AI tutors and AI simulations, directly into classroom and online teaching.
Integrate AI-Enabled Tools into Teaching Practice	Examples of AI tools in teaching: • AI tutors for out-of-class support • AI-enabled simulations for experiential learning • AI-based evaluation and feedback tools • AI-powered peer feedback systems

(Table continued)

Capability Enablers	Practical Details
Talent Development	
Deliver Discipline-Specific AI Training for Faculty	Help faculty stay current with how AI is transforming their respective industries by offering targeted training on workplace-relevant AI applications. Examples of training approaches: • Industry briefings and trend sessions with AI practitioners from relevant sectors • Modular workshops or online courses focused on discipline-specific AI tools and applications

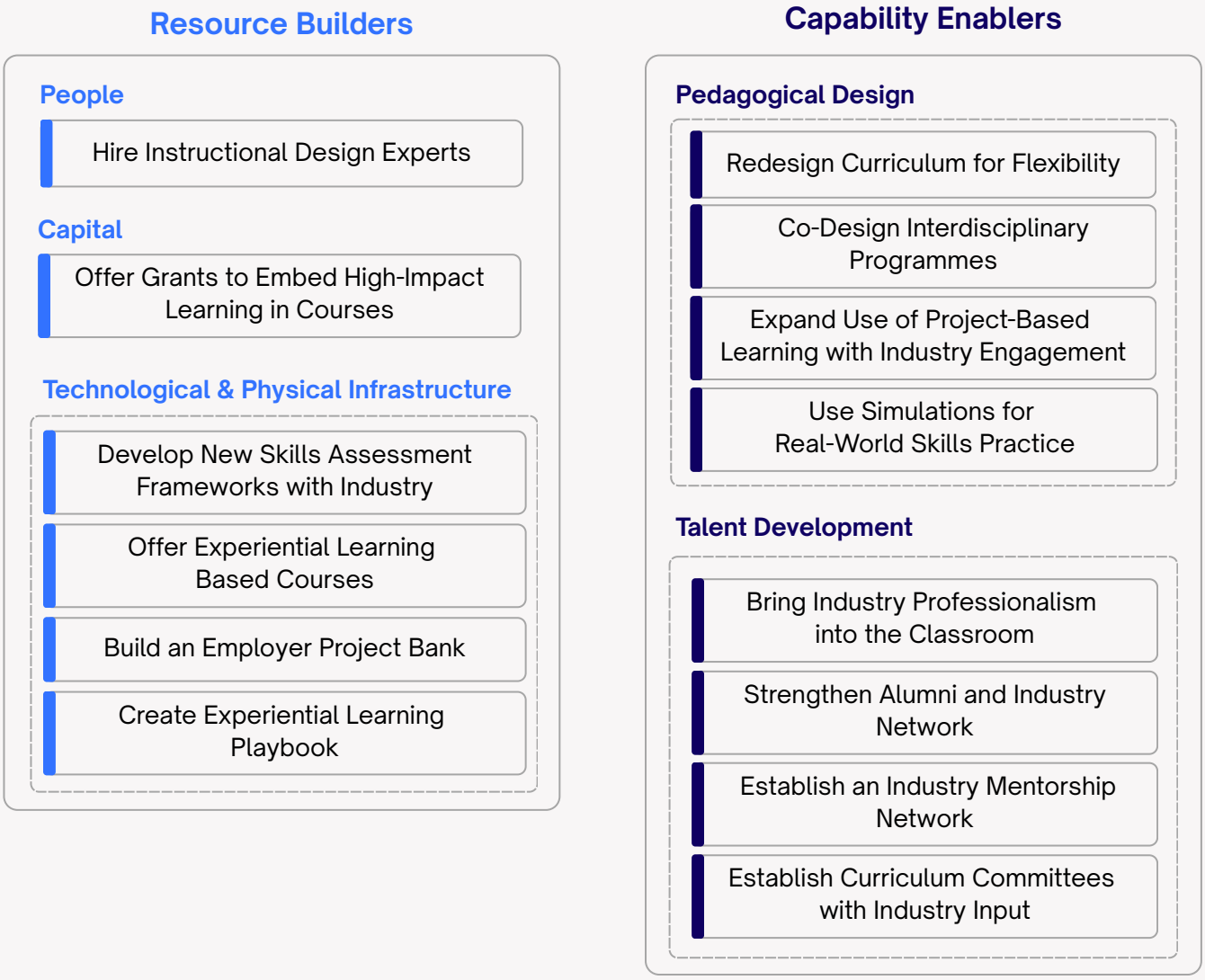
4

Challenge 4

Curriculum Relevance and Real-World Alignment

Curriculum relevance and real-world alignment are particularly critical for management education. Maintaining relevance requires more than periodic curriculum updates; it demands continuous external engagement to ensure that programmes reflect evolving industry needs, emerging skills, and real-world challenges. This includes bringing the professional expertise into curriculum and course design, designing authentic project-based learning experiences, and embedding real-world contexts across courses and assessments.

Figure 6. Example resources builders and capabilities enablers



Resource Builders

Resource Builders	Practical Details
People	
Hire Instructional Design Experts	Bring in instructional design experts as a dedicated people resource with expertise in experiential learning, skills integration, and modern pedagogy. Support may include: • Consultations to redesign courses or assessments • Co-creating project-based or skills-aligned learning experiences
Capital	
Offer Grants to Embed High-Impact Learning in Courses	Provide targeted grant funding that faculty can access to support course redesign initiatives incorporating high-impact learning experiences such as industry projects, practicums, or real-world problem-solving. Grants could be used for: • Organising field trips or site visits to industry • Materials and equipment needed for student applied projects • Subscriptions or licenses for project management or reflection tools
Knowledge	
Develop Industry-Aligned Skills Assessment Frameworks	Develop industry-aligned skills assessment frameworks that articulate how graduate skills can be assessed in relation to workforce expectations. The frameworks may include: • Defined skill areas and assessment focus aligned with employer-relevant capabilities • Assessment rubrics or instruments covering both hard and soft skills • Examples of performance-based assessment tasks • Guidance on how assessment outcomes may be represented, including digital credentials
Build an Employer Project Bank	Create a centralised repository of project briefs contributed by industry and community partners that faculty can draw on when embedding real-world projects into courses. What the project bank can include: • Short- and long-term project briefs from companies, startups, NGOs, and government • Project scope, timelines, and expected student deliverables • Contact details for coordination and mentorship • Suggested disciplines, course fit, and learning outcomes for each project
Create Experiential Learning Playbook	Develop a practical guide that outlines various formats of experiential learning and how to implement them. What the playbook can include: • A list of experiential formats • Design process, implementation steps, timelines, and role of external partners • Real-world examples from across departments and institutions

Capability Enablers

Capability Enablers	Practical Details
Pedagogical Design	
Redesign Curriculum for Flexibility	Design more flexible curricula that offer students greater choice and relevance. Possible approaches: • Reduce mandatory core course requirements and offer more flexibility for electives • Allow cross-disciplinary electives or micro-credentials from other faculties • Offer modular or stackable course formats for personalised learning paths • Include capstones and applied projects to curriculum
Co-Design Interdisciplinary Programmes	Develop programmes that cut across disciplines—and even across institutions—to better reflect the complexity of real-world challenges. Examples of collaboration formats: • Joint programmes between faculties (e.g., Business + Sustainability, AI + Health) • Co-developed minors or specialisations offered across departments • Dual-institution degrees or exchange-based programmes • Shared course modules with partner institutions or industry training providers • Interdisciplinary capstone projects with co-supervision from multiple departments
Offer Experiential Learning Based Courses	Design courses where experiential learning is the core structure—not just an activity—so that students learn by doing, solving, building, or researching in authentic, real-world settings. Possible formats include: • **Intensive research courses** where students work in interdisciplinary teams to address real-world problems through experimentation and research. • **Startup simulation courses** where students ideate, launch, and manage ventures over a full academic year. • **Community engagement programmes** tied to real challenges in sustainability, health, or social innovation.
Expand Use of Project-Based Learning with Industry Engagement	Incorporate project-based learning (PBL) throughout the curriculum to give students practical, hands-on experience solving real-world problems. Formats can include: • In-course projects co-designed with industry partners • Case competitions judged by professionals • Field trips with embedded problem-solving tasks
Use Simulations for Real-World Skills Practice	Integrate simulations into the curriculum to help students apply knowledge and develop practical skills in controlled environments. Formats can include: • Physical simulations such as role-plays and scenario-based exercises • Virtual simulation such as screen-based simulations for case analysis, full virtual reality simulations for complex environments, and AI-supported simulation.

(Table continued)

Capability Enablers	Practical Details
External Engagement	
Bring Industry Professionals into the Classroom	Invite professionals to participate in teaching activities to bridge the gap between theory and practice. Formats can include: • Guest lectures or Q&A sessions • Panel discussions or fireside chats • Co-teaching specific modules or workshops • Mentoring student projects or feedback on pitches • Involvement in assessment panels or critiques
Strengthen Alumni Engagement for Curriculum Relevance	Better leverage the alumni network as a unique resource to provide real-world insights and meaningful contributions to teaching and curriculum design. Possible formats for engaging alumni include: • Serving on programme or curriculum advisory committees • Acting as guest speakers or co-facilitators in courses • Mentoring students individually or in small groups • Contributing real-world cases, projects, or industry challenges
Establish an Industry Mentorship Network	Build a volunteer network of industry professionals to mentor students on career readiness and skill development. Possible formats: • One-on-one mentoring over a semester or academic year • Group mentoring circles by theme or industry • Short-term mentoring in project-based courses
Establish Curriculum Committees with Industry Input	Involve external stakeholders in curriculum development by setting up curriculum advisory committees that include industry professionals. Potential committee member profiles: • Senior professionals or executives from relevant industries • Alumni working in key sectors tied to the programme • Employers who regularly recruit from the institution • Emerging tech or innovation leaders from startups or scale-ups • Government or NGO representatives (for public sector-aligned programmes)

5

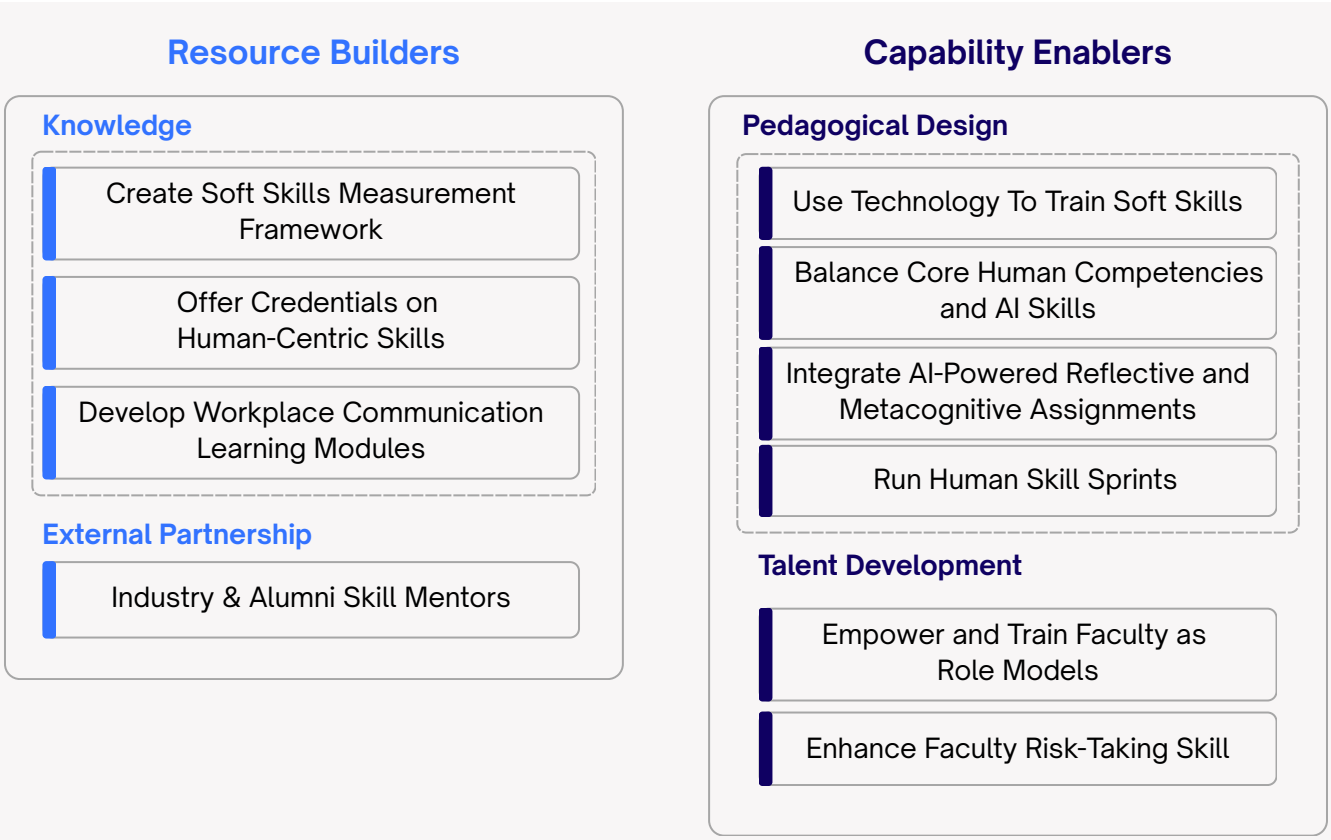
Challenge 5

Human-Centric Skill Development

Human-centric skills, such as communication, collaboration, critical thinking, and ethical judgement, are becoming increasingly important. Yet employers continue to report gaps in these areas, as highlighted in the Digital Education Council AI in the Workplace 2025 report. Despite their importance, many business school programmes still lack structured approaches to developing these human-centric capabilities.

Developing human-centric skills goes beyond standalone courses or one-off training interventions. While technology now enables new, scalable approaches, such as simulations and AI-supported reflection, effective skill development requires a broader institutional strategy. This includes equipping faculty to model human-centric skills through everyday teaching and interactions, creating clear frameworks to measure and credential these capabilities, and leveraging industry and alumni engagement to expose students to real-world professional conduct and expectations.

Figure 7. Example resources builders and capabilities enablers



Resource Builders

Resource Builders	Practical Details
Knowledge	
Create Soft Skills Measurement Framework	Develop an institution-wide framework that defines, measures, and tracks key human-centric skills across the curriculum. Key elements can include: • Clear definitions and indicators for each soft skill • Recommended assessment methods, such as peer reviews, reflections, and performance-based tasks • Example strategies for skill advancement
Offer Credentials on Human-Centric Skills	Provide a set of credentials focused on human-centric skills such as communication, ethical decision-making, collaboration, and leadership. Credential focus could be: • **Foundational credentials** in human skills such as communication, collaboration, emotional intelligence, and ethical reasoning—relevant across all disciplines and professions. • **Domain-specific credentials** such as sustainability communication, healthcare empathy, or ethical decision-making in tech—targeted to industry-specific challenges.
Develop Workplace Communication Learning Modules	Create learning modules and materials covering workplace communication fundamentals such as professional writing, presentation, and collaboration. These modules serve as reusable instructional resources that programmes can integrate into courses. Key topics to cover: • Writing clear and respectful emails • Giving and receiving feedback professionally • Communicating in hybrid or remote teams • Managing tone and etiquette in tools like Slack, Teams, or email
External Partnership	
Industry & Alumni Skill Mentors	Create a structured pool of alumni mentors who can contribute professional insights, guidance, and real-world perspectives to student learning activities. Ways mentors can support students include: • Small group coaching students on workplace communication, teamwork, and professional conduct • Conducting simulation workshops with real-world scenarios that highlight interpersonal challenges • Providing feedback on presentations, group dynamics, or decision-making processes

Capability Enablers

Capability Enablers	Practical Details
Pedagogical Design	
Use Technology to Train Soft Skills	Leverage digital tools such as virtual reality (VR) and AI to provide scalable, interactive training for soft skills such as communication, teamwork, leadership, and crisis responses. Examples of technology-enabled formats: • **AI-powered communication simulations** for practicing negotiation, conflict resolution, or interviews • **Virtual reality** role-plays that immerse students in leadership or customer service scenarios • **Peer feedback platforms** for collaboration and teamwork assessment • **Speech analysis tools** for improving public speaking and presentation delivery
Balance Core Human Competencies and AI Skills	Encourage instructors to intentionally sequence and diversify their assessment portfolios, balancing core human competencies and AI-human collaboration skills. Assessment design strategies could include: • **Early-stage** assessments focus on human competencies by using AI-free tasks • **Mid-course** shift toward AI-integrated assessments where students are mandated to collaborate with AI. • **Final summative** assessments end with unaided assessments to confirm individual understanding and mastery of course outcomes.
Integrate AI-Powered Reflective and Metacognitive Assignments	Design assignments that use AI tools to support deeper reflection, critical evaluation, and self-awareness. Example formats: • **AI-Guided Self-Assessment & Reflection**: Students interact with an AI tool to test or explain a concept, then reflect on how the dialogue shaped their understanding. • **Human vs AI Work Comparison:** Students compare human- and AI-generated output to analyse strengths, weaknesses, and discipline-specific insights. • **AI First, Human Revision**: Students use AI to generate a first draft or solution, then revise and build upon it to demonstrate judgement and mastery.
Run Human Skill Sprints	Embed short, intensive learning experiences—“sprints”—within academic programmes to help students rapidly build key human-centric skills such as collaboration, communication, ethical reasoning, and adaptability. Possible formats: • 1-week team-based challenges focused on empathy, negotiation, or decision-making • Communication or leadership intensives embedded between semesters • Cross-disciplinary sprint weeks with real-world role-play or ethical dilemmas

(Table continued)

Capability Enablers	Practical Details
Talent Development	
Empower and Train Faculty as Role Models	Faculty play a critical role in shaping how students develop human-centric skills such as communication, critical thinking, collaboration, and ethical judgement. By empowering and training faculty to model these behaviours consistently, institutions can reinforce student skill development through everyday learning and interactions. Ways institutions can support this include: • Offering optional workshops or clinics on facilitation, feedback, and difficult conversations • Recognise and reward faculty who exemplify strong human-centric skills in practice, and create opportunities for them to share their approaches through peer learning • Curating practical resources (e.g., discussion guides, reflection prompts) for classroom use
Enhance Faculty Risk-Taking Skill	Support faculty in developing the confidence, judgement, and mindset needed to navigate uncertainty and risks. These capabilities are increasingly important in fast-changing professional environments. Ways institutions can build this capability include: • Offering training on entrepreneurial thinking, decision-making under uncertainty, and adaptability • Using simulations or case-based workshops that expose faculty to complex, ambiguous situations • Providing coaching focused on risk assessment, trade-offs, and learning from failure • Explicitly signalling that experimentation and failures are valued and allowed in the institution

Overview of the Faculty Support and Resource Basket

Faculty Readiness

Student Readiness

Faculty Capacity and Capability for AI Integration

Resource Builders

People

- Hire Learning Design and AI Integration Specialists

Capital

- Establish Dedicated AI in Teaching and Learning Fund

Knowledge

- Develop a Curated Resource Library

Technological & Physical Infrastructure

- List of Approved AI Tools
- AI Sandbox

Capability Enablers

Governance

- Include AI Innovation in Faculty Evaluation Criteria
- Design Incentives for AI Innovation
- Recognise Early Adopters & Innovators
- Demonstrate Leadership Commitment
- Establish AI Governance Framework

Talent Development

- Offer Structured Professional Development for Faculty & Staff
- Enable AI Community of Practice

Experiment

- Create Mechanisms to Scale Proven AI Practices
- Institution-Led Pilots with Faculty Engagement
- Organise AI Teaching Showcases for Knowledge Sharing

Evolving Academic Roles

Resource Builders

People

- Teaching Innovation Fellows

Technological & Physical Infrastructure

- Set Up Teaching Innovation Studios or Spaces
- Provide Access to EdTech Tools

Capability Enablers

Governance

- Recognise and Reward Evolving Teaching Practices
- Enable Flexible Teaching Schedules

Pedagogical Design

- Run A/B Testing of Teaching Approaches
- Support Faculty as Curators of Learning

Talent Development

- Provide Professional Development on Teaching as Facilitation
- Establish a Centre for Teaching and Learning Innovation

AI Across the Curriculum

Resource Builders

Knowledge

- Provide AI-Integrated Assessment Formats
- Develop an AI Course Content Repository
- Create Institutional AI Literacy Framework

External Partnership

- Create Joint Programme Committees with Industry

Capability Enablers

Pedagogical Design

- Launch Dedicated AI Modules or Programmes
- Embed AI into Curriculum Review Processes
- Integrate AI Tools into Teaching

Talent Development

- Offer Structured Professional Development for Faculty and Staff

Curriculum Relevance and Real-World Alignment

Resource Builders

People

- Hire Instructional Design Experts

Capital

- Offer Grants to Embed High-Impact Learning in Courses

Technological & Physical Infrastructure

- Develop New Skills Assessment Frameworks with Industry
- Offer Experiential Learning Based Courses
- Build an Employer Project Bank
- Create Experiential Learning Playbook

Capability Enablers

Pedagogical Design

- Redesign Curriculum for Flexibility
- Co-Design Interdisciplinary Programmes
- Expand Use of Project-Based Learning with Industry Engagement
- Use Simulations for Real-World Skills Practice

Talent Development

- Bring Industry Professionalism into the Classroom
- Strengthen Alumni and Industry Network
- Establish an Industry Mentorship Network
- Establish Curriculum Committees with Industry Input

Human-Centric Skill Development

Resource Builders

Knowledge

- Create Soft Skills Measurement Framework
- Offer Credentials on Human-Centric Skills
- Develop Workplace Communication Learning Modules

External Partnership

- Industry & Alumni Skill Mentors

Capability Enablers

Pedagogical Design

- Use Technology To Train Soft Skills
- Balance Core Human Competencies and AI Skills
- Integrate AI-Powered Reflective and Metacognitive Assignments
- Run Human Skill Sprints

Talent Development

- Empower and Train Faculty as Role Models
- Enhance Faculty Risk-Taking Skill

Copyright and Contact Details

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