BROAD COLLEGE *of* BUSINESS

# RAISING THE BAR

*A collective five-year endeavor to continuously improve the Broad College of Business and advance our students' future impact.*

# FROM THE DEAN

Dear Broad College of Business alumni, donors, faculty, staff, students, and stakeholders:

In 2015, at the start of my first term as dean of the Eli Broad College of Business, we drafted a five-year strategic plan to guide the Broad College forward. Since then, we've made incredible progress. In fact, we surpassed our goals and objectives well before the five-year mark, leaving us room to heighten our goals and double down on our dedication to achieving excellence.

This report serves a few different purposes, but first and foremost, it memorializes the achievements we have made as a team, from Broad leadership to alumni to stakeholders. It is a testament to our bold vision and evidence of our steadfast ability to realize it.

In order to guide our selection of initiatives, we focused on three R's: enhancing the **recognition** of the Broad College brand, growing the **reputation** of our people, and increasing the **rankings** of our programs. Together, these three factors go on to improve the student experience and better prepare tomorrow's business leaders.

This strategic plan produced remarkable wins for the Broad College, some of which I'd like to briefly highlight here:

- Innovating our undergraduate and graduate curricula to better reflect our four strategic themes of the digital economy, a global mindset, ethics and integrity, and diversity, equity, and inclusion.

- Increasing support for our students and faculty by allocating dedicated staff to assist in learning and technology, external research and grants, education abroad, and the needs of our international students.

- Enhancing our students' academic opportunities by offering new academic programs in healthcare management, new dual-degree programs (M.D./MBA and D.O./MBA), and new minors in business, entrepreneurship and innovation, and insurance and risk management.

- Creating the Institute for Business Research for supporting faculty to secure externally funded grants; establishing collaborative research partnerships with other MSU colleges, including the health sciences, Engineering, and Agriculture and Natural Resources; expanding multidisciplinary research participation; and boosting faculty recognition in prestigious journals and professional organizations.

- Raising $196 million, which fully funded critical expansions such as endowments for 16 named faculty positions and the state-of-the-art, 100,000-square-foot, $62 million Edward J. Minskoff Pavilion. The Minskoff Pavilion was completed ahead of schedule, under budget, and as the result of what was at the time the largest single gift in MSU's history.

Considerably beating our timeline and exceeding expectations within it is, perhaps, the most apparent display of the Broad College's distinction and significance — both on campus and among peer programs across the globe. In the Spartans Will spirit, the bounding strides we have made over the past five years are owed to the exceptional support from our alumni and donors, the bold leadership from inside the Broad College, the dedication of our staff, and the brilliance of our faculty and students. Though there is still work to be done, our diligent, cohesive team will continue to serve as the driving force behind our continued growth and success.

As I embark on my second term as dean, I plan to leverage the momentum of our past successes to achieve an even more ambitious set of goals going forward.

First, **diversity, equity, and inclusion** will remain our top priority by engaging all our stakeholders in policy, practice, and achievement; using these values to guide every aspect of the Broad College experience, from teaching to research to outreach; and setting ambitious KPIs to hold us accountable.

Second, we will expand **experiential learning** to cover all our programs so every Broad student can repeatedly engage in hands-on experiences such as business projects, case competitions, innovation hubs, at least one education abroad experience, and countless networking opportunities.

Third, we will continue to **recruit top-of-class faculty** — building upon Broad's excellent reputation and competitiveness — by funding 10 new chairs and professorships with a focus in analytics and digital transformation, entrepreneurship, international business, and ethics and integrity.

Finally, we will **innovate our programs and course offerings** to push beyond traditional structures so that learning is tailored to each student's specific needs and interests.

We will accomplish this by creating a diverse portfolio of programs rooted in multidisciplinary coursework and collaboration between Broad and other colleges at MSU.

The following pages detail exactly what the Broad College has accomplished over the past five years. We have certainly set a standard on statewide, national, and global scales, but perhaps most importantly, this report serves as inspiration for ourselves moving forward.

As we examine the pages that follow, we recognize our own capability, especially within such a limited amount of time. We not only remark on our tremendous progress but also consider these accomplishments as the foundation to keep building, innovating, and pioneering. As Spartans and business leaders, our work is never truly done.

It has been a unique privilege and honor to serve as dean of the Broad College of Business — even more so to be reappointed to a second term. I cherish the opportunity to work with such brilliant staff, faculty, students, alumni, and stakeholders who share the same dedication to the student experience.

Thank you for all your dedicated work over the past five years. I am eager to embrace even more innovation and discovery in the coming term and beyond.

*Sanjay Gupta*

**SANJAY GUPTA**
THE ELI AND EDYTHE L. BROAD DEAN

# CONTENTS

# EXPLORING NEW OPPORTUNITIES

*The development and methodology behind Broad 2020.*

With 141 full-time faculty, nearly 5,000 students, and more than 80,000 alumni, the Eli Broad College of Business at Michigan State University is an engaging, expansive institution dedicated to industry leadership. We hold top rankings across a number of disciplines, including the leading supply chain management and logistics program, and are recognized among the top 25 undergraduate business programs globally.[1] But laying the foundation for these accolades is a passion for enhancing the student experience, a culture of constant innovation, and a drive to succeed.

To maintain momentum and growth, the Broad College launched Broad 2020, a five-year strategic plan created after the appointment of Dean Sanjay Gupta in August 2015. The planning process began with a review of the Broad College's previous five-year plan as well as MSU's strategic plan, Bolder by Design. To make all voices heard, we deployed a team-based structure for the strategic planning process, convening a planning team in which all constituencies — faculty, staff, students, alumni, employers, and corporate representatives — had an active voice in shaping the Broad College's future. Faculty and staff task forces established the main goals for each initiative; defined key, data-based metrics and milestones; and invited the team members responsible for outcomes to ensure accountability

and execution. The entirety of this planning was based on feedback from wider stakeholder groups collected and synthesized by these task forces.

Over the course of many planning sessions, we built on Broad 2020 to further develop our strengths, identify critical gaps, expand collaboration, and explore new opportunities. Ultimately, this report is about more than tracking milestones and celebrating accomplishments — it's about identifying and addressing areas for improvement with the goal of achieving excellence in academics, research, operations, and infrastructure to emerge as a top-of-mind business school.

Our initial discussion focused on four long-standing challenges of the college: innovating the undergraduate curriculum to strengthen student experiences; increasing the Broad College's connection to campus by emphasizing more interdisciplinary research opportunities, intercollegiate collaboration, and external grant funding; extending outreach and engagement beyond the college by increasing the number and quality of external business and industry partners; and improving doctoral programs and their placement outcomes.

We quickly exceeded our own expectations for the goals we had

set. As a result of bold leadership and staunch dedication of our faculty and staff, we made significant progress and achieved most of the goals outlined in Broad 2020 in just three years. The culture, character, and collaboration across every touchpoint of the Broad College made this monumental success possible. In 2018, with two years remaining in the strategic plan, we held leadership retreats to identify and discuss next steps, ultimately leading to the creation of Phase 2 of Broad 2020. This second phase allowed us to reimagine our goals, revise our mission and vision, and redefine our strategic initiatives. This process included merging and separating select strategic initiatives to more effectively approach our new goals. With the bar set even higher, we strode forward with greater ambition.

The pages that follow document the journey of Broad 2020 in its two phases: Phase 1, from fall 2015 to summer 2018, and Phase 2, from fall 2018 through the end of 2020. Through every stage of the process, we were able to build on our existing goals, identify opportunities for improvement, and — most importantly — help the Broad College reach its full potential.

[1] U.S. News & World Report, 2021

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**PHASE 1 STRATEGIC INITIATIVES**
1. Transforming lives through education
2. Strengthening impactful scholarship
3. Enhancing intercollegiate collaboration
4. Creating an inspiring teaching and learning environment
5. Encouraging a culture of high performance
6. Fostering robust engagement opportunities

**PHASE 2 STRATEGIC INITIATIVES**
1. Transforming lives through undergraduate education
2. Enhancing careers and lifelong learning through graduate programs
3. Strengthening impactful research and scholarship
4. Enhancing outreach and engagement
5. Fostering a diverse, equitable, and inclusive culture

**BROAD 2020 MISSION**
*We create and disseminate knowledge through collaborative relationships while developing transformational leaders who make business happen.*

**BROAD 2020 VISION**
*To be a top-of-mind business school as reflected by the recognition of our brand, the reputation of our people, and the rankings of our programs.*

**MSU CORE VALUES**
*Quality, Inclusiveness, Connectivity*

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**SELECT ACCOMPLISHMENTS**

**#1**
SUPPLY CHAIN/LOGISTICS, UNDERGRADUATE AND GRADUATE PROGRAMS, 2015–2020
*U.S. NEWS & WORLD REPORT*

**#1**
IN U.S. FOR PERCENTAGE INCREASE ON PRE-MBA SALARY, 2015–2020
*THE ECONOMIST*

**#2**
MANAGEMENT DEPARTMENT RESEARCH PRODUCTIVITY (5-YEAR TOTAL, 2016–2020)
*TAMUGA MANAGEMENT DEPARTMENT PRODUCTIVITY RANKINGS*

BROAD UNDERGRADUATE STUDENTS WITH AN EDUCATION ABROAD EXPERIENCE:

| 2015: | 2020: |
|---|---|
| **19.3%** | **22.9%** |

UNDERREPRESENTED UNDERGRADUATES ADMITTED TO BROAD:

| 2015: | 2020: |
|---|---|
| **6.4%** | **8.5%** |

FUNDS RECEIVED FROM INTERCOLLEGIATE GRANTS:

| 2015: | 2020: |
|---|---|
| **$53,303** | **$554,700** |

FUNDS RAISED BY THE BROAD COLLEGE DURING MSU'S "EMPOWER EXTRAORDINARY" CAPITAL CAMPAIGN ENDING IN 2018, INCLUDING MINSKOFF PAVILION GIFTS:

**$196 million**

# FALL 2015—SUMMER 2018

At the Broad College's fall 2015 strategic planning retreat, stakeholders throughout the college convened along with an external facilitator to identify and plan key initiatives. Discussion focused on the following objectives:

- Elevating the three R's (recognition, reputation, and rankings) as the prime drivers of all strategic planning and as a rallying cry to unite all stakeholders in the college around a common vocabulary

- Evaluating our mission and vision statements

- Continuing three strategic themes from prior strategic planning efforts: Leading Through Teams, Global Value Chain Management, and Strategic Analytics

From there, our team operationalized these objectives into six strategic initiatives. Over the course of Phase 1, these initiatives underwent their own adjustments and revisions, ultimately landing in the following six areas.

1. **Undergraduate and Graduate Education:** Develop diverse, rigorous, innovative undergraduate and graduate educational programs that prepare students to succeed in a global business environment and enrich lifelong learning.

2. **Scholarship and Research:** Increase the contribution of faculty research to academic and business communities, especially through interdisciplinary scholarship and externally funded grants.

3. **Intercollegiate Collaboration:** Expand Broad faculty and staff engagement and collaboration in educational programs, research, and leadership roles within MSU.

4. **Teaching and Learning Environment:** Create an inspiring teaching and learning environment with innovative, consistent, state-of-the-art and financially and environmentally sustainable spaces that encourage creativity, scholarship, and collaboration.

5. **Faculty and Staff Development:** Encourage a culture of high performance by providing increased opportunities for Broad faculty and staff to become more effective leaders and contributors.

6. **Outreach and Engagement:** Create business and industry partnerships and programs that engage alumni and business leaders in Michigan and beyond, including online and executive education programs that appeal to corporations and business leaders.

# TRANSFORMING LIVES THROUGH EDUCATION

**PHASE 1**
**INITIATIVE 1**

*Our initiative: Develop diverse, rigorous, innovative undergraduate and graduate educational programs that prepare students to succeed in a global business environment and enrich lifelong learning.*

### GOALS

**Undergraduate**

• Enhance the Broad undergraduate student experience.

• Grow and enhance the Residential Business Community through managed investment.

• Improve Broad students' global mindset.

• Develop and launch online service courses.

• Improve awareness of Broad programs and services by increasing both internal and external communication.

• Attract a diverse set of students to the Broad College.

**Graduate**

• Enhance the Broad graduate student experience.

• Create synergies between undergraduate programs and MBA and M.S. programs.

• Evaluate M.S. program portfolio and identify potential additions.

### OVERVIEW

Across all of our goals and initiatives as part of Broad 2020, the element in common is our students. One of the key strategic themes of Broad 2020 is to prepare all Broad students to successfully navigate, work, and lead in the digital economy. From improving the learning environment to research to admissions, everything we do comes back to strengthening students' academic and professional experiences.

For our undergraduate program, we revisited our goal to ensure that all Broad students build a solid foundation in the key elements of the digital economy. To identify these key elements, we collaborated with industry leaders to identify the top skills needed in the market today and in the future, then reassessed the curriculum to incorporate these skills.

Across our graduate programs, we saw a number of key achievements in Phase 1. In conjunction with the Colleges of Human Medicine and Osteopathic Medicine, we launched our M.D./MBA and D.O./MBA dual-degree programs. With the Colleges of Natural Science and Engineering, we developed the M.S. in Business Data Science and Analytics, a STEM-certified, cohort-based program that incorporates business, computer science, and statistics and that has been recognized as a top 10 U.S. program.

From 2015 to 2018, we saw significant year-over-year improvements across many of our national and global rankings for our undergraduate and graduate programs. Notably, in 2018,

U.S. News & World Report ranked the Broad College's undergraduate program No. 11 among public universities and No. 21 overall. Broad's Full-Time MBA program also ranked No. 16 among public universities and No. 1 for supply chain management/logistics programs. These rankings are more than signifiers of prestige; they demonstrate our team's consistent progress and dedication to academic success.

### CURRICULUM

**Undergraduate**

Our team reviewed the entire portfolio of undergraduate programs and formed a task force to specifically focus on the core courses required of all Broad students. The team revamped a sequence of three courses to better prepare students for the digital economy, incorporating analytics and Python programming into realistic business situations across Broad courses.

In addition, new academic programs — a minor in Insurance and Risk Management and the Financial Planning and Wealth Management program — were both designed in consultation with academic and industry partners. New experiential learning initiatives were created to help develop students' logic and critical-thinking skills, expand their global mindset, and underscore the importance of ethical conduct.

**Graduate**

As part of Broad 2020, we revised our Full-Time MBA curriculum to allow students to concentrate in one or two focus areas, simultaneously developing an area of interest. In addition, the program expanded its emphasis on experiential programming with corporate partners. One example of this is Extreme Green, a three-day immersive, experiential workshop designed to foster creativity and critical thinking, working in partnership with notable corporations.

To expose these students to more opportunities and perspectives, we developed and launched the Roy S. Pung Executive Speaker Series as a required course for MBA students. The series brings in about 10 high-profile C-suite level industry leaders over two semesters to discuss a variety of strategic, operational, and leadership challenges.

### STUDENT DIVERSITY

**Undergraduate**

From 2015 to 2018, we saw an increase in underrepresented undergraduates admitted to Broad, rising from 6.4% to 8.6%. Notably, as of 2018, an overwhelming 97.8% of underrepresented Broad students earned a degree within six years. Concurrently, from 2016 to 2018, we saw a 2.9% increase in women undergraduate students.

**Graduate**

In 2018, we reached 19.8% of underrepresented graduate students admitted to the Broad College's MBA programs, an increase of 5.9% from 2016. Additionally, at the end of Phase 1, women made up 34.6% of graduate students admitted to the Broad

College's M.S. and MBA programs. Admissions initiatives devoted to diversity and equity helped us see even more steady increases into Phase 2.

### STUDENT SATISFACTION AND EXPERIENCE

By the end of Phase 1, 87% of our graduating undergraduate students reported that they were satisfied or highly satisfied with their overall experience as undergraduates in the Broad College. At the same time, our MBA program ranked No. 28 on Bloomberg Businessweek's Student Survey.

We also increased the number and type of education abroad experiences to encourage participation: expanding the geographic breadth of programs, increasing offerings across the calendar year, and obtaining donor gifts to support scholarships. As a result, we saw a slight increase in the percentage of Broad undergraduate students with an education abroad experience, from 19.3% in 2015 to 20.1% in 2018.

During Phase 1, we combined graduate and undergraduate career services in the Russell Palmer Career Management Center to enhance synergies for recruiters and Broad, aiming to make the Palmer Center's service operation the best in the Big Ten through our "Green and White Glove Service" to employers.

## PUBLIC PERCEPTION

**UNDERGRADUATE RANKINGS (2020)**

**#1**
UNDERGRADUATE SUPPLY CHAIN MANAGEMENT/LOGISTICS PROGRAM
*U.S. NEWS & WORLD REPORT*

**#14**
AMONG PUBLIC UNIVERSITIES
*U.S. NEWS & WORLD REPORT*

**#24**
OVERALL
*U.S. NEWS & WORLD REPORT*

**TOP 20**
U.S. PUBLIC UNDERGRADUATE BUSINESS PROGRAM, 2015-2020
*BLOOMBERG BUSINESSWEEK, POETS&QUANTS, U.S. NEWS & WORLD REPORT*

# STRENGTHENING IMPACTFUL RESEARCH AND SCHOLARSHIP

*Our initiative: Increase the contribution of faculty research to academic and business communities, especially through interdisciplinary scholarship and externally funded grants.*

### GOALS

- Increase externally funded research.

- Increase the quality of Broad doctoral programs.

- Increase mass media mentions of faculty research.

- Expand named faculty endowed positions.

### OVERVIEW

At the foundation of the Broad College's exceptional educational opportunities is groundbreaking research and scholarship. To encourage faculty engagement in externally funded grants and cross-college collaborative projects, Broad 2020 initiated a number of steps to strengthen the college's research and scholarship as well as intercollegiate awareness of this expertise.

At the beginning of Phase 1, our most significant challenge was ensuring that the incentives for impactful research continued to align with research outcomes recognized by the Broad College's academic communities and practice. To ensure continuity for this strategic initiative, we aligned our goals with traceable metrics such as publications, inclusion in highly ranked academic journals, and research grants.

To further enhance the Broad College faculty's scholarly impact on an intercollegiate level, we founded the

Institute for Business Research (IBR) in September 2016. The institute serves as a conduit between Broad faculty and other colleges across MSU to identify opportunities for externally funded grants. IBR leadership includes senior faculty members with success in securing federal grants and a full-time research administrator to support discovery of grant opportunities, connecting faculty within and across colleges, and facilitating proposal development, submission, and administration. In its first three years, IBR led to increasing grant submissions by more than 300% and brought in several new faculty to pursue grants. As a result, the Broad College was able to strengthen its cross-disciplinary engagement as well as its faculty portfolios in grant-funded research.

Additionally, during Phase 1, we sponsored the Broad Intercollegiate Collaboration Initiative (BICI) with the objective of hosting roundtables on topics of common interest between Broad College faculty and faculty across MSU. This initiative was instrumental in inspiring several Broad College faculty members to develop collaborative research projects with faculty across campus. Some colleges and interests the Broad College has collaborated with through BICI include the Colleges of Agriculture and Natural Resources, Education, Engineering, and Human Medicine, the MSU Center for Anti-Counterfeiting and Product Protection, and the Institute of Health Policy.

By realigning our goals for scholarship and research, the Broad College

was able to not only improve our quantitative metrics pertaining to grants and publications but also spark cross-college collaborative projects that broadened the horizons of our research exploration and opened the door to new opportunities for students and faculty alike.

### FACULTY GRANTS

During Phase 1, the Broad College launched new initiatives to encourage faculty engagement in externally funded grants and cross-college collaborative projects and to spread awareness of Broad faculty research. As a result, the Broad College received a total of 13 grants from 2016 to 2018, totaling $2,591,048. On a broader scale, we compiled a total of 42 requests for proposal (RFPs), requesting over $14.5 million in total weighted research funds. Of these requests, 31% were accepted.

### PH.D. PROGRAM PERFORMANCE

Following our goal to improve the quality of Broad doctoral programs, we saw positive quantitative outcomes in this sphere throughout Phase 1. For the doctoral student Class of 2019 (entering Class of 2014), the average time to graduation was 4.6 years, and 100% of students graduated within five years. Even more impressive, 100% of Broad doctoral students were placed at a university within six months of graduation. At the end of Phase 1, 47.4% of doctoral students were placed at Research 1 universities, and 15.8% were placed at AAU universities. Over the course of the first phase, we saw a total of 11 doctoral students placed in peer and aspirant schools. However, improving the placement success of doctoral students remains a work in progress.

## FACULTY RECOGNITION

### 29%
INCREASE IN MEDIA MENTIONS, 2016–2019

### 2,345
FACULTY MEDIA MENTIONS IN 2020

*In 2020, the Broad College Marketing and Communications Office transitioned to a new media tracking platform to more comprehensively track media mentions.*

## FACULTY ENDOWMENTS

### 19
NAMED FACULTY POSITIONS CREATED DURING "EMPOWER EXTRAORDINARY" CAPITAL CAMPAIGN

# LEVERAGING INTERCOLLEGIATE COLLABORATION

**PHASE 1
INITIATIVE 3**

*Our initiative: Expand Broad faculty and staff engagement and collaboration in educational programs, research, and leadership roles within MSU.*

### GOALS

- Identify, map out, and communicate existing Broad College collaboration efforts within the university, and publicize these intercollegiate collaboration efforts.

- Increase university collaboration by leveraging Broad centers and institutes.

- Increase university collaboration by leveraging Broad expertise and programs.

- Expand the Broad Integrative Fellows (BIF) program to other colleges in the university.

### OVERVIEW

Collaboration not only brings us closer together — it leads to strategic problem solving and, ultimately, helps us understand our own industry through the perspectives of those from the outside. By coming together with leaders and experts from outside Broad and lending our own expertise to other colleges and students at MSU, we were able to identify creative solutions and express the cross-disciplinary nature of business.

With this in mind, for Phase 1, we developed a strategic initiative devoted solely to further improving the Broad College's intercollegiate offerings, research, and other

partnerships. We mapped out the existing collaboration efforts that needed increased marketing or amplification, and we aimed to increase our faculty and staff's involvement with other colleges at MSU through the Broad College's centers and institutes. By leveraging the existing expertise among Broad leadership, we were able to significantly and quantitatively increase our reach across the university as a whole. In return, we benefited from the expertise and research of leaders outside of Broad, adding a cross-disciplinary, big-picture perspective to our exceptional work.

### BROAD COLLEGE COLLABORATION

Business is a comprehensive discipline — its teachings apply to every industry and area of study. Therefore, Broad offers a number of intercollegiate courses and minors for students outside of the college to benefit from a business education.

The Broad College also introduced a number of academic collaborative programs (through both joint-degree programs and minors), such as Environmental and Sustainability Studies, Real Estate Investment Management, and Sports Business Management.

### FACULTY AND STAFF COLLABORATION

During Phase 1, we also amped up BICI and BIF events. These programs help faculty and leaders from across the university incorporate co-curricular and cross-industry methodology into their practice by working alongside top corporations. As a result, we are able to enhance our understanding of our focus areas and research, build stronger relationships with corporate partners, and better prepare students for success.

### RESEARCH AND GRANTS

On top of meaningful relationships, the intersection of research and collaboration sparks impactful discovery. Among Broad College staff, we submitted a total of 23 proposals for intercollegiate grants and received seven awards for these during Phase 1. As a result of concentrated efforts, we saw a linear increase year over year for the total amount of funds requested, consistently setting the bar higher for intercollegiate grants.

## TOTAL GRANTS

PROPOSALS SUBMITTED (y-axis: 0–24)

Years: 2015, 2016, 2017, 2018, 2019, 2020
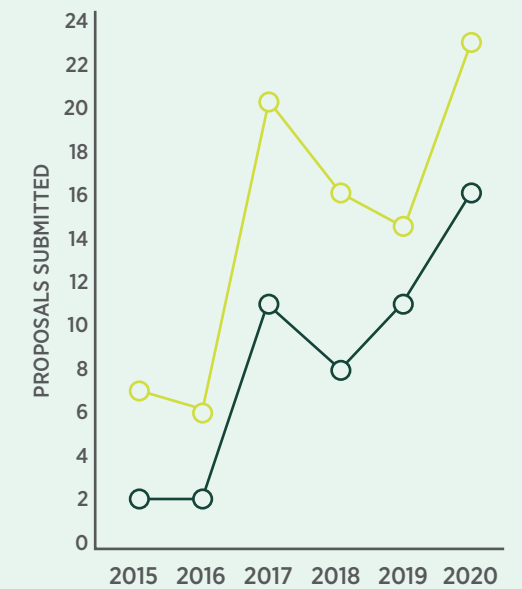
○ TOTAL GRANT PROPOSALS SUBMITTED

○ INTERCOLLEGIATE GRANT PROPOSALS SUBMITTED

**700%**
INCREASE IN RESEARCH FUNDS REQUESTED

**$5,851,100**
TOTAL RESEARCH FUNDS REQUESTED IN 2020

**$559,700**
TOTAL WEIGHTED RESEARCH FUNDS RECEIVED, 2020

# BUILDING THE FUTURE OF BUSINESS

*Our initiative: Create an inspiring teaching and learning environment with innovative, consistent, state-of-the-art and financially and environmentally sustainable spaces that encourage creativity, scholarship, and collaboration.*

## GOALS

- **Edward J. Minskoff Pavilion:** Design, fund, and construct an addition to the Business College Complex that supports advanced business education, enhances the Broad brand, and improves the overall student experience.

- **Henry Center and Management Education Center (MEC):** Identify and implement ways for the Henry Center and MEC to become fully self-sufficient with regard to facility maintenance and upgrades.

- **Broad College:** Maintain and upgrade facilities to support the Broad College's brand image.

- **Broad College:** Establish an appropriate, consistent, state-of-the-art technology platform for all Broad College teaching environments (such as podiums, carts, video recording and lecture capture methods).

- **Broad College:** Consider opportunities to connect and leverage data through Salesforce integration.

## OVERVIEW

The Broad College prides itself on providing modern, collaborative, and architecturally cutting-edge spaces that foster a positive learning environment. Across all of our spaces throughout East Lansing and the state, it is our vision for Broad facilities to not only provide effective spaces for productivity among students and faculty members but also inspire these individuals to enter a business-centric mindset.

In the area of developing the learning environment, one of our top priorities was to remain at the forefront of technology with future-forward education spaces. In 2017, the Broad College initiated a new Learning Technology and Development office to support teaching and learning initiatives, accessibility, curriculum development, online and classroom course delivery, learning outcomes assessment, and increased engagement. (Later, during Phase 2, this office was central to the Broad College's response to the COVID-19 pandemic and was integral in building university-wide support for all instructors to convert to online instruction.)

Additionally, in 2016, our team reviewed current technology platforms in use across Broad College facilities and planned upgrades and investments that will create an appropriate, consistent, state-of-the-art platform. We also evaluated opportunities for operational synergies and cost reductions across all facilities while ensuring consistency with university standards and expectations.

Concurrently with these technological improvements, we identified the fundraising strategies that we would need to deploy to make them a reality. Of course, as election and economic uncertainty impacted these efforts at the time, this strategic initiative faced its share of fundraising challenges. Nevertheless, our team was able to raise $196 million as part of a highly successful capital campaign. More specifically, we led all college-level activities associated with MSU's $1.5 billion "Empower Extraordinary" capital campaign. To meet and exceed the Broad College goal of $136.6 million, we developed the campaign case statement, connected and met with alumni nationally and internationally, presented proposals for supporting the college's priorities, and presented the priorities at various MSU and Broad College events. From these efforts, we raised 143% of our goal through the close of the campaign at the end of 2018. In addition to fully funding the Minskoff Pavilion, this capital campaign included endowments for 19 named faculty positions.

As part of this strategic initiative, we also took part in a university-sponsored Salesforce pilot for graduate admissions. The Salesforce pilot, which first went into process in 2016 and was fully implemented in 2018, demonstrated the Broad College's commitment to remaining consistent with university platforms and technology plans.

### THE EDWARD J. MINSKOFF PAVILION

One of the Broad College's pinnacle accomplishments over the course of Broad 2020 was, of course, the completion of the Edward J. Minskoff Pavilion, a state-of-the-art, 100,000-square-foot, $62 million structure to house innovative learning and career development spaces for business students.

The inspiration for the Minskoff Pavilion stemmed from a vision to create a facility that would deliver an exceptional student experience while matching the pace of corporate America as a tool to recruit top talent and spark creativity. Construction and planning for the facility took place throughout Phase 1; in 2016, the project completed the schematic design phase and transitioned to design development, with construction crews first breaking ground in 2017. Additional project activities included issuing the RFP; running a design competition; selecting architects, construction managers, and other contractors; providing the vision and objectives of the project; working with architects to develop building designs; and creating and implementing a fundraising campaign.

The Minskoff Pavilion was fully funded by more than 1,700 Broad Spartan alumni and friends. The $30 million naming gift toward completion was graciously contributed by alumnus and real estate developer Edward J. Minskoff, whose record-breaking gift marked what was, at the time, the largest single gift received from an individual in MSU's 164-year history.

In July 2019, after only two years of construction and dedicated fundraising efforts, the Minskoff Pavilion finally opened its doors — ahead of schedule and under budget.

When planning the new space throughout Phase 1, we emphasized technology, sustainability, and collaboration. Flexible classrooms lend themselves to incorporating group interactions and the flipped teaching model, and team rooms of varying sizes, team learning and entrepreneurship laboratories, student lounges and several open common spaces throughout the building naturally facilitate collaboration. Environmentally sustainable indoor and outdoor features of the facility were aimed at achieving LEED Gold certification, which was awarded in April 2021; the Pavilion is the first academic building on MSU's campus to hold this certification status.

New career management spaces — the Russell Palmer Career Management Center and Deloitte Foundation Interview Suite — allow both undergraduate and graduate career services to exist under the same roof, which has significantly elevated the quality, frequency, and ease of engagement between employers and students.

With the addition of the Minskoff Pavilion, devoted to education and student support, we are able to host approximately 85% of all Broad undergraduate courses and nearly 100% of all graduate courses in the Business College Complex.

The Minskoff Pavilion marks the beginning of a new era for Broad. Through our collaborative efforts, the space has become known as President Samuel L. Stanley's go-to example of the future of teaching and learning on the MSU campus. The facility positions the Broad College ahead of the curve in higher education and, even more importantly, positions our students to become the future of business.
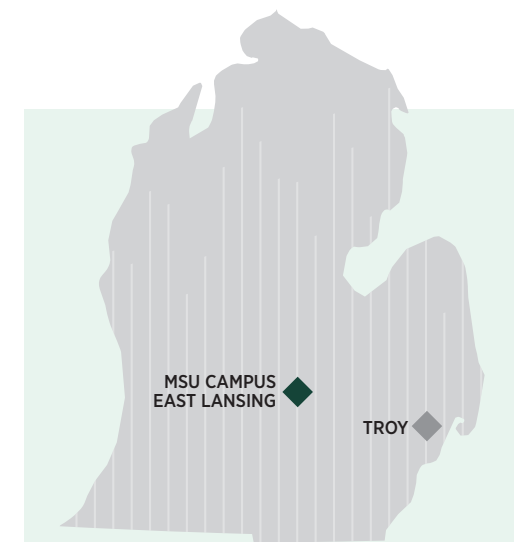
### THE JAMES B. HENRY CENTER FOR EXECUTIVE DEVELOPMENT AND MANAGEMENT EDUCATION CENTER

Through Broad 2020, we also aimed to identify and implement strategies for the Henry Center and the MEC to become fully self-sufficient with regard to facility maintenance and upgrades. (The Henry Center is a flexible, well-appointed conference center that also houses many of the Broad College's graduate programs in East Lansing, and the MEC is a full-service conference center located in Troy, Michigan.)

To achieve this, one key action item was to achieve profitability and cover capital expenses at these facilities. Over the course of this initiative we continued to make significant capital investments, totaling $2.7 million from 2015 to 2018, and made progress toward our profit target.

During Phase 1, we also implemented technology upgrades at both of these facilities. Our team also developed a 10-year plan of capital projects for the Henry Center and MEC. This way, we will be able to more effectively plan these facilities' courses of action and financial self-sustainability for the coming decade.



**MSU CAMPUS EAST LANSING**

**TROY**

**BROAD FACILITIES:**
- Edward J. Minskoff Pavilion
- Eugene C. Eppley Center (EPP)
- James B. Henry Center for Executive Development and Management
- Management Education Center (MEC)
- North Business Building (BCC)
- William C. Gast Business Library

**EXPERIENTIAL LABS:**
- Gaynor Entrepreneurship Lab
- Kesseler Team Leadership Lab
- IBM On-Demand Supply Chain Laboratory
- Financial Analysis Laboratory
- Ernst & Young Communication Center (EYCC)
- Marriott Foundation Culinary Business Learning Lab (CBLL)

# NURTURING FACULTY AND STAFF DEVELOPMENT THROUGH A CULTURE OF LEADERSHIP

**PHASE 1 INITIATIVE 5**

*Our initiative: Encourage a culture of high performance by providing increased opportunities for Broad faculty and staff to become more effective leaders and contributors.*



## GOALS

- Increase awareness of and participation in leadership roles within departments, among the Broad College, and across the University and community to develop faculty leaders and create great teachers.

- Enhance support staff and academic staff development and leadership within the Broad College, and strengthen faculty quality by enhancing UNTF development and leadership.

- Create and develop great faculty leaders and teachers.

## OVERVIEW

Shared values, goals, and attitudes can define an environment's dynamic, both at the Broad College and in the business world. To encourage an environment that would nurture our faculty and staff and inspire exceptional performance, we created a strategic initiative dedicated to their leadership and development.

During Phase 1, the Broad College created and piloted a model for faculty professional development. We identified metrics and defined processes to support recruitment, junior faculty support (including increased duration of summer research financial support), promotion success, and teaching effectiveness. Additionally, we implemented orientations for new faculty, associate professors, and doctoral students. Across these added procedures, we aim to ensure all new faculty and staff are consistently onboarded, feel valued, and are able to succeed.

Although this strategic initiative focused on faculty and staff development during Phase 1, it later transitioned to a broader initiative addressing the Broad College's culture, climate, and development as a diverse and inclusive space.

Our students' successes begin with our educators. Through this initiative, we aimed to further improve our faculty recruiting, roll out innovative teaching development programs, and provide new opportunities for our faculty and staff to grow and thrive.

### REALIGNING GOALS

In 2016, this initiative focused on providing increased opportunities for Broad faculty and staff to become more effective leaders and contributors. While this is still a top priority, it came to our attention that Broad's culture was a much more nuanced initiative than solely its faculty and staff.

With this in mind, we expanded many goals within this initiative to better address the impact of inspiring, world-class faculty in creating an inclusive space.

Our first goal initially aimed to increase awareness of and participation in leadership roles within departments and the college; we expanded this to generally "create and develop great faculty leaders and teachers" by 2018. The impact an educator can have on a student's long-term development is nonlinear; rather than focusing on quantitative participation in leadership roles across Broad and the University in general, we broadened this goal to address the fact that a "great" educator is much more nuanced than what appears on paper. A "great" educator focuses on inclusion alongside pride, accessibility alongside rigor, and day-to-day growth alongside long-term successes.

The Staff Leadership Committee, consisting of staff nominated to serve two-year terms, began in Phase 1 and was charged with developing ways to support and acknowledge high-performing academic specialists and support staff. Donuts with the Dean, which makes Broad College deans available for informal conversations, and other social events facilitate connections between and among staff members, faculty, and college leadership. Additionally, the Staff Leadership Committee launched Broad College Recognition Coins and the Distinguished Staff Award to recognize staff members' exemplary work on behalf of the college.

### REFINING BROAD'S CULTURE AND CLIMATE

During Phase 1, it became clear that nurturing faculty and staff development lent itself to a broader discussion regarding the culture and climate of the Broad College in general. When we consistently strive to create a supportive work environment for educators — enabling them to expand their research while imparting this knowledge to students — we, in turn, help foster an academically rigorous environment.

Still, as in both higher education and business, organizational climate extends far beyond leadership. Broader events in politics, education, and culture prompted our development team to reassess the role faculty and staff development plays in contributing to the Broad College culture and what culture we strive to create at Broad in the first place. Immediately, inclusivity was top of mind. We acknowledged that fostering an equitable environment for all students begins with educators, and we transitioned this initiative to include a broader focus on diversity, equity, and inclusion throughout Phase 1 and into Phase 2.



## PHASE 1 ACCOMPLISHMENTS

### 2016
- Implemented the Tenure Orientation Program and new performance evaluation system.
- Created a mentoring program for newly tenured professors.

### 2017
- Established a new performance evaluation system for UNTF.
- Formed Staff Leadership Committee to support staff development.
- Began awarding Broad Recognition Coins to outstanding staff.
- Launched Distinguished Staff Award, presented annually to staff who contribute to the success of the Broad College.

### 2018
- Introduced Teaching Excellence Certificates.

## PHASE 2 GOALS

- Ensure a nurturing and collaborative climate of transparency and respect.
- Establish an inclusive environment in which our constituents feel highly valued.
- Create and sustain a faculty, staff, and student body composition that is representative of the population we serve.

# ESTABLISHING MEANINGFUL CONNECTIONS

**PHASE 1
INITIATIVE 6**

*Our initiative: Create business and industry partnerships and programs that engage alumni and business leaders in Michigan and beyond, including online and executive education programs that appeal to corporations and business leaders.*

**GOALS**

- Increase engagement with Broad for alumni, faculty, and parents as well as current and prospective students.

- Develop a model of engagement for alumni and corporations.

- Increase outreach and engagement with the local business community.

**OVERVIEW**

In commerce and beyond, strategic relationships with individuals, organizations, and others are critical. Our five-year educational outreach and engagement initiatives were established to forge lasting relationships based on mutual collaboration with diverse constituents to advance the Broad strategic vision. This included enhancing and expanding outreach programs — including online and executive education programs — in Michigan, across the nation, and around the globe.

Outreach and engagement efforts not only amplify the Broad brand; they go on to create strategic business and industry partnerships and collaborations with alumni and business leaders. The work behind these relationships with key communities also led to the creation of the corporate relationship scorecard, a major accomplishment in outreach and engagement over the last five years that captures the Broad College's degree of engagement with specific corporate partners across different units within the college and the university. The scorecard systemically organizes and identifies strategic corporate relationships and new pursuits that provide our students an advantage beyond Broad. To make this scorecard a success, we worked with students, faculty, and alumni to strengthen and maintain relationships.

To bring even more outside perspectives to Broad and build relationships, we started an executive-in-residence program through an annual recruitment and onboarding of recently retired alumni with extensive senior executive–level experience. These executives spend extended periods deeply engaging on specific projects that connect their background and passion with the Broad College's important needs. This program has resulted in more than 10 successful engagements with meaningful impacts.

**SOCIAL AND DIGITAL MEDIA**

As the digital media landscape changed drastically from 2015 to 2018, so did the Broad College's efforts across this landscape. During this time, the College focused its efforts on three main social media platforms: LinkedIn, Facebook, and Twitter. After reinvesting in our social media outreach, the college saw significant increases in followers across platforms.

Although much of this growth is likely attributed to the expansion of social media in general over the past decade, it is important to note the increased efforts across social platforms among Broad staff during this time. We welcomed experts to dedicate efforts to engaging with social media in a meaningful way through on-brand graphics, video content, and photography. Like many leaders in the business world, we were an early adopter of using social platforms as a tool for strategic audience tracking and engagement, rather than simply publishing content.

**BUSINESS LEADER ENGAGEMENT**

Regarding executive education, our critical outreach extends far beyond Broad itself and goes on to impact our region and engage faculty over time. Over the past five years, we have broadened content and increased reach within the Broad College to bring in new key players, including executive speakers to complement the knowledge of Broad College faculty, and keep engagement top of mind.

## GROWTH ON SOCIAL MEDIA (2015–2020)

At the end of Phase 1, the college had generated a substantial increase in followers across social platforms:

(in) ↑ **110.4% increase from 2015**
27,100 LINKEDIN FOLLOWERS

(f) ↑ **82.8% increase from 2015**
2,670 FACEBOOK LIKES

(t) ↑ **42.9% increase from 2015**
4,434 TWITTER FOLLOWERS

At the end of Phase 2, the college had continued to build on this success:

(in) ↑ **166.9% increase from 2015**
34,371 LINKEDIN FOLLOWERS

(f) ↑ **133.1% increase from 2015**
3,405 FACEBOOK LIKES

(t) ↑ **51.5% increase from 2015**
4,701 TWITTER FOLLOWERS

# FALL 2018—FALL 2020

Agility and adaptation are integral to long-term success. After reaching many of our goals at the end of Phase 1 and identifying a need for new and adjusted strategic initiatives, the Broad College introduced a second phase of Broad 2020 to raise the bar even higher.

To plan Phase 2, Dean Gupta organized a series of leadership retreats in summer 2018 in which deans, department chairs, directors, and other senior leaders in the Broad College assessed progress and discussed critical next steps in continuing to move the college forward. Later, in fall 2018, the Broad College met as a larger group to flesh out the takeaways from these summer retreats. This led to new, updated strategic themes, strategic initiatives, team leaders for each initiative, key metrics for achieving these objectives both in the short and long term, and more specific goals for each initiative.

Key changes among the strategic initiatives include the disentanglement of undergraduate and graduate education into separate initiatives; merging the prior strategic initiative on intercollegiate collaboration into the outreach and engagement initiative; taking the prior initiative pertaining to faculty and staff development in a different direction, focusing more broadly on culture and climate and, ultimately, diversity, equity, and inclusion as well; and wrapping up the initiative on building an inspiring teaching and learning environment, as this was largely accomplished with the construction of the Minskoff Pavilion.

**STRATEGIC THEMES**
- Digital economy
- Global mindset
- Ethics and integrity
- Diversity, equity, and inclusion

At the beginning of Phase 2, four new strategic themes were also identified as central to the college's mission and aspirations. Compared to the Broad College's strategic initiatives, our strategic themes are broader, high-level concepts that are interwoven throughout the strategic initiatives and the Broad College curriculum. These themes were determined based on extensive external scans of the business and industry landscape, discussions with employers and alumni, and perspectives elicited from faculty and staff. The eventual objective is to apply each of the four themes across each strategic initiative as part of a cohesive, sustained, comprehensive network.

To implement these themes, the Broad College encourages all academic units and faculty to consider how each theme can be addressed through their scholarship and expertise, incorporated into the classroom, shared through outreach, and made an integral part of the college's culture and climate. To adjust as necessary, faculty implemented changes throughout Phase 2 by reimagining curricular content, redesigning pedagogical approaches to enhance learning, and building new skills aimed at developing digital literacies, critical thinking, and ethical leadership.

Together with our Phase 2 strategic initiatives, these strategic themes help ensure that all Broad College students graduate with the knowledge, skills, and experiences relevant to the current and pressing needs of business and industry.

# AN UNDERGRADUATE EDUCATION WITH ITS EYES ON THE FUTURE

**PHASE 2
INITIATIVE 1**

*Our initiative: In a diverse, equitable, and inclusive environment, prepare ethically minded, globally engaged learners for the digital economy.*

## GOALS

- Students are well prepared for careers of the future with an appreciation for ethical dilemmas, a global mindset, and skills for success in a digital economy.

- Students are highly satisfied with their experiences at the Broad College.

- Students experience a diverse, equitable, and inclusive environment and understand the challenges involved.

## OVERVIEW

An undergraduate education with a strong future outlook sets the stage for students' professional success. To better target and address separate undergraduate and graduate student needs, we split undergraduate and graduate initiatives into two separate initiatives in Phase 2. During this second phase, we reevaluated the key factors in helping our undergraduate students succeed, emphasizing an innovative, technology-centric curriculum. We also assessed our admissions practices, specifically as they relate to building a diverse and globally minded student body.

One top accomplishment was adjusting program requirements to incorporate global thinking, as well as introducing new curricula centering on ethical leadership and evaluation of personal biases. Student satisfaction also increased, and this accomplishment is especially exceptional considering the necessary adaptations made as a result of the COVID-19 pandemic. Even during a time of monumental change, we were able to address student needs and prioritize maintaining a strong educational core, whether virtually or in the classroom.

In collaboration with the Honors College, we also launched the new Management Consulting Academy @ MSU initiative for students interested in pursuing careers in management consulting. We engaged with alumni in top management consulting firms to understand the selection criteria and process used to identify and select students for their firms.

## CURRICULUM

With this initiative focused solely on undergraduate needs, we initiated several program enhancements aimed at impacting the entire Broad undergraduate student body. We fully reached our goal of linking the undergraduate curriculum to nine key competencies: technology and data analysis, problem solving and analytical thinking, quantitative capability, teamwork skills, business professional identity, written and oral communication, time management on tasks and projects, global mindset, and ethical awareness. These enhancements also include changing program requirements in international business to ensure all students are able to develop a global mindset, introducing a new required course in Business Communications to enhance the emphasis on effective communication skills, and introducing new curriculum in ethical leadership in the business law course; this new curriculum requires each student to take a personal ethical lens inventory to learn their biases and the implications of those biases.

To better measure and manage the breadth of these curricular changes, the Broad College revised learning goals and created a new Assurance of Learning assessment tool fully implemented in fall 2021 that provides pre- and post-test capture of measures. Also during Phase 2, we launched two new programs in finance. Our new minor in Insurance and Risk Management (open to any undergraduate student at MSU) attracted approximately 80 students within two years. Curriculum for a program in Financial Planning and Wealth Management, which has been approved by the CFP Board, attracted 40 students in the first year and a $3 million commitment from Plante Moran and Schwab.

## STUDENT DIVERSITY

As of 2020, 8.5% of admitted Broad undergraduate students were from underrepresented groups, up from 6.4% in 2015. As of 2019, 98.6% of underrepresented students graduated within six years, which is slightly more than the percentage of all Broad students who graduate within six years (98.5%). From 2019 to 2020, the percentage of undergraduate students of color in the graduating class rose by half a percentage point, to 7.6%. Also in 2020, women undergraduates made up 44.8% of our graduating class, up a significant 5.7% from just the year prior.

Although these small yet evident improvements reflect our devoted efforts to admissions policies that support diversity and inclusion, there is much work left to be done on this front. Today, we fall significantly short of our goal, wherein 15% of our graduating class is made up of students of color. As we enter our next chapter, we will place even greater emphasis on identifying and exploring admissions and recruitment policies that diversify our student body and expand opportunity to a broader range of students.

To address this, in fall 2020, we launched an initial direct admissions effort targeting 250 students with a goal to increase the high-performing and diverse community within the Broad College. We identified this process as a critical component from two perspectives. Not only does it better support students in pursuing their professional interests, but it also makes the Broad College a stronger competitor when it comes to attracting top high school graduate talent. While results from the first year are still being finalized, almost 500 applications were received, 285 students matriculated into the Residential Business Community, and MSU's goals for increased academic performance and diversity were met.

## STUDENT SATISFACTION AND EXPERIENCE

Among Broad undergraduate students, we saw a compelling increase in student satisfaction: up 7 percentage points, from 87% in 2018 to 94% in 2020. Action items that likely led to this rise include increasing student engagement opportunities and the visibility of those offerings as well as gathering data through focus groups and surveys to better understand and address student concerns.

As of academic year 2019-20, 22.9% of Broad undergraduate students had an education abroad experience. This rose 3.6 percentage points from the start of Broad 2020, but this metric falls short of our ambitious goal, arising from the strategic theme of encouraging a global mindset, to achieve 50% of students with an education abroad experience. To reach this goal, we will continue to expand access to these programs: increasing scholarships, visible advising, educating faculty and staff about education abroad initiatives, and increasing communications efforts.

We were also able to take a significant step toward our goal and appoint the first full-time director of education abroad in the Broad College. The position was made possible by a generous endowment from Peter and Carol Walters, the largest gift MSU has ever received to directly support education abroad programs.

## UNDERGRADUATE ADMISSIONS AND REPRESENTATION

**8.5%**
UNDERREPRESENTED STUDENTS ADMITTED TO BROAD IN 2020

**7.6%**
STUDENTS OF COLOR IN 2020 GRADUATING CLASS

**44.8%**
WOMEN IN THE 2020 GRADUATING CLASS

**98.6%**
UNDERREPRESENTED STUDENTS WHO GRADUATE WITHIN 6 YEARS
*(STUDENTS ENTERING 2014 AND GRADUATING BY 2019)*

# A DEDICATION TO THE GRADUATE STUDENT EXPERIENCE

**PHASE 2 INITIATIVE 2**

*Our initiative: Enhance careers and lifelong learning through graduate programs.*

### GOALS

- Continually monitor and recognize the demand for skills and knowledge in the marketplace.

- Reimagine the Executive MBA (EMBA) by creating learning immersion and flexibility opportunities.

- Elevate Full-Time MBA program outcomes.

- Enhance the graduate programs through continuous improvement.

- Achieve program rankings in the top 25.

- Improve program diversity and inclusion.

- Achieve enrollment goals across all programs.

- Increase stakeholder satisfaction.

### OVERVIEW

Top-ranked programs don't achieve their accolades by coincidence; these accomplishments are the result of dedicated teams setting their minds to reaching quantitative goals through actionable items and delegation.

After splitting from the undergraduate initiative during Phase 2, graduate education developed its own set of specific goals to drive our Full-Time MBA,

EMBA, and M.S. programs. Through our work to maintain and grow graduate educational opportunities, we were able to hold onto our existing accolades and earn new top rankings for our competitive programs.

As of 2020, we are proud to offer the top U.S. Full-Time MBA program for percentage increase on pre-MBA salary (*The Economist*) and the top supply chain management and logistics graduate program (*U.S. News & World Report*). We are also proud to be the No. 9 EMBA program among U.S. public programs (*Financial Times*).

Consistent progress, both big and small, led our graduate programs to hold their notable titles and rankings today. And as we look

to the next five years, we will continue working toward our goals — particularly as they relate to improving program diversity and inclusion and stakeholder satisfaction — to improve the student experience and future opportunities for all.

### CURRICULUM

In January 2019, we launched a new M.S. in Healthcare Management program that emphasizes tackling business problems and issues in the healthcare sector, in contrast with issues of public health covered by most such programs. Ahead of its time, it is taught in a fully online modality with faculty collaborations from the healthcare colleges, College of Law, and the Broad College, incorporating extensive feedback from an advisory board of C-suite

representatives of leading healthcare organizations in the region.

### STUDENT DIVERSITY

During Phase 2, we saw slight but significant improvement among the percentage of underrepresented graduate students admitted to MBA and M.S. programs, increasing from 17.1% in 2019 to 18.1% in 2020. The percentage of women graduate students admitted to M.S. and MBA programs increased even more significantly, from 37.2% in 2019 to 39.1% in 2020. Considering the potential for long-term growth if we sustain these steady improvements over time, we will continue to make improving program diversity and inclusion a top priority among the Broad College's graduate admissions. Standing up a DEI scholarship fund is planned for the next few years.

### STUDENT SATISFACTION AND EXPERIENCE

To augment MSU's presence in the revitalization of Detroit, we launched a Detroit cohort of the EMBA program during Phase 2. This broadened access to our signature degree program, which develops executive and managerial talent. In fall 2020, we further extended this access by transitioning to EMBA Flex, a hybrid option with in-person, team-oriented sessions combined with online learning. Looking ahead, we will continue to expand access and adapt programming to meet the needs of employers and working professionals throughout the region.

## SELECT GRADUATE RANKINGS (2019–2020)

**EXECUTIVE MBA**

**#2**
IN THE BIG TEN IN SALARY GROWTH BY ONE YEAR POST-GRADUATION
*THE ECONOMIST*

**#9**
AMONG U.S. PUBLIC UNIVERSITIES
*FINANCIAL TIMES*

**FULL-TIME MBA**

**#2**
IN PERCENTAGE INCREASE ON PRE-MBA SALARY
*THE ECONOMIST*

**#14**
AMONG U.S. PUBLIC PROGRAMS
*THE ECONOMIST*

**3.6 years**
TO PAY BACK MBA COSTS — SHORTEST TIMESPAN IN THE RANKING
*FORBES*

**M.S. IN MANAGEMENT, STRATEGY AND LEADERSHIP**

**#13**
AMONG U.S. PUBLIC PROGRAMS
*U.S. NEWS & WORLD REPORT*

**#17**
OVERALL (A SIGNIFICANT INCREASE FROM #63 OVERALL IN 2015)
*U.S. NEWS & WORLD REPORT*

# SPARKING TOMORROW'S INNOVATIONS THROUGH PATHBREAKING RESEARCH

**PHASE 2 INITIATIVE 3**

*Our initiative: Strengthen impactful research and scholarship.*

### GOALS

- Increase externally funded research.
- Improve doctoral program performance.
- Increase the recognition of each unit and the scholarly reputation of its faculty.

### OVERVIEW

Over the duration of Broad 2020, faculty research and scholarship made a significant impact in thought leadership and on practice, both across MSU and in the business sphere as a whole. During Phase 2, we saw an increase in well-known and influential media outlets featuring Broad College faculty scholarship, including top-tier news publications such as Forbes, CNBC, and Fast Company. From findings on information stolen in hospital data breaches in the Wall Street Journal to our supply chain research in the Washington Post, the Broad College has developed a national reputation for its exceptional research and scholarship.

To amplify the impact of Broad scholarship and ensure wider dissemination to alumni and the public, in 2019, the Broad College launched BroadX, a TEDx-like event in major cities. BroadX aims to increase the accessibility of Broad faculty members' research, demystifying their findings and reiterating how their results impact business, today's workplaces, and everyday life. Our first BroadX event was held in Houston in March 2019, with plans to hold two each year in cities with large concentrations of alumni and friends.

Also with the intention to expand the reach of faculty research, we launched Broad Matters, the new umbrella under which our public thought leadership activities exist. Through Broad Matters, we look to engage stakeholders through a variety of media, including a podcast published monthly throughout the academic year and an e-newsletter published each semester, featuring vignettes of the most recent faculty scholarship and other insights as a method to disseminate findings to key change makers and AACSB peer institutions.

In addition, during Phase 2, we began the Center for Business and Social Analytics jointly with the College of Social Science. The center provided seed funding of $100,000 each year to facilitate collaborative research projects with the potential to secure external funding. One example of a project the center sponsored was a workshop on Autonomous Vehicles in Society, partnering with the National Science Foundation.

### FACULTY GRANTS

Phase 2 saw nine total grants, totaling $938,126. In 2020, the Broad College submitted a total of 23 RFPs, up from six RFPs submitted in 2016. From this reinvestment in scholarship, we saw five grants accepted in 2020 and more than $5.8 million of weighted research funds requested.

Much of this increase in grant submissions is the result of the Broad College's Institute for Business Research (IBR), founded in 2016. Across industries, we are seeing successful outcomes emerge from IBR; in 2019, collaboration from faculty in the Broad College's Department of Supply Chain Management and the Department of Fisheries and Wildlife in the College of Agriculture and Natural Resources resulted in an $800,000 National Science Foundation grant. Also during Phase 2, faculty in the Broad College's Department of Accounting and Information Systems were awarded a $2.24 million USAID grant, jointly with faculty from the College of Agriculture and Natural Resources.
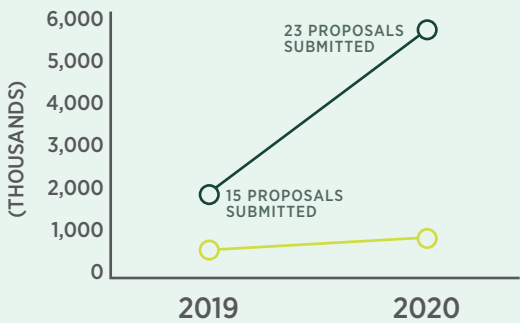
### FACULTY RECOGNITION

Phase 2 solidified the Broad College faculty's standing as leaders in both education and scholarship. As of 2020, more than 50 of our faculty members served as editors or editorial board members on more than 100 peer-reviewed journals. Though scholarly conferences were disrupted in 2020 due to the pandemic, Broad faculty members identified ways to participate in scholarly conferences virtually in 2020 to connect with other leaders in their industries.

### PH.D. PROGRAM PERFORMANCE

By the end of Phase 2, the average Broad College doctoral student time to graduation was 4.6 years. Among our doctoral graduates, 32.1% were placed at Research 1 universities, and 17.9% were placed at AAU universities. A total of nine doctoral students were placed at peer and aspirant schools during the second phase, bringing this number to a total of 20 students throughout the entire Broad 2020 initiative.

## PHASE 2 ACCOMPLISHMENTS

(THOUSANDS)

6,000
5,000
4,000
3,000
2,000
1,000
0

2019    2020

23 PROPOSALS SUBMITTED
15 PROPOSALS SUBMITTED

**GRANT FUNDS REQUESTED:**
2019: $1,822,057
2020: $5,851,100

**GRANT FUNDS RECEIVED:**
2019: $378,426
2020: $559,700

**DEPARTMENTS RANKED IN THE TOP 25, BASED ON PUBLICATIONS IN TOP-TIER JOURNALS:**
**3 of 5**

**AVERAGE BROAD COLLEGE DOCTORAL STUDENT TIME TO GRADUATION:**
**4.6 years**

# WORKING TOGETHER THROUGH ENGAGEMENT AND PARTNERSHIPS

**PHASE 2
INITIATIVE 4**

*Our initiative: Enhancing outreach and engagement, across MSU and beyond.*

### GOALS

- Establish mutually beneficial lifelong relationships with students and program participants.

- Become the collaborator of choice for talent, thought leadership, and resources in business and related disciplines.

- Encourage collaboration within and between colleges to enhance opportunities with constituents.



### OVERVIEW

Teamwork sparks innovation. Through the second phase of Broad 2020, we aimed to not only uphold our Outreach and Collaboration efforts from the previous years but identify strategic channels through which we could build strong relationships and strengthen the Broad brand. By engaging with intention, maintaining a strong digital presence, and leveraging key alumni partnerships, we were able to build on Broad's status as a household name among leaders in business.

A significant engagement milestone during Phase 2 was the 2019 launch of Broad Connect, a web-based platform mainly for current students to interact with alumni to develop career strategies and make professional connections. More than 2,300 active alumni are engaged with Broad Connect, and many of them are involved in the Wisdom Project in MGT 250: Business Communication. In this course, students interview alumni about their experiences, gaining valuable insights; this mentorship can also lead to internship and career opportunities. After the successful launch of Broad Connect, MSU Career Services launched MSU Connect so other colleges can emulate the Broad strategy for alumni engagement.

Also in fall 2019, we hosted the inaugural meeting of the Broad College Emeritus Society, a formal opportunity designed to keep previous members of the Broad College Advisory Board engaged with the college and with each other while helping to advance the mission of the Broad College.

During the COVID-19 pandemic, the Broad College's Learning Technology and Development (LTD) office rose to the occasion; during March and April 2020 alone, the office had over 500 support interactions with Broad College instructors, including direct online training sessions. This training was built out into the Enhanced Digital Learning Initiative, a cross-college collaboration that led the redesign of four courses with a total enrollment of 3,000 students at MSU and supported more than 20 K–12 districts in Michigan by August 2020, and the SOIREE and ASPIRE workshops (offered in summer and fall 2020), guiding faculty to develop online versions of their courses.

We also introduced a new administrative role, Assistant Dean for Outreach and Engagement (formerly known as the Assistant Dean for Executive Development and Professional Programs). This role provides leadership in this area, oversees expansion of the Broad College's outreach and engagement strategic initiatives, and coordinates college-wide efforts to enhance synergy and impact.

Additionally, during Phase 2, this initiative expanded to take on Intercollegiate Collaboration efforts in addition to general Outreach and Engagement. This parallel of intercollegiate engagement and outreach beyond Broad's walls set the two on the same stage and inspired us to consider a new perspective on outreach among both outside businesses and colleges within the university. When it comes to collaborating on efforts to expand our breadth of knowledge, improve our research, and further improve the professional outlook for our students, we have proven that opportunity is everywhere.

Moving forward, the Outreach and Engagement team will shift focus toward collaboration and visibility of key initiatives, including coordination and alignment, consolidation, visibility, and policies and procedures. The team has also aligned its efforts with the Broad College Corporate Relationships Group, which is now focused on information sharing, best practice leveraging, and specific projects.

**↑ 26.8% increase from 2018**
**34,371 LINKEDIN FOLLOWERS**

**↑ 27.5% increase from 2018**
**3,405 FACEBOOK LIKES**

**↑ 6.0% increase from 2018**
**4,701 TWITTER FOLLOWERS**

### SOCIAL AND DIGITAL MEDIA

In terms of social and digital media efforts, Phase 2 was dedicated to expressing a solid brand reputation across platforms and maintaining steady growth on a strong foundation from the years prior. Across our three main platforms — LinkedIn, Facebook, and Twitter — we saw prominent increases in followers and engagement. These accomplishments are especially notable considering the general saturation across these platforms during this time.

### ALUMNI ENGAGEMENT

During Phase 2, we paid special attention to maintaining connections with Broad graduates. The alumni e-newsletter hit an average open rate of 8,565 per newsletter in 2020, making up 18% of total sent and up from 8,274 in 2019. The average total click-throughs per newsletter was 4,526 in 2020, amounting to 9% of total sent and up from 3,801 in 2019. Considering industry standards for email communications, these accomplishments are noteworthy and demonstrate the alumni e-newsletter's standing as one of our top channels for engagement.

We also began development of a corporate instance of Salesforce for the Broad College in October 2019, with an original target completion date of December 2019. After delayed completion due to turnover in the MSU IT Services team, this project was ultimately completed in July 2020. Our leaders immediately began onboarding this first with the planning team in July 2020, and then across other units in the Broad College in fall 2020.

### INTERCOLLEGIATE COLLABORATION

To expand our offerings across the university, we also dedicated efforts to developing curriculum for our new Business minor during Phase 2, which will be available to students enrolled in a bachelor's degree program outside of the Broad College beginning fall 2021. This update expands the minor to the entire MSU undergraduate student body, rather than only those whose majors require them. With this new option, students are able to take either one or more courses or the entire minor fully online.

Additionally, Broad 2020 led efforts to open the Broad College's Entrepreneurship and Innovation minor to all undergraduate students at MSU, increasing enrollment from 40 to more than 700 students, adding experiential learning opportunities (like the Burgess New Venture Challenge and Innovate State Speaker Series), contributing to MSU's first ranking in the Princeton Top 25 Entrepreneurship programs. Expansion of our minor programs across the university exemplifies our dedication to expanding core business knowledge across disciplines and the importance of a holistic and personalized student experience at MSU.

## GIVING TO THE BROAD COLLEGE

**TOTAL GIVING BY YEAR:**

**2015:** $14,503,557
**2016:** $26,014,321
**2017:** $19,311,809
**2018:** $49,110,897
**2019:** $18,059,621
**2020:** $12,137,917

**TOTAL COLLEGE DONORS IN 2020:**
**4,137**

**$100,000+ BROAD COLLEGE DONORS IN 2020:**
**27**

# BUILDING AN INCLUSIVE ENVIRONMENT WHERE EVERYONE IS VALUED

**PHASE 2
INITIATIVE 5**

*Our initiative: Foster a diverse, equitable, and inclusive culture.*

### GOALS

- Ensure a nurturing and collaborative climate of transparency and respect.

- Establish an inclusive environment in which our constituents feel highly valued.

- Create and sustain a faculty, staff, and student body composition that is representative of the population we serve.

### OVERVIEW

The success of the Broad College hinges on a diverse and inclusive culture grounded in mutual respect; this diversity of perspectives is absolutely critical to the ongoing success of our learning and working environment and warrants further attention and action.

As we transitioned to Phase 2, our strategic initiatives underwent some significant adjustments to incorporate Culture and Climate goals. The Phase 1 Initiative focused on encouraging a culture of high performance as it pertains to faculty and staff development; in 2019, this transitioned to more broadly cultivate a positive culture and climate. Later, in 2020, this initiative made a full shift specifically to diversity, equity, and inclusion (DEI) efforts as they pertain to every area of the Broad College, from admissions to values to faculty representation. This decision was made after critically analyzing our

own developments in the area of DEI and identifying major areas for growth.

At the Broad College, we are constantly learning, growing, and improving our environment and processes to deliver an exceptional experience for our students. The objective of Broad 2020 as a whole was not just to celebrate our accomplishments but to use goal setting and metric tracking to gain a new perspective regarding our institution's most significant areas for improvement and develop plans to address them. This intention provided the reasoning for the transformation of this strategic initiative, from leadership development to DEI-centric goals. Although both aspects are important, our analyses through Broad

2020 brought to light the major gaps that exist in our institution, and across higher education at large, in regard to diverse representation. Rather than dismissing this, we faced our shortcomings head-on, remained agile, and adjusted the initiative as necessary. Through this, we were able to more specifically post challenging questions regarding the Broad College's areas for growth pertaining to DEI and work together to start solving them.

There's no denying that there's much work left to be done in this area — as a whole, we are learning, growing, listening, educating ourselves and others, and adapting to the pace of change. At the Broad College, we continue to seek additional ways to develop, recognize, and value all faculty and staff while working to build a

faculty, staff, and student body that is representative of the population our college serves. In creating this dedicated DEI initiative, we are laying the foundation for a wealth of expansion in this area throughout the next five years. We have identified the need for change, and now it's time for action.

### EQUITY IN ADMISSIONS

An equitable admissions process largely determines the diversity and tone of the Broad College as a whole. To address this, we expanded the Residential Business Community (RBC) to more than 200 students, with an emphasis on increasing student diversity through recruiting first-generation students, students from inner-city schools and international students. The RBC is a living-learning-leadership community for business-preference students that combines residential life with academic and experiential activities in an immersive and highly engaged manner. Using a targeted pilot program in 2019 and 2020, we aimed to increase the RBC's student diversity; this emphasis on increasing the mix of high-performing and diverse students in the Broad community was reinforced when the entire RBC program moved to direct admission from high school, overcoming a major challenge of competing with peer schools for these talented students.

As was mentioned in an earlier initiative, our rededicated efforts to DEI resulted in slow but steady increases in the percentage of undergraduate students of color at the Broad College. From 2019 to 2020, the percentage of undergraduate students of color in the graduating class rose by half a percentage point, to 7.6%. Also in 2020, women undergraduates made up 44.8% of our graduating class, up a significant 5.7% from just the year prior.

### FACULTY AND LEADERSHIP REPRESENTATION

Inclusion begins with representation. During Phase 2, we selected a diverse group of individuals to be part of the Broad College Leadership Team, with special attention to appointing women as deans, chairs, and directors. We also broadened the Advancing Women in Business initiative, which brings successful women leaders to campus each semester to provide insights on career advancement, empowerment, and inspiration to students and alumni on how women can support one another and reach their full potential.

### STRATEGY AND PLANNING

Several courses of action have been implemented to elevate the importance of DEI at the Broad College and beyond. In 2020, President Stanley announced a commitment to make this a top priority at the university level. That fall, the Broad College initiated several action steps.

The first action step included drafting the document "DEI @ Broad: A Blueprint for Action." This enunciates the values, vision, initiatives, and plans to improve our diversity efforts, as well as inventory activities and actions taken to hold ourselves accountable.

Next, we launched the DEI Task Force, made up of internal stakeholders charged with implementing actions across the Broad College, and the DEI Council of external stakeholders, which is made up of alumni, corporate partners, and experts to ideate, advise, and shed light on best practices with an outside perspective. We also appointed an Executive-in-Residence to coordinate the work of the DEI Council and be a conduit to the DEI Task Force.

In addition to future planning and accountability, we immediately got

to work hosting a series of forums, speakers, and readings pertaining to DEI when the new initiative was launched in 2020. We also took action to support on- and off-campus events and organizations focused on diverse groups, such as Dia de la Mujer, Reaching Out MBA, and National Black MBA.

Additionally, because accessibility is the cornerstone of inclusion, the Broad College's Learning Technology and Development unit fosters innovative teaching and inclusion through universal accessibility standards. The Enhanced Digital Learning Initiative (EDLI) aids faculty in making online versions of their courses accessible to all.

### GENERAL CLIMATE AND CULTURE AT THE BROAD COLLEGE

In response to concerns raised by staff and faculty over MSU's accountability and transparency — and to build a stronger and more equitable student experience — the Broad College has initiated additional activities to reinforce its commitment to providing an inclusive, responsive, and supportive culture. One immediate challenge has been to fully understand the current assessment of climate and culture within the Broad College. As an institution with an emphasis on sound research, we understand the value of quantitative metrics pertaining to student, faculty, and staff sentiments regarding DEI and their place in promoting positive change. Therefore, a significant effort has been dedicated to gathering and disseminating this data. As these metrics become available, we will take appropriate action to enhance the Broad College environment such that all faculty, staff, and students feel (and are) supported, in every way.

# MOVING FORWARD

*Celebrating accomplishments and identifying opportunities for growth.*

The past five years have been a tremendous success for the Broad College of Business, including both the highlights mentioned in these pages and many other initiatives and accomplishments. Stakeholder collaboration combined with visionary leadership resulted in Broad 2020, the strategic plan that established five key initiatives that have guided the college's progress.

These initiatives have effected positive, impactful changes for the Broad College's students, faculty, staff, and reputation. More support programs and structures, such as the Learning Technology and Development office, were established to enhance the teaching and learning environment. Moreover, the Minskoff Pavilion opened in fall 2019, providing a LEED Gold-certified, state-of-the-art facility for collaboration and flexible learning.

Experiential learning has become an important part of both the undergraduate and graduate curricula. Various student initiatives were created to develop problem solving, critical thinking, and decision making skills. Workshops, such as Extreme Green, foster creativity and immerse Full-Time MBA students in real-world business applications.

The expansion of programmatic offerings broadened the Broad College's impact beyond traditional business sectors. Creation of the healthcare management graduate program and dual-degree programs (D.O./MBA and M.D./MBA) have

significantly strengthened the Broad College's contributions to addressing the business issues of the healthcare sector.

Research and scholarship has been enhanced through a significant increase in externally funded grants. Faculty have been recognized as thought leaders in influential national media outlets. To further showcase our scholarly prowess, we created assets like BroadX and Broad Matters, both featuring faculty research. Beyond that, more than 50 Broad College faculty are editors or editorial members on more than 100 peer-reviewed journals.

Though the Broad College of Business has made enviable progress over the past five years, there are still opportunities for improvement. First and foremost, the Broad College will keep diversity, equity, and inclusion as a top priority over the next five years by establishing even more ambitious goals to build upon existing progress in this area and, more importantly, taking action on these goals toward tangible positive change. At the college level, Dean Gupta has asked leaders to come together to enunciate our core values, vision, and goals as they specifically pertain to DEI in the coming year. Our DEI Task Force and DEI Council will provide invaluable guidance on best practices in the DEI space, as well as feedback on the Broad College's plans and actions.

The modality of Broad's curriculum, teaching, and learning will be a major theme in the years ahead.

Technology, hybridization, and fully online content will not only influence curricular-focused initiatives but Broad's culture, climate, and outreach and engagement as well.

As the world presses on through the 21st century, amid countless changes and adaptations from the last year alone, the Broad College is doubling down on innovating the meaning and role of the business school curriculum. Our work is never done; as MSU leadership continues to undertake changes resulting from 2020's tumultuous events and pursues a university-wide strategic plan, Broad College leadership is also considering how our strategic initiatives will evolve to align with the new institutional priorities looking forward to 2025. While we celebrate our accomplishments from the last five years, we keep in mind the opportunities for improvement and gaps that have yet to be filled, particularly in regard to entrepreneurship and innovation, ethics and integrity, and diversity, equity, and inclusion.

Keeping in mind landscape and generational transformations like globalization and digitally savvy citizens, the next strategic plan will focus on how to prepare Broad students for the future of business and the future of work itself. It will also prioritize how to equip students with the skills and experiences needed to not only solve thorny business problems but also tackle grand societal challenges in an ever-changing world.

# INITIATIVE TEAMS

## Phase 1

### EDUCATION
Ernest Betts
Shannon Brecheisen
Kirt Butler
Don Conlon
Sue Convery
Tomas Hult
Ranjani Krishnan
Frederick Morgeson
Glenn Omura*
Kathy Petroni*
Amy Radford-Popp
John Wagner*

### SCHOLARSHIP AND RESEARCH
Pat Daugherty
Charles Hadlock*
Chris Hogan
John Hollenbeck
Zoran Ivkovich
Mike McCall
Anjana Susarla
Sri Talluri
Bob Wiseman*

### OUTREACH AND ENGAGEMENT
Cheri DeClercq*
Katherine Franz
Dave Frayer
Charlie Hadlock
Tomas Hult
Judy Jacobs
Vivian Leung
Lena Loeffler
Anand Nair*
Brian Pentland
Tina Ray
Michelle Reppen
Vallabh Sambamurthy*
AJ Singh
Cheri Speier-Pero
Kristin St. Marie
Judy Whipple
Kyan Zeller

### INTERCOLLEGIATE COLLABORATION
Roger Calantone
Dave Closs
Sanjay Gupta*
Doug Hughes
Geoff Humphrys
Greg Janicki
Brian Keenher
Connie Lawson
Keith Niblett
Karen Sedatole
Rich Spreng
Shawnee Vickery

### INSPIRING TEACHING AND LEARNING ENVIRONMENT
Dave Frayer*
Sev Grabski
Matt Jackson
Vivian Leung
Jeff Magnuson
John Wagner
Jim Willson
Laura Leavitt
Cheri DeClercq
Shana Killips

### CULTURE AND CLIMATE
Matt Anderson
Ron Cichy
Dave Closs*
John Hollenbeck
Marilyn Johnson
Naveen Khanna
Gerry McNamara
Chris Oster
Amy Radford-Popp
John Schaubroeck*
Judy Whipple*
Bob Wiseman

## Phase 2

### UNDERGRADUATE EDUCATION
Carl Borchgrevink
Shannon Brecheisen
Ann Crain
John Jiang
Russ Johnson
Marcel King
Aybige Kocas
Jae Min Cha
Hang Nguyen
Cheri Speier-Pero*
Mike Thibideau
Jeremy Van Hof
Jim Wiggins

### GRADUATE EDUCATION
Yemisi Bolumole
Shannon Brecheisen
Kirt Butler
Cheri DeClercq
Jennifer Dunn
Wayne Hutchison
Greg Janicki
Marilyn Johnson
Tony Mara
Frederick Morgeson
Dante Pirouz
Richard Saouma*
Scott Smith
Rich Spreng

### SCHOLARSHIP AND RESEARCH
Chris Hogan
Hao Jiang
Kyonghee Kim
MiRan Kim
Ahmet Kirca
Sriram Narayanan
Brent Scott*
Bob Wiseman

### OUTREACH AND ENGAGEMENT
Authella Collins Hawks
Dave Frayer*
Gill Harrell
Alexandra Hatch
Bonnie Knutson
Kelly Lynch
Stephen Schiestel
Sri Talluri
Vedat Verter
Lynne Zelenski

### CULTURE AND CLIMATE
Ernest Betts
Yemisi Bolumole
Carl Borchgrevink
Cheri DeClercq*
Lance Ferris
Zsuzsanna Fluck
Ken Horne
Wayne Hutchison
Zoran Ivkovich
Justin Jagger
John Jiang
Farnooch Khodakarami
Seung Kim
Darrell King
Ranjani Krishnan*
Kevin Leonard
Jeff Magnuson
Kristen McGrath
Quinetta Roberson
Andrei Simonov
Heidi Wardin
Amy Wisner

*Served as a team lead for this initiative

BROAD COLLEGE *of* BUSINESS