

EXECUTIVE

MBA

Class of 2022
Student Handbook







Class of 2022 Student Handbook

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The Executive MBA

Welcome to the Executive MBA Class of 2022 at Michigan State University's Eli Broad Graduate School of Management. MSU has been a leader in executive-style MBA programming since we first partnered with industry to create the second executive MBA in the country in 1964. Since that time, we have continued to evolve our programs, providing a high-quality education for working professionals. The core theme is the integration of management skills and leadership strategies, with a focus on applying these to the students' organizations. The Executive MBA fosters a collaborative, team-based learning environment for professionals with demonstrated potential for leadership and a desire to take their careers to the next level.

This student handbook has been prepared to familiarize you with the Executive MBA and your responsibilities as a student. Please use it as a reference regarding EMBA and University policies and procedures. Best wishes to you in your studies and student life in the Executive MBA!

Broad College of Business

The academic programs of The Eli Broad College of Business and The Eli Broad Graduate School of Management are fully accredited by the AACSB International, the Association to Advance Collegiate Schools of Business. The Broad College of Business and the Broad Graduate School of Management share a common administration and have a combined enrollment of more than 5,000 students.

Michigan State University

Michigan State University was founded in 1855 as Michigan Agricultural College of the State of Michigan. The University was the first land grant college in the United States and, as such, was the first institution of higher education to combine technical and liberal arts education and make that curriculum available to all citizens.

Today, MSU is one of Michigan's largest universities with fifteen colleges and more than 48,000 students. The university offers 200 programs of instruction with 4,500 faculty and academic staff. It is the third largest single campus in the nation, encompassing 5,200 acres, and is recognized as one of the most attractive campuses in the U.S.

In 1994, the University Community adopted the Guiding Principles, which are: Improve Access to Quality Education and Expert Knowledge, Achieve More Active Learning, Generate New Knowledge and Scholarship Across the Mission, Promote Problem Solving to Address Society's Needs, Advance Diversity with Community, and Make People Matter. The entire Guiding Principles of Michigan State University can be found in the Appendix.

Executive MBA

EMBA Staff

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Fran DiPietro	Program Coordinator	dipiet12@broad.msu.edu

Office Locations

Lansing Address	Michigan State University The James B. Henry Center for Executive Development 3535 Forest Road, Suite A180 Lansing, MI 48910
Troy Address	Michigan State University Management Education Center 811 West Square Lake Road Troy, MI 48098

Contact Information

Lansing Phone	(517) 355-7603
Lansing Fax	(517) 432-0466
Troy Phone	(248) 879-2725
Troy Fax	(248) 879-6125
E-Mail Address	emba@broad.msu.edu

Additional Executive MBA Resources

John Garcia	Financial Aid Officer (517) 353-5940	garcia11@msu.edu
Jane Evarian	Associate Director, Russell Palmer Career Management Center (517) 355-6535	evarian@msu.edu

Other Important Phone Numbers at MSU

MSU Help Line	(517) 353-4MSU
Public Safety Department	(517) 355-8440
Registrar's Office.....	(517) 355-3300
Resources Center for Persons with Disabilities.....	(517) 353-9642
Student Accounts Office.....	(800) 775-4323
MSU Police	(517) 355-2222



Professionalism and Academic Integrity

The Executive MBA culture is based on principles of professional conduct and mutual respect at all times. While the spirit of classroom discussion encourages an open atmosphere for diverse opinions, courtesy and professionalism should always prevail. Active and thoughtful participation at all class sessions is in your best interest and will often be reflected in your grade. Students are responsible for exhibiting professional behavior at all times in the classroom, as study team members, and all program activities as discussed in the MBA Honor Code.

The Executive MBA holds high standards for academic integrity and Executive MBA students are expected to follow the University, College, and Executive MBA standards as outlined in the Student Handbook. Academic integrity is fundamental to the Executive MBA culture because personal integrity is an extremely important characteristic in the business world. Individual work on course assignments is required to be the product of the individual student. Team products will carry the authorship of the team, with the expectation that each team member will make a contribution to the team effort, and that the assignment is the authentic product of that specific team.

Ethical behavior and honesty are essential qualities in the Executive MBA culture. The misrepresentation of individual and team assignments and/or failure to document external sources will be considered a violation of the Broad College's Policy on Academic Honesty and MBA Honor Code. Plagiarism is the use of another source without properly acknowledging the original source. All external sources (ideas, words, and websites) used for Executive MBA assignments must be properly documented.

The consequences of violating Academic Honesty and MBA Honor Code are taken seriously in the Executive MBA program. Any student or team who violates Academic Integrity policies and/or the MBA Honor Code should expect the consequences of their decision to include some or all of the following outcomes:

- a failing grade for the assignment(s)
- a failing grade for the course
- dismissal from the program
- dismissal from the University

Broad Graduate School of Management Policy on Academic Honesty

The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University: therefore, no student shall:

1. Claim or submit the academic work of another, as one's own.
2. Procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.
3. Complete or attempt to complete any assignment or examination for another individual without proper authorization.
4. Allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
5. Alter, tamper with, appropriate, destroy or otherwise interfere with the research resources or other academic work of another person.
6. Fabricate or falsify data or results.

In accordance with the provisions of the MSU Academic Freedom Report (AFR) and the Graduate Student Rights and Responsibilities (GSRR), The Eli Broad College of Business and Graduate School of Management has established a process for the receipt and consideration of student academic complaints (13 April 2001).

MBA Honor Code

The Broad College MBA programs are committed to developing global leaders by embracing the values of integrity, teamwork, continuous improvement, and community service. As members of the Broad MBA community, we share the responsibility to sustain an environment that supports these values at all times.

This Honor Code embodies the standards of professional conduct adopted by the Broad College student body. Each Executive MBA candidate is responsible for reading and understanding the Honor Code prior to the first day of classes. All students have the responsibility to adhere to the standards articulated in the Honor Code.

I. Professional Values and Standards

Integrity

In order to lead others, business leaders must act with integrity. Our actions must be consistent with our values and reflect our high standards of integrity. We as good managers are expected to behave in a fashion that withstands ethical scrutiny and is consistent with our community standards. As members of the Broad School community, we agree to be held accountable for our actions. As Broad School MBA candidates, our collective and individual actions will exemplify professionalism through the respect and courtesy we direct towards our peers, faculty, staff, prospective employers, and members of the external community.

Teamwork

We strive to achieve goals that are greater than any one person. To accomplish our goals, we embrace diversity and rely on our abilities to collaborate, coordinate and communicate with others. We believe in our collective ability to achieve more as a team than as individuals. To be effective team members, we must trust, support, and learn from each other as we advance towards our common goals. Compromise is an integral component of collaborative efforts. Thus, we must often be open to advancing team interests that require personal sacrifice.

Continuous Improvement

We are members of the Broad College community – a collection of people, property, and ideas. As members of the community, we have a collective responsibility to advance the program in a positive direction. Every member is expected to contribute to the program's continuing success, setting a positive example that others will follow.

As business leaders, we impose demanding goals upon ourselves in an effort to enhance our knowledge, further expand our intellect and grow as people. We are guided by a constant desire for ongoing self-improvement and realize that the most valuable benefits are realized while stretching ourselves to achieve more than we thought possible. We understand that during this marathon, taking shortcuts will not enable the personal development that we seek. Every day, ambition, dedication, and determination will compel us to reach ever higher levels of achievement.

Community Service

Give back and respect the community. Giving back to the community may be in the form of time, money or information, all of which have equal importance. As future leaders, we must remember to not only give back to the communities in which we ultimately reside, but also to the community from which we came. We must also remember that our actions as individuals may have a tremendous impact on our community as a whole, an impact that is always important to consider.

II. Code Violations

Conduct that violates one of the Values articulated in the Code, regardless of where the conduct occurs, will be adjudicated under the Eli Broad College of Business and Eli Broad Graduate School of Management Grievance Procedure established in accordance with the provisions of the Academic Freedom Report (AFR) and the Graduate Students Rights and Responsibilities (GSRR) document for students at Michigan State University.



Conduct violates the Honor Code when it is contrary to one of the specified Values and impairs, interferes with, or obstructs the mission, processes, or functions of the Broad program. Such conduct includes, but is not limited to:

Academic Dishonesty: Academic dishonesty violates the values of integrity, teamwork, and continuous improvement. Academic dishonesty may include, but is not limited to, using another student's work on an individual assignment or exam, posting or obtaining examination questions and/or answers on the Internet, providing information prohibited by the instructor to another student on an individual assignment or exam, and plagiarism.

Plagiarism includes appropriating another person's ideas or work without giving them credit or using information from the Internet, books or magazines without citing the source. If a student is unsure of what may constitute cheating in a specific case, he/she should consult the syllabus and/or professor of the class.

Non-Academic Dishonesty: Non-academic dishonesty violates the values of integrity, teamwork, and continuous improvement. Non-academic dishonesty may include, but is not limited to, conveying an untruth to gain an unfair advantage over other students. Examples include putting false information on a resume or job application.

Misuse of Property: Misuse of property violates the values of integrity, teamwork, continuous improvement, and community service. Misuse of property may include, but is not limited to, misusing, or taking Broad property or the property of others without permission, or misusing or misappropriating funds. Examples include misuse of copyrighted material, vandalism, or embezzlement of student organization funds.

Harassment/Discrimination: Harassment and discrimination violate the values of integrity, teamwork, continuous improvement, and community service. This category includes conduct that is unlawful or in violation of University policy.

Other Violations: Conduct that would violate a student group regulation, general student regulation or University policy, if the conduct occurred on campus, may also constitute a violation of the Honor Code where that conduct is contrary to one of the specified Values and impairs, interferes with or obstructs the mission, processes or functions of the Broad School program. Failure to report an Honor Code violation is considered a violation of the Honor Code. Any MBA student with knowledge of a violation has the responsibility to report the incident to the Executive MBA Director.

The consequences of violating Academic Honesty and MBA Honor Code are taken seriously in the Executive MBA program. Any student or team who violates Academic Integrity policies and/or the MBA Honor Code should expect the consequences of their decision to include some or all of the following outcomes:

- a failing grade for the assignment(s)
- a failing grade for the course
- dismissal from the program
- dismissal from the University

III. Amendments

Amendments to the Honor Code may be implemented as program needs dictate.

Executive MBA

2020-2022 Academic Program

PIM 800 - Managerial Skills (2.0 credits)
PIM 801 - Organizational Analysis (1.0 credit)
PIM 803 - Leadership Development (1.0 credit)
PIM 804 - Organization Impact (1.0 credit)
PIM 811 - Financial Accounting Concepts (2.0 credits)
PIM 812 - Managerial Accounting (1.5 credits)
PIM 813 - Information Systems (1.5 credits)
PIM 814 - Financial Statement Analysis (1.5 credits)
PIM 821 - Managerial Economics (1.5 credits)
PIM 822 - Macroeconomics (1.5 credits)
PIM 831 - Legal Environment of Business (1.5 credits)
PIM 832 - Entrepreneurship (1.5 credits)
PIM 841 - Corporate Finance (1.5 credits)
PIM 842 - Managerial Finance (2 credits)
PIM 845 - Mergers & Acquisitions (1.5 credits)
PIM 851 - Business Analytics (1.5 credits)
PIM 852 - Negotiations (1.5 credits)
PIM 853 - Human Resource Management (1.5 credits)
PIM 855 - Strategic Management I (1.5 credits)
PIM 856 - Strategic Management II (1.5 credits)
PIM 862 - Customer & Competitor Analysis (1.5 credits)
PIM 863 - Marketing Systems (1.5 credits)
PIM 870 - Supply Chain Management (1.5 credits)
PIM 872 - International Strategies (1.5 credits)
PIM873F - Current Issues – Strategic Decision Making (1.5 credits)
PIM 874 - The Global Marketplace (3.0 credits)
PIM 875 - Supply Chain Management II (1.5 credits)
PIM 876 - Ethics in the Workplace (1.5 credits)
PIM 891 - Critical Thinking (1.5 credits)

*Courses and faculty may be modified as resources and program needs change.
Course descriptions may be found in the Appendix.*



Degree Requirements & Academic Progress

The Executive MBA program degree requires a total of 45 credits with a cumulative grade point average of 3.0 or higher. The successful completion of the Executive MBA results in the degree of Master of Business Administration. Executive MBA students are expected to complete each course within the specific course schedule and follow the program requirements for their class. Students are welcome to discuss their academic progress with faculty and the program administration at any time.

The Executive MBA is a set curriculum with a specific sequence of courses that all students take. All EMBA students are expected to graduate within the normal schedule of the program. Students who do not complete coursework within designated program timelines may be subject to failing grades and possible dismissal from the program.

Since the Executive MBA is a cohort experience, withdrawal from the program is extremely rare. Extended leaves and program withdrawal must be in writing and agreed upon with the Director. If the student wishes to continue the EMBA program at a later date, that should be included in the written request. Because the Executive MBA is a cohort and team-based program, and curriculum changes may occur, there are significant issues associated with re-entering the program. If the request is granted, the possibility of re-enrollment, timeline, and tuition refunds will be at discretion of the Director and Associate Dean.

Academic Performance

The Executive MBA selects students who exhibit high standards for academic excellence, job performance, and leadership potential. The professors who teach in the program are respected members of the academic community who expect students to take their studies seriously. Students should always be prepared for class and ready to participate in meaningful classroom activities.

Course requirements are based on team and/or individual effort. While it is each faculty member's responsibility to provide instructions on assignments, it is each student's responsibility to know what is expected and to submit the expected outcome. Any questions or concerns regarding assignments should be addressed to the faculty prior to submission. Any questions regarding grades should be discussed with faculty immediately.

All course requirements are at the discretion of the individual faculty member who teaches the course. Experience indicates that Executive MBA students may spend 15 hours or more a week studying for their courses, including time with study teams. Executive MBA students must maintain a program cumulative grade point average of 3.00 in order to graduate from the program. Any program cumulative grade point average less than 3.00 will be considered probationary status and may not be eligible for financial aid. The number of individual courses with grades below 3.0 is limited to no more than three. Students on probation for two or more semesters may be asked to leave the program.

Grades

Michigan State University uses a numerical system - 4.0, 3.5, 3.0, 2.5, 2.0, etc., to 0.0 and a pass/fail grade system in certain courses. Executive MBA participants are expected to (1) maintain a minimum grade point average of 3.0 each semester; (2) maintain a cumulative program minimum grade point average of 3.0; and (3) complete all required courses. Students who earn below a 2.0 will not earn credit for the course and will need to work with the program office to determine the best way to meet the credit requirement. Questions regarding grades should be directed to the course professor.

A standard grade distribution which is in effect for numerically graded classes. Grade guidelines are as follows: up to 30% of the class grades at 4.0, up to 50% of the class grades at 3.5, up to 20% of the class at 3.0 or lower. The standardized grading in the Executive MBA is in keeping with other leading MBA programs and assists in maintaining a rigorous academic environment. Incomplete grades are given only under extreme circumstances and must be requested from the faculty member in writing. Specific time limits will be established for completion in accordance with University guidelines. The MSU Registrar's Office provides final grades at the end of each course on the STU-INFO website. Grades may be viewed at: <https://stuinfo.msu.edu/Menu.Asp> or students may call Voice Grades at (517) 432-8000 or (888) 590-8920.

Grades are recorded daily as they are received from the faculty. Information on STU-INFO and Voice Grades are updated every night and available 24 hours per day. Printed grade reports may be requested from the MSU Registrar's Office by contacting msuhelp@msu.edu or call (517) 353-4678 or (800) 496-4678. In addition to grades earned in current courses, grade reports include cumulative grade point average and credits earned to date.

Class Schedule and Attendance

Executive MBA students are expected to plan their schedules in conjunction with the current Executive MBA academic calendar. Continuous attendance strengthens the learning experience, contributes to the sharing of ideas in the classroom, and develops team cohesion. Students should be prepared for class and ready to participate in meaningful classroom activities.

Classes are scheduled on Fridays from 6:00pm to 10:00pm and Saturdays from 8:00am to 5:00pm every other week for traditional format, and once per month for the flex format. Two intensive residency weeks are also required. Occasionally other mandatory activities are scheduled; these activities will be announced in advance for your planning purposes. In the case of unavoidable conflicts with class sessions, students should contact their study team and professor immediately.

The classroom environment is not conducive to interruptions while class is in session, including leaving the classroom, cell phones, beepers, computer games, and non-class related Internet surfing. Students should plan to be on time for class, planning their trips to campus mindful of traffic, weather, road, and parking conditions. Executive MBA professors manage the classroom experience and decide the level of classroom activity, when breaks will occur, and what is appropriate in the classroom.

Examinations are scheduled and appear on most course syllabi. If a student will be absent or late for an examination, the professor must be contacted by the student as early as possible prior to the exam. Scheduling and availability of make-up exams is at the discretion of the professor and the EMBA program office. Generally, all make-up work should be scheduled within a week after the original due date.

Both webcasts and podcasts of EMBA classes are offered to students as an enhancement of the learning experience. It is intended to augment classroom sessions and provides a convenient way to review class material for greater understanding. The webcast is not meant to substitute for being in the classroom or interacting with classmates and professors. Although it is our intent to record most course sessions, faculty may choose to release webcasts on a case-by-case basis.

Confidentiality of Student Records

Under the Federal Family Educational Rights and Privacy Act of 1974, registered students have access to their educational records. The student must give written permission for the university to release academic information, such as grades or honors, to anyone except officers of the university. This restriction includes your sponsoring organization. If you have waived your rights of access to any part of your application, including the nomination and recommendations, that information cannot be released to you.

Students who are concerned about the accuracy of their educational records should first contact the program office to inform it of any concerns. If the program office is unable to resolve the dispute, the student may then submit a formal written grievance for consideration by an appropriate unit hearing board.

Honors, Diploma, and Transcripts

Beta Gamma Sigma is a national honor society for students in colleges and schools of business. The top 20% of the EMBA students (based on their grade point average) are invited to the society at the completion of the program. An installation ceremony is held each year on campus.

The Executive MBA diploma will read: Master of Business Administration. The transcript will list your concentration as Integrative Management. The University sends the diploma and transcript to all graduates in good standing within a month of graduation. Transcripts ordered at: <https://reg.msu.edu/Transcripts/Transcript.aspx>.



Responsible Conduct of Research & Scholarship (RCR) Graduate Student Requirements

Training in the Responsible Conduct of Research is essential in the preparation of future scholars and professionals. An understanding of the issues concerning the conduct of research in an increasingly complex world has become critical in successfully navigating the research landscape. To help prepare Michigan State University graduate students for their future scholarly work, a plan for providing the foundation of responsible conduct has been developed in coordination with the Graduate School, the Vice President for Research and Graduate Studies Office, and college associate deans for graduate education. The plan is predicated on the principles that a basic understanding of issues is necessary through didactic training and a periodic reinforcement of the principles through discussion. It is the belief that this plan will provide a foundation for all graduate students as well as others pursuing a career in research and will offer the basic information to meet most, if not all, federal agency granting requirements.

The plan below represents the basic university plan. Each department/program or college will develop a plan that at a minimum incorporates these university-level requirements.

The Graduate School RCR Workshop series may be used to help fulfill both the annual refresher and discussion-based training requirements.

- Students who are supported by NSF, NIH, or USDA grants may be required to complete additional specific training; they must meet the timeline and content requirements of training for that grant.
- Students engaged in research involving human subjects or animal use must complete the Michigan State University training modules for those subjects before submitting IRB or IACUC approvals. These modules may be completed as part of the training requirements below, or in addition to them, depending on the department/program or college plan.

All graduate professional, master's and doctoral students

All new graduate and graduate professional students will complete 4 CITI online modules within the first year of enrollment in their program: Completion of this requirement will be tracked in SABA

- Introduction to the Responsible Conduct of Research
- Authorship
- Plagiarism
- Research Misconduct

Discussion-Based Training All graduate and graduate professional students must complete a minimum of 6 hours of discussion-based training prior to receiving their degrees. These hours can be completed at any point in the graduate program, including during the first 2 years (e.g., as part of a course), or as part of the ongoing training requirement (for doctoral students). Specifics about the number of hours required, the content, and the timing of this training will be defined in the individual department/program or college plan. For master's Plan A and PhD students' completion of this requirement will be recorded by the department in GradInfo as "Initial" training.

The Executive MBA Student Experience

Individual and Team Responsibilities

While Executive MBA faculty members are responsible for defining the course requirements in regard to individual and team assignments, EMBA students are responsible for making sure that they fully understand faculty expectations and course standards. If there are any questions regarding acceptable individual and study team practices on assignments, the student(s) must endeavor to clarify the situation with the professor(s).

Course requirements are based on either team or individual effort. It is each faculty member's responsibility to provide instructions on team assignments versus individual work. It is each student's responsibility to know what is expected and to submit the expected outcome, whether individual or team based. Any questions or concerns regarding assignments

should be addressed to the faculty prior to submission.

Individual course outcomes are dependent upon each student submitting his or her individual product: a test, a paper, or a presentation. The intent of these assignments is to ascertain each student's personal learning and understanding of course subject matter. Study teams are expected to work as a unit on team-based assignments, bringing together the subject knowledge represented by members of the study team. Team-based assignments should not be shared between teams unless approved ahead of time by the faculty member. Evidence of collaboration on assignments will not be tolerated and will be subject to penalty.

The Executive MBA program recognizes the importance of teamwork and cooperation by assigning students to study teams at the beginning of the program. A number of course projects are dependent upon the collaboration of team members working toward a final outcome: a presentation, paper, or other assignments. Consequently, individuals are responsible to the entire team for timely communication regarding assignments, responsibilities for course deliverables, and for sustaining individual effort toward team projects.

While most team members may live and work within a reasonable distance from each other, team members are expected to create an effective working relationship even when they are not geographically close. A substantial number of students travel on business or experience change in their work and personal lives while in the program. It is important that all participants are responsible to each other and work together in a spirit of cooperation and learning.

Any breaches of academic integrity will be subject to penalty. If an instructor discovers any instance of academic misconduct, it is his or her responsibility to take appropriate action and to notify the program office. A formal complaint process and academic disciplinary hearings may occur. See Appendix for specific procedures.

By University policy, the instructor must submit a letter detailing the misconduct to the student and the Associate Dean of MBA and Professional Programs. The letter will be added to the student's academic folder. The student may be required to attend a program on academic integrity as mandated by the Dean of the Graduate School.

Individual Conflict Resolution

If problems arise in the relationships between a faculty member and a student, both should attempt to resolve them in informal, direct discussions. Similarly, student-to-student conflicts should be resolved between the individuals involved, in a professional and respectful manner.

Every effort should be made to resolve conflicts regarding grades between the faculty member and students, in conjunction with the EMBA program office. In the event of a conflict that cannot be resolved following the procedures discussed in the previous section, students should follow the steps outlined in the Eli Broad College of Business Grievance Procedure in the Appendix.

Team Conflict Resolution

Satisfactory completion of the Executive MBA at the Broad College requires a high level of cooperative teamwork. In nearly every course, students work in teams to learn from one another and to produce quality team products. This requirement will assist you in a business world that increasingly demands these skills of all employees.

Although the benefits of teamwork are well established, at the same time, it is common for teams to experience conflict. This is true both in the business world and in the Executive MBA. In many cases, conflict and critical discussion are productive in terms of generating better decisions and products. In other cases, conflict can be counter-productive and lead to frustration.

The team building experience in the Executive MBA orientation has been designed to help you and your teammates quickly develop the opportunity to leverage knowledge and resources. At the same time, we recognize that opportunities for conflict are likely to arise as you work together in this new and challenging context. Students are expected to apply knowledge gained during the orientation as well as draw from their personal team experiences to effectively manage their own teams. The expectation is that teams will professionally and productively manage any team conflicts that may arise.



In a case where the team fails in their attempt to resolve their own conflict, the team members will notify the EMBA Director regarding the conflict. The Director will meet with individuals and/or the entire team, discuss the problem, and determine next steps. At this meeting, the following guidelines will be followed:

1. A team member or members representing the various sides of the conflict will present the case as they view it with no interruptions.
2. The other team members will paraphrase what they heard to understand and clarify the issues involved. This procedure will be followed until each member has had the opportunity to present his or her perspective.
3. The team members, in conjunction with the Director, will brainstorm to develop alternative solutions to the problem.
4. Team members, with the consultation of the Director, will select and implement the solution that seems to deal with the problem most satisfactorily.

Additional alternatives and discussions involving other Broad College resources will be at the discretion of the Director and will be in the interest of good communication and goodwill among team members. If the team is still unable to resolve the problem, the program Director(s) will determine if and when to recommend that the team meet with member(s) of the Broad faculty and/or an external facilitator. This second meeting may be with the teaching faculty member(s) involved, one or more EMBA Directors, and/or the Associate Dean of MBA Programs. The steps involved will be:

1. Participants will present a written document to the committee, in advance of a meeting, stating their point of view on the conflict and a suggested solution.
2. A meeting will be held at which committee members may ask questions of the participants and in which the participants will have an opportunity to address their views about the conflict.
3. The participating faculty and/or staff members will meet without the participants and will select a solution that will be implemented by the Executive MBA program office.

If an unacceptable level of team conflict persists, the team will meet with an outside expert in team relations. The team consultant will meet with the team and then propose a solution in writing to the Executive MBA program Directors. Upon consultation and agreement with the consultant, the program Directors will implement the solution.

Possible solutions may include but are not limited to:

1. One more attempt by the team to resolve the problem.
2. Grade reduction for a member(s) of the team.
3. Submission of individual assignments or majority/minority assignments.
4. Probationary period for a member(s) of the team with consequences of non-conformance clearly delineated in a written contract. This may include dismissal from the Executive MBA Program.
5. Team dissolved and consequences spelled out. This may include grade reduction and assignment of individual projects.
6. Immediate dismissal from program if team member(s) does not agree to abide by the solution agreed to by the outside consultant and the Executive MBA Directors.

If a conflict continues to be an impediment to the academic environment, it is at the discretion of the Director to resolve the issue in the best interests of the study team and the Executive MBA program. Team members not acting in the spirit of the team concept and not fulfilling team-based coursework and expectations may be given notice by the Director and further consequences, including suspension or dismissal from the program, may occur.

Please note that the Executive MBA Office considers team dissolution or other solutions an extreme measure to be used only as a last resort. Team dissolution reflects a breakdown in the Executive MBA processes and the team members, the program staff, and faculty, all have responsibilities to maintain healthy team dynamics. Team dissolution is inconsistent with our philosophy, in the sense that we want our students to learn how to work through conflict and benefit from the experience. We hope to provide an atmosphere where teams flourish and gain better understanding of team processes and respect for all individuals in the Executive MBA program.

Note: The team procedures outlined in this document are adopted from the Process for Resolving Group Conflict in the Smeal MBA Program at Penn State University (Trevino, Linda & Gray, Barbara, 1999)

Information Updates

Students are expected to keep the Executive MBA program office apprised of any changes regarding employment, work or home address, phone, fax and e-mail. Students should report changes via email to Sarah Ellis at sellis@broad.msu.edu. Updates to student directories will be made on a quarterly basis.

Study & Meeting Space

Study teams may use the Henry Center or Management Education Center facilities when available. While both facilities accommodate Executive MBA and student needs, the Henry Center and Management Education Center's daily schedule and clientele dictate what space is available to EMBA students. Use of rooms is dependent upon customer needs and facility policies.

Breakout rooms may be available for student use if the breakout space is available. Students can book breakout rooms for evening team meetings and other non-class session days, with a required advanced notice of at least 48 hours. Please contact Michelle Mañas at the Henry Center (517) 353-5685 or manas@broad.msu.edu or Lisa Keaser at the MEC (248) 879-2456 or keaser@broad.msu.edu to make arrangements.

Executive MBA Facility Policies

Both the Henry Center and the Management Education Center facilities are smoke-free, as are all enclosed spaces at Michigan State University. **Alcohol is prohibited from classrooms at all times.** Federal, state and local laws regarding food and beverage purchases or consumption are strictly enforced. All food and alcoholic beverages must be consumed within designated areas. For the safety of EMBA students, all food and beverages must be purchased from the Henry Center, by prearrangement with our conference-planning department. Outside food or beverage is not permitted at either the Henry Center or Management Education Center without permission of the facilities managers. Effective August 2016, Michigan State University has approved a tobacco-free ordinance to include the main campus and all MSU sites across the state, nation, and globe. In addition to traditional tobacco products such as cigarettes and chewing tobacco, the ordinance also prohibits e-cigarettes and vaporizers. All FDA-approved nicotine replacement therapy products are permitted for cessation use. Persons who violate this policy will be subject to disciplinary action in the same manner and magnitude as violations of other University policies.

The Henry Center, Management Education Center, and Michigan State University Department of Police and Public Safety reserve the right to exclude or remove any objectionable person(s) from the premises without liability. Please be sure when you park at our facilities that your car is locked with no valuables visible. MSU is not responsible for stolen vehicles or articles taken from your car.

Executive MBA Offices

Executive MBA students are welcome to use the EMBA offices, when available, for their study and printing needs and to contact staff members regarding questions or aspects of the Executive MBA. The EMBA office is staffed throughout the weekend class times to assist students and faculty. Printers and copy machines are available in the Executive MBA offices for student use.

Executive MBA Communications

Each student has an assigned mailbox which should be checked prior to class each weekend. The individual mailboxes are considered confidential to each student for assignment and official communications from faculty and administration. The mailboxes can also be used for communication between students.

Michigan State University and the Executive MBA faculty and staff will primarily communicate with you via your MSU email account and MSU's Desire2Learn (D2L) course management system.



StuInfo & Payments

Electronic billing is the official means of generating tuition bills to all Michigan State University students. Billing statements are available on the STUINFO website: (<https://STUINFO.msu.edu>). The electronic billing and payment system will automatically send an e-mail notification to the student's MSU provided e-mail address when a bill is ready to be viewed online. If the student has authorized a guest (e.g., employer, relative, etc.) to view the MSU invoice through STUINFO, they too will receive an e-mail when a bill is ready to view online. The e-mail will have the subject line "MSU eBill Notification".

Once logged into STUINFO, students can:

- Authorize guests (spouse, company, etc.) to view and pay bills online
- View tuition bills online, view billing and payment history online
- Pay online with an electronic check from their checking or savings account – a FREE service
- Pay online using VISA, MasterCard, American Express or Discover for a small fee
- Print a copy of the student's bill to accompany a payment by check via US Mail

If you have questions regarding payment arrangements contact the MSU Student Accounts Office (800) 775-4323 or by e-mail at: student.receivables@ctrl.msu.edu. Please identify yourself as an Executive MBA student.

For more information on eBilling & ePayments, please visit the Student Accounts website at: <http://ctrl.msu.edu> or refer to this specific webpage: <https://ntweb11.ais.msu.edu/inserts/includes/InsertAll.htm>.

Tuition (subject to change by the MSU Board of Trustees)

The follow expenses are incorporated into the overall investment in the program:

- All tuition for 45 credits
- All required course materials
- Required residencies, orientation, and meals
- In addition, our facilities provide access to printers, copiers, and wireless internet at no additional cost

Total Class of 2022 in-state/out-state program fees = \$80,000

Semester	In-State/Out-State	Date Bill Available	Date Bill Due
Fall 2020	\$16,000	July 20, 2020	July 30, 2020
Spring 2021	\$16,000	November 2020	December 2020
Summer 2021	\$16,000	April 2021	April 2021
Fall 2021	\$16,000	July 2020	August 2020
Spring 2022	\$16,000	January 2022	January 2022

Note: In addition to tuition, the University charges International students a \$75.00 student fee each semester; and a \$10.00 invoice processing fee is charged to sponsored students each semester if their employer does not cover this fee.

Note: A payment for all or part of program costs may be imposed in the event of withdrawal from the Executive MBA program. EMBA students may be subject to late payment fees.

Financial Aid Resources

If you are responsible for any part of your tuition, you may want to explore the possibility of financial aid. A number of students elect to apply for student loans to help bridge the gap between tuition cycles. While many students receive partial or full tuition assistance from employers, some of you will not be reimbursed until after grades are received. Until then you are responsible for the tuition payment by the scheduled due date. If you are interested in applying for financial aid, please contact John Garcia in the Office of Financial Aid soon, as aid processing takes approximately 4-6 weeks for the entire process.

Please feel free to seek assistance from Mr. Garcia by calling (517) 353-5940 or via e-mail garcia11@msu.edu; let him know that you are an Executive MBA student. The Financial Aid website is located at: <http://finaid.msu.edu/execmba.asp>. If you apply for financial aid, the Office of Financial Aid will notify you regarding financial aid eligibility or aid revisions via your MSU e-mail account. You will need to follow the directions contained in the e-mail notice to access a web-based system at <http://finaid.msu.edu>. There you can view your awards and take the required action to accept/decline/reduce the assistance offered. You can also print a copy of your aid notification from this site.

Relationship Violence and Sexual Misconduct Policy (RVSM) Online Training

Michigan State University is committed to maintaining a learning and working environment for all students, faculty, and staff that is fair, humane, and responsible – an environment that supports career and educational advancement based on job and academic performance. Relationship violence and sexual misconduct subvert the mission of the University and offend the integrity of the University community. Relationship violence and sexual misconduct are not tolerated at Michigan State University.

The University will respond to complaints, reports, or information about incidents of relationship violence and sexual misconduct to stop the prohibited conduct, eliminate any hostile environment, take steps to prevent the recurrence of the prohibited conduct, and address any effects on campus or in any University programs and activities regardless of location.

The purpose of the Relationship Violence and Sexual Misconduct (RVSM) Policy is to define relationship violence and sexual misconduct, describe the process for reporting violations of the policy, outline the process used to investigate and adjudicate alleged violations of policy, and identify resources available to members of the University community who are involved in an incident of relationship violence or sexual misconduct.

Contact the Office of Institutional Equity for additional information.

Office of Institutional Equity
408 W. Circle Dr.
East Lansing, MI 48824
(517) 353-3922
oie@msu.edu

In support of our efforts to provide an environment that is safe and free of both harassing and discriminatory behavior, Michigan State University requires all students to complete the RVSM training program. This program was developed as part of MSU's efforts to raise student awareness of relationship violence and sexual assault.

The RVSM program is a mandatory online training program that all MSU students are required to complete. For more information, see http://www.titleix.msu.edu/_files/documents/faq-rvsm-training.pdf or call (517) 884-8682.



Additional MSU Resources

Advising & Counseling

You may contact the Executive MBA Directors at any time for discussions related to your experience in the program. In addition, MSU operates a counseling center which provides a wide range of services and assistance to students. The center has several offices on the East Lansing campus, and Executive MBA students are eligible for these services. For more information, see <http://www.counseling.msu.edu/> or call (517) 355-8270.

Student Rights & Responsibilities

For information about your academic rights and responsibilities as graduate students, please refer to the Graduate Student Handbook, which is located on the Graduate School website at: <http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities>.

Student Identification Card

Your MSU student ID card is an important document as an Executive MBA student. It will give you access to all MSU libraries, athletic facilities, and MSU events. The student ID card is needed to check books out of the University libraries or obtain student tickets to athletic and other events. If the student ID card is lost, please deactivate your card using the Spartan Cash website. New ID Cards cost \$20 and can be obtained at the MSU ID Office located at 427 N. Shaw Lane, Monday – Friday, 8:00 AM – 4:45 PM. For more information regarding the Spartan Card (Michigan State University identification card) please visit <http://idoffice.msu.edu/>.

Desire2Learn (D2L) Course Management System

All classes in the Executive MBA program have a course site posted on MSU's D2L course management system. Technical support is available at all times (24/7) at: (800) 500-1554 or <http://help.d2l.msu.edu>.

Library Resources

The MSU Libraries have a growing collection of over four million volumes and access to thousands of electronic resources including Business Source Complete which provides the full-text of the Harvard Business Review online along with numerous other core business journals, company profiles, market research, industry reports, SWOT analyses, and much more. For detailed up-to-date information on library hours, services, and electronic resources, see <https://lib.msu.edu/general/>.

The William C. Gast Business library provides numerous services for the MSU College of Business, including reference librarians to help plan research strategies. These librarians will consult via telephone, email, or by appointment. Contact them at <https://lib.msu.edu/bus/> or (517) 355-3380.

The MSU Libraries also offers a book and article delivery service for EMBA students through Distance Learning Services at <https://www.lib.msu.edu/dls/> or call (800) 500-1554. This service is available 24/7.

Executive MBA students are also encouraged to explore community, college, and company libraries for business references, current periodicals, and interlibrary loan services.

Equal Opportunity, Non-Discrimination & Affirmative Action

Michigan State University is committed to the principles of equal opportunity, non-discrimination, and affirmative action. University programs, activities, and facilities are available to all without regard to race, color, sex, religion, creed, national origin, political persuasion, sexual preference, marital status, handicap, or age. The University is an affirmative action, equal-opportunity employer.

Appendix

Executive MBA Course Descriptions

The curriculum of the Executive MBA is based on proven components of other professional MBA programs, the MSU full-time MBA, faculty expertise, current management theory and practice, and an assessment of management needs in business across various sectors. The program faculty and staff retain the right to adjust the curriculum as needed for the success of the program. The following course descriptions are representative of courses typically offered.

PIM 800 *Managerial Skills* **2.0 Credits**
Thinking critically about organizational effectiveness and creating, maintaining, and leading effective work groups in organizations.

PIM 801 *Organizational Analysis* **1.0 Credit**
Faculty supervised analysis of the student's employing organization from a broad organizational behavior perspective.

PIM 803 *Leadership Development* **1.0 Credit**
Assessment and analysis of individual characteristics associated with effective leadership. Identifying personal strengths that are important for developing one's leadership potential. Planning for further capitalization on these strengths.

PIM 804 *Organizational Impact* **1.0 Credit**
A project-based course that allows students to apply content and knowledge from other Executive MBA courses.

PIM 811 *Financial Accounting Concepts* **2.0 Credits**
Financial reporting issues from a user's perspective. Measurement, valuation, and reporting concepts and issues. Analysis and use of financial accounting information for decision making.

PIM 812 *Managerial Accounting* **1.5 Credits**
Accounting information for decision making and control, cost behavior patterns, cost activity-based costing, cost allocation, budgeting, transfer pricing, and accounting controls. Application of course concepts to work environment.

PIM 813 *Information Systems* **1.5 Credits**
Information, process, and technology architectures of corporate information systems, role of information in organizational control and decision making, methods for evaluating effectiveness of information systems. Application of course concepts to work environment.

PIM 814 *Financial Statement Analysis* **1.5 Credits**
To enhance the student's expertise in financial statement analysis and in understanding of the role of corporate governance in the stewardship of the firm.

PIM 821 *Managerial Economics* **1.5 Credits**
Analysis of the firm, demand and revenues, optimal production, cost minimization, profitability and pricing, and marketing structures.

PIM 822 *Macroeconomics* **1.5 Credits**
Determinants of national income, employment, and inflation. Macroeconomic environment of business; business fluctuations, fiscal and monetary policy, international capital flows, nominal and real exchange rates.

PIM 831 *Legal Environment of Business* **1.5 Credits**
An overview of the U.S. legal system, the interrelationship of law and ethics, and the regulation of business by courts, state and federal statutes, and governments. Applications of course concepts to work environment.

**PIM 832****Entrepreneurship****1.5 Credits**

Developing an entrepreneurial mindset. Skills of ideation, business model creation, market assessment and validation, and go-to-market strategies.

PIM 841**Corporate Finance****1.5 Credits**

Valuation techniques for bonds and stocks, investment decisions by firms, the relation between risk and return, pricing models for risk, and U.S. capital markets. Applications of course concepts to work environment.

PIM 842**Managerial Finance****2.0 Credits**

Market efficiency, capital budgeting, security issues, dividend policy, capital structure, and bankruptcy costs. Agency problems between different stakeholders and option pricing.

PIM 845**Mergers & Acquisitions****1.5 Credits**

Strategic issues associated with major changes in a firm's asset of liability structure, including mergers, acquisitions, divestitures, activist investors and leveraged buyouts. Issues will be examined in the context of a firm's overall strategic goals, with a focus on financial strategies.

PIM 851**Business Analytics****1.5 Credits**

Business analytics in shaping competitive advantage and business transformation. Examination of how data visualization and predictive modeling provides new venues of managerial decision-making. Examples from different domains such as marketing, finance, supply chain and human resources.

PIM 852**Negotiations****1.5 Credits**

Negotiation strategies and planning steps, analysis of leverage, tactics for creating and claiming value, and strategies for resolving conflicts. Addresses the complexities of adding multiple parties, using agents, and involving third parties in negotiation and conflict resolution.

PIM 853**Human Resource Management****1.5 Credits**

Address how organizations and managers can effectively attract, select, motivate, retain, develop, and otherwise optimally utilize their human resources.

PIM 855**Strategic Management I****1.5 Credits**

Managing organizations in relation to their external environment to achieve competitive advantage. Integration of two primary fields of analysis: the industry and organizational activities. Converge of frameworks and tools for formulating successful business, corporate and global strategies.

PIM 856**Strategic Management II****1.5 Credits**

Advanced strategic concepts, frameworks, tools and strategic alliances. Integration of analysis that incorporates diversification strategies, vertical integration, competitive dynamics, and global strategies.

PIM 862**Customer & Competitor Analysis****1.5 Credits**

Assessment of consumer and organizational buying behavior processes and competitive environments. Competitive strategies and customers' needs, wants, motivations, and behaviors throughout the value-added chain. Application of course concepts to work environment.

PIM 863**Marketing Systems****1.5 Credits**

Marketing decision making within global, customer, economic, ecological, and competitive environments. Gathering and analyzing marketing information. Developing strategies to guide the organization and operational market plans. Application of course concepts to work environment.

PIM 870**Supply Chain Management****1.5 Credits**

Understanding supply chain management and its impact on competitive advantage. Introduction of logistics, operations management, procurement, and cross-functional integration in supply chains.

PIM 872***International Strategies*****1.5 Credits**

International, comparative, and cross-cultural perspectives in business. Markets and implications for managers. Global opportunity assessment, currency risk, and operational considerations.

PIM 873F***Strategic Decision Making*****1.5 Credits**

Improving decision making through increased understanding of strategic decision processes and the myriad of factors from multiple levels that influence the likelihood of success of the process.

PIM 874***The Global Marketplace*****3.0 Credits**

International trip and seminar involving aspects of the commercial, economic, cultural, and political environments of dynamic country markets. Exposure to leading executives and government representatives of major trading partners of the U.S. Provides a comparative framework for competitive strategy in a multicultural examination.

PIM 875***Supply Chain Management II*****1.5 Credits**

Advanced supply chain management strategies and applications with emphasis on supply chain process improvement techniques, quality management and strategic sourcing.

PIM 876***Ethics in the Workplace*****1.5 Credits**

An exploration of the ethical dimension of individual and corporate decision making and provide practical resources for making ethical decisions within the business context.

PIM 891***Critical Thinking for Innovation*****1.5 Credits**

Designed to explore aspects of entrepreneurship with a particular emphasis on creativity, idea development and business plan preparation. Develops the skills and competencies that facilitate creation and implementation of a particular business idea in the face of a dynamic and uncertain marketplace.



Documenting Sources

All external sources used for EMBA assignments must be properly documented. The student or team must acknowledge any information that takes ideas or words from other sources. There are a number of standards for documenting sources and referencing other materials and authors. Failure to document external sources in course assignments will be considered to be a violation of the Broad School's Policy on Academic Honesty. For additional resources on proper citation, please visit the following site: <http://lib.msu.edu/research/cite-resources/>. Several suggested formats follow:

Journal & Newspaper Article

Becker, L. J., & Seligman, C. (1981). Welcome to the energy crisis. *Journal of Social Issues*, 37(2), 1-7. (include date of publication for newspaper)

Book Citations

Bernstein, T. M. (1965). *The Careful Writer: A modern guide to English usage*. New York: Atheneum.

When already noted, (Bernstein, 1982, p. 276)

Citing a Website

To cite an entire website (but not a specific document on the site), it's sufficient to give the address of the site in the text. For example, PBS Kids is wonderful interactive website for children (<https://pbskids.org/>). No reference entry is needed.

Citing Specific Documents from a Website

Web documents share many of the same elements found in a print document (e.g., authors, titles, dates). Therefore, the citation for a Web document often follows a format similar to that for print, with some information omitted and some added.

An article from the journal *American Psychologist*:

Jacobson, J. W., Mulick, J. A., & Schwartz, A. A. (1995). A history of facilitated communication: Science, pseudoscience, and antiscience: Science working group on facilitated communication. *American Psychologist*, 50, 750-765. Retrieved January 25, 1996 from the World Wide Web: <http://www.aga.org/journals/jacobson.html>.

Citing Articles and Abstracts from Electronic Databases

The basic retrieval statement for CD-ROM databases is as follows:

Bowles, M. D. (1998). The organization man goes to college: AT&T's experiment in humanistic education, 1953-1960. *The Historian*, 61, 15+. Retrieved [month day, year] from DIALOG on-line database (#88, IAC Business A.R.T.S., Item 04993186)

Graduate Student Academic Grievance Hearing Procedures for the MBA and Executive MBA Programs

Each right of an individual places a reciprocal duty upon others: the duty to permit the individual to exercise the right. The student, as a member of the academic community, has both rights and duties. Within that community, the student's most essential right is the right to learn. The University has a duty to provide for the student those privileges, opportunities, and protections which best promote the learning process in all its aspects. The student also has duties to other members of the academic community, the most important of which is to refrain from interference with those rights of others which are equally essential to the purposes and processes of the University. (GSRR Article 1.2)

The *Michigan State University Student Rights and Responsibilities (SRR)* and the *Graduate Student Rights and Responsibilities (GSRR)* documents establish the rights and responsibilities of MSU students and prescribe procedures to resolve allegations of violations of those rights through formal grievance hearings. In accordance with the SRR and the GSRR, the MBA and EMBA Programs have established the following Hearing Board procedures for adjudicating graduate student academic grievances and complaints. (See GSRR 5.4.)

I. Jurisdiction of the EMBA Program Hearing Board

- A. The Hearing Board serves as the initial Hearing Board for academic grievance hearings involving graduate students who allege violations of academic rights or seek to contest an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records). (See GSRR 2.3 and 5.1.1.)
- B. Students may not request an academic grievance hearing based on an allegation of incompetent instruction. (See GSRR 2.2.2)

II. Composition of the Hearing Board

- A. The Program shall constitute a Hearing Board pool no later than the end of the tenth week of the spring semester according to established Program procedures. Hearing Board members serve one-year terms with reappointment possible. The Hearing Board pool should include both faculty and graduate students. (See GSRR 5.1.2 and 5.1.6.)
- B. The Chair of the Hearing Board shall be the faculty member with rank who shall vote only in the event of a tie. In addition to the Chair, the Hearing Board shall include an equal number of voting graduate students and faculty. (See GSRR 5.1.2, and 5.1.5.)
- C. The Program will train hearing board members about these procedures and the applicable sections of the GSRR. (See GSRR 5.1.3.)

III. Referral to the Hearing Board

- A. After consulting with the instructor and appropriate unit administrator, graduate students who remain dissatisfied with their attempt to resolve an allegation of a violation of student academic rights or an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records) may request an academic grievance hearing. When appropriate, the Associate Dean for the MBA and EMBA Programs, in consultation with the Dean, may waive jurisdiction and refer the request for an initial hearing to the College Hearing Board. (See GSRR 5.3.6.2.)
- B. At any time in the grievance process, either party may consult with the University Ombudsperson. (See GSRR 5.3.2.)
- C. In cases of ambiguous jurisdiction, the Dean of The Graduate School will select the appropriate Hearing Board for cases involving graduate students. (See GSRR 5.3.5.)



- D. Generally, the deadline for submitting the written request for a hearing is the middle of the next semester in which the student is enrolled (including Summer). In cases in which a student seeks to contest an allegation of academic misconduct and the student's dean has called for an academic disciplinary hearing, the student has 10 class days to request an academic grievance to contest the allegation. (See GSRR 5.3.6.1 and 5.5.2.2.)
- E. If either the student (the complainant) or the respondent (usually, the instructor or an administrator) is absent from the university during that semester, or if other appropriate reasons emerge, the Hearing Board may grant an extension of this deadline. If the university no longer employs the respondent before the grievance hearing commences, the hearing may proceed. (See GSRR 5.4.9.)
- F. A written request for an academic grievance hearing must (1) specify the specific bases for the grievance, including the alleged violation(s), (2) identify the individual against whom the grievance is filed (the respondent) and (3) state the desired redress. Anonymous grievances will not be accepted. (See GSRR 5.1 and 5.3.6.)

IV. Pre-Hearing Procedures

- A. After receiving a graduate student's written request for a hearing, the Associate Dean for the MBA and EMBA Programs will promptly refer the grievance to the Chair of the Hearing Board. (See GSRR 5.3.2, 5.4.3.)
- B. Within 5 class days, the Chair of the Hearing Board will:
 - 1. forward the request for a hearing to the respondent;
 - 2. send the names of the Hearing Board members to both parties and, to avoid conflicts of interest between the two parties and the Hearing Board members, request written challenges, if any, within 3 class days of this notification;
 - 3. rule promptly on any challenges, impanel a Hearing Board and send each party the names of the Hearing Board members. If the Chair of the Hearing Board is the subject of a challenge, the challenge shall be filed with the Dean of the College, or designee. (See GSRR 5.1.7.)
 - 4. send the Hearing Board members a copy of the request for a hearing and the written response and send all parties a copy of these procedures.
- C. Within 5 class days of being established, the Hearing Board shall review the request, and, after considering all requested and submitted information:
 - 1. accept the request, in full or in part, and promptly schedule a hearing.
 - 2. reject the request and provide a written explanation to appropriate parties; e.g., lack of jurisdiction. (The student may appeal this decision.)
 - 3. the GSRR allows the hearing board to invite the two parties to meet with the Hearing Board in an informal session to try to resolve the matter. Such a meeting does not preclude a later hearing. However, by the time a grievance is requested all informal methods of conflict resolution should have been exhausted so this option is rarely used. (See GSRR 5.4.6.)
- D. If the Hearing Board calls for a hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date, schedule an additional meeting only for the Hearing Board should additional deliberations on the findings become necessary, and request a written response to the grievance from the respondent.
- E. At least 5 class days before the scheduled hearing, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of the (1) time, date, and place of the hearing; (2) the names of the parties to the grievance; (3) a copy of the hearing request and the respondent's reply; and (4) the names of the Hearing Board members after any challenges. (See GSRR 5.4.7.)

- F. At least 3 class days before the scheduled hearing, the parties must notify the Chair of the Hearing Board the names of their witnesses and advisor, if any, and request permission for the advisor to have voice at the hearing. The chair may grant or deny this request. The Chair will promptly forward the names given by the complainant to the respondent and vice versa. (See GSRR 5.4.7.1.)
- G. The Chair of the Hearing Board may accept written statements from either party's witnesses at least 3 class days before the hearing. (See GSRR 5.4.9.)
- H. In unusual circumstances and in lieu of a personal appearance, either party may request permission to submit a written statement to the Hearing Board or request permission to participate in the hearing through an electronic communication channel. Written statements must be submitted to the Hearing Board at least 3 class days before the scheduled hearing. (See GSRR 5.4.9c.)
- I. Either party to the grievance hearing may request a postponement of the hearing. The Hearing Board may either grant or deny the request. (See GSRR 5.4.8.)
- J. At its discretion, the Hearing Board may set a reasonable time limit for each party to present its case, and the Chair of the Hearing Board must inform the parties of such a time limit in the written notification of the hearing.
- K. Hearings are closed unless the student requests an open hearing, which would be open to all members of the MSU community. The Hearing Board may close an open hearing to protect the confidentiality of information or to maintain order. (See GSRR 5.4.10.4.)
- L. Members of the Hearing Board are expected to respect the confidentiality of the hearing process. (See GSRR 5.4.10.4. and 5.4.11.)

V. Hearing Procedures

- A. The Hearing will proceed as follows:
 - 1. Introductory remarks by the Chair of the Hearing Board: The Chair of the Hearing Board introduces hearing panel members, the complainant, the respondent and advisors, if any. The Chair reviews the hearing procedures, including announced time restraints for presentations by each party and the witnesses, and informs the parties if their advisors may have a voice in the hearings and if the proceedings are being recorded. Witnesses shall be excluded from the proceedings except when testifying. The Chair also explains:
 - In academic grievance hearings in which a graduate student alleges a violation of academic rights, the student bears the burden of proof.
 - In hearings in which a graduate student seeks to contest allegations of academic misconduct, the instructor bears the burden of proof.
 - All Hearing Board decisions must be reached by a majority of the Hearing Board, based on a "clear and convincing evidence." (See GSRR 8.1.18.)

(See GSRR 5.4.10.1 and 8.1.18.) For various other definitions, see GSRR Article 8.)

- 2. If the complainant fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may either postpone the hearing or dismiss the case for demonstrated cause. (See GSRR 5.4.9a.)
- 3. If the respondent fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may postpone the hearing or hear the case in the respondent's absence. (See GSRR 5.4.9-b.)
- 4. If the respondent is absent from the University during the semester of the grievance hearing or no longer



employed by the University before the grievance procedure concludes, the hearing process may still proceed. (See GSRR 5.3.6.1.)

5. To assure orderly questioning, the Chair of the Hearing Board will recognize individuals before they speak. All parties have a right to speak without interruption. Each party has a right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. (See GSRR 5.4.10.2.)
6. Presentation by the Complainant: The Chair recognizes the complainant to present without interruption any statements relevant to the complainant's case, including the redress sought. The Chair then recognizes questions directed at the complainant by the Hearing Board, the respondent and the respondent's advisor, if any.
7. Presentation by the Complainant's Witnesses: The Chair recognizes the complainant's witnesses, if any, to present, without interruption, any statement directly relevant to the complainant's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the respondent, and the respondent's advisor, if any.
8. Presentation by the Respondent: The Chair recognizes the respondent to present without interruption any statements relevant to the respondent's case. The Chair then recognizes questions directed at the respondent by the Hearing Board, the complainant, and the complainant's advisor, if any.
9. Presentation by the Respondent's Witnesses: The Chair recognizes the respondent's witnesses, if any, to present, without interruption, and statement directly relevant to the respondent's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the complainant, and the complainant's advisor, if any.
10. Rebuttal and Closing Statement by Complainant: The complainant refutes statements by the respondent, the respondent's witnesses and advisor, if any, and presents a final summary statement.
11. Rebuttal and Closing Statement by Respondent: The respondent refutes statements by the complainant, the complainant's witnesses and advisor, if any, and presents a final summary statement.
12. Final questions by the Hearing Board: The Hearing Board asks questions of any of the participants in the hearing.

VI. Post-Hearing Procedures

- A. Deliberation: After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Chair of the Hearing Board shall excuse all parties to the grievance and convene the Hearing Board to determine its findings in executive session. When possible, deliberations should take place directly following the hearing and/or at the previously scheduled follow-up meeting. (See Section IV.D above.)
- B. Decision:
 1. In grievance (non-disciplinary) hearings involving graduate students in which a majority of the Hearing Board finds, based on a "clear and convincing evidence," that a violation of the student's academic rights has occurred and that redress is possible, it shall recommend an appropriate remedy to the Associate Dean for the MBA and EMBA Programs. Upon receiving the Hearing Board's recommendation, the Associate Dean for the MBA and EMBA Programs shall implement an appropriate remedy, in consultation with the Hearing Board, within 3 class days. If the Hearing Board finds that no violation of academic rights has occurred, it shall so inform the Chair or Director. The Chair of the Hearing Board shall promptly forward copies of the final decision to parties and the University Ombudsperson. (See GSRR 5.4.11.)
 2. In grievance (non-disciplinary) hearings involving graduate students in which the Hearing Board serves as the initial hearing body to adjudicate an allegation of academic dishonesty and, based on a "clear and

convincing evidence,” the Hearing Board finds for the student, the Hearing Board shall recommend to the Associate Dean for the MBA and EMBA Programs that the penalty grade be removed, the Academic Dishonesty Report be removed from the student’s records and a “good faith judgment” of the student’s academic performance in the course take place. If the Hearing Board finds for the instructor, the penalty grade shall stand and the Academic Dishonesty Report regarding the allegation will remain on file, pending an appeal, if any to the College Hearing Board within 5 class days of the Hearing Board’s decision. If an academic disciplinary hearing is pending, and the Hearing Board decides for the instructor, the graduate student’s disciplinary hearing before either the College Hearing Board or the Dean of The Graduate School would promptly follow, pending an appeal, if any, within 5 class days. (See GSRR 5.5.2.2, 5.4.12.3, and 5.5.2.2)

- C. Written Report: The Chair of the Hearing Board shall prepare a written report of the Hearing Board’s findings, including recommended redress or sanctions for the complainant, if applicable, and forward a copy of the decision to the appropriate unit administrator within 3 class days of the hearing. The report shall indicate the rationale for the decision and the major elements of evidence, or lack thereof, which support the Hearing Board’s decision. The administrator, in consultation with the Hearing Board, shall then implement an appropriate remedy. The report also should inform the parties of the right to appeal within 5 class days following notice of the decision, or 5 class days if an academic disciplinary hearing is pending. The Chair shall forward copies of the Hearing Board’s report and the administrator’s redress, if applicable, to the parties involved, the responsible administrators, the University Ombudsperson and the Dean of The Graduate School. All recipients must respect the confidentiality of the report and of the hearing board’s deliberations resulting in a decision. (See GSRR 5.4.12 and 5.5.2.2)

VII. Appeal of the Hearing Board Decision

- A. Either party may appeal a decision by the Hearing Board to the College Hearing Board for cases involving (1) academic grievances alleging violations of student rights and (2) alleged violations of regulations involving academic misconduct (academic dishonesty, professional standards or falsification of admission and academic records. (See GSRR 5.4.12.)
- B. All appeals must be in writing, signed and submitted to the Chair of the College Hearing Board within 5 class days following notification of the Hearing Board’s decision. While under appeal, the original decision of the Hearing Board will be held in abeyance. (See GSRR 5.4.12, 5.4.12.2 and 5.4.12.3.)
- C. A request for an appeal of a Hearing Board decision to the College Hearing Board must allege, in sufficient particularity to justify a hearing, which the initial Hearing Board failed to follow applicable procedures for adjudicating the hearing or that findings of the Hearing Board were not supported by the “clear and convincing evidence.” The request also must include the redress sought. Presentation of new evidence normally will be inappropriate. (See GSRR 5.4.12.1, 5.4.12.2 and 5.4.12.4.)

VIII. Reconsideration

If new evidence should arise, either party to a hearing may request the appropriate Hearing Board to reconsider the case within 30 days upon receipt of the hearing outcome. The written request for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the Hearing Board to review the new material and render a decision on a new hearing. (See GSRR 5.4.13.)

IX. File Copy

The Associate Dean for the MBA and EMBA Programs shall file a copy of these procedures with the Office of the Ombudsperson and with the Dean of The Graduate School. (See GSRR 5.4.1.)



Code of Teaching Responsibility

The teaching responsibilities of instructional staff members (herein referred to as instructors) are among those many areas of university life, which have for generations been a part of the unwritten code of academicians. The provisions of such a code are so reasonable to learned and humane individuals that it may appear redundant or unnecessary to state them. However, the University conceives them to be so important that performance by instructors in meeting the provisions of this code shall be taken into consideration in determining salary increases, tenure, and promotion.

1. Instructors are responsible for ensuring that the content of the courses they teach is consistent with the course descriptions approved by the University Committee on Curriculum and the Academic Council. Instructors are also responsible for stating clearly to students in their classes the instructional objectives of each course at the beginning of each semester. It is expected that the class activities will be directed toward the fulfillment of these objectives and that the bases upon which student performance is evaluated will be consistent with these objectives.
2. Instructors are responsible for informing students in their classes of the methods to be used in determining final course grades and of any special requirements of attendance, which differ from the attendance policy of the University. Course grades will be determined by the instructor's assessment of each student's individual performance, judged by standards of academic achievement.
3. Examinations and other assignments submitted for grading during the semester should be returned with sufficient promptness to enhance the learning experience. The instructor will retain unclaimed final examination answers for at least one semester so those students who desire to do so may review them. Examination questions are an integral part of course materials, and the decision whether to allow their retention by students is the responsibility of the instructor. Term papers and other comparable projects are the property of students who prepare them. They should be returned to students who ask for them and the instructor should retain those, which are not returned, for at least one semester. Instructors who desire to retain a copy for their own files should state their intention to do so in order that students may prepare additional copies for themselves.
4. Instructors are expected to meet their classes regularly and at scheduled times. Instructors will notify their units if they are to be absent and if they are to be absent and if appropriate arrangements have not been made so that the unit may take suitable action if necessary.
5. Instructors of courses in which assistants are authorized to perform teaching or grading functions shall be responsible for acquainting such individuals with the provisions of this Code and for monitoring their compliance.
6. Instructors are expected to schedule and keep a reasonable number of office hours for student conferences. Office hours should be scheduled at times convenient to both students and instructors with the additional option of prearranged appointments for students when there are schedule conflicts. The minimum number of office hours is to be agreed upon by the teaching unit, and specific times should be a matter of common knowledge.
7. Instructors who are responsible for academic advising are expected to be in their offices at appropriate hours during advising and enrollment periods. Arrangements shall also be made for advising during registration.

Hearing Procedures

1. Students may register complaints regarding an instructor's failure to comply with the provisions of the Code of Teaching Responsibility directly with the instructor.
2. Students may also take complaints directly to the teaching units' chief administrators of their designates.¹ If those persons are unable to resolve matters to the student's satisfaction, they are obligated to transmit written complaints to unit committees charged with hearing such complaints. A copy of any complaint transmitted shall be sent to the instructor. A written report of the action or recommendation of such groups will be forwarded to the student and to the instructor, normally within ten working days of the receipt of the complaint.

3. Complaints coming to the University Ombudsman¹ will be reported, in writing, to chief administrators of the teaching units involved when in the Ombudsman's opinion a hearing appears necessary. It will be the responsibility of chief administrators or their designates to inform the instructor and to refer such unresolved complaints to the unit committees charged with hearing such complaints. A written report of the action or recommendation of such groups will be forwarded to the University Ombudsman, to the student, and to the instructor, normally within ten working days of the receipt of the complaint.
4. Students wishing to appeal a teaching unit action or recommendation may do so as outlined in Academic Freedom for Students at Michigan State University, Graduate Student Rights and Responsibilities document, or Medical Student Rights and Responsibilities document.

¹ Such complaints must normally be initiated no later than the middle of the semester following the one wherein alleged violations occurred. Exceptions shall be made in cases where the involved instructor or student is absent from the University during the semester following the one wherein alleged violations occurred.

Guiding Principles - Michigan State University

Improve Access to Quality Education and Expert Knowledge

MSU provides access to a major knowledge base for students, alumni, and the community. It is an accessible institution committed to learning across the life span. It welcomes a diverse array of talented students who are eager to learn and who have a variety of accomplishments, potential for academic success, and career goals that can be met by MSU's strengths.

Achieve More Active Learning

At MSU, teaching and learning are connected to students' goals and to faculty expertise and scholarship. Teaching and learning are also relevant to state, national, and international concerns. MSU is an intellectually exciting community where teachers and students share the responsibility for learning. MSU students are expected to take learning seriously - to be engaged learners and critical thinkers with a capacity for making informal, independent judgments. MSU faculty link their research and teaching; they are committed to provide a vigorous academic environment that encourages active learning and high-quality performance.

Generate New Knowledge and Scholarship Across the Mission

MSU is a national and international resource for new knowledge. It provides innovative applications of knowledge to address a spectrum of significant societal issues. Faculty members in a research-intensive university are expected to engage in individual or collaborative scholarship of distinction. MSU invests in the future by encouraging basic and applied research that stretches the boundaries of knowledge and methodology. The University recognizes the integral connection between well-supported graduate programs and strength in critical research areas. MSU takes special pride in the value that is added when faculty, actively engaged in research, bring their exceptional expertise to the learning environment.

Promote Problem Solving to Address Society's Needs

MSU is dedicated to outreach and public service. University scholars translate knowledge into understandable terms and help develop strategies that empower people to use knowledge to solve problems. MSU has an interdisciplinary, problem-solving tradition. The rapidity with which complex problems arise mandates that the university display flexibility and creativity in areas where it can have an impact. To be serving Michigan in a global economy requires MSU to assume a national and international role. Faculty, staff, and students at MSU are encouraged to view their work as part of the university's efforts to illuminate problems related to quality of life and economic competitiveness.

Advance Diversity with Community

Diversity in the faculty, students, and staff is a major source of MSU's intellectual vitality and innovative spirit. MSU strives to be a community where people of different cultures, intellectual positions, and lifestyles can reach their full potential.



Such an environment develops respect for differences while fostering caring relationships, cross-cultural understanding, and common educational commitments. MSU encourages people to become fully engaged in the challenging issues of diversity within community. MSU seeks to be a university where a broad spectrum of informed perspectives gives rise to spirited mind-opening discussions that prepare us for life in an increasingly diverse world.

Make People Matter

Everyone associated with MSU benefits from a people-centered, welcoming community. The university prides itself on finding ways to address needs and delivering on its promises. In a climate of limited resources for higher education and the need for a dynamic environment, adjustments will have to be made by all at MSU. We must continue to be especially innovative and agile, as well as courteous and efficient. We will strive for continuous quality improvement while reducing bureaucracy. All levels of the institution will contribute to a climate of cooperation that is responsive to the public to all who work and study at the university.

Classroom Emergency Guidelines

For All Emergencies CALL 9-1-1

If you are a victim of a crime or a witness to one, or if you need to report a fire, medical or other emergency, dial 9-1-1.

Criminal activity that represents a threat to students, employees or campus visitors should be reported to the MSU police immediately so that the university may issue a warning to the campus community.

Active Shooter Situation (Person causing violence, person with weapon)

1. If the incident is occurring near you and you cannot safely escape, secure-in-place in a safe space where you are. Silence phones, remain quiet, and attempt to note the offender's actions
2. If you can leave, evacuate immediately, call 9-1-1 to report the incident. Otherwise:
 - **RUN** – plan an escape route, leave belongings behind, when safe call 911
 - **HIDE** – locate an interior room – lock door, block with furniture, turn off lights, silence devices, avoid windows and doors
 - **FIGHT** – if in imminent danger – act aggressively, yell loudly, throw/use objects as weapons to incapacitate attacker

Secure-In-Place (Active violence incidents, imminent threats)

1. Seek areas of refuge that are safe depending on the emergency encountered
2. Close doors and windows in your safe area; and secure the room if you can do so
3. You may maintain cellular devices in a silent mode in order to receive emergency SMS text, phone or email messages from the university, but be quiet
4. Do not let others into your safe area once secured
5. Stay in shelter location until all-clear signal is given by emergency personnel via alert and notification systems

Evacuation Guidelines (For fire or other interior hazards)

1. Pull the evacuation alarm
2. Leave the building and call 9-1-1 when safe
3. Meet at the rally site (indicated by red symbol)
4. Wait at the rally site for further instructions
5. Follow the directions of emergency action team members, police or fire personnel

Guidelines for persons with disabilities

1. Assist to the nearest / safe stairway
2. Inform the nearest police or fire personnel of their location for assistance
3. Do not use the elevator
(Deaf / hearing-impaired individuals may not realize the evacuation alarm is sounding and may require alerting and guidance to the exit and rally site.)

Seeking Shelter Guidelines (For tornado or other exterior hazards)

1. If a tornado warning is issued or if threatening weather approaches, you should seek shelter in a sturdy structure immediately
2. Avoid windows and exposed staircases
3. Avoid large roofs and ceiling areas
4. If you are caught outside, seek shelter in a parking structure, building or find a low-lying area to hide in
5. Stay in shelter until given the all clear
 - Tornado shelters are indicated on emergency evacuation maps posted throughout the building near entrances
 - Tornado warnings can be determined by the following signals: weather sirens, local tv/radio, alert notifications, and/or personal notification

Hazardous Material Leaks or Spills (Chemicals spills, gas leaks, etc.)

If the emergency requires you to evacuate the building:

1. Leave the building
2. Meet at the rally site
3. Wait at the rally site for further instruction
4. Follow the directions of the emergency action team members, police or fire personnel

If the emergency requires you to seek shelter in the building:

1. Close all doors and windows
2. Shut off fans and air conditioners
3. Remain in the building until advised of further action
4. Be prepared to move to a safe area of the building or to evacuate the building as directed by responders

Campus Emergency Contacts

Henry Center | Lansing

Conference Services Representative	(517) 819-9446
Technology Support/Manager on Duty	(517) 819-8502
MSU Police	(517) 355-2222

Management Education Center | Troy

Manager on Duty	(248) 879-2485
Troy Police (non-emergency)	(248) 524-3477



Executive MBA
Broad College of Business
MICHIGAN STATE UNIVERSITY

LANSING CAMPUS

Henry Center for Executive Development
3535 Forest Road, Suite A180 | Lansing, MI 48910 | 517.355.7603

TROY CAMPUS

Management Education Center
811 West Square Lake Road | Troy, MI 48098 | 248.879.2725

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