

Lam Family College of Business Community Engagement Task Force Report

February 22, 2021

Committee Members

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Sameer Verma, Co-Chair
Bruce Kern, Alumnus & Community Representative
Manuel Maranan, Staff Representative
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Introduction

The Community Engagement Task Force was charged with assessing the current state of community engagement practiced within the LFCoB with a focus on the challenges and opportunities. The co-chairs were appointed by Dean Eugene Sivadas. Staff representative Mr. Manuel Maranan and faculty representative, Dr. Sybil Yang were elected. Our community representative, Mr. Bruce Kern was invited to join this Task Force.

We looked through existing reports from within the college as well as at the campus level and spoke to various campus entities to inform our report. Each of these sources will be referred to in the appropriate section.

Defining Community Engagement

Community Engagement (CE) refers to a set of collective efforts that connect the San Francisco State University (SFSU) community with broader, external constituents. Currently, CE efforts across the Lam Family College of Business (LFCoB) vary widely in their constituency, purpose, longevity, efficacy, reach and impact. However, given the core of the LFCoB mission “*Prepare students for professional success through high quality teaching, innovative and relevant courses, discipline-based and pedagogical scholarship, and engagement with the academic and business communities,*” the Committee has chosen to frame CE objectives through two lenses:

1. How can CE effectively be experienced throughout the **student lifecycle**, from recruitment to undergraduate and graduate enrollment, matriculation, and alumni-status? We examined aspects of student recruitment, community service learning (CSL) courses, Study Abroad/International student exchange, internships, career events, career placement, and alumni engagement.

2. How can **faculty** utilize CE to generate *high quality teaching, innovative and relevant courses, discipline-based and pedagogical scholarship, and serve their community* as they progress through their own **professional development** journeys? We looked at the ways in which faculty facilitate community engagement such as with guest speakers in our classrooms, participating in research & professional seminars and speaking engagements, faculty engagement in research and business conferences, faculty visiting other organizations: private, government, international institutions, consulting by faculty, and overall community-engaged and community-based participatory research by faculty and students.

Appendix A contain infographics of the student life-cycle and the types of CE that we currently do and aspire to do, to prepare students for professional success. Appendix B depicts the life-cycle of a CE project through the lens of faculty, and the various ways in which they require support.

Current State of Affairs

CE efforts across SFSU and LFCoB are typically decentralized, highly fragmented, and generally initiated and executed by individuals who are driven by their passion for a given community. Currently the College lacks formal CE systems, policies, and programs. This lack of structure results in little institutional memory, coordination of effort, availability of resources, and overall confusion about processes, procedures, opportunities and objectives of community engagement efforts. As a result, we often see various ad-hoc approaches and duplicated efforts across our campus. Despite these hurdles, a few exemplar efforts and organizations do stand out. The Institute of Civic and Community Engagement (ICCE) is one of those organizations.

The Institute of Civic and Community Engagement (ICCE) supports faculty and students across campus in their community engagement efforts. As part of a focused effort to support various colleges, ICCE assigned a Fellow to the LFCoB in Spring 2020 to determine the state of community service-learning courses and community engaged research within the college of business. According to the report submitted by the LFCoB ICCE Fellow (see relevant excerpts in Appendix C), it was found that:

1. As of Spring 2020, 17 courses were taught as officially designated community-service learning (CSL) courses in the college. Many others used elements of community engagement in the classroom but had not officially designated their courses as a CSL course.
2. At least 22 faculty members were either teaching CSL courses or engaging students in the community or doing community engaged research themselves.

Engagement being an important goal for AACSB accreditation, the past AACSB report documented efforts within LFCoB in this area. Appendix D includes a list of CE initiatives and faculty efforts as documented by the AACSB committee in 2019.

LFCoB Strategic Issues Committee (SIC) conducted surveys (in Spring and Fall of 2020) on faculty community engagement, its successes, and challenges. The committee concluded that:

1. There was a lack of clarity in the definition of community engagement.
2. There was a lack of alignment between RTP guidelines and community engagement, relegating all community engagement as service. As such, CE efforts are not adequately rewarded.

3. There was no training, resources, support, or network provided for community engagement.
4. Support for this work from SFSU or LFCoB was lacking.

LFCoB aspirations, as expressed in the LFCoB Spring opening meeting in January 2021, called for deeper connection with alumni and industry leveraging locational advantage to successfully place our students in internships and launch their careers. Recognizing and rewarding service for faculty and staff was another important theme that emerged.

At the campus level, according to the [Faculty Community Engagement Research and Scholarship \(CERS\) report](#) from ICCE, faculty were asked about the most significant barriers faced in participating in CERS. The following were the top three:

1. Emphasis on research and research publication.
2. Lack of recognition for CE-Service Learning research/scholarship.
3. Limited means to document engagement in department reporting.

For those conducting CERS, the greatest barriers to “implementing CERS in the classroom and/or community” were:

1. Handling logistics.
2. Lacking the time to document research.
3. Lack of funding to conduct CERS.
4. Finding CERS experiences that were appropriate for students.
5. Risk management/liability issues & concerns.

Beyond ICCE’s efforts and LFCoB strategic issues, SFSU’s [Academic Master Plan](#) (AMP) working groups broadly agreed that SF State’s location lends to opportunities to engage with the community and suggests that faculty engage in a teacher-scholar model with application and engagement in the community for students.

Overall, there is a campus-wide recognition of the opportunities and benefits of CE, but few mechanisms exist to capitalize on the opportunities or to leverage institutional resources, to consistently execute on CE initiatives to further our mission and serve our communities.

Role of Partnerships

LFCoB in particular and SFSU as a whole can expedite its efforts on Community Engagement by leveraging existing partnerships, exploring newer partnerships, and realigning current mechanisms of assessment. In the following section, we examine these as internal (campus) and external partnerships.

Campus Partnerships

ICCE is a critical partner in this work. It can provide the infrastructure faculty need to support their work in teaching CSL courses, creating databases of community partners and available community projects, and provide risk management. The college might ask for a dedicated point person at ICCE to coordinate community engagement work and leverage what ICCE has to offer.

Research done by College of Science and Engineering (CoSE) faculty and the SF Build group has revealed inequities in community engaged work on our campus, being carried out by mainly female and BIPOC faculty. The lack of recognition in RTP for this kind of work especially emphasizes the historical inequities and systemic barriers to opportunities and advancement created in higher education that must be addressed.

External Partnerships

Beyond SFSU, LFCoB can build partnerships with city, state, and federal agencies in the areas of Civic and Community Engagement. One of the examples of such an engagement is a Civic Engagement Hackathon that SFSU has hosted in partnership with other internal units such as IT Services, where we come together with city, state, and federal agencies to address civic engagement challenges.

Another example is the creation of the MBA for Biotech Professionals Program - a partnership of LFCoB with the City of South San Francisco, and the California Life Science Association. Through this partnership the Graduate Business Programs team was able to conduct events at well-known biotech firms such as Genentech and Merck.

The LFCoB's formalized series of Fellows Programs in real estate, innovation and entrepreneurship is another example of a successful CE model.

Individual faculty have partnered with various non-profit and for-profit agencies to conduct community-led research projects to impact policy-making.

LFCoB should continue to foster its partnership with Bay Area businesses, non-profits, Chambers of Commerce and other such entities to gain a collaborative and mutually beneficial channel for community engagement projects in the San Francisco Bay Area.

LFCoB Internal Mechanisms

Beyond partnerships with on-campus and off-campus entities, some of the needs can be addressed internally by LFCoB through our mechanisms of assessment.

Two distinct mechanisms have emerged:

1. **RTP:** For faculty to continue with long-term community engagement projects, it is important for the Retention, Tenure and Promotion (RTP) process to not only recognize CE as a significant contributor to the RTP process, but also provide a distinct pathway to pursue CE from the Assistant to Associate to Full Professor positions. We observe that CE is pursued typically by Associate or Full Professors. However, if RTP processes can define and enumerate CE roles early on, it may incentivize Assistant Professors to not only look into how CE supports the mission of the college and the university, but also look at creative approaches to combining their teaching, research and service obligations via the CE channel.
2. **Accreditation:** The other avenue of community engagement that appears to be appropriate for the college is to facilitate and foster CE as part of the AACSB accreditation process. Within the bounds of the assessment rubric for AACSB, there needs to be a better definition of how CE can be used to meet the College's goals while simultaneously contributing to AACSB accreditation. These must include professional development resources for not only tenure / tenure-track faculty, but also adjunct faculty who must qualify under the rubric of AACSB.

Beyond these two primary mechanisms, the College can also continue to support needs in this area through additional operational initiatives such as:

1. **Engagement with Alumni:** Beyond the typical fundraising engagement, we must reach out to our alumni, so we can tap into their intellectual and social capital.
2. **Better Storytelling:** We need to improve our storytelling process and widely promote and disseminate successful CE initiatives. While stories may be anecdotal, they do speak to the diverse and inclusive character of our institution.
3. **Staff Participation:** Enable mechanisms for staff to introduce connections to alumni and corporations. They are often in roles that are closer to such connections. We can leverage those connections by improving our referral mechanisms. See Appendix E for some examples.

Recommendations

To improve and foster community engagement efforts within the College, the Task Force recommends the following as a list of actionable items:

1. **Community Engagement Council:** LFCoB should create a permanent and formally structured community engagement council (CEC) that involves faculty, staff, alumni and community members to create, direct, and operate a CE system for faculty, staff and alumni to perform CE work and to support AACSB requirements. Appendix F provides details about the suggested charge for the CEC.
2. **Alumni Working Group:** CEC should convene an alumni working group that will examine and recommend actions that will strengthen alumni involvement and serve as ambassadors to create teaching and research opportunities for faculty and students in collaboration with the CEC.
3. **Realignment:** To motivate faculty to engage in more CE efforts, departments should realign the way CE is assessed and recognized in departmental RTP criteria. Relevant CE efforts should be explicitly defined and recognized in policy. Additionally, LFCoB should create criteria to recognize CE contributions towards AACSB classifications.
4. **Incentive structure:** LFCoB should recognize, celebrate and reward faculty for community engaged work in teaching and research, and create incentives for staff to support students and faculty in their CE efforts.

List of Appendices

1. Appendix A: Student Life Cycle and CE opportunities within this life cycle.
2. Appendix B: Faculty Professional Development journey and CE opportunities in this journey.
3. Appendix C: Excerpts from LFCoB ICCE Fellow Report.
4. Appendix D: Excerpts from 2019 AACSB Report on CE.
5. Appendix E: Community Engagement - Graduate Business Programs
6. Appendix F: Suggested charge for the Community Engagement Council.

Appendix A

Student Life Cycle

This life cycle model portrays the various stages of how a student may travel through SFSU. This includes classic program-driven stages and occasional stages for non-SFSU students. The life cycle model also includes the stages beyond graduation, engaging with the institution as alumnus. At each stage, we list CE opportunities within this life cycle.

Figure A.1: Student-Life Cycle

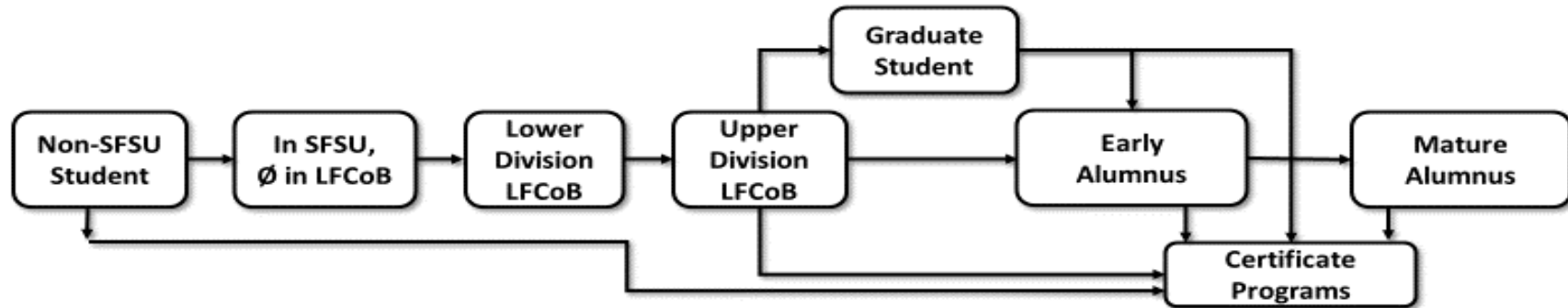


Figure A.2: Community Engagement Opportunities in the Student Life-cycle

Non-SFSU Student	In SFSU Ø in LFCoB	Lower Div. LFCoB	Upper Div. LFCoB	Graduate Student	Certificate Programs	Early Alumnus	Mature Alumnus
<ul style="list-style-type: none"> -HS Outreach -Information Session -Recruitment events -Certificate programs -Bootcamps -Professional development programs/seminars 	<ul style="list-style-type: none"> -Invitations/Active Inclusion to attend LFCoB seminars/events -Recruitment to LFCoB student orgs 	<ul style="list-style-type: none"> -Guest speakers -Field trips -Internships -CSL courses -Student organization member -Study Abroad/International student exchange 	<ul style="list-style-type: none"> -Guest Speaker -Field trips -Internships -CSL courses -Engaged Research -Practicum/External Projects/Consulting -Job placement -Study abroad -International student exchange 	<ul style="list-style-type: none"> -Guest Speaker -Internships -Engaged research -Job placement -Practicum/External Projects/Consulting -Fun First Friday/other networking events 	<ul style="list-style-type: none"> -Courses that enhance specific skills -Pathway to degree programs 	<ul style="list-style-type: none"> -Customized corporate training programs -Professional development programs and seminars -Technical Exchanges: research/case-writing -Internship placement -Job placement -Co-teaching -Friend/fund-raising -Mentoring/Coaching 	
			Partner with faculty on: <ul style="list-style-type: none"> -Technical Exchanges/Networking/Symposiums/Workshops/Hackathons/White Papers -Inter and Intra-university Programs: One-off projects/Events/Degrees -Competitions: Academic/Industry -Practicum/External Projects/Consulting/Faculty visiting other organizations -Community partner-led research/Community Development 				

Key: **Red** - Area of opportunity; **Orange**-Some active progress in place; **Green**-Good progress currently in place.

Appendix B

Faculty Professional Development journey

This professional development model portrays the various stages of how a faculty member may travel through SFSU. This includes stages of tenure track and lecturer faculty, including adjunct and 3-yr contracts. Beyond tenure, we also include stages through promotion and into retirement via FERP and Emeritus stage. At each stage, we list CE opportunities within this life cycle.

Figure B.1: Faculty Professional Development journey

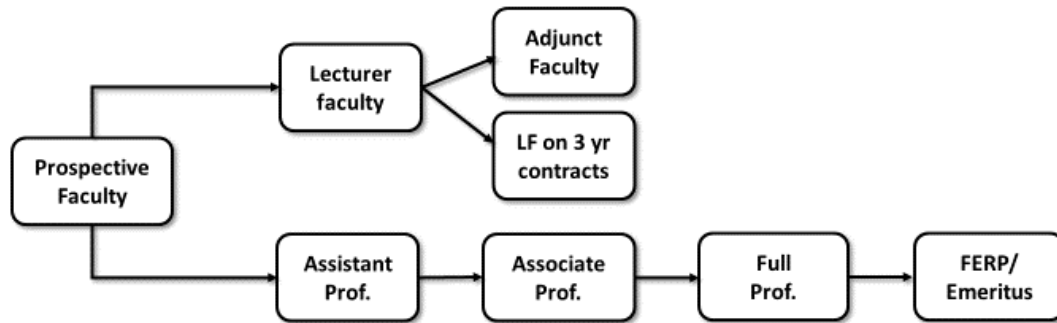


Figure B.2: Process through which faculty go through to set up a CE program

Figure 2b. Challenges of Creating & Executing Community Engagement Activities - Faculty Perspective						
Choose a CE Initiative	Create the CE Program				Run the CE Program	
	Community Partner	Students and Teaching Needs	Research Needs	Resources	Untenured Faculty	Tenured Faculty
<ul style="list-style-type: none"> -Appropriateness of faculty passions -What are the LFCoB needs/strategic direction? -What are the University-levels strategic needs/direction? -What are the community needs? <ul style="list-style-type: none"> -Businesses community -Academic community -Local/Societal/NFP communities 	<ul style="list-style-type: none"> -What partners are available -Who w/in the partner org do you contact? -Faculty don't have the connections. -Faculty don't have the time to find and start these types of relationships. -Confusing permisability to start relationships. 	<ul style="list-style-type: none"> -Very few, pure upper division electives that allow for faculty to flexibly integrate CE into curriculum. -Multi-section course standardization makes it difficult for CE-motivated faculty to implement more effortful CE heavy curricula -New courses time consuming to develop - not a priority for untenured and lecturer faculty. (RTP and resource reasons). -Students have very restrictive out-of-classroom schedules that complicate adding CEs into existing curricula. 	<ul style="list-style-type: none"> -IRB Process (including exemptions) is confusing and cumbersome. -OSRP processes add minimal value for the effort required 	<ul style="list-style-type: none"> -Unclear what start-up and ongoing funding is available to support faculty operations of CE initiatives. Faculty are generally putting in the effort because they are passionate about the CE. -Unclear what facilities/materials/equipment are available to facilitate ongoing execution of CEs (eg needs such as meeting spaces, transportation, specialty software, technical support). 	<ul style="list-style-type: none"> -RTP criteria disincentivizes CE for more concrete Research and Teaching objectives. 	<ul style="list-style-type: none"> - Unclear what RTP / ongoing motivational benefit exists for running CE programs

Appendix C

Excerpts from Lam Family College of Business ICCE Faculty Fellow Report

Anoshua Chaudhuri, Professor & Chair of Economics

LFCOB Faculty Fellow for Spring 2020

June 27, 2020

Overview

It was my pleasure and honor to serve as the Lam Family College of Business (LFCOB) Faculty Fellow for Institute of Civic and Community Engagement (ICCE) during Spring semester of 2020. My association with ICCE goes back to 2007. I have been a strong believer in the teacher-scholar model, consistently used community service learning (CSL) in one of my classes, competitively won numerous ICCE-led grants and awards for engaged research and engaged partnerships in Service learning, have served on the ICCE Advisory Council, helped develop the CSL course learning outcomes and have helped lead ICCE workshops. Through the Faculty Fellows Program, my hope and plan was to share my experience with my colleagues in the LFCOB. I knew that many of my colleagues in the LFCOB offered experiential learning opportunities to their students but did not know about ICCE or its work or the resources that it can offer faculty in the LFCOB. My plan therefore was to take this opportunity to identify and celebrate the work of the already engaged faculty members, share with them the opportunities that ICCE can offer to enhance the work they are already doing in the community. In the process, my hope for ICCE is that faculty will formally designate their classes as CSL classes and will join the campus community in offering our SF State students more service learning opportunities through their teaching and scholarship.

Reflection & Recommendations

As anticipated, most faculty in LFCoB had little idea about ICCE's role on campus. They were unaware of ICCE's mission and the resources ICCE has to offer. There was a misperception about ICCE that was further exacerbated when campus internship management was turned over to ICCE at short notice, which had initially created a backlog for faculty in the LFCoB. Many faculty in LFCoB support student internships which are often found and started with very little notice.

Through my one on one conversations with faculty, I tried to help them understand ICCE's mission in supporting faculty with CSL teaching and community-based research. The Day of Share panel helped colleagues get to know what others in the college are doing in their classes. This was particularly beneficial for junior faculty. Many faculty are teaching their classes as a CSL without understanding that they could designate their course as a CSL course, and give students the added benefit of service learning hours on their transcript. The CSL workshop that had to be held late into the semester had some interested faculty attend. These faculty members were keen to explore CSL designations for their courses. This outreach has to be a continuous process as faculty need years of conversation, inspiration and ideas to commit to service learning, as it takes a lot of time and commitment from faculty and students, beyond the classroom.

My recommendations for ICCE are the following:

1. A staff member (such as Glendie Domingo) should outreach with faculty members listed in Appendix 1 to see if they are interested in designating their courses as CSL course. If they did not attend the CSL workshop (indicated on the list), they should be invited to attend a CSL 101 workshop hosted by ICCE in the future.
2. ICCE should convene regular campus zoom showcases with faculty and their community members to showcase what faculty members are doing to engage students in the community.
3. The seeds of ideas take years to germinate and it is important to engage new faculty members to think about CSL. ICCE should ask for a slot at the new faculty orientation to present their mission and vision to new faculty.
4. ICCE should designate several faculty mentors in each college who have previously worked with ICCE or have a listed CSL course to talk about their work at the college level. This could be done through ICCE led college-wise affinity group meetings at the faculty development day.

List of Faculty doing experiential teaching and research in LFCoB (not exhaustive, list based on department chair recommendations)

Name	Department	Notes for ICCE
Ryan Smith	HTM	Met with AC on Dec 4 th 2019, very interested in CSL designation of his course/ would like to be connected to community partners
Sanjit Sengupta	Marketing	Met with AC on Feb 18 th , 2020, teaches BUS 899 with CSL. Course is already designated but students are not getting CSL hours. Attended CSL 101 workshop
Theresa Roeder	Decision Sciences	Met with AC on Feb 24 th , 2020, teaches GWAR class in DS department, is interested in designating this course, also works with the community, was a presenter at Day of Share
Todd Feldman	Finance	Met with AC on Feb 4 th , 2020 teaches several Finance courses, including one with an international component, which could potentially be CSL courses, was a presented at Day of Share
Nasser Shahrasbi	ISYS	Met with AC on Feb 19 th , 2020 teaches an experiential learning course, not so much in the community, could benefit from mentoring
Theresa Hammond	Accounting	Met with AC on March 5 th , 2020, was a presented at Day of Share, Works with students in the community, does not teach a specific class with CSL yet but is interested
Joanne Sopt	Accounting	Could not meet in person
Yao-Tien Lee	Accounting	Could not meet in person
Tina Caratan	Accounting	Could not meet in person
Sameer Verma	ISYS	Has research in the community, eg. Hackathon and One Laptop per Child, WiRED International, has been involved with ICCE in the past.
Judi Strebel	Marketing	Was recommended by dept chair, we exchanged emails but turns out she does not teach or has taught CSL courses
Kathy ODonnell	Marketing	Exchanged emails, attended Day of Share, Has taught CSL courses in the past
Nga Ho-Dac	Marketing	Did not have time to meet with him about ICCE

Minu Kumar	Marketing	Met with AC on Feb 27 th , 2020, Supervises student internships and competitions, is interested in ICCE grants to explore CSL/CBR
Leigh Jin	ISYS	Runs the Sugar network, attended day of share, would be a potential candidate to explore CSL with
Sybil Yang	HTM	Met with AC on March 3, 2020, is interested in CSL but needs more mentoring
Paul Beckman	ISYS	Did not have time to meet with him about ICCE
Tim Smith	HTM	Met with Anoshua, presented at Day of Share, is very interested in designating HTM courses he teaches as CSL
Chenwei Li	Management	Met with AC on April 9, was a presenter at Day of Share, already teaches a class with CSL but has not designated
Priyanka Joshi	Management	Is interested in CSL, could not meet in person
Dayna Walker	Management	Attended CSL 101 workshop and is interested in designating her class as a CSL
Camille Antinori	Economics	Uses CSL in Econ 550 but has not designated the course yet.

Lam Family College of Business CSL Course List

The following list represents all CSL designated course offerings ($n=17$, in alphabetical order) in the various Schools, Departments, and Programs across CoB (as of ICCE's Master List Spring 2019). Although these courses are offered through CoB, they are open for enrollment to students in any major across campus. This course information, therefore, does not necessarily match with the hours listed for student majors earlier in this report.

Business (4)

- BUS 460 Microfinance: Financial Inclusion for the Poor
- BUS 699 Independent Study
- BUS 788 Management Principles and Organizational Behavior
- BUS 899 Independent Study

Economics (2)

- ECON 640 Health Economics Analysis and Research
- ECON 840 Health Economics Analysis and Research

International Business (2)

- IBUS 699 Independent Study
- IBUS 899 Special Study

Information Systems (1)

- ISYS 573 New Advances in IT in Organizations

Management (5)

- MGMT 437 Entrepreneurial Internship
- MGMT 567 Internship in Management
- MGMT 699 Independent Study
- MGMT 863/CFS 863 Seminar in Social Entrepreneurship

- MGMT 899 Independent Study

Marketing (3)

- MKTG 440 Advertising Creativity and Production
- MKTG 699 Independent Study
- MKTG 899 Independent Study

Appendix D

An excerpt from the 2019 AACSB Report on Community Engagement

ENGAGEMENT

Initiatives and activities where the College has demonstrated proactive collaboration, interaction and dialog with its constituents (Students; Business/Industry; and Community).

Faculty Engagement with the Community

Faculty Serve on Civic and Not-for-Profit Boards - Several faculty members are active members of civic and not-for-profit and volunteer boards:

- Prison University Project – Theresa Roeder, Board of Directors
- WiRED International – Sameer Verma, Board Member
- Drupal Association – Sameer Verma, Board Member
- SUGAR Labs – Sameer Verma, Board Member
- Women in Logistics – Susan Cholette, Educational Director
- Indian Health Economics and Policy Association– Anoshua Chaudhuri, Board Member
- Richmond Area Multiservices, Inc (a mental health non-profit) – Anoshua Chaudhuri, Board Member
- University Corporation- Anoshua Chaudhuri, Board Member
- Friends of the Library – Treasurer, Bruce Heiman; Colin Johnson, Board Member
- California Geographical Society – Elected Board Member, Ian Dunham

Faculty Serve in Operational Roles for Community Organizations - Several faculty members consistently dedicate their time to the operations of community organizations:

- Prison University Project – Theresa Roeder, Tutor/Instructor
- Mundodeninos.org – Ciomek, NPO Webmaster
- Civic Innovation through Open Data – Sameer Verma, Principal Organizer.

Facilitation of Student Body Engagement with External Communities

The College and its faculty create, facilitate, and otherwise enable the student body to interact and otherwise engage with relevant constituents including businesses, not-for profits, and research and industry organizations.

Student Participation in Business Competitions - Several faculty members are active members of civic and not-for-profit and volunteer boards:

- Community Bank Case Study (CBCS) Competition: Semi-finalists – (2017, FIN – Xue Han)
- Smith Travel Research (STR) Market Analysis Competition: 2015-2nd Place; 2016-1st Place; 2017 Finalists; 2018 Finalists – (2015-2018, HTM Faculty)
- CSU-wide economics research competition – (2018, ECON Faculty) [no other detail provided]
- Association of Latino Professionals For America (ALPFA) Case Competition - 1st Place (2015, ACCT, Theresa Hammond & John Lord)
- SFSU Shark Tank – University-wide business plan competition with external venture capitalist judges (Since 2014, IBUS Yikuan)
- Mobile App-athon Competition – Sponsored by PG&E (IS, Leigh Jin)
- See note on SUGAR Network in Appendix

Appearances, Activities, and Events to Enable Engagement Between Students and Industry

Guest Speakers in Classes – Regular engagement of relevant guest speakers in multiple classes by instructors across all majors:

- IS Department – not specific

- IBUS – Yikuan, Buddy
- HTM – Annual visits by Marriott International (Susan Roe, Mehmet Ergul, Laura Shroder)
- HTM –Ryan Smith (including Winemaker of Pope Valley Winery, and the GM of Chez Panisse)
- FIN – Yost-Bremm (including CFO of The GAP)
- ECON- Camille Antinori

Workshops & Events for Students with Industry Constituents - Faculty, as student group advisors, teachers, and program liaisons, routinely arrange for businesses and organizations to work with and provide hands-on guidance (beyond guest speaking) for the student body.

- Networking Event – Finance Department Students & Charles Schwab/Beacon Pointe – (FIN, Chris Yost-Bremm)
- Women in Logistics Career Panel – (DS, Susan Cholette)
- Meet the Firms Night – a networking event with Beta Alpha Psi – (ACCT, Tina Caratan)
- HTM Networking and Career Guidance Events – (HTM, Laura Shroder)
 - Under Represented Minorities Alumni Panel
 - Women in Hospitality Workshop
 - Resume Workshop
 - Social Media Training Panel (with LinkedIn)
 - Etiquette Workshop
- FIN semesterly occurrence in conjunction with student group Financial Analysis & Management Education Organization:
 - Resume Workshops
 - Industry Speaker Series
- ECON – Two ‘Distinguished Lecture’ Talks (Betty Blecha Lecture)
- Center for Ethical and Sustainable Business (CESB) – Mission is to “integrate ethical, environmental and social sustainability business practices through engagement between San Francisco State University’s College of Business students and Bay Area businesses.” (MGMT, Denise Kleinrichert)
 - Business Ethics Week
 - Annual High School Student Sustainability Summer Camp (MGMT, Denise Kleinrichert)
- Institute for Innovation and Entrepreneurship (MGMT, Tom Thomas)

Field Trips & Site Visits – Faculty, as student group advisors, teachers, and program liaisons, routinely arrange for individual students, groups, and classes to make site visits to local businesses and organizations.

- IMSA Activities include site visits to Google and Microsoft Silicon Valley Headquarters. (IS, Sameer Verma & Leigh Jin).
- National Society of Minorities in Hospitality (NSMH) site visits to Bon Appetite accounts including Facebook and Google managed food service accounts. (HTM)
- Field Trip to University of Science & Technology, China, the China Academy of Art, SAP China, and Alibaba headquarters (as a part of the SUGAR Network Project 2017) (IS, Leigh Jin)
- Field Trip to HeiFai, China and Barilla headquarters, Italy (as a part of the SUGAR Network Project 2018/2019) and (Minu Kumar, Leigh Jin, Sybil Yang)
- Field Trip to the New York Hotel Experience (HTM, Brian Aday)
- Economics Student Association Field trips to the San Francisco Federal Reserve Bank and site visits to companies such as Dropbox, Google

Appendix E

Community Engagement - Graduate Business Programs

The following are a brief snapshot of Community Engagement in the Graduate Business Programs.

- Partner with City of South San Francisco, California Life Science Association to create and promote the MBA for Biotech Professionals Program.
- Faculty sponsored company visits to AirBnB, JLABS, etc.
- Career Panel Discussion at offsite locations such as Genentech.
- Recruitment events in companies such as PG&E, Merck, and JLABS.
- Faculty presentation to company groups such as the Latino Employee Resource Group at PG&E and the Women's Group at Wells Fargo (sponsored by MBA alumni).
- Guest speakers in classes.
- Consulting projects with medium to small business.
- Consulting projects with Financial Organizations such as Fidelity.
- First Friday Fun events –Networking activities for students, alumni, faculty, and staff with speakers from various industries.
- Student organizations like Net Impact organize company visits.

Appendix F

Suggested charge for the Community Engagement Council (CEC):

Our hope is that the Community Engagement Council will be a transparent, central body that will help coordinate all community engagement activities for the college. This body will comprise members of the faculty, staff, alumni and community members. We hope that one representative from ICCE will be on this council. CEC will provide a mechanism and guidance for:

LFCoB constituents to:

- Find, list, submit, and adopt open CE opportunities
- Monitor, learn about the story, state and status of past, current and open CE opportunities.
- Celebrate the CE work done by LFCoB members

LFCoB Faculty to:

- Receive structured help to operate and execute CE initiatives such as the following:
 - Administrative help to cover functions such as: accounting/financial administration, marketing/design needs, and IT/IS support.
 - Process assistance to coordinate with IRB, ORSP, and risk management requirements.

LFCoB Departments to:

- Clearly articulate what is meant by community engagement, and appropriately realign RTP criteria with CE objectives and goals.
 - RTP teaching criteria should incorporate lenience and understanding to support faculty creativity and experimentation when implementing CE initiatives. For example, curriculum development grants, SETE exemptions/reprieves, and teaching assistant support.
 - RTP research and professional development criteria should explicitly recognize significant CE accomplishments in lieu of similarly impactful peer-reviewed journal publications.

LFCoB to:

- Create rewards and incentives to encourage CE objectives that are desired but not covered by RTP criteria.
 - Include Metrics in Post-tenure review processes that encourage CE
 - Establish additional College-level incentive programs to meet AACSB requirements not otherwise covered by departmental RTP criteria.
 - Redefine staff time and job responsibilities and roles to specifically allow for and enable time spent on community engagement efforts.