College of Business
San Francisco State University

Principles for Responsible Management Education (PRME)

Sharing Information on Progress Report
June 2010
Introduction from Dean Nancy Hayes

We are pleased to present the 2010 report on implementation of the Principles for Responsible Management Education (PRME) from the College of Business at San Francisco State University. At this time, we also formally renew our commitment to PRME.

The core values of San Francisco State University are equity and social justice, for which the institution is well-known. The university delivers on these values through the diversity of its students and employees, the content and delivery of its academic programs and support systems, and the opportunities for both campus and external constituencies to engage in meaningful discourse and activity.

In the College of Business, the social justice and equity values have been reflected in its focus on ethics, corporate social responsibility, and sustainable business. The College’s emphasis on socially responsible business mirrors SF State’s commitment to social justice and equity.

SF State’s College of Business has long emphasized ethics and social responsibility in its teaching, faculty research and actions. The College has required all graduate and undergraduate students to take a course on business and society for the past 25 years and in fall 2007, launched the MBA emphasis in sustainable business, the first of its kind in the 23-campus CSU system.

The College’s dedication to ethics is featured each November during its Business Ethics Week. The goal of this program is to have each faculty member in the college devote at least one class session that week to ethics in the particular discipline, along with guest sparkers at sessions open to the campus community.

The College is particularly proud to have been ranked No. 23 in the U.S. and No. 29 in the world in the Aspen Institute’s 2009-10 Beyond Grey Pinstripes survey. The biennial survey measures how well institutions prepare students for environmental, social and ethical complexities of modern-day business.

This report on the college’s activities that support the Principles for Responsible Management Education was prepared by a committee of faculty members from multiple disciplines and the draft was shared with the faculty body for input.

We are extremely proud of our faculty, who continue to place significant emphasis in the curriculum on ethics, corporate social responsibility and sustainability and who, as a result of their commitment, voted to become one of the initial signatories to PRME. Because we know there is much more to do, we appreciate the opportunity to share our progress and to learn from other institutions who have implemented the Principles for Responsible Management Education.

Nancy Hayes
Dean, College of Business
Progress Report

September 2009

The Principles for Responsible Management Education

As institutions of higher learning involved in the education of current and future managers, we are voluntarily committed to engaging in a continuous process of improvement of in the following Principles and their application.

Principle 1

Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2

Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3

Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Principle 4

Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5

Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Principle 6

Dialogue: We will facilitate and support dialogue and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Our progress in each of these areas is delineated in the pages that follow.
PRINCIPLE 1

Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

The College of Business (COB) at San Francisco State University (SFSU) has created an organizational culture committed to developing the capabilities of students to be future generators of sustainable value for business and society. The College of Business has created this culture through: developing, implementing and measuring goals; concentrated and integrated core curriculum courses; hiring faculty educated in and doing research in sustainable business; and creating ongoing curriculum and extracurricular programs in support of Principle 1. The various activities that support institutionalization of this principle are delineated below.

SFSU and College of Business Values

SFSU has a long-time commitment to social justice. In fact, the first of the university’s seven strategic goals is:

“A commitment to its core values of equity and social justice through the diversity of its students and employees, the content and delivery of its academic programs and support systems, and the opportunities for both campus and external constituencies to engage in meaningful discourse and activity” (SFSU Strategic Plan, 2005-2010, http://www.sfsu.edu/strategic_plan/strategic.html).

San Francisco State University has been recognized by the Princeton Review as one of the nation’s top 286 environmentally responsible colleges and universities. The University is listed in “The Princeton Review’s Guide to 286 Green Colleges,” which recognizes institutions that have demonstrated a dedication to sustainability in infrastructure, activities and initiatives. In the ranking, SF State was recognized for a variety of environmental activities, including: a wide range of degree offerings related to sustainability, research opportunities available at the Romberg Tiburon Center and surrounding wetlands, as well as campus-wide composting activities and efforts to encourage biking.

The commitment to social justice is reflected in the business curriculum, faculty and student research, COB alumni and speaker programs and service activities of the university. Faculty in the business school understand and support this institutional commitment. One of the primary strategic initiatives of the College of Business is the development of its commitment to social justice.

Curriculum Goals

The core courses at both the undergraduate and graduate levels have stated learning goals. These goals reflect the importance placed on including social, ethical and environmental content in core courses.

The undergraduate core curriculum includes the following learning goals:

Students understand the ethical, legal, political, social and cultural environmental issues related to the operation of business:

A. Ethical Issues
1. Students will identify key concepts in business ethics;
2. Students will recognize the ethical dilemmas in specific business cases;
3. Students will analyze how ethical issues can affect the interests of different stakeholders;
4. Students will propose a business solution to the ethical dilemmas.

B. Legal, Political, Social and Cultural Issues
1. Students will recognize the relevant global issues including legal, political, social and cultural factors in specific management situations;
2. Students will analyze the impact of the global issues such as related to legal, political, social and cultural factors in specific management situations;
3. Students will demonstrate the ability to propose business solutions based on the analysis of global issues including legal, political, social and cultural factors.
4. Students will understand the ethical, legal, political, social and cultural environmental issues related to the operation of business.

The graduate core curriculum includes the following learning goal:

**Ethical, global and social awareness**

Each student will be aware of ethical, global and social issues surrounding key business decisions, act responsibly and:

a. Identify, articulate and disseminate the core organizational values.

b. Evaluate the ethical, global and social issues of each business option for every stakeholder group.

c. Make business decisions consistent with stakeholder needs and organizational values.

The majority of core courses at both the undergraduate and graduate level are expected to include content that relates to these goals and these courses are assessed to ensure that content is covered.

### Required Courses in Business & Society

For over thirty years, the College of Business has required each graduate and undergraduate student to take a course that covers the social, ethical, legal, political and environmental issues facing business. At the undergraduate level, all students are required to take BUS 682 – Seminar in the Environment of Business, with the following course description:

Evolution of business and its interaction with the political, legal, social, and ethical environments. Effects of environment upon managing the business enterprise.

In the MBA program, all students are required to take BUS 784 – The Social, Political and Legal Environment of Business, with the following course description:

Contemporary social, political, and legal issues that demonstrate the mutual impacts of economic and non-economic institutions both here and abroad.

Requiring students to take these courses ensures that every business student has significant exposure to the social, ethical and environmental issues confronting them as managers.

### MBA Emphasis in Sustainable Business

In 2007, the COB developed the MBA Emphasis in Sustainable Business. This emphasis provides students with an in-depth appreciation of the environmental and social dimensions of conducting business in a global market. Three aspects of sustainable business that improve a firm's long-term performance are emphasized: managing risks (regulatory, reputation, litigation, market, etc.); values-driven leadership; and recognizing market opportunities created by environmental and social challenges. Learning outcomes include how to articulate the business case for sustainability, how to develop and lead internal and external coalitions needed to drive organizational change, and how to implement metrics for measuring progress and providing accountability.

In addition to the core MBA requirements, students specializing in sustainable business must complete the following courses:

**The Social, Political and Legal Environment of Business (BUS 784)**

Contemporary social, political, and legal issues that demonstrate the mutual impacts of economic and non-economic institutions both here and abroad.

**Managing the Sustainable Business (MGMT 856)**

Skills and perspectives required to manage and operate a sustainable business. Focus on the tools necessary to perform each business function (such as marketing, manufacturing, distribution, purchasing, HR, R&D, information systems, finance, accounting) taking environmental and social implications into account.

**Business Management and Environmental Leadership (BUS 857)**

Impact of business organizations on the natural environment. Approaches to effectively respond to environmental issues.

**Sustainability and Business Opportunity (MGMT 858)**

Focus on business innovation to meet society's emerging needs. Practical knowledge and experience in understanding needs not met effectively by current business practices and in developing innovative business strategies to address them.

Furthermore, students must complete two advanced level business electives with significant sustainability content.
Annual Business Ethics Week

The College of Business established Business Ethics Week in 2006. Every Fall semester, the College focuses a full week on topics related to social, ethical and environmental issues. Speakers and panel discussions are scheduled and are open to all students and faculty. In addition, all faculty in the COB are asked to focus at least one class session that week on ethical, social or environmental topics related to their discipline (accounting, finance, marketing, etc.). In some cases, faculty members bring guest speakers into the classroom, while others include a teaching module in support of Ethics Week.

During Business Ethics Week, over 4,000 business students at SFSU’s COB hear from business and industry experts on topics related to business ethics. The College embraces the topic with well over 50 percent of faculty integrating ethics-related modules or speakers.

Events open to the entire campus community during Business Ethics Week have included:

- Jon Hoak, Chief Ethics & Compliance Officer, Hewlett-Packard, speaking on the topic of ethics and corporate governance (2007)
- Deanna Robinson, VP - Corporate Social Responsibility, Gap Inc., speaking about global initiatives corporate responsibilities in clothing and apparel manufacturing (2008)
- Julie Williams, Ethical Sourcing Manager - Global Responsibility, Starbucks talking about global efforts to ethically source fair trade and other sources of coffee beans (2008)
- Winston Hickox, Partner, California Strategies LLC, on the topic of Institutional Investor Sustainability Strategies (2008)
- Katie Excoffier from Genentech speaking about the social responsibility and sustainability efforts of Genentech and the employee-driven Green Genes activities (2009).
- Tim Smith, former Sustainability Officer at Shaklee Corporation, speaking on corporate practices as they relate to sustainable strategic initiatives (2009).

Sustainable Business Faculty

The COB has institutionalized its commitment to sustainability by hiring five full-time faculty members who only teach courses relating to the social, ethical and environmental aspects of business.

These faculty are:

Murray Silverman is a Professor of Management in the College of Business. He teaches in the areas of Business & Society, Strategic Management, and Business & the Natural Environment. A primary focus of his teaching and research has been the impact of business organizations on the natural environment and what they are doing and can do to become more environmentally sustainable. In 1995, he developed a graduate seminar – BUS 857: Business Management and Environmental Leadership – which he teaches every Spring semester. In 2000, he developed an undergraduate course – BUS 450: The Greening of Business – which is a General Studies course, an elective for College of Business students, and an elective for Environmental Studies majors. He received his M.S. in Industrial Administration from Purdue University’s Krannert School and his Ph.D. in Business from Stanford University.

Tom Thomas is an Associate Professor in the College of Business. He teaches in the area of the Social, Political, Ethical and Legal Environment of Business. He began his academic career as an assistant professor in the University of Washington’s School of Business Administration, where he spent eight years teaching courses in Business, Government, and Society, Environmental Management, and the Politics of Business Regulation. While there, he conducted research primarily in business political strategy and corporate environmental management, and co-founded the first MBA Environmental Management program in the U.S. He received both his Ph.D. (in Business & Public Policy) and his MBA from University of California, Berkeley. He also received his Master of Public Policy degree from the University of Michigan.

Bruce Paton is an Associate Professor in the College of Business. He teaches in the areas of Business & Society, Business & the Natural Environment, and social dimensions of sustainability. His early career included experience in government and in environmental consulting. At Hewlett-Packard, he ran a corporate product stewardship program
and led training and business planning processes for the corporate manufacturing and corporate environmental health and safety groups. His primary research interests focus on corporate voluntary environmental initiatives and innovative policies to influence corporate environmental performance. He developed an undergraduate course MGMT 655: Business Innovation to Meet Emerging Needs—which focuses on business responses to global poverty and emerging markets. He received his Ph.D. in Environmental Studies from U.C. Santa Cruz and his MBA from Stanford University.

Peter Melhus is an Assistant Professor in the College of Business. He teaches in the area of the Social, Political, Ethical and Legal Environment of Business and the environmental and social dimensions of sustainability. In 1998 he completed a 25-year career with Pacific Gas & Electric Company, the last eight directing environmental policy for the company. His primary research interests focus on institutionalized incentives for corporate social and environmental responsibility and the relationship of corporations to their external constituents. While lecturing at San Jose State University in 2005, he developed a graduate course which helped students understand why public and private-sector environmental planning is in the self-interest of the business community. He received his Ph.D. in City and Regional Planning from U.C. Berkeley and his MBA from Santa Clara University.

Denise Kleinrichert is an Assistant Professor in the College of Business. She teaches in the areas of Business Ethics, and Business, Society and Sustainability. Her career includes corporate experience in risk management and human resources in the insurance, hospital, and banking industries. She has published in the areas of corporate community initiatives, corporate social responsibility and accountability, sustainable business, MBA business education, and board director risk and transparency, with continuing work in student attitudes regarding corporate responsibilities, corporate decision-making and humanity, Pareto Optimality and economic chivalry, moral leadership, and climate change pertaining to the agricultural industry.

Net Impact Chapter

Net Impact is a global network of MBAs and professionals with 200 chapters on six continents including 80 graduate schools. Its mission is “to improve the world by growing and strengthening a network of new leaders who are using the power of business to make a positive net social, environmental, and economic impact.” SFSU’s chapter of Net Impact was formed in 2001 and has 30 MBA students and alumni members.
In the 2009-2010 Beyond Grey Pinstripes survey, SFSU’s MBA program ranked 29th internationally and 23rd nationally for its inclusion of ethical, social and environmental content. This determination reflected significant growth from the earlier assessment. In the 2007-2008 Beyond Grey Pinstripes survey, SFSU’s MBA program ranked 37th internationally and 27th nationally for our inclusion of ethical, social and environmental content. SFSU was one of only two state universities to be ranked in the top 100 in each of these evaluations.

More than 30 MBA courses across all COB Departments include social, environmental or ethical content. Those courses are listed and described below.

PRIME Principles 2 and 3 relate to the development of curricula and educational frameworks that reflect the values of global social responsibility and responsible leadership.

Our activities that reflect Principles 2 and 3 are delineated in the following sections:

**COB MBA Courses that Include Ethical, Social and/or Environmental Content**

One very good measure of the extent to which an MBA program is preparing future business leaders to be able to deal with social, ethical and environmental challenges is the biennial Beyond Grey Pinstripes Survey conducted by the Aspen Institute. The survey measures how well institutions prepare students for environmental, social and ethical complexities of modern-day business.

In the 2009-2010 Beyond Grey Pinstripes survey, SFSU’s MBA program ranked 29th internationally and 23rd nationally for its inclusion of ethical, social and environmental content. This determination reflected significant growth from the earlier assessment. In the 2007-2008 Beyond Grey Pinstripes survey, SFSU’s MBA program ranked 37th internationally and 27th nationally for our inclusion of ethical, social and environmental content. SFSU was one of only two state universities to be ranked in the top 100 in each of these evaluations.

More than 30 MBA courses across all COB Departments include social, environmental or ethical content. Those courses are listed and described below.
Management Department Courses

BUS 784: The Political, Social and Legal Environment of Business

Many of the most complex issues confronting business leaders concern social, political, and legal issues outside their formal business training. This is a course to develop the leadership skills necessary to understand, and anticipate or respond to these complex emerging issues. Students learn about the historical evolution of the business-society relationship in the U.S., various models of the business-society relationship, social responsibility, the ethical aspects of management, business-government relations, management of corporate environmental responsibilities, consumer issues, employee relations, globalization, and corporate governance.

BUS 788: Management Principles and Organizational Behavior

The purpose of this class is to introduce students to theories and best practices of management and leadership and to help the student develop the managerial skills necessary to compete in today's competitive environment. The course covers a wide variety of topics, including employee rights and participation, workforce diversity, leadership, global environment, managerial ethics, corporate social responsibility, work/life balance, etc. Student teams complete semester-long consulting projects, many of which are concerned with organizational change and sustainability issues. Topics are covered through readings, lectures, discussions and examinations. One full week is specifically devoted to ethics and social responsibility, with that chapter from the textbook supplemented with handouts, articles and current news cases. These topics regularly surface and are revisited throughout the semester when discussing their links to and implications with other course topics.

MGMT 842: Seminar in Organizational Design and Change

Today's competitive, fast-paced, global economy requires regular organizational changes just to survive. This class examines the utilization of behavioral science knowledge to enhance employee well being, work team performance and organizational effectiveness. Topics covered include social and ethical issues. Specifically, students are taught to exercise high personal ethics as they conduct research for their semester team project (4-6 students in each team) involving the gathering and use of confidential data on employee attitudes within an organization facing a real presenting problem, e.g., high employee turnover, productivity declines, etc. The team project comprises 25 percent of the student's grade. Additionally, the managerial ethical responsibility of providing a psychologically healthy workplace is integrated into most classroom lectures throughout the semester, reinforcing this component of professional ethics.

BUS 857: Business Management and Environmental Leadership

This seminar is for students interested in the impact of business organizations on the natural environment and the types of approaches businesses are taking and can take to effectively respond to environmental issues. Students taking this course will be better prepared to assist organizations in incorporating environmental considerations into their decision-making. We ask, and attempt to answer, a number of challenging questions over the course of the semester: • What are the most serious environmental problems we face, and how are companies contributing to the problems? • What can businesses do to respond to these environmental problems? • Why should they take action and how far should they go? • What are the barriers or constraints to managing businesses in a sustainable manner? • What about companies that have already embarked on a path of proactive environmental responsiveness - what approaches and practices are they pursuing, and what can we learn from them? • What new business opportunities are being created by the need to shift toward sustainable business management? • What are the respective roles that should be played by business, government, non-governmental organizations and educational institutions in creating a sustainable economy?

MGMT 855: Ethics in Decision Making

This course is dedicated to identifying and solving real world ethical dilemmas present in daily life. It examines business ethics in the current environment with special emphasis on Tyco, Enron, Worldcom, Imclone and Adelphia. Corporate governance and Sarbanes Oxley receive special attention both from industry experts and the instructor who has many years of direct involvement in this arena. Case studies are drawn from real life examples of ethical failures and successes. Knowledgeable guest speakers from business, law and medicine interact with the class. In addition, videotapes of prior guests' appearances, small group discussions and contemporary films addressing ethical issues complement the readings. Large and small group discussions of these issues, as well as a thorough examination and evaluation of various decision making models are tools that students can use to help them solve ethical dilemmas they regularly confront.

MGMT 848: Seminar in Leadership Patterns and Opportunities

This seminar affords the graduate student the opportunity to blend management and leadership theory with real-world concerns of corporate executives. Guest speakers,
most of whom are senior level executives of firms in the Bay Area, share their views and experiences on issues facing today's managers. Topics covered include ethics in executive decision-making, organizational structures that lead to corporate social responsibility, the ethics of control systems, and sustainable development. Approximately 35 percent of class time is spent discussing and analyzing these and other related topics. Student semester papers require the integration of the reading and guest speaker presentations and a self-assessment of the student's own leadership competencies.

BUS 858: Sustainability and Business Opportunity

This course is designed as a seminar for students interested in business opportunities emerging at the intersection between business and society's emerging needs. The focus for this seminar is business opportunities that address problems associated with global poverty. The primary objective is to provide practical knowledge and experience in developing proactive business strategies to address needs not met effectively by current business practices. Specific topics covered include sustainability, bottom-of-the-pyramid, microfinance and social enterprise.

BUS 890: Seminar in Strategic Management

The objectives of this seminar are to: (1) teach students, cutting-edge strategic management concepts, tools and techniques, (2) integrate students, prior business administration course work into a strategic management framework, and (3) create an atmosphere in which students can study and experience unstructured problem solving related to management of the total firm, instead of its individual functions alone as in their prior functionally-oriented course work. Students study and analyze ethical issues faced by business general managers and discuss frameworks for helping managers make ethical/moral decisions. Moreover, students are introduced to strategic issues and problems of particular concern to top executives including consideration of the firm's social and environmental responsibilities.

Depending on the class, from approximately 20 percent to more than half the class time is spent reviewing social, environmental and ethical issues. Other topics addressed include: creating synergy between corporate strategy and social responsibility, sustainable economic growth in emerging markets and economically disadvantaged areas, executive compensation strategies, corporate reputation, inclusive capitalism, work/life balance issues and employee rights.

MGMT 831: Overview of Entrepreneurial Process

In this course, we use the most common form of entrepreneurship, new venture creation, is used as the vehicle for studying and practicing entrepreneurial behavior. Topics include developing an entrepreneurial schema, identifying and sharing superior entrepreneurial opportunities, developing and using a network of support, building a networked organization, acquiring and coordinating resources, identifying the appropriate entry strategy, estimating demand, and practicing socially responsible and ethical entrepreneurship.

MGMT 856: Managing the Sustainable Business

This course focuses on the development of sustainable businesses capable of meeting the social, environmental and ethical challenges they face. As more and more businesses move themselves along the path to being sustainable, they will need managers and professionals who can assist them in their transformational challenges. This course will provide those managers and professionals with an understanding of (1) what a sustainable business looks like and (2) the management tools and processes that lead to sustainability. Some of the questions addressed include: (1) What are the stages that businesses go through in their journey to sustainability and how can you assess an organization’s progress in that process? (2) How can businesses effectively institutionalize environmental, social and ethical values into their organizations? And (3) What are the individual change agent skills required to assist one’s organization in its movement toward sustainability?

Finance Department Courses

FIN 820: Seminar in Financial Management

Analysis and management of corporate financial risk exposure using financial derivatives. Risk exposures include, market risk, commodity price risk, currency risk, interest rate risk, credit risk and liquidity risk.

Topics related to ethics include issues associated with the risk taking of financial executives that is motivated by existing compensation schemes - for example, asymmetric incentives for hedge fund managers and incentives for mortgage lenders based on loan volume rather than quality. Also covered is the conflict of interest for credit rating agencies that receive payment from the financial institutions that create structured mortgage securities.
FIN 819: Financial Analysis and Management

This is an advanced course in financial management. The objective of this course is to help students to learn tools and concepts about how to make financial decisions such as capital budgeting and financing. Topics include the valuation of financial and real assets, risks and returns, capital budgeting and capital structure.

In discussing cash flows and other investment criteria, the class explores difficulties in forecasting cash flows associated with environmental and social initiatives or with projects that have social or environmental risks. Agency problems relative to financial managers are discussed.

FIN 825: Seminar in Investments

This course introduces students to financial decision-making in areas such as stock and risky asset portfolio management, bond portfolio management, financial derivative investment, and market efficiency and behavioral finance.

The course introduces students to trading strategies that may currently be legal but are not ethical — traders taking advantage of time differences between countries, hedge fund managers who are able to negatively influence a developing country’s currency with devastating consequences to the country. Speakers in the class included a hedge fund manager that focuses on renewable energy and carbon trading.

Accounting Department Courses

ACCT 804: Legal and Professional Responsibilities in Accounting

This course provides an overview of the laws governing contracts, sales, and forms of doing business. The course provides an in-depth examination of the role of accountants for public companies, and their responsibilities under the Securities Acts, state, regulations, and standards of professional conduct. Over one-third of class sessions cover legal, ethical, and social responsibility topics such as U.S. constitutional law, securities regulation and insider trading, professional conduct and liability, regulation of the accounting profession, and professional ethics. Recently, in response to current events, the course has covered corporate governance and the audit profession in greater depth, with a focus on managing or avoiding conflicts of interest.

ACCT 811: Federal Income Taxation

This course provides an in-depth introduction to federal tax problems: income, deductions, credits, exemptions, and property transactions. Ethics and professional responsibility is a very important component of many class discussions. The complex self-assessment federal income tax system creates tremendous temptation to cheat or create questionable interpretations of the tax law. Students often raise this issue and its consequences for clients and tax professionals. Professors also raise it as part of their presentations of technical subjects. They generally prefer to have ethical issues arise from the discussion of technical subjects, an approach that makes the importance of ethical issues more realistic.

International Business Department Courses

IBUS 815: Seminar in International Business

This introductory seminar addresses key topics in the international business environment and the operational issues facing international enterprises. A central theme of the course is the effects of globalization and their impact on management of international businesses.

The course includes one class session out of 15 devoted entirely to ethics cases such as the responsibilities of pharmaceutical companies to AIDS patients in Southern Africa. At least three other classes focus specifically on ethical issues such as predatory or discriminatory pricing, the social impacts of outsourcing and off-shoring, and the social impacts of development strategies such as import substitution. The course also includes frequent short discussions of social and ethical issues emerging from business encounters with multiple cultures.

IBUS 879: Seminar on Doing Business with Japan

This seminar is designed to expose students to a variety of issues in Japanese culture, management, organization, and employment relations. The course aims at developing an understanding of Japan, Japanese business practice, and Japan-American/Asian contrasts. The primary themes of the course concern cultural issues, firm behavior and international business strategies. The key topic areas include: corporate governance, industrial relations, labor shortages, aging population, culture/language challenges of foreign workers, gender in the workplace, culture and economic impacts, manufacturing design, changes in Japanese domestic managerial strategies in a global economy, financial markets, and state-economy relations, corruption, stakeholder relationships and trust.

MGMT/IBUS 859: International Business Negotiating

After completing this course the student understands the conceptual frameworks for effective negotiations and how to successfully prepare for negotiating. S/he also has experi-
enced negotiations through role-playing exercises. Readings, lectures and role playing exercises address such topics as market externalities, fiscal incentives for socially beneficial behaviors, conflicts of interest, stakeholder analysis, understanding and appreciating differing value systems, resolving conflicts between personal, corporate and/or cultural values, and the value of different definitions of success, for example, the triple bottom line. About 30 percent of class time is spent on these topics as students enhance their understanding of the negotiations process and develop and hone their skills.

Decision Sciences Department Courses

BUS 786: Operations Analysis

This course is an introduction to the field of operations management. The course material covers concepts related to productivity, quality and decision making in the operations of goods and services.

The classes on quality management and just-in-time (JIT) operations cover the cost savings associated with waste. Also, the ethical aspects of quality are introduced using the case of Guidant hiding defects in its heart devices as an example.

DS 852: Management Decision Making

This course helps students understand business modeling as both a craft and a science. They gain a set of analytical tools (optimization, queuing, simulation) to help them make better decisions, and learn how to use spreadsheet software more effectively and efficiently. The course includes case studies that require students to address some of the social and environmental implications of business decision making. Examples include the social impact of plant closings, optimization of production decisions in the face of regulatory constraints on the sulfur and ash content of plant emissions, and quality-of-life impacts on surrounding neighborhoods when planning a new airport runway.

DS 854: Total Quality Systems

The primary objective of this course is to introduce students to the basic concepts and tools of Total Quality Management (TQM). The course covers an overview of TQM tools, process variation concepts, continuous improvement methods, quality costs, and benchmarking and reliability. The course covers Baldrige National Quality Award criteria, and discusses in detail ISO 9000 certification and Six Sigma quality concepts. One class session focuses on product liability and the importance of not cutting corners, emphasizing how the minimal benefits are invariably outweighed by massive liability and negative publicity if products fail. Other topics include the effects of ISO 14000 on the supply chain, and the sensitivity of brand image to stakeholder goodwill.

DS 855: Supply Chain Management

This course is an introduction to the techniques and concepts of Supply Chain Management. Students learn to evaluate supply chain strategies, solve aggregate planning problems optimizing the production and distribution of goods, analyze inventory management policies, evaluate a transportation and facility network, and understand the information technologies used within the supply chain and the basics of coordination. Students also consider the social, cultural, and environmental issues, involved in plant location when outsourcing production. For example, when evaluating potential locations, cost analysis must incorporate intangible factors such as labor relations political stability, workforce education, and environmental conditions. Classroom discussions on customer relationship management (CRM) and reverse logistics consider the implications for end-of-life product take-back. Environmental and social impacts of international shipping are discussed, including the environmental impacts associated with docked ships and the societal health and environmental aspects of trucking versus rail. Guest speakers have covered topics such as greening of supply chains, and “Women in Logistics”.

DS 856: Seminar in Project Management

This course is designed to introduce students to the tools and concepts of project management. It helps students understand the entire project life cycle, realize the importance of technical, human and organizational issues in managing a project and know how to plan, schedule and control a project. In addition to teaching quantitative scheduling and control methods, faculty use case studies, projects and invited speakers to familiarize students with project-related environmental, social and ethical issues. Lectures and exercises address ethical issues such as how good project monitoring and communications are essential for preventing unethical practices such as cutting quality assurance, how deception in dealing with suppliers undermines project success, and the importance of dealing honestly with top management when expectations diverge. Student teams are challenged to develop project proposals that meet a non-profit foundation’s criteria, such as providing vocational education for disadvantaged populations, installing solar panels on urban rooftops, and planting organic urban gardens. Recently invited speakers include an executive from a leading green cleaning products manufacturer who discussed carbon footprint analysis and green materials sourcing as they relate to project management.
Information System Department Courses

BUS 782: Information Systems for Management

This course provides an introduction to information systems and their use for organizational management. Topics covered include: Role of information systems, data and knowledge management, internet infrastructure, information security, e-commerce, intranet and extranets, enterprise information systems, ethics, risks and compliance. Topics are relevant to for-profit, non-profit and government organizations.

Both the business case and the ethical rationale for safeguarding customer and employee privacy are explored. Compliance with FERPA, HIPAA, ADA and Sarbanes-Oxley are covered.

IS 814: Information Systems for Strategic Advantage

Business practices, information technology & systems and compliance requirements are rapidly evolving in the networked economy. This course helps students better understand the role of information systems in sustaining an organization’s operations and in enabling the pursuit of its strategies.

There is a major focus in the course on environmental issues in IT. Discussion of the economic and environmental implications of distributed systems includes energy use in data centers, reduced need for physical facilities and equipment and consideration of environmental life-cycle impacts of equipment. Other topics covered include: governance and compliance, global issues including the digital divide, privacy issues and work-force implications including job losses due to outsourcing.

IS 882: Seminar in Information System Resource Management

This seminar focuses on the principles and practice of managing an organization’s information system resources: planning for the information system function; computing services acquisition and staffing; organizing and controlling the information process activity. The seminar is intended to create an appreciation and understanding of the issues and challenges facing managers who must take advantage of the corporate information system resource.

Topics covered in depth include an exploration of what it means to be an ethical CIO, IT governance issues such as Sarbanes-Oxley and CoBIT, the impact of information technology on society and IT globalization issues.

IS 871: E-Commerce Systems

This course examines information systems that provide electronic commerce support for an organization. The course covers e-commerce concepts, types of e-commerce, e-commerce models, the technology used in e-commerce systems, and the planning, design, implementation of e-commerce systems.

Topics covered include: privacy issues and implications for protecting customer information as well as ethical and privacy issues associated with mobile computing, wherein customer location can be tracked. A theme throughout the course is the changing face of commerce due to e-commerce and the concomitant impacts on society; for example, the environmental impacts of less driving and reduced investment in conventional brick and mortar facilities.

Marketing Department Courses

BUS 787: Marketing Management and Multinational Operations

This course provides a general introduction to the principles and practices of marketing. It addresses the variety of marketing roles within organizations, and explores how marketing is influenced by the global, social and economic environments of business. Specific topics include social marketing for issues such as energy conservation, green washing and deceptive advertising practices, and ethical issues in market research, such as consumer privacy. Recent sections have included at least one session devoted to ethics in marketing.

MKTG 860: Strategic Marketing

This course is designed to acquaint business students with concepts, principles and practices in marketing strategy. The course focuses on development, implementation and evaluation of marketing plans for product markets. It emphasizes the use of marketing knowledge to address strategic issues.

The course objectives explicitly include developing students’ understanding of ethical and social responsibility implications of marketing issues. Case studies in recent sections have focused on topics including sustainable and socially responsible positioning, social marketing for health awareness, fairness in pricing, truth in advertising and planned obsolescence, marketing, targeting of children and other vulnerable populations, aggressive competitive practices, marketing to meet the unmet needs of the poor, and ethical issues in competitive intelligence gathering.
MKTG 861: Consumer Behavior
This seminar focuses on how marketing affects the lives of consumers and the societies they live in. The course examines psychological, sociological, anthropological and economic processes affecting consumer choices and the implications of those factors for consumer and societal well-being. The course requires students to complete a project with an in-depth comparison of two products in a single industry. The required analysis includes assessment of the social impact of the product.

MKTG 862 Advertising and Promotion
This course focuses on advertising as a process. It addresses topics including advertising planning and creative development, media planning, and integration of advertising with other business. This year, class participants attended a Business Ethics week event featuring Starbucks and The Gap as a class and then discussed the ethics and social effects of those companies global branding. The course also includes a discussion of branding for the U.S. Army and the ethics of advertising products and services that conflict with one’s personal values.

MKTG 875: Brand Management
This course focuses on strategies for building and maintaining brands. The course addresses theories concerning consumer responses to brands and brand strategies. Topics discussed include the harm to brands from boycotts and consumer campaigns motivated by the ethical and social conduct of the firm.

MKTG 885: Marketing of High-Technology Products and Services
This course focuses on marketing in the context of high technology, which is characterized by high levels of uncertainty concerning technology and markets. The course deals with assessing potential demand, creating a value proposition, pricing, assessing technological uncertainty and the unintended consequences of new products, designing marketing campaigns, and coordinating supply chains and distribution channels. Three weeks out of 15 explicitly address social and ethical issues. The course devotes at least one session entirely to ethical issues. Another session included a class discussion of a case concerning the ethics of differential pricing of two closely related drugs targeted at very different populations. The discussion focused on a stakeholder view of the dilemmas. Other topics include safety and environmental effects associated with technological uncertainty.

MKTG 888: New Product Management Seminar
This course addresses the design and development of new products and innovations, and the development and execution of marketing strategies for new products. The course emphasizes of understanding customer needs and translating that understanding into design criteria, product specifications and product prototypes. The course also focuses on the role of the product manager in bringing the product from concept to market.

The course is project based, allowing students to take a product from concept to prototype and marketing plan. In addition to encouraging them to explore products to address social needs, the course requires them to evaluate the environmental effects of their product ideas.

COB Undergraduate Courses that include Ethical, Social and/or Environmental Content
There are a number of courses in the undergraduate program that are entirely focused on issues related to sustainable business. BUS 682: Seminar in the Environment of Business is a required course for all undergraduates. This course introduces students to sustainability issues, corporate social responsibility, stakeholders and stakeholder analysis, the political and regulatory environment and ethical concepts related to business.

Other courses related to sustainable business are electives and are described below:

BUS 440: Ethics at Work
Ethical theory in the business enterprise from a variety of perspectives. Role of work, co-workers, superiors, and environment.

BUS 450: Greening of Business
Impact of business firms on the natural environment; forces driving businesses to become environmentally sustainable and types of approaches businesses are taking to respond to environmental issues.
MGMT 535: Social Entrepreneurship

Development of business skills to create innovative approaches to societal problems. Examination of local and international ventures that have dual missions of social impact and financial sustainability. Emphasis on opportunity assessment, business models, strategy and social impact.

MGMT 640: Managing Diversity in the Workplace

In-depth exploration of how gender, ethnicity, sexual orientation, age, physical ability and size impact employee experiences and management’s challenges and opportunities for developing the talents of diverse workers.

MGMT 655: Sustainability and Innovation

Challenges of creating a more sustainable society and the emerging opportunities for business to become an innovative force in addressing those problems.

DS 655: Sustainable Supply Chain Management

This course is currently under development and should be offered initially in Spring 2011.

Many other undergraduate courses include ethical, social and environmental content. However, we have not surveyed the faculty to identify those courses. This is a future project we can pursue in relation to documenting our PRME activities.

Case Writing

Two COB faculty members have written award-winning sustainability cases that are widely used in business courses around the world. The OIKOS Sustainability Case Competition is an annual international event. The panel of 15 referees that review (double-blind, peer review) the cases is a Who’s Who of distinguished faculty in the area of business sustainability.


- Kimpton Hotels: Balancing Strategy and Environmental Sustainability is one of the most utilized cases on the web-site caseplace.org, which features cases related to the social, ethical and environmental issues facing businesses. The case has been published in Case Studies in Sustainability Management and Strategy, edited by Jost Hamschmidt, Business and Society by Anne Lawrence and James Weber (11th and 12th editions), and Strategic Management: Concepts and Cases by Thompson, Strickland and Gamble, 15th edition. (Murray Silverman and Tom Thomas)
The College of Business faculty has been actively engaged in research relating to sustainable business and issues relating to the social, ethical and environmental dimensions of business. Journal publications during 2007-2008 are delineated below.

**Faculty Publications relating to the Social, Ethical and Environmental Dimensions of Business**

**Denise Kleinrichert, Management Department**

**Anita Silvers, Ph.D., Chair, Philosophy Department**


This chapter discusses corporate boards and their important role in managing risk, but also as sources of risk. The corporate board’s role in overseeing increasingly complex risk management techniques, control the risk that their activities impose on the firm and on society, and the ethical dimensions of corporate board behavior in managing risk and imposing risk on the firm’s various stakeholders.

**Denise Kleinrichert, San Francisco State University**


This paper analyzes stakeholder relationships using J. Pfeffer’s intra-organizational ally-building model as a basis for extension to inter-organizational ally-building in communities in which corporations do business in order to achieve powerful, community allies and reciprocal relationships focused on corporate community involvement in social responsibilities for its citizens.

**Tom Thomas, San Francisco State University**


This paper analyzes the growing undergraduate business students’ cynicism towards corporate leaders as a result of the awareness of corporate wrong-doing vis-à-vis the natural environment and the potential for reconciling legitimacy for students to develop inclinations to take action towards sustainable business practices upon graduating and joining the workforce.

**Yim Yu Wong, San Francisco State University**

**Andre M. Everett, University of Otago**

**Joel D. Nicholson, San Francisco State University**


This paper discusses the social relations between national culture, national subcultures and innovation based on three perspectives: divergence, convergence and crossvergence using “culture” and “culture and innovation” literature. Two key sets of literature for this conceptual paper include: first, the three perspectives of macro-level cultural interaction; second, the relationship between culture and innovation. Hofstede’s five dimensions of culture in the workplace are employed when discussing the impact of culture and innovation.

**PRINCIPLE 4**

**Research:** We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

This paper analyzes and suggests solutions regarding transportation impacts on the community and the natural environment at key entry/exit points to San Francisco via bridge accesses for private vehicles. The primary concerns of idling traffic and congestion illustrate the impacts of increased vehicle emissions on the natural environment, vehicle emissions on air quality and the social impacts of anxiety and stress related commuting due to a lack of optimal FasTrak electronic bridge toll uses.

Mitchell Lee Marks, San Francisco State University


This article examines the impacts of mergers, acquisitions, downsizings, and restructurings and other on organizations and their employees. The natural process of human adaptation to change, and its psychological, social, and ethical concerns provide a framework for adaptation to organizational transition and change.

Mitchell Lee Marks, San Francisco State University


This article describes an HR team's call to action in managing an organization's transition from a healthy, vibrant and financially successful workplace to its death after being acquired. The HR team's mission was to help people deal with transition and new ways of thinking, readying employees for cultural change, including an uncertain future with the organization and eventual lay-offs.

Mitchell Lee Marks, San Francisco State University


This paper examines the social impacts and attitudes about mobile phone use in social settings where co-located people can be bothered by their use. Particular analysis of the demographic differences in these perceptions illustrates multi-national distinctions among people.

Anthony T. Hoang, Graduate Student, San Francisco State University

Robert C. Nickerson, San Francisco State University

Paul Beckman, San Francisco State University

Jamie Eng, San Francisco State University


This article addresses the social impact of corporate culture on the workplace and home work for employees telecommuting as part of enterprise mobility in securing business functions that may be performed with increasing employer encouragement of use of remote applications by their employees. The employer-employee tensions that may arise include monitoring employee activity, measuring employee productivity, ensuring task completion and coworker collaboration. Additional conflicting concerns include employee feelings of autonomy and isolation, environmental benefits due to lower traffic congestion vs.detached societies.

In this article the authors analyze employees' perception of hotel service climate by testing the impact of employees' perception of organizational trust on employees' satisfaction, linking trust and service in the hotel service industry.

Bruce Heiman, San Francisco State University
Weining Li, South China University of Technology
George Chan, University of San Francisco
Salvador D. Aceves, University of San Francisco


This article explores the strategic, cultural and organizational fit on U.S.-China joint venture performance using a survey of over 80 U.S.-China joint ventures. Important considerations are managerial communications (cultural fit), harmony regarding hiring decisions (organizational fit) and performance outcomes.

Asayehgn Desta, San Francisco State University


This paper examines the commitment and achievement of voluntary self-assessment code goals for wine industry members to achieve more efficient Environmental Management Systems (EMS) and whether these wineries are producing environmentally sensitive wine as defined by the California Sustainable Winegrowing Codebook. The key areas of concern are inclusive of: the ecosystem, energy efficiency, winery water conservation, materials handling, solid waste reduction, human resources, community relations.

George Lee, San Francisco State University


This article the theoretical and practical applications of post-Communist reforms on the economic market climate in the Central European Economies and the former Soviet Union and the resultant risk to the well-being of these nations’ citizens as a result of the privatization of business commerce and manufacturing, foreign investment, and the allocation of scarce resources. The results have shown that the policies have failed to mitigate unemployment, including an increased social and economic well-being of citizens.

Philip Siegel, Florida Atlantic University
John O Shaughnessy, San Francisco State University


The purpose of this paper is a consideration of the FIRO-B technique to analyze the increasingly important social interaction preferences of certified internal auditors working in U.S. corporations with diverse work environments.
Using Nonverbal Clues to Detect Deception, Internal Auditing, (2008)2(23) 23-29. The purpose of this paper is a review of how psychological research into nonverbal communication might benefit internal auditors to detect possible deception when interviewing employees.

Does the Sarbanes Oxley Act Promote Ethics in Corporate Governance? International Journal of Accounting Information Science and Leadership, (2008)1(1) 111-119. The purpose of this paper is to examine how the Sarbanes-Oxley Act impacts ethics in corporate governance. It examines ethical issues in corporate failures and reviews aspects of the Act that promote ethics in corporate governance. It also identifies limitations of the Act in promoting ethics in corporate governance.

Has Sarbanes Oxley Changed the Financing of Companies and Allocation of Capital Markets? The Journal of Global Business Management, (2008)2(4) 92-97. This study reviews the additional costs imposed by the Sarbanes-Oxley Act of 2002, together with the decline in confidence in initial public offerings, and the lack of investor confidence due to corporate fraud, concerns over the ethics of U.S. public companies, and the decline in the number of startup companies able to become viable.
In the College of Business at SFSU, we conduct a variety of activities to partner with the business community to extend both our knowledge of their challenges in meeting social and environmental responsibilities, as well as to explore jointly effective approaches to meeting these challenges. Organizationally, we have an Advisory Board which facilitates the interaction between our college and the business community.

We have a number of classes that allow students to do projects related to sustainability and ethics with business community partners, and business professionals are frequently brought to campus as guest speakers. Furthermore, during our annual Business Ethics Week, issues related to ethics and corporate social responsibility are highlighted in a significant portion of classes, along with speakers and discussions open to the larger community.

Dialogue among the major stakeholders is facilitated and supported through a number of additional activities, such as by COB faculty members serving as guest speakers or organizers on issues related to global social responsibility and sustainability, and by making appearances in the media.

There are also a number of faculty members who serve as board members or active participants in non-profit organizations related to global social responsibility and sustainability. Finally, engagement and dialogue on these issues is also evident by faculty who work on external consulting projects. In what follows, we briefly describe each of these activities and then provide a few detailed descriptions of several particularly noteworthy activities.
Students in Leyla Ozsen's DS 855 class (Supply Chain Management) worked on industry projects with companies from the Green Forum. There were a total of 5 projects; one was on greening the headquarters of French Transit, Ltd. Fall 2009.

Term projects in V. Udayabhanu's DS 856 class (Project Management): One team developed a project plan for the greening of the COB's downtown campus; another developed a project plan for a race for disabled people (similar to “The Amazing Race”) to be implemented in San Francisco in October 2010.

In Antoaneta Pektova's BUS 890 class (Seminar in Strategic Management), student groups did projects on sustainable businesses for the local companies in the Bay Area.

In Tom Thomas's BUS 857 class (Business Management, Ecology, and Environmental Leadership), student teams engage in consulting projects for Bay Area businesses. In Spring 2010, for instance, teams of 3-4 students will assist small businesses in getting certified as Bay Area Green Businesses.

In Jason Harris-Boundy's BUS 788 class (Management and Organizational Behavior), student team projects involve a proportion of teams that work directly with community-based, socially-related organizations. These projects are structured as management consulting efforts focused on a range of management- and organization-related topics.

In Denise Kleinrichert's BUS 682 class (Seminar in the Environment of Business), student projects require students to locate, research, interview Bay Area small/medium businesses regarding social/environmental practices.

In Professor Mitch Marks's management classes, students engage with local non-profit organizations to diagnose issues related to organizational effectiveness.

In Management in Professor Peter Melhus's BUS 784 class (The Political, Social, and Legal Environment of Business), an outside speaker is brought in each semester to talk about the Sarbanes-Oxley Act.

Students in Management Professor John Sullivan's class have done internship related to sustainability and ethics. Student projects have been evaluated by outside professionals using PRME principles.

Advisory Board

The purpose of the COB Advisory Board is to enable effective partnership between the business community and the College in order to ensure that:

- Our curriculum and programming reflects the current and future needs of the business community so that our graduates become significant contributors;
- Our students are exposed in meaningful ways to businesses during their course of study in the appropriate balance of theory and practice;
- The COB provides appropriate mentoring, internship opportunities and job placement opportunities for students;
- Our faculty remain current in their fields and have opportunities to contribute to the body of knowledge in these fields through meaningful research projects;
- The COB contributes to the competitiveness, growth and overall success of the business community; and
- The COB develops funding sources to enable investment for expansion.

The COB Advisory Board is comprised of individuals with significant experience and expertise in a diverse set of business and professional disciplines representative of the San Francisco Bay Area, with a focus on the global nature of the Bay Area's business environment. The Advisory Board meets formally two to three times per year. In the interim, members work with the COB, individually or in groups, based on their individual skills and interests, to achieve the above goals.

Student Projects with Business Communities related to Sustainability and Ethics

- In Ramesh Bollapragada’s DS 854 class (Quality Management) final projects require students to evaluate an actual company’s current quality processes and recommend an improved quality process that is 6σ-compliant.
- Susan Cholette (Decision Sciences) has supervised two BUS 895 projects on improving the carbon footprint of products at Method Home.
- Students in Leyla Ozsen's DS 855 class (Supply Chain Management) worked on industry projects with companies from the Green Forum. There were a total of 5 projects; one was on greening the headquarters of French Transit, Ltd. Fall 2009.

- Term projects in V. Udayabhanu's DS 856 class (Project Management): One team developed a project plan for the greening of the COB's downtown campus; another developed a project plan for a race for disabled people (similar to “The Amazing Race”) to be implemented in San Francisco in October 2010.

- In Antoaneta Pektova's BUS 890 class (Seminar in Strategic Management), student groups did projects on sustainable businesses for the local companies in the Bay Area.

- In Tom Thomas's BUS 857 class (Business Management, Ecology, and Environmental Leadership), student teams engage in consulting projects for Bay Area businesses. In Spring 2010, for instance, teams of 3-4 students will assist small businesses in getting certified as Bay Area Green Businesses.

- In Jason Harris-Boundy's BUS 788 class (Management and Organizational Behavior), student team projects involve a proportion of teams that work directly with community-based, socially-related organizations. These projects are structured as management consulting efforts focused on a range of management- and organization-related topics.

- In Denise Kleinrichert’s BUS 682 class (Seminar in the Environment of Business), student projects require students to locate, research, interview Bay Area small/medium businesses regarding social/environmental practices.

- In Professor Mitch Marks’s management classes, students engage with local non-profit organizations to diagnose issues related to organizational effectiveness.

- In Management in Professor Peter Melhus’s BUS 784 class (The Political, Social, and Legal Environment of Business), an outside speaker is brought in each semester to talk about the Sarbanes-Oxley Act.

- Students in Management Professor John Sullivan’s class have done internship related to sustainability and ethics. Student projects have been evaluated by outside professionals using PRME principles.
• In Geoff Desa’s BUS 690 class (Seminar in Business Policy and Strategic Management) and MGMT 354 class (Starting a Business), student projects must be related to social responsibility of entrepreneurship.

• Projects in Anne Koch’s BUS 690 class (Seminar in Business Policy and Strategic Management) result in students choosing to study a sustainable business, e.g., hybrid car.

• In Minu Kumar’s marketing classes, students created several environmentally friendly products/concepts of products for their sales and new product development ideas.

• Sanjit Sengupta supervised the undergraduate marketing internship in Spring and Fall 2008. Each semester, about five students were placed with non-profit organizations like St. Anthony Foundation, WhoMentors, or some for-profit businesses with a social bent like The Fruit Guys, USAMarketing, EdelbioSkincare, Madeline Gashy, etc.

• During Fall 2008 and 2009, student teams in Sanjit Sengupta’s MKTG 860 class (Strategic Marketing) wrote marketing plans for Blue Map (environmental consultants) and the Archdiocese of San Francisco.

Business Professionals Brought to Class as Guest Speakers

• Susan Cholette (Decision Sciences) brought in a guest speaker (Paul Tasner) from Method Home to talk to her Fall 2008 DS 856 class (Project Management) and to her Fall 2009 BUS 786 (Operations Analysis) class to talk about environmental aspects of their supply chain.

• Leyla Ozsan (Decision Sciences) brought in a guest speaker to her Fall 2009 DS 855 class (Supply Chain Management) from Method Home who talked about the company’s green efforts.

• Robert Saltzman (Decision Sciences) brought in the VP of Manufacturing & Distribution at Oracle to BUS 886 (EMBA Statistics & Operations Analysis, June 2008) to talk about Oracle’s recent efforts to consolidate its supply chain and dramatically reduce inventory.

• Gerardo Ungson (International Business) brought in a speaker (J. Gollub, Triple Bottom Line) to his IBUS 868 class (Strategies in Emerging and Developing Economies).

• Tom Thomas (Management) brings in about 5 speakers per year from the business community to his BUS 857 class (Business Management, Ecology, and Environmental Leadership).

• Sally Baack (Management) brought in speakers to her classes based on social environmental concerns.

• Sylvia Flatt (Management) brought in speakers to MGMT 842 (Seminar in Organization Design and Change) that included a presentation and discussion of ethical issues.

• C. M. Gaglio (Management) brought in speakers (Mike Hannigan and Tim Childs) to her classes.

Business Ethics Week

As noted earlier, SFSU’s Business Ethics Week started in November 2006 when over 4,000 business students heard from more than 50 business and industry experts on topics related to business ethics. Approximately 50 percent of faculty integrated ethics-related modules or speakers into their classes. Campus-wide events that year included a former CIO of PG&E speaking on corporate ethics, and a faculty panel on the topic of corporations and the environment.

The COB’s second annual Business Ethics Week in November 2007 again focused on classroom faculty instruction, discussion and guest speakers in over 90 business classes. Outside corporate speakers came to SFSU from Hewlett-Packard and Starbucks on both the main campus and the downtown campus.

The third Business Ethics Week in October 2008 created a shared focus among faculty and students on the importance of business ethics, corporate social responsibility and sustainable business with classroom instruction, discussion and guest speakers in over 90 business classes. Outside corporate speakers came to SFSU from Hewlett-Packard and Starbucks on both the main campus and the downtown campus.

The third Business Ethics Week in October 2008 created a shared focus among faculty and students on the importance of business ethics, corporate social responsibility and sustainable business with classroom instruction, discussion and guest speakers in over 90 business classes. Outside corporate speakers came to SFSU from Hewlett-Packard and Starbucks on both the main campus and the downtown campus.

Most recently, in November 2009, Business Ethics Week events took place on both the main campus and the SFSU downtown campus with increased focus of seven undergraduate student business organizations. Special events included: (1) Katie Excoffier speaking on the main campus about the social responsibility and sustainability efforts of Genentech and employee-driven Green Genes activities, followed by a
student organization panel discussion and a question-and-answer period; (2) Tim Smith, founder of All About the Future, whose presentation to MBA students and faculty at the downtown campus provided insights into corporate practices as they relate to sustainable strategic initiatives; and (3) Technology Based Social Ventures: Lessons from the Field, a presentation from experts at SF State who described how technology-driven social entrepreneurship is changing the world. STEPS (Social and Tech Entrepreneurship at SFSU) is a new multidisciplinary initiative aimed at fostering scholarship, creative and outreach activity related to understanding the simultaneous creation of social and economic value within our organizations and institutions. Faculty members also included readings, case studies, speakers, exercises and discussions relating to ethical dilemmas in business practice in their classes throughout the week.

**Faculty Serving as Guest Speakers or Organizers on Issues related to Global Social Responsibility and Sustainability**

- Denise Kleinrichert (Management) presented on risk, financial markets and ethics at the Hastings College of the Law in April 2009 (100 attendees).
- Denise Kleinrichert (Management) conducted a case study lecture on ethics to 15 law students at Hastings College of the Law in October 2009.
- Denise Kleinrichert (Management) developed and taught three organizational ethics course modules in the following doctoral courses in the EdD Leadership program of the SFSU College of Education: Communication Strategies & Techniques for Education, Organizational Behavior, Change & Systemic Reform, and Transformational Leadership & Coalition Building in 2009.
- Bruce Heiman (International Business) is the Program Chair of the Ninth International Business and Economy Conference, 2010 (Prague); 100% of keynote (plenary) sessions invited sustainability-oriented guest speakers; two sessions; four speakers.
- Gerardo Ungson (International Business) serves as a speaker and participant in community workshops involved in ecological sustainability and global poverty (Manila).
- Gerardo Ungson (International Business) serves as a guest speaker in the PhD Program of Sustainability at Miriam College.

**Media Presence**

- Sally Baack (Management) participated in a panel discussion on KQED on the role of ethics in business. To view the discussion online, see KQED Episode: Oct. 16, 2009.
- Denise Kleinrichert (Management) is featured in a 3-minute interview that coincided with Business Ethics Week at SF State. San Francisco Examiner, 11/02/09.
- Mitchell Lee Marks (Management) is a frequent contributor to media coverage of issues related to corporate social responsibility, e.g., on 4/16/09 he commented on the corporate strategy of cutting pay to preserve jobs in TIME; on 2/25/09, he was interviewed on CNN (http://www.youtube.com/watch?v=sI6yA64tSw) about how to manage downsizing and survive layoffs.
- Sameer Verma (Information Systems) has played a role in promoting a project called One Laptop Per Child (OLPC) locally, an endeavor that seeks to educate children, particularly in underdeveloped areas of the world, through little green computers infused with educational software. Golden Gate [X]Press, 9/5/08.
- SFSU Alumna Carolyn Hom (B.S., Marketing, 2009) said her advertising, creativity and production class asked teams of students to design pro-reusable bag ad campaigns for BayROC. CBS 5, 09/23/09

**Faculty Serving as Board Members or Active Participants in Non-Profit Organizations related to Global Social Responsibility and Sustainability**

- Susan Cholette and Leyla Ozsen (Decision Sciences) are both members of the Bay Area Green Supply Chain Forum.
- Susan Cholette (Decision Sciences) is Education Director for the S.F. Roundtable of the Council of Supply Chain Management Professionals, as well as Scholarship Director for Women in Logistics.
• Ronald Purser (Management) is on the board of the Center for Creative Inquiry – a non-profit that sponsors workshops and retreats – some on the environment.

• Tom Thomas (Management) does pro bono consulting with Lawrence Livermore National Laboratory to help them measure their ecological “footprint” (impact).

• C.M. Gaglio (Management) is a board member of the Renaissance Center for Entrepreneurship (micro enterprises).

• Peter Melhus (Management) is a founding board member (2000 – present) and CFO (until June 2009) of Sustainable Silicon Valley.

• Peter Melhus (Management) is Chair Emeritus (advising role) of Silicon Valley Environmental Partnership, a 501(c)(3) non-profit organization launched in 1993 by Joint Venture: Silicon Valley Network. It promotes environmentally sound business and community practices through our Environmental Index Reports, which track indicators that reflect the ecological health of the Silicon Valley. These reports are a foundation for taking action on unsustainable resource use and provide benchmarks for assessing improvement.

• Geoff Desa (Management) serves as a board member of a non-profit organization called Common Data Project Foundation.

• Ed Sorensen (Management) has engaged in pro bono counseling of community members with debt and credit related issues.

• Bruce Heiman (International Business) is a Board member, Member executive/Finance Committee, Treasurer, Franciscan Shops of the Bookstore, a non-profit auxiliary of SFSU; Treasurer, Friends of JPL Library, a non-profit SFSU affiliate with SF State Foundation; and a Board member of Voticesion, LLC, a sustainable vineyard management startup.

• Humaira Mahi (International Business) is the co-founder and a board member of the KMR Foundation, Hyderabad, India (a NGO currently working on healthcare, literacy, and vocational training in 4 villages in 2009; 12 villages by mid-2010; and 26 villages by 2011); she also works with OLPC (One Laptop Per Child) as a volunteer with OLPC Bay Area and OLPC Hyderabad.

• Gerardo Ungson (International Business) actively participates in community activities, NGOs in the Philippines (2-3 time per year), and is the designer of Africa work; Global Citizen—Commercializing sustainability solutions.

• Minu Kumar (Marketing) provided pro bono service on multiple occasions with Score of San Francisco.

• Bruce Robertson (Marketing) serves as the Board President of Challenge Day, a non-profit organization dealing with developing emotional intelligence in teens. It has been picked up by MTV for a reality TV series.

• Mohsen Naser-Tavakolian (Accounting) provides pro bono financial consulting to a non-profit cultural organization that engages in inter-faith activities and youth development to increase social awareness and better understanding of cultural differences in the SF Bay Area.

• Theresa Hammond (Accounting) is on the board of the Accounting Career Awareness Program, which provides opportunities in the profession to students of color.

• Bo Hu (Hospitality and Tourism Management) conducted 14 projects for Inter-Continental SF to facilitate its LEED Certification.

Faculty External Consulting Work

• Katy Azoury and Julia Miyaoaka (Decision Sciences) are currently involved in a supply chain project with Amy’s Kitchen (Petaluma, CA) to reduce their inventory waste and improve their production and distribution systems.

• Humaira Mahi (International Business) is working with Gary Selnow (from SFSU) on a WiRED International literacy project to promote healthcare in Indian villages.

• Brenda Mak (Information Systems) has developed a patient visit processing system for Palo Alto Medical Foundation, a fee program system for Golden Gate National recreation Area, an energy-efficiency rebate processing system for a utility company, a patient processing system for St. Joseph Medical Center, and a rental processing system for San Francisco Bike Rentals.
connects back to research in various ways. One example is that the data that will be collected from this program will be used to understand the efficacy and diffusion of literacy programs once these are introduced. In conclusion, when asked about her research, she can now connect the dots more directly about the impact of her research on people’s lives.

Peter Melhus, Assistant Professor of Management

Sustainable Silicon Valley (SSV) is a multi-stakeholder collaborative group of business, government, and environmental organizations created in 2000 to develop a regional environmental management system for Silicon Valley. Professor Melhus is a founding Board member of SSV and served as its treasurer and CFO from its launch as a 501 (C)(3) public benefit corporation in 2004 until 2009.

SSV’s activities over the past few years have focused on reducing regional CO2 emissions, an initiative it launched on 2004 as a first step toward a vision of a region that thrives environmentally, economically, and socially. Using 1990 as a base year, SSV partners, in aggregate, have reduced their CO2 emissions by 850,000 tons. SSV continues to facilitate discussion and encourage the adoption and sharing of the best practices for reducing CO2 emissions among its partners. SSV believes that by advancing the diffusion of technical and managerial knowledge among its partners, these individuals can more efficiently and effectively reduce their organization’s greenhouse gas emissions.

Gerardo R. Ungson, Maximo Kalaw Institute for Sustainable Development, YF Chang Endowed Chair, and Professor of International Business

Project Title: Leveling the Playing Field: Restoring the Role of Communities in Alignment with Business and Government in the Next Millennium. Project Directors: Dr. Sixto K. Roxas, Chairperson, Maximo T. Kalaw Institute for Sustainable Development, and Dr. Gerardo R. Ungson, SFSU.

The defining decision for business schools as they face this millennium is how to address emerging and developing economies. Of the global problems confronting the world
community during the last decade, two are particularly persistent and central to developing economies: poverty in large numbers of the earth’s population and the ecological sustainability of planetary development. Despite enormous aid provided to impoverished parts of the world, the promise of a poverty-free world has not been realized, nor has the application of mainstream business and economic policies stemmed the degradation of the natural environment. Reversing these directions entails a different mindset that treats poverty and sustainability as interrelated problems and that regards human progress as rooted in economic, cultural, and ecological durability.

The goal of eradicating poverty and the growing interest in developing economies, or what some researchers term “86% of the world,” hold considerable opportunities for business schools. While the advocacy for these directions is widely regarded, there is no consensus, as yet, on an appropriate operational platform.

Accordingly, our study builds on three specific interventions that empower local communities in developing countries (at this time limited to Asia):

1. new management and organizational systems;
2. an ecologically-based accounting and valuation system;
3. and a brokering function that facilitates advocacy and problem-solving.

Because local communities are primarily concerned with the viability of the natural environment that supports them, they are more likely to address poverty and ecological sustainability in an integrated and holistic manner. The project is currently underway in four specific sites in the Philippines, with extensive participation by NGOs, business enterprises, local governments, academic units, and the clergy. Currently, the project has attracted observers from neighboring countries, notably China, Vietnam, Thailand, and South Korea. To provide continuity, Professor Ungson has been visiting these sites about three to four times per year. They are preparing a number of books to enhance this advocacy.

At SFSU, business students are exposed to developing economies and this ongoing project in a class (IBUS 676/868, Business Strategies in Developing Economies).

It includes lectures, cases, simulations, short videos, guest speakers, and reports based on the above project. In the near future, there are plans to extend this application to selected communities in the Bay Area, with the active participation of Bay Area business firms, non-governmental organizations, and social entrepreneurs. The overriding goal is not to dis-empower business or governments, but to make communities stronger players in the market system. They conceive an ensemble of business, governments, and communities as a strong force for addressing the needs of both developed and developing countries, as well as making business school graduates responsive to broader goals of social justice and a sustainable and durable future.

Sameer Verma, Associate Professor of Information Systems

Sameer Verma is involved with the One Laptop per Child (OLPC) project as a researcher, advisor, volunteer and enthusiast. He currently organizes and manages the San Francisco Bay Area chapter of the OLPC project (http://tinyurl.com/olpcsf). He has also initiated a OLPC laptop lending library on the SFSU campus to encourage the involvement of students and faculty in OLPC-related activities around education, technology and outreach. The projects focus on deployments in Afghanistan, Haiti, Jamaica, India, Madagascar, Senegal, South Africa, Uganda, and, of course, San Francisco.