

## **SHARING INFORMATION ON PROGRESS**

**INAUGURAL REPORT 2021 - 2023** 





PRME Principles for Responsible Management Education



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### Message from the Dean

The Lucille and Jay Chazanoff School of Business at the College of Staten Island, The City University of New York, is proud to be among the dedicated PRME signatory institutions focused on social responsibility, sustainability, and ethics. In this, our inaugural Sharing Information on Progress Report, we impart our evolving and expanding efforts to prepare our students to address

timely economic, environmental, and sustainability challenges using responsible business practices.

The Chazanoff School of Business is informed by our legacy and location. As part of The City University of New York, the largest public urban university system in the United States, we are dedicated to UN SDG 4 (Quality Education). The College serves as an anchor institution for Staten Island, one of the five boroughs of New York City. Through curriculum, faculty research, and other initiatives, the Chazanoff School is contributing to thought leadership and community in alignment with UN SDG 11 (Sustainable Cities and Communities) along with other goals, and is having an impact on the New York metropolitan area and beyond. Our business school is supported in these efforts by a College-wide focus on sustainability commensurate with the bucolic 204-acre campus on which we are situated.

In our Mission, Vision, and Values, the Lucille and Jay Chazanoff School of Business affirms its commitment to social responsibility and positive societal impact. We look forward to evolving and advancing as a PRME-signatory institution and learning from our peers as a member of the PRME community.

Susan L. Holak, PhD

Sum L. Hale

Founding Dean

Lucille and Jay Chazanoff School of Business

# INTRODUCTION TO OUR INAUGURAL PRME REPORT: SHARING INFORMATION ON PROGRESS (SIP)

The Lucille and Jay Chazanoff School of Business is pleased to share our inaugural SIP Report spanning Spring 2021 through Spring 2023, a period that witnessed pronounced impact from the COVID-19 Pandemic. Being located in a borough of New York City, our institution was met with many significant challenges, profound loss, and opportunities to demonstrate our resilience during this time.

This report introduces the College of Staten Island (CSI), one of 25 institutions in The City University of New York, and documents its commitment to sustainability. Formed in mid-2013 and built on the legacy of business education at the College and its predecessor institutions dating back to the 1950s, the business school has just reached its 10-year milestone.

We address each of the PRME Principles

and present updates regarding the organizational characteristics of our institution, including an exciting building renovation for our business school that itself is an example of sustainability. Our faculty scholarship and thought leadership are converging on three themes:

Urban Environments (*Urban Issues of the Future: Smart Cities, Digital Government, Transportation Equity, and Sustainability Policy)*, Equality and Opportunity in the Workforce (*Expanding Possibilities for Equality and Prosperity: Women, Workers, and Resources*), and Knowledge

Management and Innovation. We profile several of our faculty and their research accomplishments.

In recent years, some members of our Chazanoff School of Business community participated in the Carbon Literacy Project. This experience catalyzed new curriculum for our institution in the form of BUS/ECO 105 Sustainable Business & Society, a course that was ultimately approved for General Education credit. This course has become a popular option for students across the College, joining existing curriculum spanning the departments in the Chazanoff School that addresses PRME-related topics and the UN SDGs.

As the COVID-19 Pandemic receded, we were able to return to a greater campus presence and more active participation in our community in 2022. Our progress on PRME-related initiatives to date has set the stage for plans and performance targets for 2023-2025.



#### ABOUT THE PRME INITIATIVE

### Principles for Responsible Management Education

The Principles for Responsible
Management Education (PRME)
initiative has as its mission to transform
business and management education
to develop future leaders and decisionmakers who uphold sustainable
development. Supported by the
United Nations, PRME advances the
17 Sustainable Development Goals
that address economic, social, and
environmental factors and challenges.

A voluntary movement now involving more than 800 higher education institutions worldwide, PRME signatories strive to address Seven Principles (Purpose, Values, Method, Research, Partnership, Dialogue, and Organizational Practices). These Principles serve as lenses through which students, faculty, and community members focus on sustainability and global development.



#### ABOUT THE COLLEGE OF STATEN ISLAND

The College of Staten Island (CSI) is a senior college and one of 25 campuses of The City University of New York (CUNY), the largest urban university system in the United States. Formed in 1979 through the merger of its predecessor institutions – Staten Island Community College and Richmond College – CSI dates its history back to the 1950s and now serves as an anchor institution for Staten Island, one of five boroughs of New York City.

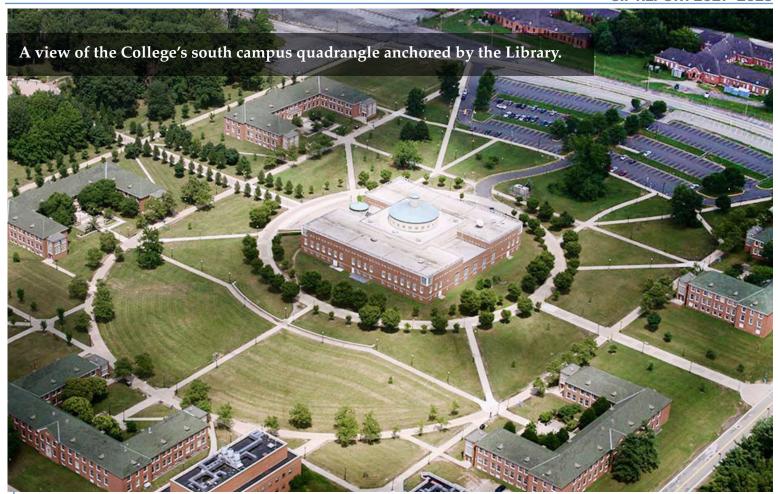
The CUNY system itself was formed in 1960 through the amalgamation of four existing institutions, the oldest of which was founded in 1847. As a publicly-funded university system with a mission of accessible education, The City University of New York serves more than 500,000 students in degree-seeking, continuing education, and professional programs. Dr. Félix V. Matos Rodríguez, who has had a lengthy career in CUNY serving as President of two of its campuses, has led the University since May 1, 2019. The administrative and academic operations of CUNY are overseen by a Board of Trustees.

As a senior college of CUNY, the College of Staten Island advances the University's Mission of excellence and access and provides students with the "opportunity to ascend." The institution is recognized as Master's College and University (Larger Program) in the Carnegie Classification. The College is organized into two academic divisions – Humanities & Social Sciences and Science & Technology – and three schools: Education, Health Sciences, and the Lucille and Jay Chazanoff School of Business. Commensurate with its role as a comprehensive institution serving students with heterogeneous backgrounds and

educational experience, the College of Staten Island places high importance on instruction, pedagogical innovation, and varied classroom experiences, while also maintaining high expectations for faculty research, scholarship, and creative works.

Though primarily a commuter institution serving Staten Island, the College also draws many of its approximately 10,600 students from Brooklyn, other boroughs of New York City, and New Jersey. With the opening of 450-bed residence halls in Fall 2013, its recent transition to NCAA Division II athletics, an active Center for Global Engagement, and the waning COVID-19 Pandemic, the College is also increasingly attracting students from more distant locations in the United States and abroad.





#### ABOUT THE COLLEGE OF STATEN ISLAND: OUR INSTITUTIONAL HISTORY INFLUENCES OUR PRESENT

Located in a bucolic 204-acre setting, CSI's expansive campus is unique for an institution in the CUNY system. Its location, contiguous to Willowbrook Park, part of New York City's Greenbelt, is distinct in history and foundational for the present-day College. At the time of the Second World War, the property was the site of Halloran Hospital, the largest Army debarkation facility for US soldiers. Many of the original buildings from that time remain on campus and were retrofitted prior to the College moving to the property in 1993.

Following Halloran's closure in the 1950s, the property transitioned and became the Willowbrook State School, which eventually received national criticism for its treatment of people with disabilities. In 1975, thanks to the efforts of many community members and reporters such as Geraldo Rivera,

the location became the epicenter for the landmark Willowbrook Consent Decree legislation for the rights of the disabled. In recent years, the College has implemented its Willowbrook Legacy Project and inaugurated the Willowbrook Mile, a self-led tour marking significant milestones and the site's role in the fight for the rights of people with disabilities.<sup>2</sup>

<sup>1</sup>www.nycgovparks.org/park-features/virtual-tours/greenbelt <sup>2</sup>www.csi.cuny.edu/willowbrookmile



## ABOUT THE COLLEGE OF STATEN ISLAND: INSTITUTIONAL COMMITMENT TO SOCIAL MOBILITY

The College of Staten Island and several of its sister institutions in CUNY have been recognized leaders in promoting students' social mobility. CollegeNET's Social Mobility Index (SMI) ranked the College of Staten Island in the top twenty of more than 900 colleges for two consecutive years (2015 and 2016). CSI was ranked #12 in 2022. The SMI takes into account the cost of tuition and an institution's ability to move economically-disadvantaged students to graduation and a career salary.

Also in 2022, CSI was ranked #27 in a new economic mobility index created by the public policy organization Third Way.<sup>2</sup> In 2019, the *Forbes* list of *America's Best Value Colleges* ranked CSI

at #102.3 In addition, the College was recently ranked by *Business Insider* as #19 on a list of 24 colleges nationwide with the best return on investment.4 Most recently, the College of Staten Island was featured on the *Forbes* list of "25 Colleges that Deliver a High Bang for Your Tuition Buck."5

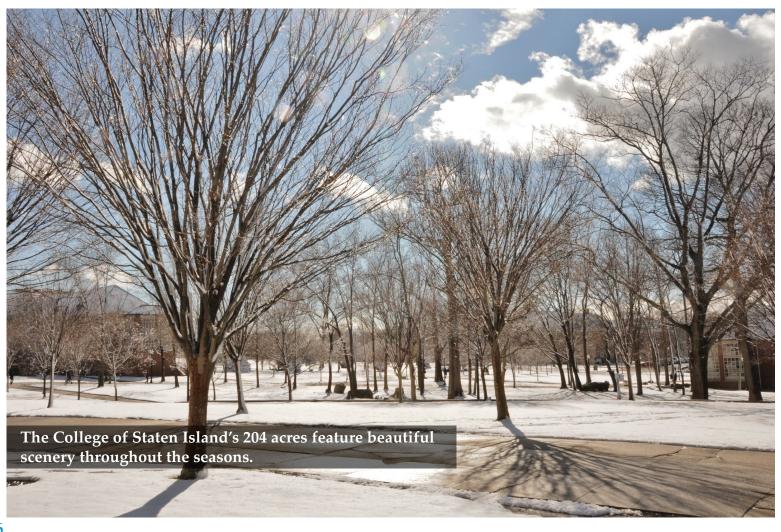
 $^{1}www1.cuny.edu/mu/forum/2022/11/09/eleven-cuny-colleges-ranked-for-promoting-students-social-mobility. \\$ 

<sup>2</sup>www1.cuny.edu/mu/forum/2022/02/03/third-way-names-10-cunysenior-colleges-among-nations-best-in-promoting-economic-mobility-forstudents-from-low-and-moderate-income-families

<sup>3</sup>www.forbes.com/colleges/cuny-college-of-staten-island

<sup>4</sup>www.businessinsider.com/colleges-with-the-best-return-on-investment-2020-6

<sup>5</sup>www.forbes.com/pictures/64e6383759c39c1b52d8ae1f/college-of-statenisland



#### ABOUT THE COLLEGE OF STATEN ISLAND: CAMPUS PROFILE AND COMMITMENT TO DIVERSITY

Along with many of its sister CUNY institutions, the College of Staten Island is recognized for its highly diverse campus community. *US News and World Report* rated the College among the top public universities in the north region for diversity in 2021. Similarly, in 2022, CSI tied for seventh place for campus ethnic diversity among Regional Universities North in the same publication. Our students, often the first college attendee in their family, hail from at least 150 countries and are heritage speakers of more than 90 languages according to self-reported data spanning 2018 to 2023.

Effective January 2020, the College was designated by the United States Department of Education as a Hispanic Serving Institution (HSI), as more than 27% of its undergraduate FTEs are Hispanic students. This designation expands opportunities for institutional grants and programming.

To support the student experience and foster student success, the College of Staten Island offers a wide array of services and student organizations. These include ACE/ASAP (which support associate degree students from the point of entry through to potential baccalaureate

completion), the BMI/Men's Center, the Center for Accessibility Services, the Percy Ellis Sutton SEEK Program, the Bertha Harris Women's Center, and many other initiatives and resources that are available to help students thrive at CSI and advance towards degree completion.

The College of Staten Island has been recognized since 2012 as a Military Friendly School by *GI Jobs* magazine, and more recently as a veteran-spouse friendly institution. In May 2018, CSI was named as the first Purple Heart institution in New York City.<sup>2</sup> The College has an LGBTQIA+ Resource Center within the Office of Student Life that provides SafeZone Training for faculty and staff, among other services. Adult students returning to campus find assistance in the Adult Learning Center, which offers programs that provide services in basic education, secondary education, college transition, and English language instruction.

 $^1\!\underline{www.usnews.com/best-colleges/rankings/regional-universities-north/}_{\hbox{\it campus-ethnic-diversity}}$ 

 ${}^2\text{csitoday.com}/2018/04/\text{csi-to-become-the-first-purple-heart-university-in-new-york-city}$ 



## ABOUT THE COLLEGE OF STATEN ISLAND: INSTITUTIONAL COMMITMENT TO SUSTAINABILITY

The College of Staten Island has a sustainability initiative to promote conservation and a "greener" campus. CSI Sustainabilty is housed within the Division of Facilities Management, Planning, and Operations. The Sustainability Program Manager oversees current and future programming focused on water, energy, transportation, recycling, compost and trash, trees, and educational areas. Staff members maintain metrics on many aspects of the campus, including leaf bags distributed, number of plastic bags recycled, plastic bottle reduction efforts, clothing donations, and pallet recycling. Our campus efforts support the Sustainable CUNY initiative. 1 CSI also has a community garden and offers seasonal

plant sales as fundraising events to support sustainability initiatives.

The College's sustainability activities have been recognized and applauded in the *Princeton Review Guide to Green College Campuses*. These accolades have been given, in part, because of the institution's sustainability staffing, telecommute program for employees, and bicycle access.<sup>2</sup>

<sup>1</sup>www1.cuny.edu/sites/sustainable

 ${}^2csitoday.com/2022/11/college-of-staten-island-featured-in-the-prince ton-review-guide-to-green-colleges-2023-edition}$ 



## ABOUT THE LUCILLE AND JAY CHAZANOFF SCHOOL OF BUSINESS

**Building 2M** is a historic structure on campus in the process of renovation to be the eventual home of the Lucille and Jay Chazanoff School of Business.

The Lucille and Jay Chazanoff School of Business is one of five academic divisions at the College of Staten Island. A relatively young entity marking its tenth anniversary, the formation of the School of Business and its four academic departments occurred in June 2013 with the approval of the CUNY Board of Trustees. The School builds on the long legacies of the College's predecessor institutions, incorporating the former Department of Business and the Economics faculty from the former Department of Political Science, Economics & Philosophy. In June 2019, we were fortunate to receive an alumni naming gift to become the Lucille and Jay Chazanoff School of Business.

The Chazanoff School is the academic home to approximately 1800 students and 34 full-time faculty. While predominantly an undergraduate institution with degrees in accounting, business, and economics, the Chazanoff School also offers focused master's degrees in accounting, strategic management, and healthcare management. The School provides rich experiential learning activities to its students through initiatives such as the Con Edison Trading Room and participation in the Blackstone LaunchPad program for entrepreneurship. The Chazanoff School is also proud of its legacy institutions and the access opportunities provided through associate degree programs that allow students to transition efficiently to baccalaureate status.

## CHAZANOFF SCHOOL OF BUSINESS MISSION, VISION AND VALUES

#### **MISSION**

Our mission is to offer a rigorous, comprehensive, and experience-based business education to foster intellectual growth, inspire social responsibility, and enhance career advancement of students from culturally and academically diverse backgrounds. Through our high-quality undergraduate programs and expanding graduate offerings, we enable our students to become critical and analytical thinkers, problem solvers, effective communicators and collaborative team members who contribute to Staten Island, New York City, the region, and the global community.

Our School's dedication to teaching excellence is supported by a strong commitment to research and scholarship, which advances business knowledge and contributes to the academic community.

#### **VISION**

To support and uphold the College's initiatives focused on social mobility and opportunity for our students.

To be known for high quality business education that builds upon a strong liberal arts and sciences foundation, while emphasizing academic rigor, experience-based learning, and social responsibility.

To continue to increase our presence, recognition, and reputation throughout our many constituent communities.

To leverage our location in the dynamic New York Metropolitan region.

To be a resource for the Borough of Staten Island, the City of New York, and beyond in terms of problem-solving, workforce development, and information resources that enhance quality of life.

#### **VALUES**

**Excellence:** Encourage the highest standards in all student, faculty, and staff endeavors and initiatives.

**Ethical Behavior and Integrity:** Expect all members of our extended community to uphold ethical conduct.

**Professionalism:** Promote appropriate professional behavior among members in our community.

**Diversity and Inclusion:** Embrace and nurture the diversity in our population.

**Supportive Community:** Foster the formation of bonds between students, faculty, staff, and alumni to maintain a personalized learning environment.

**Resource Stewardship:** Strive to utilize sound judgment, data-informed decision-making, and responsible planning with regard to resources.



## THE CHAZANOFF SCHOOL OF BUSINESS: OUR COMMITMENT TO PRME

The Principles for Responsible Management Education (PRME) initiative, supported by the United Nations Global Compact, is dedicated to educating students worldwide about sustainability, social responsibility, and impact. By harnessing the creative energy and dedication of rising leaders, significant world challenges and problems can be addressed.

The Mission, Vision, and Values statements of the Chazanoff School that were honed during our initial strategic planning process include elements focused on social responsibility, upward mobility, diversity, and resource stewardship that are aligned with PRME. In addition, our School's commitment to both the College and CUNY Missions' embracing of excellence and access directly supports UN SDG 4 (Quality Education).

The College's physical location in the Borough of Staten Island also played a role in our interest in PRME. Staten Island is connected to Manhattan, Brooklyn, and New Jersey via toll bridges and the iconic Staten Island ferry. Its population is projected to increase by over 28,000 people over the next ten years. Healthcare, including several hospitals, is the largest employment sector on the island; the College is the second largest employer. The borough is heavily populated by family businesses and small commercial entities rather than large industry or major corporations. Residents commute to Manhattan or New Jersey for corporate positions. With its somewhat more suburban feel when compared to the rest of the city, Staten Island has a key role as a peri-urban location with connecting modality and artery access to points around the New York metropolitan area through highways, bridges, airports, ferry, and rail access.

Staten Island is also the location of the controversial Fresh Kills landfill that was the dumping group for New York City's garbage during the second half of the 20<sup>th</sup> century. It has been said that the landfill once reached 20 stories in height and could be seen from space. In recent years, the landfill was closed and is in the process of a transformation to an ecological park.<sup>1</sup>

Soon after the formation of the business school, we initiated conversations about PRME and the UN SDGs. We then embarked on an inventory process, noting our existing alignment with the SDGs in curriculum, research, and events and co-curricular programming. The Chazanoff School became a proud PRME signatory institution in March 2021.

We continued to strengthen our commitment to PRME and the UN SDGs through the AACSB accreditation process with the introduction of the 2020 Business Accreditation Standards, particularly the new Standard 9. To that end, we honed our focus on key SDGs that emerged as areas of thought leadership and faculty research. These efforts will be discussed later in this report.

<sup>1</sup>nytimes.com/2020/08/14/nyregion/freshkills-garbage-dump-nyc.html



### 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 Lucille and Jay Chazanoff School of Business is supported and inspired in its commitment to PRME by the College's sustainability initiatives, CUNY system activities, and our own Mission. While still a relatively young institution, we have already made substantial progress related to PRME, despite the many challenges and disruptions caused by the COVID-19 Pandemic.

#### PRME Implementation

Members of the Chazanoff School faculty and staff have a high awareness level of PRME and the UN SDGs. We have a PRME Working Group made up of faculty from across the Chazanoff School that advances projects; monitors communication from the PRME Secretariat, PRME Chapter North America, and other organizations; interacts with other departments and offices around the College; and keeps apprised of relevant community developments. Group members are involved in research related to our focus themes (to be discussed later in this document). The Office of the Dean advocates for PRME activities, assists in information inventories and progress monitoring, and liaises with other divisions of the College.

#### **Tracking Information**

The Chazanoff School inventories curricular, co-curricular, and research-related activities that align with PRME and the UN SDGs. Department chairs review faculty accomplishments during annual evaluations. This information is also used to support the Chazanoff School's AACSB accreditation activities.

## Communication Related to PRME and the UN SDGS

PRME is a standard topic on the Chazanoff School's monthly faculty meeting agendas. Faculty publications are recognized in the Dean's monthly communication to the faculty, at the College's Faculty Senate meetings, and in College advancement releases. Raising awareness about PRME and sustainability among the student body remains more challenging, particularly given the remote instruction during COVID-19 and the protracted return to campus. Curriculum innovation in terms of new courses and updated modules in existing courses is helping to build awareness and interest in PRME-related topics and the UN SDGs.

#### Resources and Funding for PRME

The Office of the Dean launched an initiative to provide seed funding for Chazanoff School faculty projects in 2022-23. The *Advancing PRME Initiatives Award* is a competitive funding RFP process that we plan to continue.





## **Key Performance Indicators 2023-2025: Principle 1** | **Purpose**

- Consider expanding the PRME Working Group in the Lucille and Jay Chazanoff School of Business.
- Expand and further systematize PRME reporting, relevant faculty research, and better utilize faculty activity collection platform.
- Amplify communication about PRME and the UN SDGs to students through visuals, class announcements, LinkedIn, social media, and student organizations.



#### 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.

As an institution within The City University of New York, the College of Staten Island supports the long-standing ethos of CUNY – Opportunity and Excellence. Dating back to their formation in the mid-19<sup>th</sup> century, CUNY colleges provided educational opportunities and advancement for the children of workers and immigrants to New York City. This mission has evolved over time and continues to the present day.



The successful outcomes and impact of CUNY institutions in this regard is evidenced by recent social mobility rankings that have many campuses, including the College of Staten Island, near the top of these lists. Metrics

underscore the extent to which the College of Staten Island and sister institutions are upholding educational quality (UN SDG 4).

Upon closer analysis, the College of Staten Island and, especially, the Chazanoff School adhere to the tenets of an inclusive and equitable quality education in curriculum, practices, activities and values. Specifically, Targets 4.3 through 4.7, underscore the Chazanoff School's access and affordable tuition, academic support, financial literacy initiatives, and PRME-related efforts.

Target 4.3 Equal access to affordable technical, vocational, and higher education Target 4.4 Increase the number of people with relevant skills for financial success Target 4.5 Eliminate all discrimination in education

**Target 4.6** Universal literacy and numeracy **Target 4.7** Education for sustainable development and global citizenship

The Lucille and Jay Chazanoff School of Business is similarly guided by values focused on diversity and inclusion, sustainability, and resource stewardship as evidenced by the Values Statement in our Strategic Plan 2018-2023, mentioned previously. The plan is reviewed regularly at faculty meetings and during discussions by the School's leadership team, the Academic Policy Group. Faculty are encouraged to incorporate PRME-related topics into their courses and to utilize resources like the Con Edison Trading Room data feeds to augment topics, issues, and instruction.

The Chazanoff School is supported in its efforts by expertise from across the College of Staten Island. In addition to student support areas, especially the Center for Advising and Academic Success, the School relies on staff in the CSI Sustainability office; the Budget Office; and the Office of Facilities Management, Planning, and Operations.



## **Key Performance Indicators 2023-2025: Principle 2 | Values**

- Incorporate PRME elements in the next Chazanoff School Strategic Plan 2024-2029.
- Continue to address achievement gaps and foster educational opportunities for all students.
- Expand and promote Climate/Social Change idea generation opportunities through entrepreneurship (e.g., Blackstone LaunchPad).



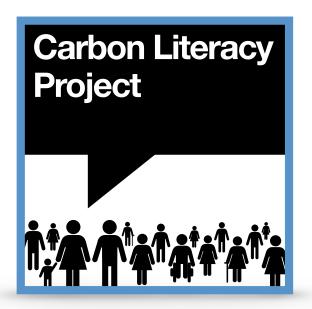
#### 3. Method:

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

Members of the Lucille and Jay Chazanoff School of Business community have steadily embraced the UN SDGs as a framework for approaching social responsibility. Through mechanisms that include professional development, curriculum innovation and teaching, and collaborative programs, we are transforming organizational culture and learning experiences.

#### Faculty Professional Development

As a learning organization, we partake of information from PRME events, Association to Advance Collegiate Schools of Business (AACSB) conferences and affinity groups, and training opportunities to develop and foster our campus initiatives. Chazanoff School representatives have attended the PRME Global Forum (both in-person and virtual events), PRME-related sessions at AACSB and Mid-Atlantic Association of Colleges of Business Administration (MAACBA) conferences, special events focused on energy, and the PRME North American Conference in April 2022. As a result of these contacts, we learned about the Carbon Literacy Project and certificate program offered through the University of Nottingham-Trent.



#### Our Carbon Literacy Project Experience

In Spring 2021, the Dean and three faculty members participated in the Carbon Literacy Project's program. They were followed in subsequent cohorts by another faculty member and a staff person/adjunct instructor. Inspired by the course assignments, the initial interest group began work on a new course for the Chazanoff School that was ultimately approved as BUS/ECO 105 Sustainable Business & Society. The course was offered for the first time in Spring 2023 to 30 students. Following a multi-level approval process that involved CUNY-wide review, BUS/ECO 105 was approved as a General Education option.

#### **BUS/ECO 105 COURSE DESCRIPTION**

This course will explore timely individual, business, and societal aspects of sustainability in the Anthropocene. It will examine the impacts that human decision-making, consumer choice, and technology have on a sustainable way of life.

Learners will analyze the roles of individual and global consumption patterns, economic systems, businesses, organizations, and initiatives in achieving a sustainable future. Learners will also be exposed to metrics and tools that allow them to analyze consumption choices that they make.

#### PRME-Related Curriculum

In addition to BUS/ECO 105 that emanated from our faculty's Carbon Literacy Project experience, the Chazanoff School's curriculum has growing alignment with the UN SDGs. Standing courses in Economics (e.g., ECO 256 Analysis of Underdeveloped Areas, ECO 332 Health Economics, ECO 361 Labor Economics, ECO 388 Economics of Natural Resources and the Environment, and ECO 392 *Urban Economics*) focus on SDG 1 (No Poverty), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), SDG 11 (Sustainable Cities and Communities), SDG 13 (Climate Action), and SDG 15 (Life on Land). In Spring 2021, ECO 206 Women and the Economy (cross-listed with Women's, Gender, and Sexuality Studies) was added to our course offerings, addressing SDG 5 (Gender Equality).

Beyond the Economics curriculum, course modules and topics across Chazanoff School departments address social responsibility and the UN SDGs. We are increasing our coverage of Environmental, Social, and Governance (ESG) reporting topics in accounting, and are supporting related faculty professional development. Several courses offered by the Department of Management focus on issues of equality, gender in the workplace, and ethics. Management faculty have encouraged students to participate in the AIM2Flourish opportunity organized by Case Western University, with successful outcomes (please see SDG 11).<sup>1,2</sup>

#### **Program Innovation**

The College of Staten Island was designated to be a Blackstone LaunchPad Network (BXLP) campus in 2021. Committed to advancing the formation of entrepreneurial education ecosystems on campuses, the Blackstone Charitable Foundation (Blackstone Corporation) funded selected campuses across the United States. As the grant recipient, the Lucille and Jay Chazanoff School of Business hosts this program on our campus, although activities are open to all students across divisions and academic disciplines.

The Blackstone LaunchPad opportunity has helped to accelerate preliminary plans that the Chazanoff School had to offer entrepreneurship curriculum. In recent semesters, we have established a Minor in Entrepreneurship and launched EPR 201 Entrepreneurial Thinking and Practice to expose students to Lean Startup methodology. Technical assistance and support through the BXLP network, co-curricular experiential learning opportunities, professional development, competitions, and a holiday fair showcasing student entrepreneurs have enriched learning activities for members of our student body. Through competitions, students have developed and been recognized for ideas related to health, consumer, and climate/ sustainability categories, all while being exposed to entrepreneurial mindset material and honing their communication skills.

 $^1aim 2 flourish.com/innovations/self-sustaining-farm-in-urban-environment \\ ^2aim 2 flourish.com/innovations/franchise-businesses-contributing-to-environmental-sustainability$ 



In addition, Blackstone LaunchPad has been a catalyst for campus and community partnerships. For example, our Blackstone LaunchPad Program has offered collaborative programming with the College's Small Business Development Center (SBDC), our regional Toastmasters organization, and local food industry representatives. Overall, the BXLP program aligns with SDG 4 (Quality Education), SDG 5 (Gender Equality) and SDG 8 (Decent Work and Economic Growth).

and innovation in our curriculum, emphasis on experiential and applied learning, and use of instructional technology. The activities, learning outcomes, and expectations are explicitly stated on course syllabi. Our efforts to foster experiential and applied learning encourage students to relate theory and concepts to scenarios and problems. These in-class learning experiences may involve group projects and presentations, cases, simulations, fieldwork, and competition preparation, along with traditional lectures.

## Instructional Methods and Experiences

Chazanoff School faculty utilize a variety of approaches and activities in course delivery. These elements support our Mission and Values Statements that call for continuous improvement

## WINNERS HAVE BEEN CHOSEN: AN INSIDE LOOK AT THE CSI DOLPHIN TANK IDEAS COMPETITION

August 24,2022 | In the News



#### Competitions

The Chazanoff School of Business is rapidly increasing its emphasis on experiential learning through challenges and competitions. These experiences require students to draw upon a wide array of skills and competencies. Student teams are learning through engaging assignments and developing a strong sense of pride in themselves and in the institution.

Chazanoff School of Business teams have participated in events focused on accounting (Association of Government Accountants Case Competition), economics (Federal Reserve Challenge), finance (CME Competition), information systems (GfK NextGen Hackathon), and marketing (American Marketing Association Case Competition). Since beginning our PRME affiliation, we have had winning outcomes in the AGA competition that centered on citizen budgetary reporting in a municipality and the NextGen Hackathon focused on electric vehicles.

#### The Con Edison Trading Room

The Con Edison Trading Room (CETR) is a specialized experiential learning venue with 30 dual-screen workstations, stock ticker, financial display panels, and data feeds. The CETR brings together a renovated physical space, dedicated personnel, and timely data in a multi-faceted, multi-phase initiative. Overseen by a College Laboratory Technician with extensive Wall Street experience, the facility has become a center for student-student interaction through classes and activities related to financial literacy, financial markets, investing, and supply chains. One of the sponsors of the facility, Con Edison, is the major provider of gas and electric utilities in New York City. This agency has an interest in developing awareness of energy trading markets.





## **Key Performance Indicators 2023-2025: Principle 3 | Method**

- Promote our new course, BUS/ECO 105 Sustainable Business & Society, to maximize enrollment and encourage students from across the College to participate in this General Education opportunity.
- Support and expand experiential learning opportunities focused on sustainability (e.g., competitions, AIM2Flourish, Blackstone LaunchPad entrepreneurship programs).
- Utilize the Con Edison Trading Room as a resource for sustainability-related research with regard to financial reporting, ESG investing, and valuations.





#### 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.

Faculty of the Lucille and Jay Chazanoff School of Business have active research agendas that advance their respective disciplines, enhance instruction, and inform policy and practice. The UN SDGs provide a useful framework to demonstrate the focus and potential societal impact of Chazanoff scholarship. Commensurate with our geographic location and Mission, we identify one distinct research focus area related to PRME – Urban Issues of the Future: Smart Cities, Digital Government, Transportation Equity and Sustainability Policy.

In addition, there are two emerging research themes: 1] Expanding Possibilities for Equality and Prosperity: Women, Workers, and Resources and 2] Knowledge Management and Innovation. The following section highlights these three themes and introduces faculty members and their accomplishments related to scholarship and alignment with the UN SDGs.

#### Urban Issues of the Future: Smart Cities, Digital Government, Transportation Equity and Sustainability Policy



The Chazanoff School of Business has as part of its Mission to be an informational and talent resource for the borough of Staten Island, the City of New York, and the metropolitan region. Stemming, in part, from its location, the School of Business has a convergence of faculty expertise and interest in analysis, measurement, policy, and management of urban environments/smart cities and their relationship to surrounding peri-urban locales. Public finance; transportation and mobility; urban crime, the economics of crime, crime related to transportation, and AI and machine learning tools for crime prediction; regional banking; municipal data use;

sustainable cities; smart cities and digital government; climate change and sustainable environment are among the emergent areas of impact and specialization for Chazanoff faculty. This pronounced research theme, Urban Issues of the Future: Smart Cities, Digital Government, Transportation Equity and Sustainability Policy, aligns with UN SDG 11 (Sustainable Cities and Communities), and supports SDG 9 (Industry, Innovation, and Infrastructure), and SDG 10 (Reduced Inequalities).

#### Faculty Profile: Dr. Soon Ae Chun



Dr. Soon Ae Chun is an internationally-known scholar in digital government, data use in municipalities, and cyber security. She is the former President of the Digital Government Society, an international organization dedicated to advancing democratic digital government via research, policy, and best practice. Smart cities, cybersecurity and government, and open data structures and collaboration are just some of the focus areas for the Digital Government Society and Dr. Chun's research. Under her direction, it was a privilege for the School of Business to serve as the 2017 conference site for the Society's flagship

annual dg.o event, when academics and practitioners from 40+ countries convened to share insights. Dr. Chun's work informs the Chazanoff School's discussions about PRME and the UN Sustainable Development Goals.

Dr. Chun recently launched a new journal in the field of digital government, sponsored by the Association for Computing Machinery (ACM). *Digital Government: Research and Practice* is an interdisciplinary publication that addresses timely issues related to digital democracy and the use of technology by governments and public institutions. Dr. Chun serves as founding Co-Editor-in Chief with her colleague, Dr. Beth Simone Noveck (NYU).

#### Faculty Profile: Dr. Jonathan Peters



Dr. Jonathan Peters is a recognized expert in transportation, tolls, public finance, and funding for public transportation. He was one of four academics to serve on the NYC Taxi Medallion Task Force that made recommendations in 2020 regarding the long-term solvency and effective functionality of New York's taxi services. Dr. Peters also serves on various transportation/trucking/toll-related boards in New York City and Washington, D.C., on which he is a passionate advocate for public access to reliable and affordable transportation. He also contributed to a 2021 report from the Center for Urban Future regarding "Ideas from New

Yorkers to Revive NYC's Economy, Spark Good Jobs, and Build a More Equitable City." Professor Peters also brings us connections to transportation and trucking organizations, New York City policy makers, and panels in Washington, D.C.

#### Faculty Profile: Dr. Bryan S. Weber

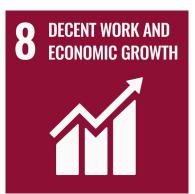


Dr. Bryan S. Weber is an active researcher in the field of sustainable cities and urban development. With expertise in causal inference and statistical modeling, Dr. Weber's work has focused on crucial societal challenges. Through influential publications and international presentations on topics such as transportation safety, public transportation systems, and the effects of digital platforms on cities, Dr. Weber has provided invaluable insights. His research on the introduction of alternative transportation, traffic safety, the human costs of congestion, and the consequences of Uber entry into markets has informed policymakers

and urban planners, facilitating the creation of inclusive, efficient, and sustainable urban environments. With a commitment to driving positive change, Dr. Weber continues to shape the discourse surrounding sustainable urban development.

## **Expanding Possibilities for Equality and Prosperity: Women, Workers, and Resources**





The Chazanoff School is developing an area of societal impact focused around expanding prosperity for women, children, families and related issues of equality. This theme is reflected in the growing positive recognition for the College's impact on student social mobility and the closing of gender and socioeconomic performance gaps. The faculty

of the Chazanoff School collaborate with the College's program in Women's, Gender and Sexuality Studies in relation to this area of thought leadership. Centered on SDG 5 (Gender Equality) and SDG 8 (Decent Work and Economic Growth), this research nexus also supports SDG 1 (No Poverty), and SDG 10 (Reduced Inequalities).

#### Faculty Profile: Dr. Kristin Mammen



Dr. Kristin Mammen is an economist whose research investigates empirically the economic well-being of women and children, in both developing and developed countries. Dr. Mammen has used micro data to study a range of family constellations in a variety of settings, including polygamous and extended families in Africa, and both nuclear and father-absent families in the United States. She has examined how the intra-household allocation of resources is influenced by children's gender and by their relationship to the head of the household. Another thread of her research examines how government policies affect decision-making

within families, and the consequences for well-being.

Professor Mammen's teaching includes a newly-developed course on the economic well-being of women, children, and families, ECO/WGS 206 Women and the Economy, which serves students in the Chazanoff School of Business and in the Women's, Gender and Sexuality Studies Program. This course also fulfills General Education requirements in Social Scientific Analysis and Pluralism and Diversity.

#### Faculty Profile: Dr. Lauren Bock Mullins



Dr. Lauren Bock Mullins is a specialist in public administration; personnel management; work-life, gender and workforce; and family responsibilities discrimination. She recently expanded her work to include COVID-19 Pandemic response and gender responsive budgeting. Dr. Mullins has contributed to our campus community, as she was invited on several occasions to guest lecture in COR 100 *United States: Issues, Ideas, and Institutions*, a freshman course open to all students. She is affiliated with the CSI Women's, Gender and Sexuality Studies Program. In 2022, Dr. Mullins's article entitled, "Gender Responsive Budgeting and the

COVID-19 Pandemic Response: A Feminist Standpoint," co-authored with Dr. Shilpa Viswanath and published in *Administrative Theory & Praxis*, was awarded Outstanding Dialogue recognition for 2021.

#### **Knowledge Management and Innovation**



The Chazanoff School has identified another emerging area of thought leadership and scholarship focused on the theme, Knowledge Management and Innovation, which is closely aligned with a major new curricular initiative focused on entrepreneurship. This scholarship aligns with SDG 9 (Industry, Innovation, and Infrastructure), and supports SDG 4 (Quality Education) and 8 (Decent Work and Economic Growth).

#### Faculty Profile: Dr. Chandan Acharya



Dr. Chandan Acharya, Associate Professor of Management, addresses operational and qualitative aspects of knowledge management pertaining to innovation in organizations. Through his research that focuses on the supply chain network and small and medium enterprises, Dr. Acharya has found that effective knowledge management practices, leadership support, organizational communication, and trust among organizational members enhance organizational performance and innovativeness. His previous research encompasses cross-sectional data representing various industries, including aviation, healthcare, electrical engineering, food and

beverages, and software development, among others.

To gain a more nuanced understanding of relationships, Dr. Acharya incorporates contextual variables in his research models, such as environmental uncertainty and novelty. His work has appeared in many publications including the *Journal of Knowledge Management*, *International Journal of Production Economies*, and the *International Journal of Information Management*. In the future, he intends to explore the building blocks of learning within organizations and how they contribute to organizational innovativeness.

#### Faculty Profile: Dr. Heidi Bertels



Dr. Heidi M. J. Bertels, Associate Professor of Management, has research interests in entrepreneurship, innovation management, and creativity. She uses both quantitative and qualitative research methods to better understand innovation processes in corporations, with a focus on the early stages of the innovation process, also known as the front end of innovation. To ensure her research is not only valid but also relevant, Dr. Bertels collaborates with industry professionals and tends to publish in journals which are respected both in academia and by practitioners. Her research enables industry professionals to decide how to allocate their resources to

maximize a company's innovative output. Dr. Bertels is also the faculty Co-Director of our Blackstone LaunchPad entrepreneurship education ecosystem initiative.

### Student Involvement in PRME Research

The College of Staten Island has a long-standing culture and tradition of student involvement in research that aligns with its strategic plan. Undergraduate students have opportunities to work with faculty on existing research streams and/or develop projects of their own to be guided by a faculty mentor. This collaboration culminates in a celebration of research at the College's Undergraduate Conference on Research, Scholarship, and the Arts, customarily scheduled on the last Thursday in April. The event has occurred over twenty years, the 2020 conference having gone virtual for the first time.

Chazanoff School faculty have a long tradition of sponsoring students in this hallmark event, following a semester- or year-long mentoring process. Departments within the Chazanoff School have made it a prerequisite to present one's work in the Undergraduate Conference on Research, Scholarship, and the Arts to attain Honors in the Major designation.

During the period covered by this SIP Report, the Chazanoff School had 32 poster presentations in the virtual events in 2021 and 2022, followed by the return to an in-person conference in 2023. Student projects across the departments and

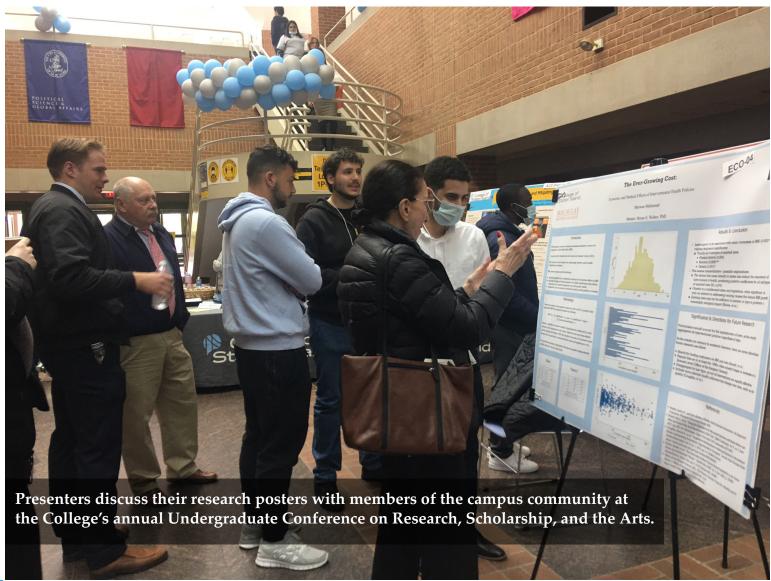
programs in the Chazanoff School aligned with many of the UN SDGs and focused on SDG 1 (tax credits and poverty), SDG 3 (eldercare, interventionist health policies, COVID-19), SDG 4 (campus student organizations), SDG 5 (LGBT issues), SDG 8 (leadership styles and employee work ethic), SDG 9 (intelligent automation, machine learning and project management), SDG 10 (inflation, wage distribution during the pandemic), SDG 11 (the NYPD), SDG 12 (consumer behavior changes, food industry, media), SDG 16 (changing world order).

Research opportunities are also encouraged or required in specific learning communities like the Macaulay Honors College and The Verrazzano Honors Program. Dr. Jonathan Peters, for example, involves students in transportation-related projects that often provide exposure to fieldwork, mapping technologies (e.g., LiDAR), and transportation experiences focused on SDG 11 and alignment with SDGs 1, 8, 9, 10, and 13.



## **Key Performance Indicators 2023-2025: Principle 4** | **Research**

- Support research related to our existing themes and foster faculty research collaborations.
- Encourage student research projects related to PRME for presentation at the annual Undergraduate Research Conference on Research, Scholarship, and the Arts.
- Maintain the *Advancing PRME Initiative Award* program in the Chazanoff School.



### 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.

## Partnering with Community Institutions

As the COVID-19 Pandemic began to wane in the New York metropolitan area and campus access restrictions were lifted, the Chazanoff School of Business explored community partnerships. These included projects and collaborations with Richmond University Medical Center (RUMC); local retail banks; the Staten Island FerryHawks, a minor-league baseball team; and through other internships and programs.

#### Voluntary Income Tax Assistance Program

The Chazanoff School of Business offers a course for undergraduates in support of the Voluntary Income Tax Assistance Program (VITA) from the US Internal Revenue Service. Over the thirty years this program has been offered at the College, 20 to 60 students each year have

prepared tax returns at public libraries on Staten Island; NYC food banks; through a New York State Senator's office in Brooklyn; and on campus. The students work to prepare income tax returns for elderly, disabled, ESL, and other vulnerable populations, gaining experience with clients and returns while also having a positive impact in the community. In Spring 2020, the VITA initiative transitioned to include an online option to allow it to continue to provide services. As a result, amid the pandemic's impact in New York City, our students were still able to assist the public with the completion of tax returns.

The Food Bank of New York, one of our community partners, provided metrics documenting our students' participation in the community. These measures indicate that Chazanoff School students were able to save low-income New Yorkers an estimated \$357,000 in tax preparation fees in 2021, \$183,150 in 2022, and \$249,000 in 2023.

VITA Program Community Results: Food Bank of New
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Tax Year	Number of Returns	Total Tax Refunds
2018	721	\$830,300
2019	939	\$1,502,400
2020	195	\$254,340
2021	794	\$1,466,642
2022	407	\$974,927
2023	554	\$1,060,396

Through the required prerequisite income tax course and this practical experience, the VITA program has provided invaluable experiential learning for our students and addresses SDG 1 (No Poverty) and SDG 10 (Reduced Inequalities).

Melissa Riggio Program

Given the College's history as the former site for the Willowbrook State School and its advocacy for accessibility, the Chazanoff School supports the Melissa Riggio Higher Education Program (MRHEP), a fully-inclusive college experience for non-matriculated students with intellectual and developmental disabilities. The MRHEP falls under the auspices of AHRC-NYC,¹ an organization that offers services for people with disabilities in New York City. Over the last six years, the Chazanoff School has welcomed 14 MRHEP students in 34 seats to participate in 11 different business courses across the curriculum. In June 2019, a MRHEP student participated in a study abroad program for the first time through a Chazanoff School course.<sup>2</sup>

<sup>1</sup>www.ahrcnyc.org/services/school/college

<sup>2</sup>csitoday.com/2019/12/melissa-riggio-student-studies-in-italy





## **Key Performance Indicators 2023-2025: Principle 5 | Partnership**

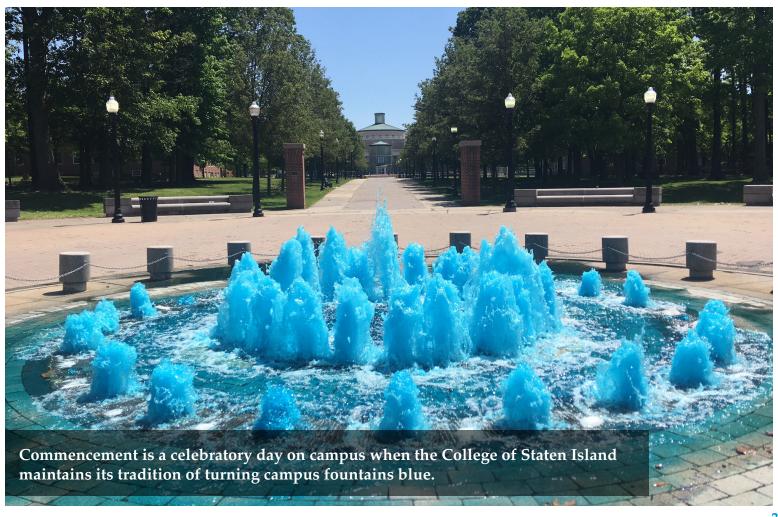
- Seek and build community with the Borough of Staten Island and local non-profit, government, and service organizations.
- Maintain participation in the VITA Program.
- Participate in the College's Tree Survey in partnership with CSI Sustainability.

### 6. Dialogue

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

As a relatively new institution, the Lucille and Jay Chazanoff School of Business had actively begun the process of establishing traditions, initiating events, and strengthening connections to stakeholders prior to the COVID-19 Pandemic. When New York City took the early brunt of the pandemic in 2020, the CUNY system, the College of Staten Island, and our business school transitioned quickly to remote operations and changes that lasted until May 2023.

The Chazanoff School of Business continued to hold monthly faculty meetings in remote or hybrid mode during the academic years altered by the pandemic. PRME initiatives and events were regularly discussed during these meetings. While much of our work continued, student organizations met with challenges during this extended period, so we were unable to successfully launch a PRME-related group as had been planned. Renewing, strengthening, and expanding student organizations is a priority as we come out of the pandemic.



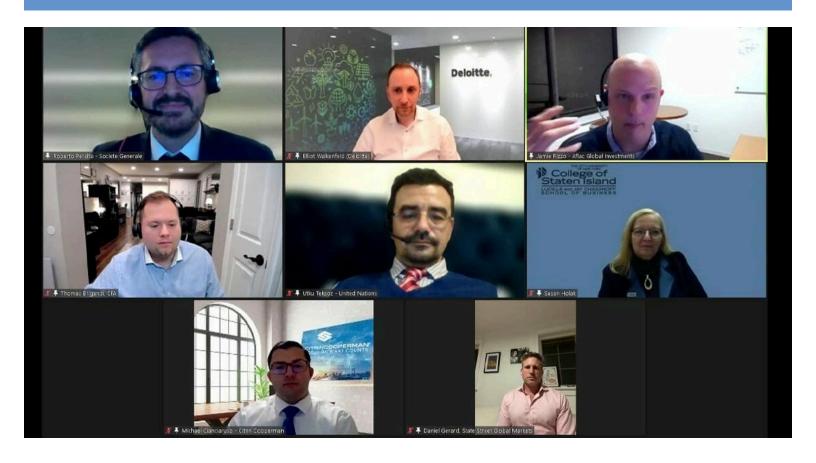
#### Dean's Special Events

We have hosted a major event each semester since the Chazanoff School's founding. Prior to pandemic-related remote operations, these speaker or panel presentations were usually followed by a substantial reception that allowed for networking and information-sharing. Topics ranged from innovation processes, transportation and sustainability, healthcare availability in the developing world, and financial markets.

A highly successful event, the Careers in Finance, Economics and Accounting Summit, facilitated by an engaged alumnus, became a mainstay for the fall semester. This event continued in virtual format during the pandemic. Representatives from many facets of the financial world shared thoughts and responded to questions from our student body. Our panels have included an economist from the United Nations who discussed the importance of the UN SDGs and decision-makers underscoring rapid industry changes in response to climate, societal issues, and the sustainable development goals.

## SCHOOL HOSTS FOURTH "CAREERS IN FINANCE, ECONOMICS AND ACCOUNTING SUMMIT"

December 5, 2022 | Alumni



#### Hosting the New York Federal Reserve Bank

The Lucille and Jay Chazanoff School of Business has twice had the honor and privilege to serve as the host for the President of the Federal Reserve Bank of New York in visits to the borough. We were able to do so in June 2021, as we moderated a virtual "Fireside Chat" with President John C. Williams and provided a platform for dialogue

and discussion with members of our campus community, civic organizations, policy and political figures, members of the press, and other stakeholders.

#### CHAZANOFF SCHOOL OF BUSINESS HOSTS FIRESIDE CHAT WITH NY FEDERAL RESERVE BANK PRESIDENT JOHN C. WILLIAMS

July 1, 2021 | Newsmakers



#### Alumni Impact: Queen Diambi Kabatusuila Tshiyoyo Muata Returns to the College

Her Majesty Queen Diambi Kabatusuila Tshiyoyo Muata of the Democratic Republic of Congo is an alumna of the College of Staten Island, having graduated with a a Bachelor of Science degree in Business. On November 16, 2022, the College of Staten Island was honored to welcome her back to campus for a tour, meetings, and a formal address, as she was presented with the College's Presidential Medal.

Recognized for her philanthropic and community contributions, Her Majesty has promoted the cause of the Elikia Hope Foundation, an international charity focused on Africa. She has spent years advocating for global peace, raising awareness of climate change and plastics in the ocean. Her Majesty Queen Diambi is an inspiring communicator reminding us all how we can make a difference.

### CSI CELEBRATES HER MAJESTY QUEEN DIAMBI KABATUSUILA TSHIYOYO MUATA'S VISIT TO CAMPUS

November 16, 2022 | Newsmakers



## Career Resources and Placement Opportunities

College of Staten Island students have access to the campus Center for Career & Professional Development. Increasingly, there are also opportunities that are disseminated to the CUNY campuses from the central system office. In the last year, approximately 40 students majoring or minoring in business took part in internships or programs that align with PRME-related topics. Students participated in the Blackstone

LaunchPad Internship and worked for Progressive Pipeline, an organization that supports small non-profit organizations with marketing professionals. In addition, the Metropolitan Transit Authority (MTA) hosted internships for CSI students. We continue to systematize our data collection related to these placements and look to make this a priority for the 2023-2025 PRME reporting cycle.



- Partner with internal offices (e.g., SBDC, CSI Sustainability) on projects and joint initiatives that support PRME and the UN SDGs.
- Encourage the Center for Career & Professional Development to obtain and promote opportunities that reflect PRME-related initiatives.
- Encourage formation of a PRME-related student organization.

### 7. Organizational Practices

We understand that our own organizational practices should serve as examples of the values and attitudes we convey to our students.

### Facilities Renovation: A New Home for the Chazanoff School of Business

The Lucille and Jay Chazanoff School of Business is currently housed primarily in Building 3N, a low-rise classroom and office building on the College's 204-acre campus. As part of a large renovation project progressing in several phases, the School of Business will have a new location on campus (Building 2M). This historic structure, unused since the College has been located on the Willowbrook site, is being renovated and retrofitted; to date, ten classrooms (including one computer lab) have been available to the School of Business since February 2018. Demolition and renovation in other sections of the 2M structure have been in progress for several years spanning the COVID-19 Pandemic. The next phase will provide new faculty office space, administrative space, student meeting areas, and a large

multi-purpose atrium for events and gatherings. In total, the building project for these phases will provide approximately 40,000 square feet for the Chazanoff School of Business.

This transformational project for the College is emblematic of a sustainability initiative. The structure itself is being repurposed in a thoughtful, exciting way. The design maintains original building features and conserves exposed brick to the greatest extent possible. Sustainable elements like cork floors and LED lighting are being intentionally selected. Mechanical systems in the renovated structure are considered more environmentally friendly in comparison to the rest of the campus. The HVAC systems, air handling functions, variable frequency drives, and digital controls optimize energy use for the facility.





The Building 2M renovation allowed for preservation of exposed brick and features two bottle filling stations.

#### Chazanoff School Impact: Reporting on Goals

In an effort to address our own organizational practices within the Lucille and Jay Chazanoff School of Business, we have taken positive steps to promote sustainability. Catalyzed, in part, by the COVID-19 Pandemic, we made significant changes in our use of paper. We minimize printing and send major jobs to a more cost-effective

duplication center on campus rather than printing in-house. To minimize plastic water bottle waste, we subscribe to an office water delivery service and an associated recycling / reuse program for the dispenser containers. Office lighting is activated by motion detection.



# **Key Performance Indicators 2023-2025: Principle 7 | Organizational Practices**

- Transition to the refurbushed Building 2M structure and maintain stewardship.
- Expand the installation of water bottle filling stations in Building 2M.
- Increase usage of electronic signage in order to eliminate paper flyers.



#### **Summary of Key Performance Indicators: 2023-2025**

#### Key Performance Indicators: 2023-2025: Principle 1 | Purpose

- Consider expanding the PRME Working Group in the Lucille and Jay Chazanoff School of Business.
- Expand and further systematize PRME reporting, relevant faculty research, and better utilize faculty activity collection platform.
- Amplify communication about PRME and the UN SDGs to students through visuals, class announcements, LinkedIn, social media, and student organizations.

#### Key Performance Indicators: 2023-2025: Principle 2 | Values

- Incorporate PRME elements in the next Chazanoff School Strategic Plan 2024-2029.
- Continue to address achievement gaps and foster educational opportunities for all students.
- Expand and promote Climate/Social Change idea generation opportunities through entrepreneurship (e.g., Blackstone LaunchPad).

#### Key Performance Indicators: 2023-2025: Principle 3 | Method

- Promote our new course, BUS/ECO 105 *Sustainable Business & Society*, to maximize enrollment and encourage students from across the College to participate in this General Education opportunity.
- Support and expand experiential learning opportunities focused on sustainability (e.g., competitions, AIM2Flourish, Blackstone LaunchPad entrepreneurship programs).
- Utilize the Con Edison Trading Room as a resource for sustainability-related research with regard to financial reporting, ESG investing, and valuations.

#### **Key Performance Indicators: 2023-2025: Principle 4 | Research**

- Support research related to our existing themes and foster faculty research collaborations.
- Encourage student research projects related to PRME for presentation at the annual Undergraduate Research Conference on Research, Scholarship, and the Arts.
- Maintain the *Advancing PRME Initiative Award* program in the Chazanoff School.

#### **Key Performance Indicators: 2023-2025: Principle 5 | Partnerships**

- Seek and build community partnerships with the Borough of Staten Island and local non-profit, government, and service organizations.
- Maintain participation in the VITA Program.
- Participate in the College's Tree Survey in partnership CSI Sustainability.

#### **Key Performance Indicators: 2023-2025: Principle 6 | Dialogue**

- Partner with internal offices (e.g., SBDC, CSI Sustainability) on projects and joint initiatives that support PRME and the UN SDGs.
- Encourage the Center for Career & Professional Development to obtain and promote opportunities that reflect PRME-related initiatives.
- Encourage formation of a PRME-related student organization.

#### **Key Performance Indicators: 2023-2025: Principle 7 | Organizational Practices**

- Transition to the refurbushed Building 2M structure and maintain stewardship.
- Expand the installation of water bottle filling stations in Building 2M.
- Increase usage of electronic signage in order to eliminate paper flyers.



## APPENDIX: Selected Faculty Publications Related to UN SDGs and Chazanoff School Thought Leadership

#### Theme 1: Urban Issues of the Future: Smart Cities, Digital Government, Transportation Equity, and Sustainability Policy

#### **UN SDG 11: Sustainable Cities and Communities**

- Cappellari, P. and Weber, B. (2022). "An Analysis of the New York City Traffic Volume, Vehicle Collisions, and Safety Under COVID-19," *Journal of Safety Research*, 83 (August), 57-65.
- **Chun, S. A.** (2018). "Special Issue on Evidence-Based Government: Secure, Transparent and Responsible Digital Governance." *Information Polity*, 23(2).
- **Chun, S. A.** (2017). "Traffic Evacuation Simulation Based on Multi-level Driving Decision Model," *Transportation Research Part C: Emerging Technologies*, 78, 129-149.
- **Chun, S. A.** (2019). "The Smart City of Newark, NJ: Data Analytics Platform for Economic Development and Policy Assessment" (pp. 315-331). Elsevier: *Smart City Emergence: Cases from Around the World*, Chapter 15.
- Wang, H., Tan, J., **Guo**, **N.S.**, Wang, S. (2018), "High-Value Transportation Disruption Risk Management: Shipment Insurance with Declared Value," *Transportation Research Part E: Logistics and Transportation Review*, 109, 293-310.
- **Mammen, K., Shim, H.S**. (2018), "New York City Taxis in an Uber World," *Journal of Marketing Development and Competitiveness*, 12(2), pp. 10-25.
- Mammen, K., Shim, H.S., Weber, B. (2020), "Vision Zero: Speed Limit Reduction and Traffic Injury Prevention in New York City," *Eastern Economic Journal*. 46, 282–300.
- Remy, C., Brakewood, C., Ghahramani, N., Kwak, E.J., and **Peters, J.** (2018). "Transit Information Utilization During an Extreme Weather Event: An Analysis of Smartphone App Data." *Transportation Research Record: Journal of the Transportation Research Board*, No. 2672. Fall 2018. 90-100.
- Brakewood, C., Ghahramani, N., **Peters, J.**, Kwak, E.J., Sion, J. (2017). "Real Time Riders: A First Look at User Interaction Data from the Back End of Transit and Shared Mobility Smartphone App," *Transportation Research Record: Journal of the Transportation Research Board*, No. 2658. Fall 2017. 56-63.
- Bueno, P.C., Gomez, J., **Peters, J.R**. and Vassallo, J.M. (2017) "Understanding the Effects of Transit Benefits on Employees' Travel Behavior: Evidence from the New York New Jersey Region." *Transportation Research Part A: Policy and Practice*. Volume 99, (May), 1-13.
- Peters, C.E., **Peters, J.R.**, Gordon, C.E. (2017). "Who Pays for Local Streets? Who Should Pay? Survey of New Jersey Municipalities," *Transportation Research Record: Journal of the Transportation Research Board*, No. 2670. Fall 2017. 24-32.
- Hyun, S., **Shim, H.S.**, Taghizadeh-Hesary, F. (2020). "Modeling Solar Energy System Demand Using Household-level Data in Myanmar," *Economic Analysis and Policy*, Vol. 69, pp. 629-639.
- Weber, B.S. (2019), "Uber and Urban Crime," Transportation Research Part A: Policy and Practice, (December) 496-506.
- **Weber, B.,** Heywood, J.S. (2019), "University Provided Transit and Crime in an Urban Neighborhood," *Annals of Regional Science*, 62 (3), 467-495.
- Weber, B. and Cappellari, P. (2022). "Assessing the Impact of Ferry Transit on Urban Crime," *Urban Affairs Review*, December 2022 (Online First).

## Theme 2: Expanding Possibilities for Equality and Prosperity: Women, Workers, and Resources

**UN SDG 8: Decent Work and Growth** 

**UN SDG 5: Gender Equality** 

- **Mammen, K.** (2019), "All for One or Each for Her Own: Do Polygamous Families Share and Share Alike?" *Journal for the Advancement of Developing Economies*, 8(1), 39-55.
- **Mammen, K.** (2020), "Children's Gender and Investments from Nonresident Fathers," *Journal of Family and Economic Issues*, 41(2), 332-349.
- Viswanath, S. & Mullins, L. (2021), "Gender Responsiveness Budgeting and the COVID-19 Pandemic Response: A Feminist Standpoint," *Administrative Theory & Praxis*, 43(2), 30-244.\*
- Mullins, L., Carbonneau, E., and Riccucci, N. (2021), "The Effects of Family Responsibilities Discrimination on Public Employees' Satisfaction and Turnover Intentions: Can Flexible Work Arrangements Help?" Review of Public Personnel Administration, 41 (2), 384-410.
- Brandts, J., Corgnet B., Hernán-González, R. Ortiz, J.M. and **Solà, C.** (2021), "Watching or Not Watching? Access to Information and the Incentive Effects of Firing Threats," *Journal of Economic Behavior & Organization*, Vol. 189, 672-685. doi.org/10.1016/j.jebo.2021.07.019
- Angelovski, Andrej, Brandts, Jordi and **Solà, Carles**. (2021), "Equal and Unequal Profit Sharing in Highly Interdependent Work Groups: A Laboratory Experiment," *Journal of Economic Behavior and Organization*, Vol. 184, 232-252. doi.org/10.1016/j.jebo.2021.01.024
- Brueckner, M., Kikuchi, T., and Vachadze, G. (2023), "Transitional dynamics of the saving rate and economic growth." *Macroeconomic Dynamics*, 27, 482-505.

<sup>\*</sup>Professor Mullins's article was awarded Outstanding Dialogue recognition for 2021 by *Administrative Theory & Praxis*. csitoday.com/2022/10/dr-lauren-bock-mullins-receives-recognition-tor-article

#### Theme 3: Knowledge Management and Innovation

#### UN SDG 9: Industry, Innovation, and Infrastructure

- Ojha, D., Struckell, E., **Acharya, C.**, Patel, P. (2021), "Managing Environmental Turbulence Through Innovation Speed and Operational Flexibility in B2B Service Organizations," *Journal of Business & Industrial Marketing*, 36 (9), 1627-1645.
- Acharya, C., Rechberg, I., Dong, X. (2020), "Race to Learn: Knowledge Characteristics and Resource Structure," *Journal of Knowledge Management*, 24(5), 1059-1078.
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