2nd COHORT

Agnes Cheng
Amber Friesen
Amie Tat Brady
Andrew Lok
Andrew Roderick
Anoshua Chaudhuri
Caitlin Steele
Caroline Johansson
Celeste Rivera
Constance Cavallas
David Chelliah
Dylan Mooney
Elaine Musselman
Elena Stoian
Ellen Rayz
Ericka J. Jackson
Florence Tu
Gail Dawson
Jackson Wilson
Jeanie Kim

Jeffrey Chun
Jill Anthes
Jimmie Wilder
Jonathan Foerster (not pictured)
Jose Lema
Maggie O'Brien
Mark D. Kelleher
Megan Dobbyn
Michael Beatty
Nancy Ganner
Ryan Fetzer
Shimina Harris

Soumyaa Kapil Behrens
Stephen Blecha
Troi Carleton (not pictured)
Xiao Hang Liu
Yolanda Gamboa
Dear Kathy,

Thank you, again, for your visionary support of the Emerging Leaders Program at San Francisco State University. I hope we share a similar sense of fulfillment in seeing the impact your gift has made on the development of our most talented staff and faculty members. By focusing on SF State’s emerging and developing leaders, we are not only seeing immediate results, but also preparing for a stronger future.

We are most appreciative of your personal engagement in this program, and of the Eustace-Kwan Family Foundation’s commitment to developing the institution by focusing on the needs of its people, in service to our students. This program continues to be a win/win/win for everyone involved!

Sincerely,

Les Wong
President
The Eustace-Kwan Family Foundation’s generous grant enabled us to pilot two of several cohort groups of the San Francisco State University (SFSU) Emerging Leaders Program. The Emerging Leaders Program provides opportunities for SFSU to foster campus leadership of the future. Recruitment and retention of talent is a challenge across higher education, but is particularly so in San Francisco due to the high cost of living. Investing in leadership not only mitigates recruitment expenses, but also provides campus stability and a fulfilling career path for employees across multiple disciplines. Program visibility and networking, in conjunction with project management immersion, enhances the efficiency and effectiveness of future problem solving.

This report presents results from the 2nd emerging leaders cohort, which consisted of 37 individuals who accepted the invitation from the President’s Cabinet and completed the 12-month program. The program consisted of six monthly half-day class sessions, during which participants learned the six roles of a leader. Ann Sherman, Interim Vice President & CFO of Administration & Finance, led the classes. At the conclusion of the classes, participants were assigned to one of six group projects. Over the next several months, the groups pursued tangible outcomes under the direction of Praveen Rattan, Professional and Leadership Development Manager, and five student assistants, respectively Parni Bali, Helena Chong, Matthew Johnstone, Peter Lê, and Sarita Upadhyay.
EMERGING LEADERS PROGRAM

MEASURING IMPACT

The overall success of the Emerging Leaders Program is measured using Kirkpatrick’s Four-Level Training Evaluation Model.

LEVEL 1
REACTION

Measures participants’ overall satisfaction
Reaction was assessed through a class evaluation provided at the end of each class session. The results were overwhelmingly positive.

LEVEL 2
LEARNING

Measures the information participants learned from the program
The 2nd cohorts were measured using a pre/post-test design, which is included in the success metrics section of this report.

LEVEL 3
BEHAVIOR

Measures the degree to which information learned from the sessions is transferred to the work environment
Through the session’s homework assignments, participants had to apply knowledge they learned to their respective jobs and report back during the next session about their transfer process.

LEVEL 4
RESULTS

Measures the program outcomes at the Institution-level
To assess these outcomes, re-classifications and promotions of this 2nd cohort group will continue to be tracked. In addition, the reports from the project groups will be assessed.

PARTICIPANTS

The following metrics are representative of the 2015/2016 (1st Cohort) and 2016/2017 (2nd Cohort) Emerging Leaders Program participants. The analysis was based upon participants who received a promotion, in-class progression or in-range progression from the commencement of the program through approximately six months after the program concluded. The preliminary statistical analysis indicates that the program design has a positive correlation with the program participants’ success:

PROMOTION, IN-CLASS OR IN-RANGE PROGRESSION

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2nd</td>
<td>43%</td>
</tr>
<tr>
<td>1st</td>
<td>49%</td>
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STUDENT ASSISTANTS

The following metrics are representative of the 2015/2016 (1st Cohort) and 2016/2017 (2nd Cohort) Emerging Leaders Program student assistants at the conclusion of the program:

RECEIVED A NEW JOB

<table>
<thead>
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<tr>
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</tr>
<tr>
<td>1st</td>
<td>67%</td>
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WOULD RECOMMEND THE EMERGING LEADERS PROGRAM TO A COLLEAGUE

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>2nd</td>
<td>100%</td>
</tr>
<tr>
<td>1st</td>
<td>100%</td>
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</tbody>
</table>
The following metrics are representative of the 2nd Cohort Emerging Leaders Program participants who completed the pre- and post-class evaluation.

**MANAGING TALENT**

- "I understand the importance of position descriptions as the foundation for all Human Resources functions.”
  - **PRE:** 90%  
  - **POST:** 94%

- "I have an appreciation for the role diversity plays in organizational effectiveness.”
  - **PRE:** 100%  
  - **POST:** 88%

- "I effectively conduct employment searches by utilizing best practices and recruitment strategies.”
  - **PRE:** 52%  
  - **POST:** 75%

- "I assess strengths and weaknesses for my direct reports, department teams, project teams, or other.”
  - **PRE:** 57%  
  - **POST:** 94%  

*Combined Mean

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**INSPIRING PERFORMANCE**

- "I use SMART (Specific, Measurable, Action-Orientated, Realistic, and Time-Bound) goals for myself, my direct reports, department teams, project teams, or other teams.”
  - **PRE:** 60%  
  - **POST:** 79%

- "I recognize or reward my direct reports or other employees at SFSU (e.g. thank you note or email).”
  - **PRE:** 88%  
  - **POST:** 100%

*Combined Mean

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**USING & SHARING INFORMATION**

- In the pre-class survey, 40% of participants stated that they had a good understanding of the Collective Bargaining Agreements (CBAs) overall or within their departments.
  - **PRE:** 40%

- In the post-class survey, communication and active listening skills ranked highest as the most valuable subject for this class. Policies, procedures/CBAs, and directives ranked as the second most valuable, whilst technology and emails were still valuable, but less than the other two subjects.
  - **PRE:** 57%  
  - **POST:** 94%
  - **PRE:** 88%  
  - **POST:** 100%
  - **PRE:** 52%  
  - **POST:** 75%
  - **PRE:** 40%  
  - **POST:** 57%

*Combined Mean
SUCCESS METRICS

The following metrics are representative of the 2nd Cohort Emerging Leaders Program participants who completed the pre- and post-class evaluation.

### FACILITATING CHANGE

“I have used Kotter's 8-Step Model to effectively implement a change for my team(s), direct reports, colleagues and peers, or the campus.”

“The change implemented was received as positive from my team(s), direct reports, colleagues and peers, or the campus.”

*Combined Mean

### BUILDING A TEAM

“I utilize best practices (e.g. Tuckman's Model of forming, storming, norming, and performing) to advance teams towards becoming higher performing teams.”

“I am an influential manager, and I influence my direct reports, colleagues and peers, my manager, or leaders across SFSU.”

*Combined Mean

### STRUCTURING WORK

“I have evaluated the need for work processes to be more meaningful and effective.”

“I have an understanding of how to use process mapping tools.”

“I have implemented process improvement(s) or change(s) in my job, department, with my direct reports, or with other teams at SFSU.”

“I use process mapping tools in my job or projects.”

“I effectively delegate work, and I am comfortable stepping back and allowing my direct reports or team to step in, collaborate, and lead.”

*Combined Mean
After the completion of the class sessions, the participants were assigned to advance one of the following six projects:

- Educator Extras
- Food Security
- Gator G.R.A.C.E. Award
- Green Gators
- MPP Performance Evaluation Process
- Staff Emeritus

All six projects incorporated one or more of the five core University values, respectively: Courage, Life of the Mind, Equity, Community and Resilience.

These projects are a catalyst for creating a campus culture whereby faculty, staff and students are both valued and respected. The hands represent (Figure 1) the diversity, inclusion and SF State community collaborating and fostering a more accessible environment. The project’s aim is to open doors, break down barriers, create paths to connect the campus community, and provide ladders of opportunities for students, faculty and staff for a more accessible environment. When all of these five core University values are connected, the campus community benefits immensely.
The Educator Extras project team focused on faculty benefits. The project entailed researching faculty discounts offered at other institutions, identifying and evaluating community retailers and business discounts, and finalizing reports and recommendations.

The Educator Extras project creates a valuable resource that supports and enhances retention and recruitment strategies, increases awareness of cultural community venues and partnerships, and streamlines access to benefits information. Thus, this project embodies the University core value of Community.

This project provides faculty with opportunities to access community resources and discounts, creating a space for developing strong partnerships that support faculty and the community.

SUCCESS INDICATORS

- Over 130 faculty discounts identified, receiving verbal commitments from all.
- Six categories: entertainment, food, recreation and wellness, retail, technology, and travel.
- Anticipated launch date: Fall 2017
The Food Security project team goals included understanding the depth of the food insecurity issue on campus; researching on-campus and off-campus resources; providing subject matter expertise regarding legal requirements for food health and safety; uniting existing on-campus project groups; and developing and implementing short, medium and long-term sustainable solutions. Thus, this project embodies the University core value of Equity.

**EQUITY**

This project eliminates barriers to student success by providing SF State students who do not have sufficient financial resources and access to on-campus food. A critical component of this project is to reduce the negative stigma and impact that is associated with food insecurity.

**SUCCESS INDICATORS**

**Short-term:** Establish a food and toiletry distribution on campus. Early in the project phase, the team confirmed that an on-campus group, Associated Students, was working on this goal. The Associated Students launched an on-campus pop-up pantry pilot on February 13th, 2017.

**Medium-term:** The project team identified and secured a 244-square foot permanent food pantry on campus, which is located on the ground floor of Village A. The team also negotiated with Facilities Services to provide minor remodeling (e.g. cleanup and painting) of this space.

**Long-term:** Distribute meal cards to students who do not have sufficient financial resources for food. This long-term solution provides in-need students anonymity and the same access to on-campus food options as students who are not in need. For these reasons, this approach greatly minimizes the negative stigma associated with food insecurity. The team secured $40,000 in annual funding. This amount is a significant portion, nearly 50% of the annual estimated total funding needed to ensure program continuation.
SUCCESS INDICATORS
The project team developed the GATOR G.R.A.C.E. Award program, in which they:

- Created and clarified the student feedback vision. The vision was to create a student feedback program that would create a campus culture of mutual respect by empowering students and inspiring staff.

- Developed meaningful, objective, clear, and attainable criteria for students to recognize staff.

- Designed marketing and promotional materials in digital, print, and signage formats.

- Assessed various student voting tools, including APP recommendations and feasibility of iLearn and MySFSU.

- Negotiated with campus vendors, including City Eats, the Cesar Chavez eateries, and the SF State Bookstore to secure donations to support the program.

GATOR G.R.A.C.E. AWARD

G.R.A.C.E. =

Good listener
Respectful
Approachable
Compassionate
Empathetic

The Gator G.R.A.C.E. Award project recognizes outstanding staff and directly impacts the student experience. This project entailed researching staff recognition programs; negotiating with campus vendors; and assessing various student voting tools. Thus, this project embodies the University core value of Community.

G.R.A.C.E.

Community

This project provides students access to give positive feedback regarding their interactions with campus staff, empowering students and rewarding positive interactions in the SF State community.
The Staff Emeritus project enables the University to recognize staff who have retired after 10 years of service. The project embodies the University core values of Life of the Mind and Community.

**SUCCESS INDICATORS**

**LIFE OF THE MIND**

- Qualtrics Survey: Polled 63 retired staff from the past year who would qualify for the Staff Emeritus Program. 82% of survey respondents indicated that they would apply to the program.
- Presented to the Academic Senate’s Strategic Initiative Committee (SIC) and to the Academic Senate. This resulted in Academic Senate Resolution RF16-354 in support of a Staff Emeritus Program at SF State.
- Received endorsement from SFSU Retirement Association Board.
- Developed and submitted a Staff Emeritus Practice Directive to leadership.
- Return on Investment (ROI). Based on the lifetime giving data of emeritus faculty donations as compared to non-emeritus former faculty donations, emeritus faculty donate approximately 16.5 times more than non-emeritus former faculty. Based on this analysis, it is estimated that the staff emeritus donations could range from approximately $2,223,024 - $18,339,948.

**COMMUNITY**

Provides access to develop strong partnerships, supporting the pursuits of our students, faculty and staff, within the local, national and global communities.
The Green Gators is a composting and green procurement project, which aims to help the campus community develop sustainable habits by increasing the availability and awareness of green alternatives. Thus, this project embodies the University core value of Resilience.

RESILIENCE
This program grants the SFSU community access to sustainable solutions for improving our planet. The project provides opportunities for us to make better choices and reduce our footprint.

SUCCESS INDICATORS
The project team developed and launched four campus educational programs to make everyday sustainable practices achievable. The theme for all four programs is “Be a Green Gator”:

**Compost at SF State:**
- This program aims to increase the University’s usage of composting bins. In April 2017, 30 new composting bins were placed in the College of Business and Thornton Hall. The team also launched a composting “how to” educational video. The video can be accessed at: [http://sustain.sfsu.edu/resources](http://sustain.sfsu.edu/resources).
- The return on investment (ROI) of this program is significant. The University will recoup the $4,500 initial investment for the 30 bins in the first year. Moreover, the investment of $4,500 equates to approximately an $18,000 in savings in the first year, and an annual savings of approximately $22,500 thereafter.

**Recycle and Donate at SF State:**
- “Office Supplies Substitution” and “Recycle Your Ink & Toner Cartridges” aims to raise awareness to change purchasing and recycling behaviors. Additional information can be accessed at: [http://sustain.sfsu.edu/recycle](http://sustain.sfsu.edu/recycle).
- “Use the ‘Smile’ URL for Amazon.com” aims to increase awareness, usage and donations to SFSU. The SFSU community and donors can give back to the University, at no cost, by using the following link to make their Amazon.com purchases: [http://smile.amazon.com/ch/26-1169717](http://smile.amazon.com/ch/26-1169717).
The Management Personal Plan (MPP) Evaluation Process project provides University MPP employees an opportunity to evaluate and provide recommendations for improving the MPP performance evaluation process. This project included evaluating the current MPP performance evaluation process; creating, administering, and analyzing the results from the MPP Performance Evaluation Process survey; performing in-person interviews with University MPP employees; evaluating all of the results; and providing recommendations to University leadership. Thus, this project embodies the University core value of Courage.

The following metrics are representative of the January 2017 MPP employees who completed the MPP Performance Evaluation Process survey:

- 37% recommended including a self-evaluation prior to the performance evaluation
- 45% recommended current and clearly written job descriptions
- 53% recommended goal setting at the beginning of an evaluation period
- 59% recommended periodic staff recognition and appreciation events
- 75% received evaluations on time
- 76% recommended a mid-point review
- 77% found the performance evaluation discussion helpful
- 91% of the performance evaluations were conducted in-person

At the conclusion of the survey, MPP employees received an invitation for a one-on-one focused discussion on the MPP performance evaluation process. The themes that emerged from these discussions included clarifying the goal and purpose of performance evaluations; developing a standardized and streamlined evaluation process; providing an opportunity for employees to provide feedback regarding their manager; and to incorporate recognition activities.
As a Student Assistant in the Emerging Leaders Program, I got the opportunity to strengthen the sense of community among students and staff members. I was impressed by how individuals from different departments came together with diverse leadership to cultivate towards a common goal. My takeaway was how different teams came together in creating an inclusive culture at SF State, which takes both commitment and action.”

- Parni Bali, MBA Candidate

I was honored to be part of an intellectual group that is dedicated to creating a campus culture that is more valued, respected and diversified. Working with program leaders to make SF State a better place and environment, has made my experience at SF state more enriching and meaningful.”

- Helena Chong, MBA Candidate

The Emerging Leaders Program provided me with the opportunity to work on a real University issue. The passion for change emanating from the faculty and staff I had the pleasure of working alongside was inspiring.”

- Matthew Johnstone, MBA Candidate

The Emerging Leaders Program has allowed me to become more involved with the campus community in ways I never would have anticipated. I built meaningful relationships with faculty and staff, and left this program with a greater appreciation for their contributions and ongoing efforts to improve the campus experience for all. The program’s commitment to upholding our University values truly makes me proud to be a student at SF State.”

- Peter Lê, MS Candidate, Biology

It was inspiring to work with so many enthusiastic, driven, and passionate individuals involved in the Emerging Leaders Program. My work as a Student Assistant made me feel closer to the campus and the SFSU community, and allowed me to contribute to a meaningful project. This program truly demonstrated the power of bringing together brilliant people from various backgrounds as a way to solve problems. The fact that the University supports this kind of collaborative and creative approach to community-building makes me proud to be a part of this institution.”

- Sarita Upadhyay, MS Candidate, Industrial Organization Psychology
San Francisco State University received the CSU/UC/CCC Focus on Efficiency Award for the Emerging Leaders Program. Ann Sherman, Interim Vice President & CFO, Administration & Finance, and Praveen Rattan, Professional and Leadership Manager, accepted this prestigious award at the 2016 California Public Higher Education (CPHE) Collaborative Business Conference on October 3, 2016.

The award-winning abstracts selected exemplified success stories representing innovative practices implemented to improve services, operational performance, and outcomes for California Public Higher Education.
Each cohort group is unique, and each teaches us things that can improve the program! Having our 3rd cohort group start, as this 2nd group was beginning their projects, added extra challenges to the support required. As I reflect on the key success factors and plan for the future, I am excited about the degree to which this program has been embedded across the entire institution, and the foundation that has been laid so far. Some notable points:

- Having a Scrum Master to keep the project teams focused is imperative. While the 2nd cohort group eventually found their way to successful outcomes, the length of time and degree of churn along that path could be mitigated through the demonstration of the Agile project management tools and techniques. This both builds capacity among the team members, and reduces their frustration!

- Each cohort group has a different dynamic and interpersonal relations. Despite common activity cues and lecture content, it is the individual perspectives and personalities that create the learning environment. This is aligned with the messaging that we are not creating “cookie-cutter leaders”, and is refreshing to observe.

- The demands of the Vice President role demanded flexibility in scheduling for the third cohort. To a large degree, this highlighted the need for us to persist toward the “commoditization” of the program, such that delivery can be accomplished by skilled facilitators, aside from myself.

- The third cohort group brings us to about 100 successful participants in the Emerging Leaders Program. One go-forward initiative is the monthly All-Campus Leaders forums that I’ve started hosting. This series helps to reinforce the concepts of the 6 roles of a leader, builds or enhances relationships amongst our leadership community, and ensures that we are all “using and sharing information” in effective ways. As has been previously discussed, the reinforcement of learning is key to embedding the ELP concepts into our institutional memory and ways of working.

- Our student interns have gained invaluable experience in observing the learning sessions and by working with the teams during the project phase of the program. Having the students participate gives them real-world understanding of organizational life, while driving home our student mission to the leaders in the program.

It’s hard for me to believe that three cohorts have already come and are almost finished. My enthusiasm for this program continues unabated, and I’m looking forward to seeing these leaders continue their careers through sharing their learning with new teams. As we pursue the go-forward plans noted above, I eagerly anticipate the development of the future 4th cohort of Emerging Leaders!
EMERGING LEADERS PROGRAM

SPONSOR

Leslie E. Wong
President
San Francisco State University

PRINCIPAL INVESTIGATOR/DESIGNER

Ann Sherman
Interim Vice President & CFO, Administration & Finance
San Francisco State University
Direct (415) 405-2650
asherman@sfsu.edu

PROGRAM MANAGER

Praveen Rattan
Professional and Leadership Manager
San Francisco State University
Human Resources
Direct (415) 405-3934
prattan@sfsu.edu