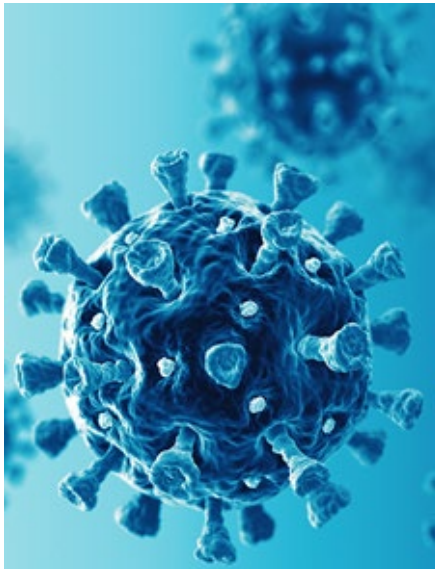


# Post-Pandemic Planning

## Subcommittees' Executive Summaries



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# Introduction

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As with higher education institutions nationwide, the COVID-19 pandemic caused Cal State San Bernardino to transform in unprecedented ways. It also provided an opportunity to reshape our university for the better in a post-pandemic environment, both academically and operatively. In response to this point of time, the Post-Pandemic Planning Committees were formed and launched in April 2021.

This visioning, campus-wide initiative touched every aspect of university life, ranging from physical spaces and technology to equitable learning and the overall well-being of students. Administrators, faculty, staff and students contributed to this extensive, year-long process, providing a wide range of perspectives. Input was also sought from experts and community members and organizations.

The structure of the Post-Pandemic Planning Committees includes a steering committee and eight subcommittees, each with their own roles and responsibilities. The steering committee consisted of members of the President's Cabinet and the chair(s) of each subcommittee. The eight subcommittees include budget (advisory committee), student affairs and student services, strategic enrollment management, external relations and special events, instruction and academic programs, facilities, human resources and risk management, and information technology. These committees were active from April 2021 to March 2022.

Each subcommittee was asked to provide a series of recommendations based on data-driven analysis of higher education's landscape in a post-pandemic context – meaning once all restrictions have been lifted and therapeutics are in place. Their recommendations, presented at the Post-Pandemic Planning Forum on April 4, 2022, are included in the following pages.

The results of their examination represent the first phase of this essential endeavor. Next steps will include evaluating the recommendations for potential implementation and enlisting the Faculty Senate or Administrative Council for any elements that affect current policies or require new ones.

On behalf of the Steering Committee, thank you to all members of the subcommittees for your time, thoughtfulness and creativity. Your recommendations will help to inform ways to better serve our internal and external constituents, and the development of Cal State San Bernardino's 2023-2027 Strategic Plan.

# Strategic Enrollment Management

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The post-pandemic subcommittee on Strategic Enrollment Management has spent the past year understanding the challenges facing students as they engage with the institution on the path to their degree and the opportunities that CSUSB has to support students on this journey. With the goal of creating a comprehensive enrollment plan, one that takes new and continuing students into account, the post-pandemic subcommittee on Strategic Enrollment Management has the chance to reframe our commitment to students and to find creative new solutions to assuring students who join our campus community leave with the degree they intend.

The Strategic Enrollment Management committee's work will extend well beyond the initial planning period, with the creation of an initial Strategic Enrollment Plan document. Like the institution's strategic plan, this document will be informed by deep conversations with stakeholders, including students, faculty, departments and leadership, to understand expectations and unmet needs, and to be thoughtful in its inclusion of students across all types, undergraduate and graduate, domestic and international, state-side and extended education, short term and more. The final document will be forward looking, taking into account the trends in enrollment at the local level and how and where CSUSB can best position itself in a more and more competitive marketplace.

## Progress so Far

The Subcommittee on Strategic Enrollment Management has been working since May 2021 to develop a sustainable structure to tackle the large amount of work needed to accomplish the ambitious goal of developing a comprehensive strategic enrollment plan for the university. The committee named in May 2021 has grown to encompass a steering committee and four subcommittees. The Steering Committee is inclusive of all institutional divisions and includes individuals across professional levels who are engaged or connected in some way to enrollment management work and student representatives. This body, along with additional individuals from across the campus, are split out into working groups focused on one of four enrollment management areas.

The four work groups of the subcommittee on Strategic Enrollment Management are:

- Recruitment & Pipeline Building
  - Co-Chaired by Dr. Tiffany Bonner, Director, Outreach & Student Recruitment and Stacia McCambridge, Director, International Admissions
- Transition & Enrollment Support
  - Co-Chaired by Amy Bracerros, Registrar and Director, Office of the Registrar and Brian Willess, Director, Outreach & Transition Programs
- Systems, Structures & Supports for Retention
  - Chaired by Dr. Lesley Davidson-Boyd, Associate Vice President, Academic Success and University Advising
- Financial Aid & Scholarships and Affordability
  - Chaired by Dr. Diana Minor, Director, Financial Aid & Scholarships

These working groups are reviewing each of these enrollment steps with a critical lens, looking for both practical items that could be implemented quickly to improve student experiences and to long-term projects or wish list items that if accomplished could improve not only the student's experience, but ease processes, data management and allow CSUSB to be at the forefront of innovation in the enrollment space. Working group member in these conversations are primarily staff and faculty who work directly with students. The perspective these individuals provide is reflected in the items uncovered as potential strategy to make improvement and with an intentional review of how decisions made would be implemented and experienced.

CSUSB engaged the services of an enrollment consulting firm, Ruffalo Noel Levitz (RNL) in support of our process. The consultants working with the university are helping to bring the ideas developed by the steering committee and work groups into strategies that can be implemented. The contract with RNL extends to October 2022 at which time CSUSB will have a written Strategic Enrollment Plan that will serve as our guiding document for Strategic Enrollment Management going forward.

## Strategies and Priorities Identified by the Working Groups

In the initial phase of planning, the Strategic Enrollment Management steering committee and working groups have been building and refining a list of strategies and priorities based in the conversations regarding the challenges and opportunities in the enrollment space. Some of these initial strategies will require a full review and buildout to determine potential impact. This review will consider fiscal and human resources and expectations on increasing rates of yield, retention or graduation as appropriate and will be presented to campus senior leadership to determine whether or not it should be moved forward to an action plan. Other items are those which could be implemented quickly, with minimal additional expenditure or impact on staff, faculty or administrators and will be shared with the appropriate departments on campus to move forward. Examples of the strategies under consideration for full review include those below.

### Student Recruitment & Pipeline Building Subcommittee

- Forward-looking approach to identifying potential populations for enrollment growth that are reflective of trends in the region
- Integrate marketing and recruitment efforts to support programs and populations between colleges, strategic communications and outreach
- Highlight the new R2 status for both graduate and undergraduate populations
- Consider refreshing the CSUSB brand with an emphasis in value proposition and outcomes

### Transition and Enrollment Supports

- Identify the media modalities on which students prefer to be engaged and utilize them as part of a comprehensive coordinated and sequenced communication flow for students
- Incorporate affinity and cultural centers into onboarding for all students across at multiple points in the enrollment process
- Redefine welcome week as a signature event, including opportunities for student engagement and connection to build a sense of belonging

- Build a program / platform for parent engagement with clear concise messaging, goals, and identified leadership

#### Systems, Structures and Supports for Retention

- Continue to enhance processes and connection between advising, registrar, and financial aid / student financial services
- Review the possibility to create hybrid positions that straddle academic and student affairs to support students across the institutional divisions
- Identify and implement better methods for collecting student feedback about services and supports and create ways for staff to share innovative ideas centrally
- Continue to review course availability and hold practices that impact retention and graduation

#### Financial Aid & Scholarships and Affordability

- Identify ways, within the context of federal, state, and CSU system regulations to increase completion rates for FAFSA / CADA
- Aligning recruitment, awarding and scholarship cycles and further centralize scholarship processing / awarding
- Consider the creation of a donor aid leveraging program to influence student decision to attend and retain at CSUSB

Examples of quick implementation strategies which could have an immediate impact on CSUSB's enrollment goals:

- Use the institutional calendar to align efforts between departments and divisions
- Review and describe the CSUSB degree value propositions and benefits/outcomes
- Development of a student engagement roadmap to show students the paths to involvement
- Expansion of Early Alert at an enterprise level for new and continuing students
- Training on the existent data and enrollment tools for campus leadership
- Further integrate financial literacy program across student success programming, and into the curriculum

### Next Steps and Recommendations

The Strategic Enrollment Management subcommittee will continue to work with RNL through October 2022. Once that work has completed, the final Strategic Enrollment Plan will be widely shared across campus and will help to guide ongoing conversations around enrollment management and further strategy development. It would be the recommendation of the committee that the steering committee and work groups continue to meet regularly to reflect on and engage with the Strategic Enrollment Plan, so the institution is up to date with the latest enrollment trends and opportunities. Membership of the committees should be reviewed regularly to include the appropriate voices and perspectives, individuals from across all campus divisions and consider including members from the community.

# Instruction and Academic Instruction

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## Methodology

Consisting of university- and college-level staff from the San Bernardino and Palm Desert Campuses, faculty from every college, and student representatives, the Subcommittee on Instruction and Academic Programs reflected on the pandemic's challenges and opportunities, and generated potential ideas in response.

The subcommittee engaged in appreciative inquiry to learn and arrive at a set of recommendations. The process included defining what to learn about, engaging in discovering the topics and the best of what works, dreaming of our outcomes, and designing recommendations about what instruction and academic programs should be. What is left to do is implement what will be – the Destiny.

The subcommittee solicited input from key stakeholders, including students and faculty. It reviewed published research and survey data on teaching and learning during the COVID-19 pandemic and enrollment and demographic trends within higher education. We also reviewed student survey data from institutional research and polled faculty and ASI student leadership on what worked best for them during the pandemic.

## Findings

### Students

Students appeared to have appreciated and benefited from increased support during the pandemic, which highlighted for faculty the realities of students' lives outside the classroom. Students reported lower mental and emotional well-being levels during our discovery phase. Students are best served when supported as whole persons and feel included within the campus and community.

Students also reported on the benefits of increased communication from their instructors, whether through technologies like chat apps or increased faculty visibility through announcements, reminders, and flexible office hours. The quality of the interaction mattered to students also, with several reporting that they found simply the understanding that the instructor cared about their well-being made an impact.

Students reported a desire for flexibility, offering multiple ways to access course content and experiences depending on their individual needs and situations.

A total of 657 CSUSB student respondents gave feedback regarding why they have stopped out. The top reasons are:

- Primary financial issues due to COVID or heightened because of COVID
- Problems with registration and enrollment holds
- COVID of the student or close family member
- Mental health concerns
- Feeling overwhelmed with online coursework
- Wanting greater course flexibility

## Faculty

Faculty work lives, likewise, have been impacted by the pandemic. “Since the start of 2020, 50 percent of faculty reported a decrease in their enjoyment of teaching, and 70 percent stated an increase in workload. Furthermore, 70 percent of faculty reported thoughts of leaving academia for a different career, changing jobs within academia, or retiring,” according to the Chronicle of Higher Education.

Faculty reflections on teaching during the pandemic suggested they developed innovative and flexible pedagogical strategies to meet the needs of students, and the university should support these strategies.

## Recommendations

### Outcomes

1. Providing support for students with recognition of the diversity of students’ lives and situations, including support for students to feel included within the campus community and equipped to manage changing environments. Themes we explored included:
  - Feasibility and flexibility of ideas and proposals
  - Emphasis on social, gender, racial, and environmental justice
  - Thoughtfully re-engaging our students and faculty within the community
  - Community and market demands in the everchanging work environment
  - Incorporating a growth mindset
  - Centering mental health
  - Embracing a mindset of nimbleness and agility
  - Equity is “baked in” to pedagogy and transformative academic programs
  - Environmental justice and sustainability
2. Faculty success is reflected in greater professional participation (conferences, etc.), the increased use of innovative and effective courses and pedagogical practices, and research. Additional support will be required to keep up with changes in the field/work/profession.
3. Offer innovative pathways to degrees and certificates for lifelong learning while being fiscally successful, intentional, and focused.
4. Academic programs are developed, transformed, and assessed to reflect community needs and professional opportunities for students.

In response to the data, the Subcommittee on Instruction and Academic Programs identified several recommendations as it continues to navigate teaching and learning post-pandemic. Most important among these were:

1. Prioritize and facilitate a need and appreciation for flexibility
2. Bring increased intentionality and innovation to academic program development
3. Implement care for students and faculty as “whole persons,” taking into consideration mental and emotional health needs, as well as material well-being
4. Attend to disparate learning and teaching experiences that may be experienced by URM and first-generation students and URM faculty members
5. Attend to the environmental costs of instructional policies and procedures
6. Embed academic support in courses, including supplemental instruction, tutoring, mentoring, or other support. This would increase student success rates for classes and support faculty teaching



7. Create and publicize a central resource for real-time updates on academic policy and processes, including a feedback mechanism for campus questions and input

The subcommittee also noted themes and practices to empower students as “whole people.” The themes are:

#### **Feasibility and flexibility of ideas and proposals**

- Highlighting inquiry into classroom practices
- Grading policy, participation, grades
- Choice of modality matches the intentionality of the class
- Provide support for departments wishing to implement flexible RPT guidelines when significant external circumstances impact faculty (as exemplified, but not limited to, the COVID-19 pandemic). Adopting such a policy at the university level could also be considered.
- College-level information officers funneled to faculty and students

#### **Emphasis on social, gender, racial, and environmental justice**

- Identify spaces on campus that can be used by students with a mix of virtual and in-person classes, reduce carbon footprint

#### **Thoughtfully re-engaging our students and faculty within the community through intentional course design**

- Mainstream and control quality of online and hybrid programs and courses in light of post-pandemic student preferences and needs
- Close the digital divide ensuring diversity, equity, and inclusion in learning
- Expand how we engage with students, retaining virtual practices that are effective
- Use of classrooms for independent learning spaces
- Translate effective strategies into in-person learning
- Intentional modalities - courses and programs designed from the bottom-up for the modality
- Provide clear policies for GE class modality and abundant and well-resourced opportunities to support system design/teaching in those modalities
- Consider current student preferences in instructional modality, which pandemic learning experiences and success have shaped

#### **A focus on market demands in the everchanging business environment**

- CSU reassess space needs/requirements based on technology. Use on-campus space for collaboration instead of document storage
- Micro-credentials and breaking down degrees into stackable certificates so they can serve for career advancement, to update skills, requiring new skills and technology
- Career development for students
- Innovative, effective courses and pedagogical practices
- Seek out employment opportunities for students that are value-added for the degree

#### **Incorporating a growth mindset**

- Refresh our collective knowledge on basic needs resources and other support services for students and employees
- Assessment of the new pedagogy
- Ensure diversity, equity, and inclusion in learning next-generation smart classrooms

### Centering mental health

- Create safe spaces for students
- Trauma-informed programs and policies
- Promote students' social engagement through activities/events, welcoming spaces, fitness/wellness, campus traditions, campus food/coffee service
- "Sense of belonging" in the virtual classroom
- Trauma-informed teaching

### Embracing a mindset of nimbleness and agility

- Ensure instructional quality in different modes (hybrid, asynchronous online, synchronous online, asynchronous) by chairs requiring faculty training and evidence of mode-specific good teaching practices

### Equity

- "The coronavirus pandemic has been an extremely disruptive force in students' lives, and students of color have been disproportionately affected." (Global Strategy Group)
- Universal Design for Learning: The idea, as James M. Lang, director of Assumption University's Center for Teaching Excellence, described it, is for faculty members to "take the diversity of learners into consideration upfront as we design our courses."
- Concern for how policies will affect our students based on URM/first-generation status.
- Early alert system: Grow it so that there is an academic care team to help each student; include student peer mentors; increase support for existing programs
- Create a student-centered academic home (a hub/team for each student as they connect to different support services); related to the early-warning system ASUA and IR developed; use EAB to add notes for relational success; affinity groups, health center, advising, etc.
- Environmental justice and sustainability as it relates to equity
- Climate change, built environment, and their relationship to our university
- The delivery method of instruction that is environmentally friendly leads to a healthy learning, and
- Academic Programs and courses that speak to climate change and environmental justice or themes within courses
- Impact on student lives, mental and physical health, commute (reducing carbon footprint); how CSU policies require space for students. This needs to change. CO needs to rethink physical space requirements/transfer of services from San Bernardino to PDC sustainability

# Student Affairs and Student Services

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The subcommittee used the lessons learned throughout the pandemic from multiple vantage points as a lens to construct recommendations for how to identify a list of priorities, leverage resources, and meet the needs associated with providing student services and programming. The subcommittee found it essential that CSUSB continue to maintain an overall environment that is responsive to the ever-evolving needs of students. Factors including student space, technology, and a focus on support are essential standards to all student service initiatives. While intentionally structured, student services should also remain flexible enough to address the varied nuances that will accompany the transition back to full in-person services.

The subcommittee also noted that student affairs and student services should take into consideration the significant impact that the COVID-19 pandemic has had on the personal experiences of the campus community. As CSUSB transitions back to full in-person services, it is imperative to remember that individuals may still be in transition in their personal lives and experiencing the ongoing effect of a worldwide crisis that impacted individuals' both physical and emotional health. While the University understandably seeks to return to an adjusted form of normal operations, efforts should incorporate culturally relevant decisions, support of diverse communities, thoughtful communication, safety and security, and a reflection of CSUSB's core values.

## Recommendations

### Develop a multi-phased process for implementation of possible hybrid (virtual and on-campus) delivery of student services

Hybrid delivery adds an extra level of complexity to service provision. Successful hybrid delivery cannot simply be "added on" to in-person delivery; it requires attention to the demands of the online medium. Units should consider the following framework when considering form of delivery:

- Assess the experiential qualities that the program would deliver in a hybrid modality
- Consider the opportunities and challenges in making a program hybrid in nature
- Identify technology needs and connectivity solutions that would be required
- Identify hidden costs in time, planning, personnel and fees
- Provide training

Regardless of delivery, a portion of the program should remain synchronous to create and maintain a feeling of community and inclusion.

### Identify the pros and cons of virtual vs. on-campus delivery of different student services and make recommendations

The benefits of virtual delivery of student services include the ability to allow students to access services at their own pace and schedule. Students are also able to gain support and assistance no matter their location.

The challenges include keeping online information timely and updated. Additional staffing may also be necessary to address maintenance of online services. Student access to technology and connectivity may present as a challenge if students are not afforded quick response and access to updated software and hardware. Students may also struggle with engaging with integral in-person student services when navigating offerings that require a level of duality in their development.

Recommendation: Virtual services should directly address student needs and should be available to students in a format that is accessible 24/7 such as the university web page, videos, tutorials, bots, etc. On-campus services should meet needs that cannot be met virtually or are qualitatively less effective when delivered virtually and information should be easily accessible to students. All services should be focused on the student experience and assisting students from their experience as prospective students through alumni. With virtual services, student access to technology must also be considered to provide equitable access to information and services.

### Determine the staffing that will be needed to ensure effective and accessible delivery of student services to all students, regardless of the modality

In a post-pandemic environment, metrics of success should guide and inform a unit's staffing model for providing services in one of the three modalities: fully in-person operations, hybrid operations, and fully virtual operations. Metrics of success should be both quantitative and qualitative and could include incorporating wrap around services, customer service hours, and addressing student academic and non-academic needs. Within these staffing models, each unit should consider both professional and student staff, incorporating the adopted CSU telecommuting policy for fully in-person operations where feasible, and the fiscal impact to ensure all the mission and the goals of the unit are met. Considerations and structures would need to factor in health and safety protocols for fully in-person and hybrid staffing models, to ensure all staff have access to sanitizing materials and safe environments. All staffing models should provide all employees with training or resources to allow staff to fully utilize hardware, software, and mobile applications to extend business continuity.

### Offer recommendations for ensuring that students experience seamless access and engagement with student programs and services, regardless of the modality

The student experience should be redesigned to provide integrated, engaging, and equitable programs and services in the post-pandemic environment. Think "phygitality" (digitally + physically). Programs should be offered in multiple modalities to include blended formats that are built upon parity so that all audience members have a comparable experience whether they attend in-person or remotely. Create consolidated, connected, and integrated services. One recommendation for accomplishing this is to use integrated digital and physical service hubs that are more effective for the student and more efficient for the University. Create co-working office spaces that provide maximum user flexibility. Moreover, provide programs and services in locations convenient for students to access such as satellite offices and other spaces where students gather. Build and strengthen relationships across the CSU system to foster a statewide collaborative and/or relationships with counterpart units at other CSU institutions so students can access services at the CSU closest to where they reside. The pandemic has forced us to realize that our field needs to adapt to a fluid service model by offering multiple modalities to engage the maximum number of participants, and to ensure consistency for all students.

## Identify the health and safety considerations that will need to be addressed in order to return to any form of on-campus program and service delivery

Emotional and physical health issues of students should continue to be addressed. Clear, timely, and student-centered messaging and instructions targeting the student population are necessary when addressing health and safety matters, including any mandates by the campus or the CSU.

Students need to be informed via public health campaign messaging about the importance of health and wellness, including specific strategies based on relevant health issues. This could include such things as vaccination information/education, PPE use, and other data-driven measures, addressing myths and leveraging peers and other supports for social norming campaigns.

Along with establishing a long-term campus infrastructure for communicable health issues to rapidly communicate plans and address questions, the University should prepare to scale up targeted health and wellness services to students. Plans should be developed to expand services and programming that can be delivered in groups and virtually. Counselors, other healthcare providers and wellness staff should engage in professional development activities that prepare them to deliver effective, timely and relevant programming and services. Additionally, collaborations with community partners and vendors should be explored to connect students to additional resources, including master enabling agreements through the Chancellor's Office. Ongoing efforts to facilitate student engagement in health and wellness promoting activities can enhance primary and secondary prevention efforts and resilience.

## Identify the facilities and maintenance considerations that will need to be addressed in order to return to any form of on-campus program and service delivery

Physical hubs for student services are integral and can vary significantly. Offering comparable students services in virtual and hybrid modality makes delivery more complex. Departments are encouraged to use spaces and offices vacated by individuals working remotely. These areas will need to be equipped to meet the needs of students in physical, virtual, and hybrid modalities.

Physical spaces need to be redesigned to provide multiple modalities of delivery, as well as provide clean, sanitized spaces. Departments should consider using large venues and outdoor spaces when hosting programs in person. These spaces should have the appropriate technology to accommodate a hybrid experience.

CSUSB will need to invest in technology and amenities to deliver services and programs in multiple modalities, such as interpreters, live-captioning, and ADA accessible physical spaces.

To mitigate concerns about community events and social distancing, CSUSB should consider building new and/or renovating established outdoor spaces for events. A new system of reserving, scheduling, maintenance, etc. would need to be developed to maintain, advertise and encourage use of the outdoor spaces.

## Conclusion

Due to the fiscal and human resource challenges that are embedded in designing flexible and responsive services that support a diverse student body, the subcommittee strongly suggests that a framework is designed to afford staff the time to make sensitive decisions that preserve the spirit of the recommendations.

# Human Resources and Risk Management

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## Background

California issued a stay-at-home order March 19, 2020 to minimize the spread of the novel respiratory disease SARS-CoV-2 (COVID-19). The majority of CSUSB faculty and staff worked remotely for sixteen months to ensure the health and safety of the workforce. As we started to repopulate in July 2021, many of our employees expressed a desire to continue to telework.

Our administration recommended that we take a holistic approach to supporting the university's mission in a post-pandemic era. The Post-Pandemic Planning Committees were created to address the numerous topics that would factor into our success, and appropriate faculty and staff were assigned to subcommittees to address those topics. One of the subcommittees created was charged with addressing human resources and risk management issues.

The goals of the Human Resources and Risk Management Subcommittee were as follows:

1. Review and adopt appropriate strategies to ensure the University continues to recruit a diverse workforce.
2. Evaluate changes in internal operations to create additional flexibility in responding to future emergency management situations, while still maintaining a high level of customer service.
3. Create and consistently update an instructional and operational activities recovery matrix.
4. Review position descriptions to determine guidance around employee remote work, while fully supporting the business operations of the University.
5. Develop a screening and response strategy to prevent, detect, and slow the spread of infectious diseases during in-person operations.
6. Establish and implement multi-modal education and communication strategies so dynamic safety information is meaningful, timely, accurate, and accessible.
7. Evaluate future employee work schedules, including direction on summer operations to best meet the needs of students.

As the subcommittee reviewed the charge it became increasingly obvious that telecommuting could and would play an important role in accomplishing most of the goals. It was also agreed that the infectious disease and response strategy goal would be built from the campus COVID-19 pandemic program. (Recommendations for this goal would be included in the Lessons Learned report that is being drafted to highlight the University's response efforts over the past two years.)

The subcommittee focused its energy on the Telecommuting Program to deliver a recommendation to Cabinet before December 2021. A Telecommuting Program was developed by the Chancellor's Office in the summer of 2021 to which individual CSU campuses could opt in. CSUSB opted into the Telecommuting Program with implementation delayed pending campus review. The subcommittee acknowledged that the emergency telecommuting protocols that were in place during the pandemic were insufficient to support a more permanent approach to telecommuting. A permanent program is quite detailed. Eligibility for program participation is based on a combination of factors, both specific to the position being considered for telecommuting and personal to the individual employee. Recommendations and attachments were provided to Cabinet to support a pilot telecommuting

program. The spring semester pilot was launched March 2022. Feedback will be gathered at its conclusion to evaluate the feasibility of moving forward with telecommuting at CSUSB and things to consider if implemented. These findings should be added to the Cabinet November 2021 submission below:

### **Benefits and Downsides to Telecommuting**

The subcommittee considered several articles that addressed the role of telecommuting in a post-pandemic world. Both positive benefits and potential negatives were identified, and the pluses and minuses are outlined here:

#### **Pluses**

- Promotes innovation and creation of continuous improvement model for technology
- Promotes enhancement of employees' technological skills
- Enables efficient delivery of services
- Enhances recruitment opportunities for highly skilled candidates that may otherwise be unavailable
- Contributes to morale of those employees who function well independently and wish to work remotely
- We have multiple modes of communication that enable us to maintain connections with each other and the campus at large
- Potential space saving (see the attached Telecommuting and Space Fact Sheet)

#### **Minuses**

- Challenges to creating a campus culture identifiable as uniquely CSUSB
- Challenges in building departmental teams
- Lack of training for employees around telecommuting
- Lack of supervisory training in managing a telecommuting workforce
- Issues around workplace safety
- Challenges in allowing intermittent remote work vs. a telecommuting agreement

### **Implementing the CSU Telecommuting Program with a CSUSB Flavor**

The subcommittee discussions were purposeful around the notion of telecommuting program implementation that maintains a focus on the values of CSUSB and its service to our unique body of students, rather than solely on the individual opinions of supervisors or employees. This will require that we communicate broadly with our faculty, staff and students.

It is imperative that we identify and create a CSUSB campus philosophy around notions of telecommuting and follow up with appropriate training. It is recommended that training be designed and offered and/or required in the following areas:

- An employee's guide to successful telecommuting (Required). This training would include a thorough review of the CSU Telecommuting Program. The training would include creation of an efficient and safe workspace, identification of required technology, time management

(with a focus on working hours and appropriate breaks for non-exempt employees), and communication protocols for maintaining contact with supervisors and co-workers. (Facilitated by HR)

- How to successfully supervise and evaluate remote employees (Required). To include a thorough review of the CSU Telecommuting Program, along with best practices in identifying positions and employees that qualify for telecommuting, setting performance expectations, and how to balance campus needs and employee's duties, both remote and on campus. The Decision Tree should also be included in the training. (Facilitated by HR)
- Safety considerations for telecommuting employees (Required). This training would include a new web-based screening tool for workplace safety, with required sign-off by employee and supervisor. (Facilitated by Risk Management)
- Best practices in creating an institutional culture while supporting telecommuting. (Facilitated by HR)

It is also recommended that announcement of the roll-out of CSUSB's campus program include initial meetings with campus bargaining units and Staff Council. Because we are implementing the CSU Telecommuting Program without changes, these meetings are informational only, and do not include a meet and confer on the union side. Subsequent to these meetings, it is recommended that a campus-wide meeting take place to review the program, discuss subcommittee input, include cabinet consideration and outline training sessions.

The subcommittee is cognizant of the complexities that accompany the roll-out of a comprehensive telecommuting program. If campus administration believes that a full roll-out for Spring semester is too early, we recommend the implementation of a smaller pilot program, with the training pieces required. This would enable the campus to assess the success of the smaller implementation and tweak as required.

## **Attachments**

To this document we have also attached:

1. Telecommuting Guide for MPPs
2. SHRM-Making Hard Choices about Hybrid Work



## Attachments

### Telecommuting Guide for MPPs

This decision tree will help CSUSB appropriate administrators decide whether a particular staff member is suitable for telecommuting. Possible suitability depends both on the position duties and the specific employee history and characteristics, including (per the CBA) years of service. This document is not a policy and does not supersede the CSU Telecommuting Program; appropriate administrators should read thoroughly and abide by the CSU Telecommuting Program.

### Questions

1. Can all, or a majority of the employee's job duties be successfully completed remotely?
  - a. Yes - Telecommuting for this employee may be possible
  - b. No - An employee in this position is not suitable for telecommuting
2. Is there a current position description for the employee on file?
  - a. Yes - Continue
  - b. No - Please work with the employee to update the position description and file with HR
3. Is there a current evaluation of the employee (i.e., written within the last 12 months) on file?
  - a. Yes - Continue
  - b. No - Please complete evaluation for this employee if applicable and submit
4. Has the employee received an overall rating of satisfactory or above, or its equivalent, on their most recent performance evaluation?
  - a. Yes - Continue
  - b. No - For this employee, telecommuting is not feasible
5. Based on performance evaluation history and the appropriate administrator's experience and judgment, is the employee sufficiently self-motivated for successful remote work?
  - a. Yes - Continue
  - b. No - For this employee, telecommuting is not feasible
6. Can the employee's remote work performance be accurately assessed by the appropriate administrator?
  - a. Yes - Continue
  - b. No - For this employee, telecommuting is not feasible
7. For remote work, does the employee have a clearly defined workplace, that is clean, free from distractions and obstructions. Is the workplace in ergonomically sound condition arranged to

work most efficiently and safely, and which complies with the safety checklist in the CSU Telecommuting Program? Does employee agree to sign the Home Safety Checklist?

- a. Yes - Continue
  - b. No - For this employee, telecommuting is not feasible
8. If working remotely, will the employee be able to protect campus information from unauthorized disclosure or damage and comply with federal, state, CSU, campus, and department rules, policies and procedures regarding information security per CSU Telecommuting Program version 21/08/12 items 13 and 14?
- a. Yes - Continue
  - b. No - For this employee, telecommuting is not feasible
9. If the employee participated in a hybrid program (i.e., some days remote and some days on-site), can the employee's responsibilities which require in-person contact (supervisors, colleagues, students, customers, etc.) or access to on-campus equipment (technology, tools, materials, files, etc.) be arranged to be performed on the days they are on-site?
- a. Yes - Telecommuting may be possible
  - b. No - For this employee, telecommuting is not feasible
10. Based on the nature of the job duties of this particular position, have you determined that they can be performed successfully outside the traditional office setting without an undue impact on campus operations and the CSU's educational mission?
- a. Yes - Continue
  - b. No - For this employee, telecommuting is not feasible
11. If the employee seems suitable for telecommuting based on all of the considerations above, what would be the maximum number of days you estimate this employee should work remotely? (The actual number of days will also depend on department-level considerations, such as office and job duties, coverage, years of employment of each staff member requesting telecommuting, etc.)
- a. One day
  - b. Two days
  - c. Three days
  - d. Four days
  - e. Full time

## Appendix

For employees who may be suitable for telecommuting based on the above decision tree, the appropriate administrator will need to address the following:

1. How will you ensure that the employee's job duties will be performed successfully during remote work?
2. How will you accurately assess the telecommuting employee's work performance?  
What tools will be used to measure short-term work performance?
3. How will you ensure that the employee's remote workspace meets the requirements of the CSU Telecommuting Program, including that it is clearly defined, clean, free from distractions and obstructions, ergonomically sound, conducive to efficient and safe work, and complies with the safety checklist in the CSU Telecommuting Program?
4. How will you ensure that the telecommuting employee protects campus information from unauthorized disclosure or damage and complies with federal, state, CSU, campus, and department rules, policies and procedures regarding information security per CSU Telecommuting Program v. 210812 items 13 and 14?

## Making Hard Choices About Hybrid Work

Wharton professor and author Peter Cappelli explains the balance required to succeed with a hybrid work structure.

By Peter Cappelli October 14, 2021



*Peter Cappelli is the George W. Taylor Professor of Management at the Wharton School and director of Wharton's Center for Human Resources. He is the author of The Future of the Office: Work from Home, Remote Work, and the Hard Choices We All Face. Here we explore the hybrid work model and how to balance leadership and employee needs.*

### *1. Why are workers and leaders not on the same page in terms of returning to the office?*

Reports in the media state that employees want to continue remote working but company leadership wants to see everyone back in the office.

One complication is that not all employees want to work from home, about one-third seem to want to go back to the office. That's a problem for employers because there is no simple policy that will make everyone happy.

Part of the issue is communication. Employees who were working from home saw things go ok with their work. For at least many employers, the performance concerns are about the organization per se and how it comes together.

So their expectations are quite different.

## *2. How can executives weigh the pros and cons of remote work going forward?*

It may be easier to find talent but it might also take a toll on your company culture.

The "pros" should include how this might help you. Permanent remote workers, for example, means you can eliminate offices, and that is a big savings. Will it also allow you to hire or retain better if you have these policies? It might.

The "cons" are trickier. Things went well during the pandemic for lots of reasons that won't exist after. We won't feel the need to pull together and make things work, for example. We won't feel that we are all in this together if some of us are home and some are in the office.

The cons also vary a lot based on what kind of work-from-home policy you have. If some people are permanently remote, they are effectively lost to much of the organization—out of sight, out of mind.

If it's occasional, working out all the details—who gets to do it, how often, which days—are quite tricky and can lead to lots of equity issues.

## *3. Offering a hybrid solution seems to be a quick answer. What are some success stories about companies adapting to a hybrid work structure?*

The problem is that there are an infinite variety of "hybrid" approaches. Everything other than "back to the office" or "everyone home" is some kind of hybrid. Saying you are going hybrid doesn't mean much.

## *4. How should companies transition from remote work back to being in the office?*

That is a very important issue. We need to think about reengaging employees. We need to think about onboarding those that were hired after offices closed. We also want to think about using this opportunity to change things about our organization and culture while we are bringing people back.

## *5. How does remote work or a hybrid model affect traditional HR processes like performance review or onboarding?*

Everything has to change. How do we manage performance, e.g., when each supervisor has some subordinates in the office and some at home? How do we onboard people into an office when lots of people aren't there? Should we worry about fit if we are hiring someone who works remotely?

## *6. What do you see as the future of work 5 to 10 years down the road?*

No idea. I couldn't have imagined this!

# Facilities Subcommittee

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## Overview – Facilities and the Pandemic

The global pandemic has afforded institutions of higher education an opportunity to evaluate the value of the physical campus within the context of the change in pedagogy that was required during periods of remote instruction during the public health crises. The Post Pandemic Facilities SubCommittee has worked to understand the importance of the physical campus for faculty, staff and student success. In addition, we have evaluated lessons learned through the pandemic that can inform the use of existing space and the design of new space for the future.

## Background

The subcommittee was established in Spring of 2021 approximately one year into the global COVID-19 pandemic. This subcommittee was one of eight subcommittees tasked with identifying the best practices in higher education before the pandemic and the lessons learned during the pandemic to envision the future of higher education for our region. The subcommittee consisted of members from across the institution and included faculty, staff and student representation.

The subcommittee was charged with conducting research on post-pandemic trends and change considerations in higher education facility design. Additionally, the subcommittee was responsible for the review of plans and schedules to understand their impacts to physical space on campus. This review included evaluating changes that need to be made to existing physical space to support proposed instruction modalities.

## The Process

The appreciative inquiry method was used to focus the subcommittees work on those aspects of the campus physical environment that work well and to identify what aspects of the built environment are vital, effective and support institutional success. We then evaluated these strengths in light of what is being called for in the post-pandemic environment.

## Discovery

During the discovery discussions, most of the subcommittee members were still working virtually and reflected on the aspects of the physical campus that could not be replicated well in the remote working and learning environment. Committee members shared their appreciation for the outdoor campus environment, campus architecture, as well as the mountain backdrops that define both the San Bernardino and Palm Desert campuses. The team also acknowledged the importance of in-person interactions and camaraderie that is facilitated by the physical campus. The physical campus also provides for efficiency of working with limited disruption and distraction, and the sense of campus community and service to students. Some specific aspects of campus life that can only be done well in person include events and celebrations such as Commencement and Convocation. Specific instructional activities were identified such as music, theatre, arts, and science labs that are dependent on an in-person instructional modality.

## Dream

During the second phase of our inquiry, we focused on what the post-pandemic environment is calling for. In addition to sharing our own observations, our inquiry included article review. The subcommittee began with the implications on campus for service without the wait, in food service. This took the form of online ordering with pick-up windows or food delivery service as opposed to communal dining in shared dining rooms; in student services this may be a combination of online or service by appointment. The university also experienced online shopping implications for the bookstore with customers demanding a more user-friendly online experience. In housing there may be a higher demand for single occupancy living as opposed to traditional shared housing arrangements. The group envisioned a campus where the physical space is used for those activities that must be done in person. There may be a need to repurpose large lecture halls for example if lecturing is better done in a virtual modality. The physical campus of the future may require space in which students can attend online courses which could help to address the technological divide faced by some students. Virtual office hours may be more convenient for students and faculty for advising and other one on one interactions. Conference rooms and classrooms will need to be equipped with video conferencing equipment to accommodate in person and remote attendees. The use of computer labs for access to software may not be as critical as docking stations that allow for students to bring their own equipment. Outdoor study and meeting spaces may be more attractive than indoor locations requiring enhanced campus Wi-Fi and access to outdoor power sources. The post-pandemic physical campus will continue to be critical for those students seeking a campus experience (Fischer, 2020).

## Design

As the subcommittee turned its attention to what should be in the post-pandemic physical campus, the group reviewed the current programmatic space demands of various departments. We also reviewed the campus Capital Outlay Plan 2021-2026 which prioritizes projects that include a science lab building, faculty offices, administrative offices, library expansion and additional parking facilities. Some of these space needs may be reduced by decisions relating to telecommuting, the availability of digital library materials, and decisions regarding the mix of instructional modalities in the post-pandemic environment. Lessons learned from the pandemic bring into question current space assigned for the storage of physical documents, lecture halls, copy machines, offices, and other uses that may have a smaller on-campus footprint in the future. In reviewing options for space reduction, we recognize that our policies and campus practices may be outdated and require revision. One example that was discussed is the contractual obligation to provide physical office space on campus for tenured track faculty, or space entitlements in the State University Administrative Manual for library facilities that does not take into account digital resources.

## Results and Conclusions

The use of technology and its integration into every aspect of the institution is the primary driver of change to the physical campus. Post-Pandemic trends including changes in instructional modality or service delivery, will impact our need for campus space in different ways. The direct impacts to campus space allocation are not always clear and will vary based on implementation of programs (see Telecommuting Fact Sheet Appendix 1). What is clear is that the physical campus will continue to serve an integral role in the higher education experience. As the university continues to work to envision the campus of the future, it is imperative that our space entitlement methodologies are undated to account

for in person and remote work and learning. As a campus we should prioritize limited on-campus space resources for those activities that cannot be easily replicated in the remote environment.

## Recommendations

The facilities subcommittee recommends focusing on the following recommendations:

- Reconsider our campus expansion priorities and capital outlay planning in light of post-pandemic lessons learned
- Work with the CSU to update archaic space entitlement methodologies to focus on space needs for blended learning models and remote work options
- Consider the space implications of policy decisions such that we prioritize on-campus space for those activities that must be done in person



# Appendix 1

## Fact Sheet: Telecommuting Space Considerations

During its work to study the impacts of the global pandemic on higher education facility design, the Post-Pandemic Facilities Subcommittee (PPFS) reviewed the impacts of telecommuting on campus space. This fact sheet was developed to provide campus leadership with additional information when considering telecommuting policy and direction and its relationship to campus space.

### Reduction in campus space demand

Faculty and administrative office space have traditionally been in short supply on both the San Bernardino and Palm Desert campuses. With implementation of a telecommuting policy the amount and type of office space may be impacted; however, the PPFS had the following concerns about simply reducing office space for those working remotely.

- Hybrid models of telecommuting have varying degrees of impact on available space.
  - Telecommuting only results in available space if employees work opposite schedules using a shared workstation. If all employees are required to report in-person on specific day(s) any space savings may be limited.
  - Consider if there are functional units that could work completely remotely. If so, these areas could be converted to transitory or shared workstations for others that come to campus only a few days a week.
- Campus culture may have significant impact on potential for space savings through telecommuting.
  - Campus functional areas are currently location specific. Having an available workstation in one area may not be practical for someone needing a workstation from another area. (e.g., If telecommuting freed up one workstation in Pfau Library two days a week this may not be useful for an employee from the College of Education who requires a workstation on those two days).
  - Campus culture assigns identity and status to office space. Bigger offices with a door or window for example are associated with position. Hoteling workstations that are not assigned but reserved may not be appealing to employees accustomed to personalizing their office space.
    - Consider providing higher quality furnishings and finishes in shared workspaces to attract use by employees.
  - Workstations often have static furniture, and they are modified to the particular individual assigned to the space.
    - Establishing a furniture standard which identifies a catalog of universal design office furniture would ensure that workstations accommodate all employees regardless of body-type and abilities.
  - In many cases space is dictated by SUAM, CBAs and other administrative and policy documents (e.g., Contractually, tenured track faculty are required to have an office on campus). These policies could limit the space saving benefit of telecommuting.

- If in-person work is intended to allow for connection and meeting, is there a greater need for small group spaces or work rooms as computer workstation centered work would be better done remotely? This would be a shift in how employees schedule their time on campus.
- Would employees consider work schedules beyond 8a-5p to allow for more sharing of workspace? This is particularly interesting since our students are typically on campus until 10p.
- Office space management tools or reservation software may be required to fully implement a shared workstation model and to optimize space savings. Tools are commercially available similar to software used now for classroom scheduling.
- A survey of telecommuting eligible employees may be required to understand how many would be able to utilize a shared on-campus workstation. Consider making shared on-campus workstations part of the telecommuting agreement.

### Reduction in Carbon Footprint

There is a case to be made that telecommuting can save energy and reduce the impact on the environment from campus activities.

- Since most employees drive personal vehicles to campus, telecommuting would reduce daily trips to campus and ultimately reduce the campus carbon footprint associated with commuting.
  - This would support the CSU's energy and sustainability policies which aim to reduce emissions and transition toward carbon neutrality.
  - This would align with the Alternative Transportation Committee's goals which include reducing the demand for parking on campus and ease traffic congestion in the immediate vicinity of the campus.
- Unless the campus was completely closed on a specific day(s) of the week, utility energy savings from reduced activities in campus buildings would be minimal. Building systems are not currently designed to allow for management at the individual office level. In most cases HVAC systems control a zone or section of the building.

# Community Relations & Special Events

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**Charge:** In order to promote safe and effective Town & Gown relationships, the Committee on Community Relations & Special Events will make recommendations to the Post-Pandemic Steering Committee based on policies and communication strategies that will help guide the safe re-entry for the public to return to campus for special events, board meetings and donor events. In addition, the committee will review opportunities to manage the visits from K-12 students, community colleagues and prospective students and their families.

**The committee will review and make recommendations in response to the following questions and additional issues that will arise:**

1. How should we communicate to external organizations that the campus is open for events and opportunities to host community gatherings and special events.
2. How do we support and remove barriers for community members to come to campus and schedule events?
3. What will the culture of philanthropy for CSUSB look like in the post-pandemic environment?
4. How do we continue to engage with donors and potential donors to support the university?
5. How do we continue to showcase the “We Define the Future Campaign?”

The first step was to assess immediate measures that needed to be taken in the middle of the pandemic to address special events and community relations. To that end, the following was implemented:

- **What is the timeline and existing policies that need to be reviewed and edited to help facilitate campus reentry for the public?**
  - As part of the Re-Population Taskforce for Event Guidelines the committee developed and approved on 9/7/2021 the Event COVID-Safety Requirements as well as what the event attendees are responsible for themselves as it relates to their safety. It was also the expectation that these guidelines applied to off-campus CSUSB events as well.
  - Campus- and Community-wide press releases, social media postings and other CSUSB media channels kept community informed regarding the status of the campus.
  - The Event Guidelines follow the recommendations and guidance provided by the CSU Chancellor’s Office, the CDC, and CDPH. Guidelines will be updated as requirements change.
- **Do we continue to require masks and social distancing for in-door events and meetings?**
  - Yes, face coverings are required at campus events, meetings and academic classes regardless of vaccination status. Exceptions are permitted while eating or drinking. Post-pandemic committee continues meet, monitor and make recommendations regarding face coverings.

- **How do we handle and plan for campus board meetings [foundation board, alumni board, college advisory committees etc.]?**
  - Meetings are handled on a case-by-case basis and follow the comfort level of the attendees.
  - Meetings are often held simultaneously in both in-person and online formats.

Once immediate guidelines and procedures were established for internal and external special events in the middle of the pandemic, the Post-Pandemic Subcommittee for Special Events and Community Relations turned its attention and discussion to the future.

**1. How should we communicate to external organizations that the campus is open for events and opportunities to host community gatherings and special events?**

Various representatives from Santos Manuel Student Union, College for Global & Extended Education, and Special Events & Guest Services have collaborated on creating a centralized “reservation” landing page that incorporates:

- Booking procedures
- Virtual tour of commonly reserved spaces
- Links to campus map
- Links to COVID protocols
- Slideshow of CSUSB facilities

To that end, a brand-new, more informative CSUSB Reservations website has been developed and is currently live and being further populated. ([www.csusb.edu/reservations](http://www.csusb.edu/reservations))

**2. How do we support and remove barriers for community members to come to campus and schedule events?**

The committee concluded that several internal factors need to be addressed so that when CSUSB is ready for a full return, we are prepared to offer the very best services. These included:

- a. CSUSB Space audit to develop a master list of available spaces
- b. Buddle price points in order to be viable partners with external stakeholders
- c. Review the current online protocols for reserving CSUSB space
- d. Re-brand SMSU in order to market to both on- and off-campus potential partners
- e. How do we utilize the new ‘Our Defining Moment’ blended campaign and how it will increase visibility and increase resources for students, faculty and institution?
- f. Develop ideas to increase programming in SMSU
- g. What can CSUSB do to promote health equity, so our recommended guidelines do not become punitive?
- h. How can we better provide clear and accurate information to educate community members about COVID-19 vaccines, raise awareness about the benefits of vaccination and address common questions and concerns?
- i. Develop a plan to become more integrated into the Inland Empire region
- j. Develop innovative ways to become more connected with our region and our key partners
- k. As new spaces come online, market CSUSB as the Central Hub of the region – the place that offers programming that will immerse our community in education.

- I. Some questions to ask ourselves as we look into the future of event programming in a post-pandemic world:
  - i. What are our intended outcomes?
  - ii. What are best practice strategies for engaging our region?
  - iii. Who is most likely affected by our committee's recommendations?

Also, in collaboration with the Office of Community Engagement, CSUSB hosted a Community Collaboration Celebration on March 4, 2022. The program recognized outstanding community leaders and concluded with a tour of the Santos Manuel Student Union, including the new reservable spaces. Attendees were given a brochure that provided key information on how community members can request space on campus and directed them to the new CSUSB Space Reservation webpage. This event and others like it need be annual and re-occurring throughout each academic year in order to increase awareness of CSUSB's campus spaces.

We are also in the process of evaluating the space rental rates with the three booking portals, as well as with outside facilities to determine if CSUSB's rates are comparable and competitive within our community. The goal is to have preliminary rates by the end of the May 2022.

**3. What will the culture of philanthropy for CSUSB look like in the post-pandemic environment?**

This is still be determined as we are not fully out of the pandemic. Needs further discussion.

**4. How do we continue to engage donors and potential donors to support CSUSB?**

**5. How do we continue to showcase the 'We Define the Future' campaign?**

The committee discussed at length the need to be strategic with our approach to external relations, special events, etc. The community identified several aspects of strengthening our community partnerships which included identifying those strategic partners that can be engaged in order to further CSUSB's goals – such as enrollment, fundraising, community relations, etc.

Resources should be explored to identify a staff position that should be dedicated to growing, maintaining and ensuring strategic and community partnerships are formed with external partners.

The committee realizes there is a strategic opportunity for CSUSB to be the 'Hub' for education activity in the Inland Empire. This would require dedicated resources to identify strategic partners, to differentiate between straight forward rental opportunities from potential long-term strategic partnership that benefit both CSUSB and the Inland Empire. The recommendation is for a change in institutional philosophy – to no longer just be a place that is available via rental opportunities but to be a strategic destination for key communication partners.

The need to have an internal process that allows for flexibility in our pricing in order to engage with identified strategic partners.

The need to have an internal process that ensures all internal student groups are educated to understand what it means to be an engaged student, student club or organization in the area of external relations and special events.

# Information Technology

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## Overview: Technology and the Pandemic

No doubt, technology played a significant role during the pandemic and will continue to do so for the near future. When the campus pivoted from an in-person, largely bricks-and-mortar operation to a fully virtual one for an extended period of time, it relied on technology to create virtual learning environments and to maintain university operations to meet our student, faculty, and staff needs. The pandemic accelerated and highlighted many initiatives and projects that were already in motion to enhance teaching and learning, modernize technology infrastructure, and transform support for the university. It further confirmed that technology would continue to be at the core in a post-pandemic environment and will need to be integrated into every aspect of the institution.

The IT subcommittee was charged with reviewing and advising on strategies that contribute to faculty success through academic technology and related professional development; providing recommendations for technology infrastructure including improving process, procedures, training, technology standards, and project planning; and identifying best practices in technical areas. The subcommittee evaluated the lessons learned from the pandemic, identified challenges and the importance of sustaining these efforts for faculty, student, and staff success in a post-pandemic era.

## The Process

The subcommittee leveraged existing IT governance structure which included three committees comprised of diverse campus representation of faculty, students, and staff: Academic Technologies and Distance Learning Committee (a Faculty Senate special committee), Technology Operations and Customer Support Committee, and the Standard Operating Procedures Working Group.

## Survive

Upon inception of the Post-Pandemic Planning Steering Committee, majority of instructions and university operations were being conducted virtually. The subcommittees revisited and evaluated changes that took place to set a baseline comparison of what worked or did not work well compared to a pre-pandemic environment, distinguishing between what “had” to be done vs what “should” be done.

The subcommittees acknowledged that there were aspects of university operations that could not be replicated well in a remote/virtual environment, such as hands-on laboratory science and arts courses, events, on-campus facilities and infrastructure support, while other disciplines and administrative functions continued to thrive. There are limitations in existing systems or policies that made it difficult to adapt to new processes or approaches. Changes that took place during the pandemic also affected individuals inequitably and quality of instructions and services varied. Those who do not have reliable access to technology or internet, those who have disabilities, and those who reside in environments which are not conducive to learning and working remotely experienced more significant impacts than others. CSUSB must identify and explore ways to minimize these equity gaps by working with partners and using data to drive these changes.

## Adapt

The subcommittees recognized that that processes, technologies, and people all have to change or be revised in order to adapt to new realities and expectations from our students, faculty and staff. It discovered that many pre-pandemic campus policies do not apply well in the quickly changing environment of higher education. CSUSB adapted quickly with support of federal emergency relief funds, and we were able to prepare ourselves for the return of in-person activities by expeditiously upgrading classroom equipment and setup and preparing for the migration to a state-of-the-art learning management system.

While technologies were relatively straightforward to change, lack of understanding or training of these evolved technologies may result in compromised quality, low adoption, or resistance to change. Human and fiscal resources to support sustained efforts to adapt to new approaches are still scarce, and the university must rebalance funding to provide ongoing resources as demands shift; an example is funding support for periodic future equipment upgrades and refreshes. Recent campus survey data also demonstrate substantial student preference for hybrid and online courses, so the university must adapt and align to student needs while ensuring the high quality of instructions regardless of modality.

## Transform

Leveraging technology to transform support to our end users and provide them with relevant and just-in-time information has become still more central to ITS providing world-class services. Using technology effectively to improve campus operations with expanded services will allow the university to better serve students and meet them where they are, for example with extended Student Services hours. Demand for administrative and faculty offices and lecture halls can be reduced through offering additional hybrid and online courses and with an expanded telework program. This will particularly benefit our Palm Desert Campus, where space is limited, and where hybrid, online, or co-synchronous course offerings by all CSUSB academic programs will provide greatly increased access for PDC students. Newer approaches to providing access to devices to students (e.g., laptop lending, CSUCCESS) will ease or reduce demand for campus physical space for computer or instructional labs. Exploration of newer Extended Reality (XR) technologies, such as Augmented Reality (AR) and Virtual Reality (VR) will provide innovative and effective new pedagogies, but their development requires significant investment of resources.

Administrative offices must also explore ways to transform their operations by streamlining how services are provided and how messaging, alerts, and appointments are targeted based on specific customer needs. Individuals have adapted to new trends such as online/mobile ordering and other immediate delivery of services that emerged during the pandemic. Gone are the days where students were willing to wait in line for administrative services or for food, and now they expect that offices do more to provide tailored services and support. These call for campus-wide collaboration from admission to advising to alumni relations and need to span the entire student ecosystem to digitally transform the student experience in 360 degrees.

## Recommendations

The ITS subcommittee recommends focusing on the following recommendations along the themes of “empower,” “transform,” and “innovate.”

<b>Empower</b>	<ul style="list-style-type: none"> <li>• Support and professional development for faculty in online and hybrid instruction best practices</li> <li>• Access to and professional development in Next-Generation Smart Classrooms</li> <li>• Support for faculty, staff, and students for anytime, anywhere access <ul style="list-style-type: none"> <li>• Access to equipment checkout programs</li> </ul> </li> <li>• World-class technology support 24/7</li> <li>• Improve self-service resources for campus community</li> </ul>
<b>Transform</b>	<ul style="list-style-type: none"> <li>• Upgrade to a state-of-the-art learning management system (LMS)</li> <li>• Off-campus access and support for IT infrastructure (phones, network, applications)</li> <li>• Consistent deployment of mobile devices and laptops <ul style="list-style-type: none"> <li>• Ongoing support of telecommute/hybrid workforce</li> </ul> </li> </ul>
<b>Innovate</b>	<ul style="list-style-type: none"> <li>• Development of AR/VR technology for instruction</li> <li>• Improvement of chatbot functions and features</li> <li>• No-touch configurations of mobile devices</li> <li>• Continue to digitize and digitally transform paper-based processes</li> </ul>

**Conclusion**

Technology will continue to lead change in a post-pandemic environment and will span all segments of the campus – from mobile food ordering to teaching and learning. However, different campus stakeholders and operations may be at different stages of development and may not be fully ready to embrace new technologies. The university must swiftly revise existing policies and practices to meet the changing demands from various constituents; failure to do so will further delay our efforts to innovate and transform. Standardizing the use of data will also be critical in the post-pandemic environment as it will enable campus units to communicate and evaluate services while making incremental changes at a faster pace. Reallocation of resources will likely be needed so that leaders in each functional area have what they need to best leverage technology in order to accomplish these transformational changes.



# Subcommittee Members

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## Strategic Enrollment Management (Chair: Rachel Beech)

**Rachel Beech**, Associate Vice President, Enrollment Management

**Shari McMahan**, Provost and Vice President, Academic Affairs

**Paz Olivérez**, Vice President, Student Affairs

**Lesley Davidson-Boyd**, Associate Vice President, Academic Success and Undergraduate Advising (Chair, Subcommittee, Systems, Structures & Supports for Retention)

**Dorota Huizinga**, Associate Provost, Academic Research and Dean, Graduate Studies

**Tatiana Karmanova**, Associate Vice Provost and Dean, College of Extended and Global Education

**Jake Zhu**, Dean, Palm Desert Campus

**Molly Springer**, Associate Vice President, Student Equity, Student Affairs

**Daria Graham**, Associate Vice President and Dean of Students, Student Affairs

**Tanner Carollo**, Interim Director, Institutional Research and Analytics

**Robert Tenczar**, Associate Vice President, Strategic Communication

**Anthony De La Loza**, Assistant Director, ACUx, ITS

**Rueyling Chuang**, Dean, College of Arts and Letters

**Patrick Bungard**, Administrative Analyst/Specialist, Academic Scheduling

**Bryan Haddock**, Chair, Department of Kinesiology

**Dorothy Chen**, Faculty Representative, College of Natural Sciences

**Eric Vogelsang**, Faculty Representative, College of Social and Behavioral Sciences

**Ian Banuelos**, Staff Representative, Advising and Academic Services

**Daisy Ramos**, Student Representative

**Tiffany Bonner**, Director, Outreach & Student Recruitment (Co-Chair, Subcommittee on Student Recruitment & Pipeline Building)

**Stacia McCambridge**, Director, International Admissions (Co-Chair, Subcommittee on Student Recruitment & Pipeline Building)

**Amy Bracerros**, Registrar & Director, (Co-Chair, Subcommittee on Transition & Enrollment Support)

**Brian Willess**, Director, Orientation & Transition Programs (Co-Chair, Subcommittee on Transition & Enrollment Support)

**Diana Minor**, Director, Financial Aid & Scholarships (Chair, Subcommittee on Financial Aid & Scholarships and Affordability)

## Instruction and Academic Programs (Chair: Clare Weber)

**Clare Weber**, Deputy Provost and Vice Provost, Academic Programs

**Julian Lopez**, Student Representative

**John Reitzel**, Faculty Senate Representative, College of Social and Behavioral Sciences

**Taewon Yang**, Faculty Senate Representative, Jack H. Brown College of Business and Public Administration

**Janelle Gilbert**, Faculty Senate Representative, College of Social and Behavioral Sciences  
**Thomas Girshin**, Director, Writing Intensive Coordinator  
**Beth Steffel**, Faculty Senate Representative, College of Arts and Letters  
**Jeremy Aikin**, Faculty Senate Representative, College of Natural Sciences  
**Hyunkyong Oh**, Faculty Director, Center for International Studies and Programs, College of Extended and Global Education  
**Bibiana Diaz**, Faculty, World Languages and Literature  
**Jaime Espinoza**, Staff Representative, Veterans Success Center  
**Dorota Huizinga**, Associate Provost, Academic Research and Dean, Graduate Studies  
**Lesley Davidson-Boyd**, Associate Vice President, Office of Academic Success and Undergraduate Advising (ASUA)  
**Bradford Owen**, Director of Academic Technologies & Innovation/Chief Academic Technologies Officer  
**Diane Podolske**, Director, Community Engagement  
**Tatiana Karmanova**, Associate Vice Provost & Dean, College of Extended and Global Education  
**Leatha Elsdon**, Executive Director, Facilities Planning, Design & Construction  
**Jake Zhu**, Dean, Palm Desert Campus  
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**Kevin Grisham**, Associate Dean, College of Social and Behavioral Sciences  
**Tanner Carollo**, Interim Director of Institutional Research & Analytics

## **Student Affairs and Student Services (Chair: Daria Graham)**

**Daria Graham**, Associate Vice President and Dean of Students, Student Affairs  
**Molly Springer**, Associate Vice President, Student Equity, Student Affairs  
**Shawn Farrell**, Director, Athletics  
**Beth Jaworski**, Executive Director, Health, Counseling and Wellness, Student Health Center  
**Lesley Davidson-Boyd**, Associate Vice President, Undergraduate Studies  
**Mary Robles**, Senior Budget Analyst, Student Affairs  
**Jesse Felix**, Executive Director, Santos Manuel Student Union  
**Vilayat Del Rossi**, Director, Recreation & Wellness  
**Jon Merchant**, Director, Housing & Residential Education  
**Deanna Herndon**, Director, Early Childhood Education Programs, Children's Center  
**Marci Daniels**, Director, Services to Students with Disabilities  
**Agustin Ramirez**, Director, Veteran's Center  
**Stacy Magedanz**, Faculty Representative, John M. Pfau Library  
**Diana Quijano**, Staff Representative, College of Education  
**Marina Stone**, Student Representative  
**Thomas Sekayan**, Business Operations Manager, University Enterprises Corp.  
**Claudia Enriquez**, Associate Director, Student Financial Services  
**Rodrigo Mercado**, Student Employment Specialist, Human Resources  
**Brian Willess**, Director, Orientation and Transition Programs  
**Barbara Herrera**, Coordinator, Student Mentoring Program

## Human Resources and Risk Management (Co-chairs: Muriel Lopez-Wagner, Lynniece Warren, Seval Yildirim)

**Muriel Lopez-Wagner**, Interim Associate Vice President, Human Resources  
**Jeanne Durr**, Former Interim Associate Vice President, Human Resources  
**Lynniece Warren** Executive Director, Risk Management  
**Seval Yildirim**, Associate Provost, Faculty Affairs and Development and Co-Chief Diversity Officer  
**Michael DeSalvio**, Director, Environmental Health & Safety  
**Beth Jaworski**, Executive Director, Health, Counseling and Wellness  
**Isatou Faal**, Director, Academic Labor Relations  
**Michael McGhee**, Director of Employee and Labor Relations  
**Alisha Carnahan**, Interim Manager, Employee and Labor Relations  
**Carly Hanson**, HRIS Analyst, Administrative Computing & Business Intelligence  
**Tamera Galvin**, PDC Budget Analyst  
**Christia Williams**, Manager, UEC Human Resources  
**Rodrigo Mercado**, Student Employment Specialist, Human Resources  
**Daria Graham**, Dean of Students  
**Diane Trujillo**, Director, Sponsored Programs Administration, Research & Sponsored Programs  
**Cheryl Brandt**, Faculty Representative, College of Natural Sciences  
**Lonelle Minesinger**, Staff Representative, Information Technology Services  
**Mary Richarte**, Student Representative

## Facilities (Chair: Jennifer Sorenson)

**Adriana Acuna-Tellez**, Student Representative  
**Jenna Aguirre**, Director, Academic Budget & Planning  
**Eric Chan**, Manager, Facilities Planning and Space Utilization  
**John Griffin**, Executive Director, University Enterprise Corporation  
**Christina Hassija**, Faculty Senate Representative, College of Social and Behavioral Sciences  
**Ginny Hattar**, Director, Special Events and Guest Services  
**Chelsea Herman**, Senior Associate Director, Athletics  
**Brandon Hernandez**, Director, Support Services  
**Juan Macias**, Acting Director, Facilities Management  
**Anthony Roberson**, Associate Director of Operations, SMSU  
**Lorena Segovia**, Staff Representative, College of Extended and Global Education  
**Thomas Sekayan**, Business Operations Manager, University Enterprises Corp.  
**Jennifer Sorenson**, Senior Associate Vice President, Facilities Planning and Management  
**Alison Wade**, Associate Director, Housing Facilities

## External Relations and Special Events (Chair: Bob Tenczar)

**Bob Tenczar**, Associate Vice President, Office of Strategic Communication  
**Ginny Stewart-Hattar**, Director, Special Events & Guest Services

**Jesse Felix**, Executive Director, Associated Student Inc.  
**Rachel Beech**, Associate Vice President, Enrollment Management  
**Shawn Farrell**, Director, Athletics  
**Pam Langford**, Associate Vice President for Alumni, Government & Community Relations  
**Crystal Wymer-Lucero**, Director, Alumni Relations  
**Carter Larson**, Associate Director, Facilities Planning, Design and Construction  
**Enrique Murillo Jr.**, Faculty Representative, College of Education  
**Alfredo Barcenas**, Staff Representative, Associated Students Inc.  
**Nathaly Ramos**, Student Representative

## **Information Technology Services (Chair: Gerard Au)**

**Aaron Oxendine**, Information Technology Consultant, (ITS)  
**Ben Derry**, Operating Systems Analyst, Identity Security and Enterprise Security  
**Bill Herbert**, Information Technology Consultant, (JHBC)  
**Bradford Owen**, Director, Academic Technologies, and Innovation  
**Brandon Sierra**, Assistant Director, Technology Support Center  
**Bruce Hagan**, Director, Technology Operations and Cloud Services  
**Ching-Yi (Birdy) Wang**, Information Technology Consultant (CNS)  
**Chris Bradney**, Director, Office of Strategic Initiatives (ITS)  
**David Hatch**, Network Analyst, Technology Operations and Cloud Services  
**Eun-Ok Baek**, Professor, College of Education  
**Earl Wilson**, Network Analyst (PDC)  
**Gerardo Garcia-Sotelo**, Operating Systems Analyst, Technology Operations and Cloud Services  
**Ian Jacobs**, Information Technology Consultant (JHBC)  
**Jessica Getman**, Assistant Professor, Music  
**John Harrell**, Information Technology Consultant (PDC)  
**John Hernandez**, Librarian, John M. Pfau Library  
**Ken Han**, Information Technology Consultant (CAL)  
**Laura Woodney**, Professor, Physics  
**Lisa Looney**, Associate Professor, Child Development  
**Mark Atkinson**, Assistance Dean, College of Extended and Global Education  
**Mandy Taylor**, Instructional Designer, Academic Technologies and Innovation  
**Micah Schiessel**, LMS Administrator, Academic Technologies and Innovation  
**Michael Dean Ignacio**, Information Technology Consultant (COE)  
**Michelle Pham**, ASI Representative  
**Mike Chao**, Department Chair and Professor of Biology, Faculty Advisor  
**Mike Fredette**, Information Technology Consultant (TSC)  
**Paulchris Okpala**, Executive Director, Faculty Development  
**Parker Brooks**, Information Technology Consultant (ITS)  
**Rob Garcia**, Interim Assistant Director for Information Technology Services (PDC)  
**Vincent Cornejo**, Information Technology Consultant (SBS)  
**Yongseok Jang**, Associate Professor, Management

## **Budget (Chair: TBD)**

**TBD**, Associate Vice President, Finance and Administrative Services

**Maria Badulis**, University Controller

**Jenna Aguirre**, Director, Academic Budget and Planning

**Monica Alejandre**, Associate Vice President, Operations, University Advancement

**Teresa Villa**, Executive Director and Chief Procurement Officer

**John Griffin**, Executive Director, University Enterprises Corp.

**Maria Najera-Neri**, Budget Analyst, Santos Manuel Student Union

**Mary Ulatan Robles**, Senior Budget Analyst, Student Affairs

**Jay Wood**, Accounts Payable and Disbursements Manage

**Homaira Masoud**, Director of Budget and Resource Management