

Post-Pandemic Student Services Subcommittee  
January 19, 2022

Attendees:

- **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**, Interim Associate Vice President, Undergraduate Studies
- **Mary Robles**, Senior Budget Analyst, Student Affairs
- **Jesse Felix**, Executive Director, Associated Student Inc. (ASI)
- **Aaron Burgess**, Executive Director, Santos Manuel Student Union
- **Vilayat Del Rossi**, Director, Recreation & Wellness
- **Jon Merchant**, Interim 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**, Interim Director, Student Financial Services
- **Rodrigo Mercado**, Student Employment Specialist, Human Resources
- **Brian Willes**, Director, Orientation and Transition Programs
- **Barbara Herrera**, Coordinator, Student Mentoring Program

Agenda

- I. Introductions
- II. Overview and Purpose
- III. Review Charge

The Student Affairs & Student Services Post-Pandemic Planning Committee, will be charged with the following responsibility:

- I. Develop a multi-phased process for implementation of possible hybrid (virtual and on-campus) delivery of student services.
- II. Identify the pros and cons of virtual vs. on-campus delivery of different student services and make recommendations.
- III. Determine the staffing that will be needed to ensure effective and accessible delivery of student services to all students, regardless of the modality. Offer recommendations for ensuring that students experience seamless access and engagement with student programs and services, regardless of the modality.
- IV. 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.
- V. 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.

- IV. Considerations and Next Steps/Future Meetings
- V. Meeting adjourned

#### Notes

- The subcommittee will move forward by using scheduled meetings as writing meetings. Subcommittee members self-selected into writing teams that mirror the charge to the committee.
  - Hybrid Delivery of Services
    - “Phygitally” - physical AND digital
    - Communication and collaboration both in person and online
    - What are the parameters that should be considered when deciding what to offer in a hybrid modality?
    - How to define a “sense of place” when not in person?
    - Is there a rubric, decision tree, or other method to assist areas when deciding what to offer and how?
    - An expectation tree may assist units in their plans
      - In person
      - Online
      - Hybrid (both)
      - Decision tree/considerations:
  - Recommendation for Delivery of Student Services
    - Units must consider the impact on the student
    - Availability of the service may be impacted
    - Cost must be considered
    - Efficiencies should enhance services
    - Ease or difficulty to access and/or provide the service

#### Examples:

- What should inform how a service is delivered?
  - Mission of the university and department providing the service
  - Core Values
  - Ultimately comes back to the needs of the students to promote the pathway to graduation
  - Cost
- Focus on Themes:
  - Enrollment through Graduation
  - Modern university supports - mind, body and personal growth
  - Awareness that students today need comprehensive support
  - CSUSB services reflect the unique CSUSB student body
    - First generation
    - High financial need
    - Diverse
    - Inland Empire
  - Meet students at where they are upon enrollment to ensure success
  - The WHAT services vary by student
  - The type of service being provided?
  - The location the service is provided?
  - Relationships built and the power of relationships for the service
    - Organize by impact instead of by department

- Equity and inclusion lens
- Support learning and foster community
- Determine Staffing Needed
  - Consider providing a model for areas to use to determine what staff are needed. It could include:
    - Service hours staff are needed
    - Service philosophy
    - Service portfolio (what is offered)
    - Metrics for success (how do areas know they've met their mission)
    - Possible negative outcomes
  - Flexibility in
    - Space
    - Technology
    - Process
    - Proof of productivity
  - What does a staffing tool look like?

#### **Sub-Group Feedback:**

- Varying considerations for staffing models for faculty, staff, and students
- Determine if the staffing needs are student-facing versus colleague facing

#### **Service hours staff are needed**

- Determine service hours; traditional services hours (8 AM – 5 PM) vs. post-Pandemic environment which may require staff to expand hours (i.e., if classes are offered, staff are available for services & programs) - who are they serving?
  - Hours of operation
  - High & low service times
  - Consideration to offer services if classes are in session
  - Consideration of demand vs needs and aligning with available resources
    - Staffing in accordance to the academic calendar
    - Limitations of budget
- Organizational Expectations:
  - Space – Available workstations to receive customers
  - Technology – Computer, phones, wireless access
  - Process – Changing or enhancing processes.
    - Create a flexible, electronic process to allow staff to access virtually & expand ability to perform duties & responsibilities.
    - Create a guide for managers for communicating effectively, that promotes an environment of empathy and flexibility.
      - Intergenerational challenges within the organization
        - Communications
        - Expectations
        - Technology Needs

- Telecommuting
  - Compliance to existing bargaining agreements
  - Proof of productivity
    - Differentiate between quantitative and qualitative measures
      - Quantitative – data entry, # of phone calls received (I.e., phone log), events management, response time for responding to campus needs
      - Qualitative – service-based (I.e., information desks, IT support), customer-service measures (creating positive interactions and building a sense of community)
  - Possible Negative Outcomes
    - Recruiting staff to work/be available during non-traditional hours
    - Available resources (I.e., differential shift payments for evening work)
    - Conflict between providing services & cost (need to conduct a cost benefit analysis)
- Seamless Student Access and Engagement
  - Asynchronous and synchronous offerings
    - Pre filmed, maybe put recordings on a you tube channel
    - not time bound events
    - Co teaching/presenting (one online and one in person)
    - Mailing kits to students / or pick up from office-who will be joining online prior to event
    - Friendly timely communication
    - Making sure that invites are offered to students, and that pop up events are kept at a minimum so that students online can participate
    - If food is offered in person, can food delivery be offered online?
    - Equalization in support
    - Some virtual only events- without in person option.
  - Create consolidated, connected services
    - Getting to “less”- Vilayet’s NASPSA presentation., ending programs that are no longer serving students anymore.
    - Editing menu of services offered in unit- evaluate them as to their urgency and need. Paying attention to numbers – who is attending who is not.
    - Leaving 10% open for one time programming needs/ unplanned venture
    - Eliminating over planning
    - Being flexible, being ok with ambiguity
    - Not programming for programming sake- what is the purpose, what is the need
  - Co-working spaces and satellite offices
    - Planning for spacing, choosing locations that will work and not overcrowd

- Tablets being used out in the hallway'
  - Meetings do not have to happen in the office
  - One on ones over zoom- but don't have to be at your desk. Move around and be in other places on campus- meeting the students where they are at- literally
  - Bus idea- career center oscar/ sessions on the bus for career counseling
  - Hire student peer mentor remote create a satellite- need more data on where students are living and connecting with them in that city
- Increase partnerships first start with relationships
  - Csu- "guest number" visitor to another CSU for day access to certain services at the csu that is closest to them... a state collaborative of our units. Like a CSUSB EOP student getting services at another EOP at csu Sacramento if they need them
- Health and Safety Considerations
  - What are students' health concerns?
    - Vaccine safety, role of boosters, medications
    - Mental health issues
    - Self-certification
    - Vaccine mandate
  - Public health awareness
    - Infectious diseases
    - Mitigation measures (masks become the norm)
  - How does the University continue to be rapid responders?
    - Need a plan after Citadel (contact tracing) - less scale but still needed (who owns it moving forward)
    - Where do questions get directed, who updates it and who ultimately owns it
    - Public Health/Communicable Disease Subcommittee (of Risk & Safety Committee) proactive approach – ongoing (academic, student affairs, ITS, etc.)
  - What teams need to continue post repopulation?
    - EOC, Communicable Disease, Pandemic Response Team? - long-term and integrated & include auxiliaries
    - Staffing and other resources
  - Considerations for special populations
    - Residential students, children, parents of children
  - Campus safety – directions, clear messaging (and timely)
    - Events
    - Classes
- Facilities and Maintenance Considerations
  - Having non-student facing staff stay home for at least part of the week has benefits.
  - Virtual work is a recruiting and retention tool.
  - hybrid campus will require stronger internet to accommodate virtual meetings and support for some employees' at-home workstations, including new

technology. But those costs could be balanced by a possible reduced demand for new parking or office space.

- Staff have said that flexibility is important to them, and an unfair process could damage morale.
- Two thirds of senior human-resources officials at universities surveyed by the consulting firm EAB said that three or more days of a work week will be eligible for remote work. Forty-four percent of the 50 officials who responded said there would be no limit on the number of remote days worked.
- Space limitations have plagued both San Bernardino and the Palm Desert campus. Allowing non-front facing staff members to work remotely could significantly elevate the stress on our facilities while increasing the recruitment and retention of faculty and staff members.
- Telecommuting can improve reduce our carbon footprint and reduce our need for campus parking. Prior to the pandemic student often complained about the access and affordability of parking. Some students were unable to pay for parking and did not have the funding to pay their parking fines. (Without people parking we will have to find a way to pay for our new parking structures and our parking enforcement staff) (Not having ticket revenue will reduce the funding available for sustainable initiatives.)
- The University of California at Los Angeles stresses that “remote work arrangements must not negatively impact colleagues’ workload or productivity by shifting burdens, creating delays or adding steps in the workflow.”
- the employee is not qualified due to chronic poor performance, history of low productivity, proven inability to complete work without supervision,”
- will allow people to work remotely or on campus after negotiating a formal arrangement with their supervisor.