

Special Meeting for Educational Resources Committee

March 23, 2021

2:30 – 3:30 p.m.

Attendees: Nazaret Dermendjian, Vickie Jensen, Katherine Stevenson, Ellis Godard, Renee Moreno, Greg Knotts, Elizabeth Sussman, Diane Stephens (non-voting)

The meeting was called to order at 2:30 p.m.

The Committee members had an extensive discussion on possible HEERF II expenditure categories. They used the list provided by Vice President Donahue as “thought starters” on priorities and areas of need. These are the recommendations (in red with other comments highlighted) the Committee is putting forward to UPBG for consideration:

Direct Student Aid

- Direct student grants-all eligible students
- Supplemental student grants based on PELL need status
- Additional summer aid to students (and for broader categories of students)
- Housing needs
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Student ~~Campus~~ Community* Healthcare/Counseling/Basic Needs

- Food insecurity
- First-time freshman/transfer books and course materials
- Student peer mentoring program
- Counseling and mental health resources
- Student Athlete mental health/sports specialist clinical psychology
- ~~Child~~ Family care and paid leave for staff, faculty, lecturers
- Child care for students
- Emergency Grants
- Healing space to deal with all the trauma COVID has caused and grief for faculty, staff, and students

*It is integral to ensure we have a focus on students, FTF and Lecturers, and staff

Covid-19 surveillance testing & vaccination programs

- Student general population testing
- Student Housing resident testing
- Student athlete testing- intercollegiate athletics
- Faculty and staff testing
- Vaccination program
- Increased staffing for monitoring, roll taking, traffic direction, etc.

Additional labor/ labor expenses associated with lost revenue due to COVID-19

- Labor backfill expense: CPAL/COVID exposure
- Student Employment (see broader category below)

- Lost revenue recovery: centers & institutes/areas dependent upon non-GF resources

Student Employment

- Ways for student employment to reinforce instructional needs. Including flexibility in implementation by department needs
- Match other funding sources (e.g., CQF, IRA, department budgets)
- Student employment can also include managing roll sheets, traffic, etc. on campus for campus return

Instructional and administrative technology

- Student laptops and devices (including wifi hotspots)
- Faculty & Staff Technology to support remote work
 - Faculty & staff laptops, equipment, and devices (including wifi hot spots)
 - Telecommuting office equipment
 - Increased home internet service
 - Cellular service: Jabber computer application
- Increased security measures
- two-factor authentication devices & software How is this part of HEERF?
- Instructional & student support software
 - Software license costs
 - IT lecture capture extension
- Faculty training
 - Paid “Return to Campus” training for all staff, lecturers and faculty.
- Student training
- Digital course materials
- Lab kits for students

Increased Instructional Costs & Course Sections

- Course section increase- spring/summer/fall 2021 Increases for fall will definitely be needed as the face-to-face classes will be enrolled at the much lower Covid caps
- Restoration of reassigned time for tasks such as assessment, option/graduate coordinators, and associate chairs
- Faculty development for writing and other introductory courses
- Increased funding for LRC, SDS, NCOD
- Research grants/stipends/release: the increased workload due to COVID makes it incredibly difficult for faculty to have time to continue working on a research agenda. Release time for research would help facilitate work for publishing and conferences.
- Note: Student employment links to instructional costs; peer-to-peer learning, TA’s, GA’s, ISA’s

Space Issues

- Safe work spaces for faculty and staff sharing office spaces
- Appropriate classroom spaces
- Student technology/computer lab/study spaces for those who are doing both face-to-face and online on the same day

- Classroom and laboratory physical technology improvements (e.g., HyFlex); ensure expansion to laboratories

Enhanced hygiene and plant management protocols

- Specialized cleaning equipment
- HVAC and air-flow modifications in classrooms, work spaces, student housing
- Specialized cleaning services
- sanitary supplies and services
- social distancing controls
- Temperature screening stations
- Personal protective equipment (PPE)
- Cost consequences of vaccination in B2 (extra fencing, policing, etc.)
- **Note: Concern about general cleanliness (pre-Covid) and the need to ensure consistent cleaning protocols are undertaken throughout campus. This may require additional funding for training and personnel.**

Enterprise and Auxiliary lost revenue recovery/facility debt service coverage

- Student Housing - Facility debt service coverage for 2021/22
- Parking - Facility debt service coverage for 2021/22
- The University Corporation (TUC) Please clarify - Spring 2021-fall 2021 student meal plan revenue loss recovery

Community building

- Celebrations at the campus and departmental levels
- Celebrations campus-wide, particularly through The Arts
- Inviting spaces
- Communications
- Experiences
- The Common Read - *When They Call You A Terrorist* - Expand to the entire campus community

Creation of open forums for feedback over the usage of funds. The CSUN community needs to participate in the creation of the budget, especially regarding the new influx of HEERF money meant to address needs raised by COVID-19.

The meeting adjourned at 3:30 p.m.

Note: Additional text was edited after the meeting and transmitted to Provost Walker and Vice President Donahue along with the above text:

HEERF II – Context and Further Recommendations from ERC Members

Introduction

Incoming, first-time students, returning students, faculty and staff will transition back to a face-to-face environment with excitement, trepidation, and uncertainty. As members of our community, we are tasked with managing (re)entry to campus--the gradual repopulating of campus, alongside keeping

each other safe and healthy, and resuming the work of learning and teaching. We must think about multi-pronged processes, where the primary goal is to stay healthy, to repopulate the campus slowly, to minimize large-scale infections and to stop the spread of a disease that has caused so much suffering. How to (re)build our large CSUN community after such a long time away from campus is also of great concern. In an academic environment, we are also concerned about the academic and social skills incoming and returning students may need after COVID.

What we already know

Given our experiences with students the past two and a half semesters suggest levels of detachment with first year and continuing students' learning due to all sorts of situations/environments, including in the virtual classroom at home and other places they access to learn and to interact with classmates, professors and TAs. Due to many reasons (new to this environment, like "Zoom Fatigue"), students' experience resistance to reading. They may also feel a mismatch between a desire to do well and actually doing the work required of them, resulting in falling behind with coursework. All of these challenges are coupled with moments of incredible insights and connection students can make in and to the new virtual environment.

What we know working with first year students in math, reading, and writing...

Students coming into CSUN from high school will have spent a year and a half in academic chaos. We need to help such students adapt to the expectations of the CSUN academic workload. Moreover, what can we do in the summer and fall to identify areas where students are ready to accelerate versus areas where they need more support?

What we know working with returning students

For returning students, there are similar concerns. How will we prepare students for the transition back to proctored examinations? Knowledge gaps from prerequisite courses are always a problem, but post-COVID, we have no way to assess the scale of the problem. We can be proactive in identifying academic strengths and gaps in our returning students through assessment.

Our support systems for student's emotional and psychological needs have been overwhelmed. How can we use funds to increase capacity and implement creative solutions in order to see students holistically?

What we expect

In response to these challenges, we offer proposals about leveraging the resources that we have and will have so that we might achieve with the goals outlined above: a safe and gradual return to campus, shoring up learning and addressing gaps in learning, building and rebuilding community connections for all members of CSUN. Our proposals are a starting point toward

- Identifying students' academic strengths and leveraging students' strengths to move them forward academic and personal successes;
- Identifying students' academic gaps due to COVID and addressing uneven learning situations/experiences and/or gaps in learning;
- Assessing overall skills/literacy skills (including math, reading, and writing) in order to shore up learning gaps due to COVID;
- Identifying and effective academic support services, and
- Identifying and accessing necessary emotional support systems with the broader aim to treat the all members of the CSUN community as whole people.
- Identifying activities that we can engage in as a campus to build back a better sense of community. Identifying what departments and instructors are doing to amplify efforts to build community.

Faculty will be on the frontlines of these efforts to manage learning, while coping with their own concerns, and faculty need to be supported as we create welcoming and supportive learning environments. Faculty will need support, financial and logistical, to address the individual instructional needs of students and to develop any co-requisite learning that students need, as we work in collaboration to shore up gaps. Because we are committed to a holistic approach to the community building that will be needed in this new learning environment, faculty will also be at the forefront of monitoring students' emotional health.

LA districts' "hold harmless" grading policies were well intentioned and necessary but rendered GPA a less reliable measure of student success. "Hold harmless" grading policies coupled with lack of any external testing data (SAT, ACT, SBAC) means that first-year students' academic strengths and gaps will be unreliably identified upon entry. In particular, the categories for GE in math and writing placement will be inaccurate both in under and over placements.

Our proposals are as follows:

Category: Increased instructional costs.

- Reinstate Directed Self Placement for all first year Writing Courses, across the seven departments teaching first year composition.
- CSUN Summer Start for Math and first year writing, such as 113A and 113B courses.
- Use funds to create programs for students to identify areas of strength and areas needing growth and make steps to act on each. Such programming should be tied to summer community building efforts, targeting first time students by meta major and returning students by major.
- Develop existing models for first year math placement.
 - EO 1110 and multiple measures placed on hold.
- Combine academic/logistical summer programming with community building celebrations on the department and campus level.
- Reduce enrollment caps for first year writing courses.
- Expansion of Common Read to campus community and provide free books to faculty and students.
- Reinstate faculty reassigned time, which was cut.
- Fund faculty development to assess students' needs academically, as well as to shore up teaching and learning.

Categories: Student Employment (Additional labor); Student Peer Mentoring (Student Healthcare/Counseling/Basic Needs); Increased instructional costs.

- Prioritize spending on ISAs.
- Create a proposal process through which departments can apply for funds to employ students within their programs, such as tutoring, in-class student assistants, and major-to-major mentoring.
 - Supplement CQF funding.
 - For projects repeatedly funded by CQF consider Centralizing that funding so that we do not waste time repeatedly applying for money that should be part of the infrastructure
- Use funds to support active learning pedagogies that meet the academic, social and emotional needs of students.
- Allocate more funding to departments with discretion on how funds might be used, since departments will have a different need/application.