

UCSB Associated Students
COVID-19 Response Report





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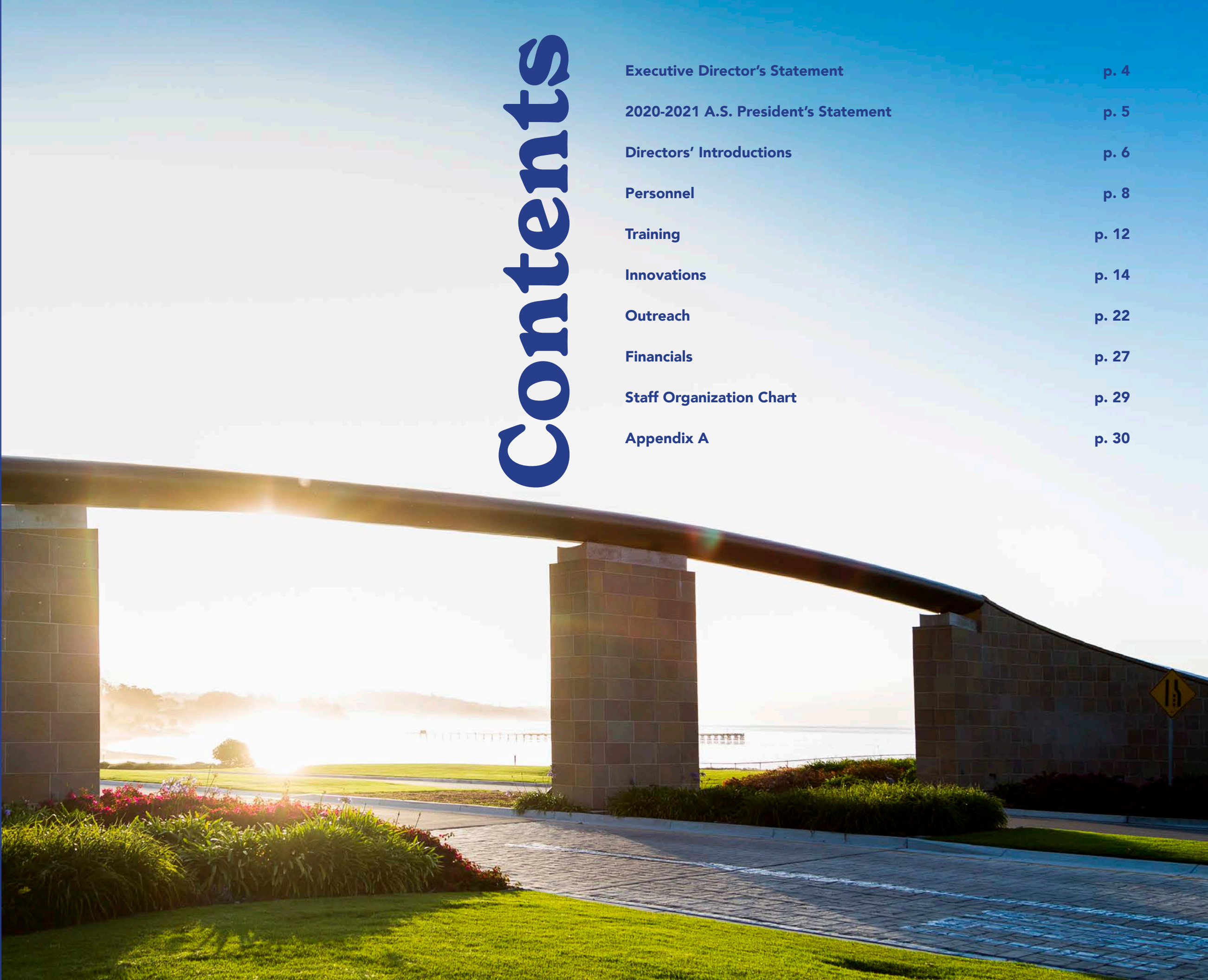
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From the *remote* desk of the Executive Director, Marisela Márquez, Ph.D.



Prior to March 2020, I'd never before thought about how Associated Students, as a university department, or a non-profit agency could or would deliver all of its services, opportunities for leadership and operations remotely. Even more to the point, why would we imagine, plan and execute our work remotely. In March 2020, this theoretical discussion became a reality. While we had developed and implemented our functions during fires, ash storms and through unbearably grief-stricken moments, we had never imagined that a global pandemic would mandate a federal, state-level, university and department specific Executive Order to function remotely. Associated Students(AS) continued to provide critical support to students, the community and the University as a whole in the midst of the COVID-19 pandemic. This challenge began with the orders facilitating the action, but not necessarily the expected outcomes or objectives. Clearly, our primary objective was every person's health and avoiding the contagion of the virus. As a departmental community we needed to develop those principles and expected objectives on the way to new remote outcomes together. And so, we did.

What you will find in this publication is the method by which professional career staff began to assess and execute the mission of this department remotely—and do so with such swift responses that we, by the end of Spring term, were able to identify the “how” to our usual “why”.

Our “why” is the mission of the department. Our department's mission is to help students uphold the high academic standards and give them leadership, employment, cultural and growth opportunities to serve the campus community. <https://www.as.ucsb.edu/about/staff/staff-mission-and-values/>

We, the UCSB AS Professionals, empower, mentor, guide and support UCSB students to deepen and enhance civic engagement and social responsibility by:

- Facilitating learning through student-initiated projects and programs.
- Ensuring student inclusion in shared governance of the university.
- Initiating and facilitating collaboration within the UCSB community and beyond.
- Safeguarding the continuity, financial stability and institutional memory of the AS organization for current and future students.
- Respecting student agency to create their own path.

With the “why” identified as the challenge presented by the global pandemic, and production of remote education for the University of California, writ large, this department's

professional career staff went about creating the “how”. The following publication includes our collective response. Further, AS staff delivered all of this work in response to the creative, supportive, artfully constructed student-initiated efforts of our students to continue to do all of their usual work remotely. Our staff and students transitioned their work to an online sphere. We also provided significant additional and new support to students, besides developing an entirely new classification of essential services. All departmental functions were considered essential, however, the State of California identified specific functions that could continue to provide their work in person, despite the remote mandate.

It is organized and primarily authored by the department's unit Directors: Ed Schatz, Director of Student Technical Assistance and Internal Operations; Marilyn Dukes, Director of Student Engagement and Business Services; and Diana Collins Puente, Director of Community Affairs, Student Development and Leadership. It serves as a précis of what we received to a survey distributed amongst staff. (see appendix a); and is not intended to be all encompassing because that would require an almost daily log of problem-solving efforts. It does however, wonderfully capture the best of our efforts to shine a light on how we were able to navigate the transition to remote. Our department is organized into three units, and each has both public facing and internal administrative functions/work and each unit provides this in very unique ways. Beyond the work within departmental units, and staff directly reporting to me, the Legal Resource Center was transitioned by Robin Unander and Ron Perry to work remotely to provide education and information support to students and Isla Vista community members. Within my responsibilities of advising the elected student leadership, namely the Executive officers and Senators, they quickly organized themselves to assess how best to achieve and in fact thrive while accomplishing their schoolwork in addition to AS responsibilities.

The narrative text included below resulted from the responses to the survey instrument provided by our staff colleagues employed at the time and captures the contours and tailored efforts by each unit. These responses are organized in the following themes: personnel, training, innovations, outreach. Given the interdependent nature of all of our work with one another and with elected, appointed and volunteer student leaders, case studies are included as revelatory moments captured in narrative text and shared for the reader's enjoyment and understanding about how our department works.

The following narrative text attempts to share how this department continued its significant work because most of

what AS does might not be visible to the entire community and we believe that it is essential to document and communicate how we were able to deliver this effort. It would not exist, however, without the wonderful efforts by Andrew “Andy” Doerr, Chelsea Lyon-Hayden, Sean Lieberman and all of the staff that responded to our survey. Additionally, JudyAnn Dutcher supported our efforts in developing, distributing and collecting the survey responses.

We all hope that you enjoy what is shared in the upcoming pages of this, the most unusual and usual annual report.

Lea Toubian A.S. President, 2020-2021



The Associated Students COVID-19 Response Task Force was first formed in Spring 2020 by then-President Alison Sir, via an Executive Order, and in response to the novel coronavirus pandemic. President Sir's vision for the task force was the creation of an ad hoc student board that could effectively consolidate and distribute resources and information to best assist students facing the significant challenges the pandemic presented.

Leaders from organizations throughout A.S. came together and, after considering a variety of options, decided to fund an emergency grant program that became the task force's most direct service to students.

In response to the restrictions imposed by COVID, which included remote instruction and public health ordinances, many A.S. events and other initiatives had to be canceled or modified. This left several A.S. entities with a surplus of funds during spring quarter 2020. These entities were asked to pool this surplus to create a single fund that would return aid to the student body. A framework was developed to administer the new fund and by the end of the 2019-2020 academic year, a grant application had been created. To apply, students were required to detail how they were directly affected, financially or otherwise, by COVID-19.

Throughout Summer 2020, the Task Force under then-President Daevionne Beasley and Chief of Staff Lea Toubian vetted these applications to determine which presented the highest need. Each entity that donated funds to the COVID-19 Task Force Emergency Fund provided a mission statement that outlined what demographics or other circumstances they wanted to be prioritized with their funds. Working in tandem with representatives from these entities, at the time of this writing the Task Force allocated \$300 grants to 271 students for a total of \$81,300 distributed to support students.

Near the end of summer quarter 2020, the Task Force collaborated with the A.S. Trans & Queer Commission for the first “external” grant process. This entity allocated a specific amount of funding to prioritize a specific population of the student body. Throughout the 2020-2021 school year, the Task Force collaborated similarly with other A.S. entities, including the Student Commission on Racial Equity (SCORE), Global Gaucho Commission, Lobby Corps, and Human Rights Board (HRB). While the Task Force ultimately made final approvals of the applications processed and recipient decisions, each entity was given significant autonomy in decision making in order to best serve their target constituencies. Meanwhile, the Task Force also put out two additional general grants for the entire student body, one each during the fall and winter terms.

In addition to individual emergency grants, the Task Force promoted resource advocacy for the student body under President Lea Toubian. Working closely with University Administration, the Academic Senate, and Chancellor Yang, President Toubian successfully pushed for resources such as the extension of the Pass/No Pass grading policy, increased free COVID testing, and the safe re-opening of campus resources like the Recreation Center and Library.

Directors' Introductions

Student Development and Leadership Unit

by Diana Collins Puente

Director of Community Affairs, Student Development and Leadership

While some might imagine that less work was required during COVID, the opposite is true. Students and staff in this unit and across AS needed to **reinvent and reimagine** many aspects of the organization in the midst of many unknowns and an uncertain future. They needed to develop and **provide new services** and ways of doing the unit's work, while **being mindful** of the mental, emotional and physical needs of students and staff. This unit **pivoted quickly**, leaning into the crisis by assessing emerging needs, transitioning, and **innovating** to support new and existing programs and services.

The unit includes the 25 students elected to the executive and legislative branches of the Associated Students' government. It also serves the campus and community with more than 20 boards, commissions and units, the Pardall Center in Isla Vista, 11 professional staff, and typically 36 student staff.

The unit engaged in a wealth of efforts, including:

- Student governance
- Defending tenants' rights
- Helping ensure public safety
- Environmental affairs
- Community service
- Disability access
- Philanthropy
- Social justice
- Student wellbeing
- Supporting internal A.S. operations

All of this work happened primarily through advocacy, education, grassroots organizing, leadership development, community engagement, service learning, and direct services for the undergraduate student body.



Student Engagement, Businesses and Services Unit

by Marilyn Dukes

Director for Student Engagement, Businesses and Services

Students and staff in the Student Engagement, Businesses and Services unit were especially challenged during COVID because **many of their activities involved essential services** which required some continued on-campus involvement. Serving students at the A.S. Food Bank, continuing operations at campus radio KCSB FM 91.9, and maintaining the campus farm all required some in-person operations.

Shortly after closing, the **campus requested A.S. Recycling to begin limited service** for those essential services operating on campus and, as the campus continued with remote instruction, the A.S. Ticket Office resumed partial operations to assist A.S. Administration in receiving deposits for Associated Students and student clubs. A.S. Program Board transitioned to on-line programming for Spring 2020 to help students remain connected to the campus and each other and **continued with a robust schedule of activities** throughout the 2020-21 academic year.

As with other units, the unit's staff and students were challenged to **creatively problem-solve and quickly develop new programs, procedures, and practices**. Keeping everyone working onsite



and those accessing services safe was a priority. **Innovation became a theme** as areas became trail-blazers in **developing new ways to serve students**. While the A.S. Bike Shop and A.S. Publications did not offer in-person services, both areas developed unique ways to meet student needs utilizing Zoom consultations and, in the case of A.S. Publications, offering digital readers for students. Overall, the unit continued to offer services in areas including:

- Serving students experiencing food insecurity
- Offering academic support through A.S. Publications
- Developing remote services for students to access, e.g. bicycle repair
- Providing continued radio programming for the campus and community, including regular COVID reports and interviews with campus and county health officials to support official messaging
- Scheduling regular programming for students to remain connected to each other
- Supporting student leadership on the boards and committees in the unit who continued to meet and fulfill their responsibility to the student body during the pandemic
- Working with other campus departments to assist in messaging and outreach to students

The staff and students in this area were impressive in their ability to quickly transition to new platforms, develop innovative services and delivery methods, and **display resilience in their work**. New procedures, training, and safety protocols were quickly established and implemented and the **work of the unit continued virtually uninterrupted**. While there continued to be challenges during the year, the unit met these challenges and was able to successfully continue serving students.

Student Technical Assistance and Internal Operations Unit

by Ed Schatz

Director of Internal Operations

The old proverb, **necessity is the mother of invention**, certainly was confirmed with the onset of COVID-19, and perhaps no more so than with the demands on the department's Tech Ops Unit to quickly provide innovative solutions to support the continuation of essential services and **ensure reliable remote work adaptations** for the department's staff.

While successful in helping facilitate the initial quick transition to remote work, it soon became apparent that **COVID-19 challenges would be ongoing and fluid**, complicated by limited information from campus and system leadership. Faced with this new reality, the Tech Ops unit continued to adapt and meet departmental needs in the areas of:

- **Technical support** internal to the department and, at times, to assist the Student Affairs division (accessed at the A.S. Helpdesk link: <https://help.as.ucsb.edu/>).
- **Creative media resources, training and support services** to the department and campus community (Media Center website info at this link: <https://mediacenter.as.ucsb.edu/>).
- **Website development** and support to department staff and student groups (accessed at the A.S. Web Development link: <https://www.as.ucsb.edu/resources/internal-assistance/web-development/>).
- Department **internal operations process support** and related communications platforms and content (additional miscellaneous internal assistance available at this A.S. website link: <https://www.as.ucsb.edu/resources/internal-assistance/>).
- **Department administration services** including accounting/finance, procurement/contracting, and human resources (finance related resources and forms can be found at this link: <https://www.as.ucsb.edu/finance/>).
- Virtual events support (typically **tech-focused assistance** through the A.S. Technical Support team here: <https://help.as.ucsb.edu/>).

It's important to note that unit staff were forced to adapt their own individual work methods to fit within COVID-19 limitations while simultaneously assisting the rest of the department to overcome the same challenges. Despite the concurrent challenges, the unit proved successful and continued to do so as the situation evolved.



Personnel

This section is devoted to the many ways A.S. staff and students adapted to managing employees, keeping as many students employed and engaged in leadership opportunities as possible, and taking processes, including hiring new employees, online, since almost all staff needed to work from home.

Student Development and Leadership Unit

When the campus effectively shut down in March, 2020, virtually all of this unit's work had to transition online, with the notable exception of the Pardall Center in Isla Vista, which continued to provide essential services in-person.

The transition to an hybrid virtual/in-person model, required staff to pivot quickly on many fronts, including:

- Working with A.S. Boards, Commissions and Units (BCUs), elected officials and other student entities to develop ways to continue to **make an impact in the community** while their members worked remotely.
- Continuing to provide and **increase support to students**, including student leaders and student employees, and the broader community.
- **Restructuring** staff responsibilities and schedules.
- **Documenting** normal activities, processes, and best practices.
- Utilizing new online tools.
- Creating new processes.
- Developing and supervising virtual and in-person projects and tasks for student and career staff.
- Developing new programming.
- **Developing new protocols** to meet evolving workplace CDC, UC, and California state and county safety guidelines.
- Managing the ongoing administrative, programmatic, logistical, financial, advising, training, oversight, and other functions that come under the umbrella of the unit.
- Attending to the **maintenance and repair needs** of the unit's physical facilities, including the Pardall Center.

Essential services were provided at the Pardall Center and included an in-person staff component. **The Isla Vista Tenants Union**

(IVTU) and the Legal Resource Center (LRC) provided legal education and tenant support to students and Isla Vista tenants. Due to the risks of breaking confidentiality if support staff worked from home, all staff in these positions worked onsite as permitted by the essential services exception.

IVTU's Emergency Relocation Reimbursement Fund disbursements continued to be facilitated by Pardall Center staff. This included individual physical requisition processing for each qualified student, and required regular in-person deliveries of requisitions to the A.S. administrative office on campus.

Responding to the need for **Personal Protective Equipment (PPE) Distribution**, the Office of the External Vice President for Local Affairs (EVPLA), in collaboration with A.S. Executives and the COVID-19 Task Force spearheaded the distribution of masks and thermometers to the Isla Vista community. Pardall Center staff were central to this effort. They **developed a distribution and tracking system for PPE** and not only distributed PPE at the Pardall Center, but also packed masks and thermometers for distribution at partner locations in Isla Vista and during special events.

The **Beloved Community's COVID-19 Messaging Campaign** was also supported by the Pardall Center staff. Please see the details of the campaign in the **Innovations** section of this report.

In spite of the UC-wide job losses, all student staff employed by the unit were able to retain their positions through Spring quarter 2020 with the flexibility of virtual work projects and opportunities for professional development training. Staff supervisors created student staff projects tailored to engage the individual interests and needs of staff. Student staff were given ongoing support regarding the use of Paid Administrative Leave and Pandemic Unemployment Assistance as needed. In addition, regular meetings throughout the crisis

addressed self-care, including emotional and mental health support. To ensure everyone's health and safety, flexibility to accommodate COVID-19 testing appointments was encouraged. Career staff worked with student staff directly to advise and support them with personal issues, including housing and/or employment.

Following CDC and county guidelines, the unit developed and implemented **COVID-19 workplace safety protocols**, and provided training and regular supportive reminders to make sure safety protocols were understood and followed. Procedures were also developed for **distributing and tracking PPE** given to staff and the broader community.

Career staff responded to the urgency of the times by not only responding to basic needs, but also using the time to **build the organization's internal capacity** to do its work. Staff researched new strategies for Coastal Fund to organize and track its grant applications. They worked with others in the department to revamp A.S.'s main conference room and to address the growing need for space as the department expands. Staff spent more time on **professional development** now that major conferences and training moved online and were thus significantly less expensive to attend. They participated with student groups in **more community-based work**, including

leading discussion groups on racism and white privilege.

Taken together these efforts are a testament to the **resilience and resourcefulness** of both this unit's career and student staff.

A special thank you is due for the **immeasurable contributions** that the unit's career staff made during this period:

- Leah Bartos – Journalism Advisor/Living History Project Coordinator
- Diana Collins Puente – Director of Community Affairs, Student Development and Leadership
- Rodney Gould – Isla Vista Community Advisor
- Timothy Grigsby – Campus Support Advisor
- Ruth Garcia Guevara – Interim Assistant Director for Community Affairs, Civic Engagement and Advocacy
- Savannah Lee – Pardall Center/UCIV Program Coordinator
- Holly Mayes – Assistant Director of Governmental Affairs
- Allina Mojarro – Interim Community Volunteer Coordinator/Community Education Outreach Coordinator
- Sarah Siedschlag – Environmental Programs Advisor

Student Engagement, Business and Services Unit

Although most career staff were able to seamlessly work online from home, many in this unit found themselves **taking on new roles** and/or adjusting to a shifting work flow. A very limited number of staff returned to campus to **perform essential services**, including overseeing student staff in the A.S. Food Bank and making sure KCSB FM 91.9 stayed on air 24/7.

On the new hires front, when the lockdown began, this unit had several limited appointments and open positions waiting to be filled. A temporary staff shortage became a long-term shortage as the limited appointments expired and positions couldn't be filled due to a mandated campus-wide hiring freeze.

As a department, A.S. prioritized offering **remote employment to most student employees** on a limited basis. In keeping with these priorities, this unit's staff supervising students created **weekly work assignments**, monitored progress, and managed

dozens of student employees as they transitioned to remote work. As it became evident that offices like the Annex and Pardall Center would be closed long-term, A.S. was unfortunately unable to continue staffing the many support positions that traditionally provide income for students.

Some students did become essential staff as A.S. continued to provide services to the community. However, because many students left the local area after the initial campus shutdown, most of these essential services struggled to maintain adequate student staffing levels throughout the year.

For staff remaining on campus, key work protocols needed to be changed because building access was severely limited and students were no longer able to work in close proximity on most projects. In many cases, schedules were staggered to **reduce the number of people** in workspaces at one time.

Student Technical Assistance and Internal Operations Unit

This unit's response to COVID restrictions was driven by the need to continue to fully serve students and adapt in ways that were flexible enough to **meet the challenges of an evolving situation**.

Despite physical location closures, unit staff across the board worked diligently to keep as many student staff employed and engaged as possible either in person or remotely. Staff and students were able to work on projects and **train online to add to their skill sets**. To assist with this, soon after the campus locked down,

staff created spreadsheets for students with a wide range of online training and **skill building options** that they could complete as part of their normal work.

Advising moved from in-person to online meetings.

Job searches also required online meetings. **All interviews were conducted online** and new employees were onboarded online. In fact, new staff members wouldn't be able to meet their co-workers in-person until campus COVID restrictions were lifted.

► Case Study: A.S. Administration



Each day A.S. Administration staff see dozens of visitors requiring a variety of services and **fulfill numerous on-campus administrative functions**. With COVID, Admin's on-campus staffing level was greatly reduced, though many on-campus functions continued to be essential and **required an onsite staff presence**.

The Admin career staff **adapted quickly** so there was no gap in their services. These adaptations included flexible onsite scheduling and requiring appointments for essential in-person visits. Staff also implemented new procedures for maintaining campus

services such as mail pickup, department checks distribution, making department bank deposits, and coordinating with the BARC office to name a few.

The need to adapt came with a **system-wide hiring freeze**. A number of in-process and planned recruitments were put on hold. This impacted both career and student staff and required many to **take on additional responsibilities** as everyone adjusted to the new online universe. It's important to acknowledge that inevitably this did lead to a slowing down of some administrative processes and created ongoing stress. Both the career and student Admin staff provided **truly amazing service to the department** during this uniquely challenging time.

“ In spite of the UC-wide job losses, all student staff employed by the unit were able to retain their positions through Spring quarter 2020 with the flexibility of virtual work projects and opportunities for professional development training. ”

Training

In this section we'll take a look at how moving training and other career development opportunities online brought unanticipated benefits, while at the same time bringing home how important it is for all of us to interact face-to-face to make sure everyone understands how A.S. works and to ensure continuity from year to year.

Student Development and Leadership Unit

► Case Study: Senate Zoom Meetings and Training

The A.S. Senate is **critical to the functioning of the department** and needs to be operational at all times. The A.S. Legal Code stipulates that, during its weekly meetings, the Senate must vote on all legislation. It must also approve each A.S. entity's minutes and any financial expenditures.

During the pandemic, the Internal Vice President, Governmental Affairs Team, and Senators were not able to schedule or attend weekly in-person Senate meetings, swearing in ceremonies, and training required by legal code. The A.S. Internal Vice President, Allison Adam, pivoted immediately and **A.S. implemented a way to conduct all business and training** using Zoom.

Initially, the Senate experienced significant challenges ensuring the digital safety of the Zoom platform. Senate Zoom meetings were regularly "bombed" with inappropriate and aggressive postings. The unit had to develop and train participants in the **use of a**

new, more secure system. Meetings were held as webinars with the senators, the Internal Vice President, and staff on a panel. All others were then attendees at the webinar. Staff were able to move members back and forth onto the panel as needed, and were able to **better address both Zoom intrusions** and technical issues.

The election of new officers and senators also brought new training challenges. The annual transition Senate meeting was held on Zoom with the newly sworn in officers and senators **taking their oaths of office** using a graphic on Zoom.

Later, during the Summer of 2020, the Internal Vice President, Tianna White, and the Governmental Affairs Team decided to **hold**

the annual Senate training sessions virtually, and expanded the requirements and offerings to all honoraria earning members of the association. To accommodate this remote setting, all training workshops were scheduled over Zoom with both internal, campus, and external facilitators.

All training sessions **were also recorded**, edited, captioned, and then made available online for students to revisit as needed. Additionally, all corresponding training materials that accompanied each session were **distributed via email** to attendees.

Due to the increased accessibility of remote trainings, new requirements for attendees, and an improved scheduling structure, these training sessions had an average of 65 attendees per session, **a nearly 900% increase** from the preceding year.



In addition to internal and external training developed by the various groups under this unit's umbrella, the A.S. Legal Code requires all Senators and all entities' honoraria earning members to complete a series of training, as outlined in the By-Laws. To accommodate the remote setting, **all training workshops were scheduled over Zoom** with both internal, campus, and external facilitators. All training was additionally **recorded, edited, caption, and was made available online** for students to revisit as needed. Additionally, all corresponding training materials that accompanied each session were distributed via email to attendees. Prior to the training beginning, the A.S. Senate passed a resolution requiring all honoraria earning members to complete a portion of the offered training.

As a result of the increased accessibility of remote training, new requirements for attendees, and an improved scheduling structure, the unit's training had **an average of 65 attendees per session, a nearly 900% increase** from the previous year.

Although students missed being able to interact and learn from each other, the online sessions also had advantages. Most importantly, the **online sessions were more accessible**, because they were recorded and thus could be viewed anytime. The adjustments made by the Senate as described in the case study "Senate Zoom Meetings and Training" are emblematic of how the transition to online training was implemented across the unit. ✨

Student Engagement, Business and Services Unit

This unit's career staff **took advantage of training activities** throughout the year as they navigated online work defined by Zoom meetings, webinars and other online platforms. Many staff participated in professional development activities, including conferences that had transitioned online, and **welcomed the opportunity to enroll in classes** through the UC Learning Center and other online learning sites. Student staff were also encouraged to train online as part of their remote work.

One positive result of conferences going online was that many were **free** or at reduced cost and, of course, travel expenses were eliminated making them **more accessible to both staff and students**.

New areas of training were created as A.S. sought

to create safe workspaces by adopting best practices for mask wearing, social distancing, interactions with the public, and cleaning and sanitizing spaces administered by A.S. There was a **need to initiate self-health checks** for students working on campus in the essential services and codify directions for when they should not report to work.

In addition, some staff used the opportunity presented through remote work to direct students to **deeper learning opportunities** within their respective units. For example, A.S. Recycling and the Department of Public Works developed focused training modules where students could **examine issues around sustainability** and meet in groups to discuss what they were learning. ✨

Student Technical Assistance and Internal Operations Unit

During the COVID year, training and orientations had to move online. In response, this unit and A.S. in general created **virtual orientations** of various kinds. These were in some ways **more accessible** than in-person meetings, but in-office training will of course also be necessary when staff are allowed to return to campus.

Training adaptations also included onboarding new students and familiarizing them with A.S. email

and Slack channels. In addition, it required that the usual **student group retreats**, which are critical for training and continuity, be **conducted online**. Needless to say, these online retreats couldn't fully replace the richness of in-person exchanges of information and relationship building, but students and staff made the best of them motivated by an **abiding desire to continue fulfilling the missions of their individual A.S. entities and offices**. ✨

All across campus, departments were tasked with developing innovative approaches in response to the constantly evolving challenges presented by COVID-19. A.S. was no exception. Staff and students worked together to confront these challenges head on.

Student Development and Leadership Unit

Almost everything that would normally happen during spring quarter had to shift dramatically in the face of the COVID-19 pandemic. In addition, A.S. had a significant period of transition in the spring quarter, because most of the student leadership turned over as new student leaders were elected and appointed for the upcoming year.

During this critical period, Boards, Commissions and Units (BCUs) modified existing practices, developed tools and innovative approaches to transitioning new leadership, continued existing programming, and developed new programming.

COVID brought significant changes to the spring quarter general election, which in addition to the A.S. election includes managing the election processes for the Graduate Student Association and the Campus Elections Commission. The ballot included candidates for executive officers, senators, fee initiatives, and constitutional amendments. There was a significant effort to shift the way the elections happen, from what campaigning would look like to how the ballot would work, to how the results would be released on election night. You can read more about the A.S. elections in the case study below.

A similar effort took place in transitioning our elected and appointed leadership. This included a virtual swearing in ceremony, virtual orientation meetings, an entirely virtual training program for students, and virtual transition meetings with the student leadership ranging from executive officers to appointed leaders.

The appointment and transition of new leadership to Boards, Commissions and Units (BCUs) also shifted. Recruitment, interviews, deliberation and selection, and appointments all occurred virtually. The subsequent approval by the A.S. Senate and transition/onboarding in the various entities all occurred virtually as well. BCU's dedicated extra time to documenting all of their normal activities, processes, and best practices.

In addition to maintaining existing functions, programs and services, the COVID-19 pandemic created a great need for programming to transition to online formats and adapt to the changing needs of the community. The most significant innovations were in providing COVID response related services and resources.

Through an executive order outgoing A.S. President Alison Sir created the COVID-19 Task Force to provide and coordinate COVID specific funding for individual students and student groups. Please see the COVID-19 case study below for more details.

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► Case Study: The Beloved Community COVID-19 Physical Distancing/ Social Solidarity Messaging Campaign

The Beloved Community of Isla Vista launched a COVID-19 messaging and public service announcement (PSA) campaign to provide helpful tips aimed at reducing the spread of the novel coronavirus in the Isla Vista and UCSB campus communities. Large colorful signs were on display around Isla Vista sharing slogans like 'Six Feet Apart But Together At Heart,' 'I'm Staying Home For Those Who Can't,' and 'Community Is Not Cancelled.' Signs were placed outside area businesses with the words 'Heroes Work Here' to express appreciation for essential workers.

The office of the EVPLA secured funding from the A.S. COVID-19 Response Task Force, and free masks were distributed at the Pardall Center, Isla Vista Food Co-Op and the Isla Vista Clinic to aid in this effort. In the words of EVPLA Yasamin Salari:

"We wanted to remind everyone that staying healthy and slowing down the spread of the virus requires a true community effort. It's up to each of us, individually, to take actions that will ensure the safety and wellbeing of our community. Wearing a mask, social



distancing, and avoiding large gatherings can help to keep COVID-19 from spreading. Isla Vista is a densely compacted area and we need to remember that the start of summer is not the moment for us to go back on all the progress we have made over the past four months on containing and slowing down the spread of this virus."

As part of the ongoing Beloved Community COVID-19 campaign, a series of radio public service announcements (PSAs) in English, Spanish and Mandarin aired on KCSB 91.9 FM, UCSB's student-led community radio station. Some of the radio spots were also being used in videos that can still be shared on social media. In addition, colorful stickers with COVID campaign slogans were handed out at local businesses, in an effort to encourage physical distancing, embracing community solidarity, and acknowledging that we are stronger together. People can also add a frame to their Facebook profile photo by searching for Beloved Community

Isla Vista. To see images, listen to public service announcements (PSAs) or find additional information on the Beloved Community of Isla Vista COVID-19 Messaging Campaign, go to <https://www.facebook.com/ivbelovedcommunity/>, tune into KCSB 91.9, or visit <https://www.kcsb.org/six-feet-apart-but-together-at-heart-the-beloved-community-of-isla-vista/>.

Student Development and Leadership Unit cont'd

The Office of the External Vice President for Local Affairs (EVPLA), Pardall Center Governance Board, A.S. COVID-19 Task Force, and A.S. staff collaborated to reopen the Pardall Center as an essential service distribution site to facilitate window-side pickup of free masks and thermometers.

Pardall Center staff packaged and distributed individual masks at the center and at several locations in Isla Vista. As of July 2020, the Pardall Center **had distributed 788 masks** to the IV community at the IV Food Co-Op, the St. George Youth Center, and Miramar Food Pantry. To promote COVID precautions, masks



were distributed during **multiple Black Lives Matter marches, vigils, and events**. In its second phase, the students looked to expand their distribution network to include other local businesses and organizations like the IV Clinic, as well as expanding the hours of distribution.

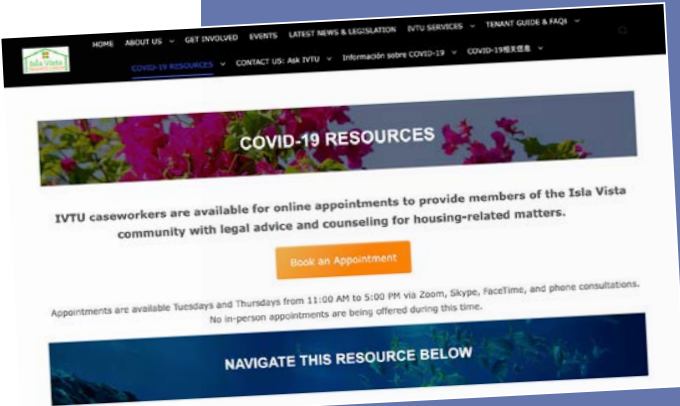
IVTU and the Pardall Center also collaborated with the local chapter of the international organization Food Not Bombs to secure funding from the COVID-19 Response Task Force for COVID-19 related essentials for the

houseless community.

To support a significant number of the local houseless population at significant risk of COVID-19 infection, the **Pardall Center Governance Board** successfully advocated for the placement of one of the county's **hand washing stations** in front of the center to promote access.



► Case Study: Isla Vista Tenants Union (IVTU) Emergency Relocation Reimbursement Fund



Responding to the needs of tenants, IVTU developed a COVID-19 fund for students displaced due to the virus. By the end of spring quarter, in collaboration with other A.S. entities, they raised **over \$90,000 and assisted 250 students with \$73,000** in assistance. The most impressive thing about this was how quickly the IVTU Board conceived of the project and were able to bring other collaborators into the fold. IVTU successfully worked within the parameters of the A.S. Legal Code and A.S. financial policies to implement all aspects of the program. This included establishing the funding mechanism, determining

applicant qualifying criteria, designing the application forms, and ensuring the effective dispersal of the funds. IVTU also updated their website to include a **COVID-19 Resource Guide** that was translated into Spanish and Mandarin.

Responding to community needs, BCU's with **philanthropic mandates** focused on how they could **increase or reimagine** what funding groups would look like and how they could best continue to make an impact on the community while working away from campus. Key examples of these philanthropic efforts included **Coastal Fund** providing applicants with **flexibility** by allowing those whose projects had been impacted or delayed to extend their deadlines and reallocate funds as needed. They also funded new projects with more flexibility than had previously been their standard.

In collaboration with the Non-Traditional Student Resource Center, the **A.S. Child Care Grant's allowable expenses were broadened** to include other types of child care needs beyond in-person child care at a child care center.

A variety of the unit's entities reimaged their previously planned programming, retreats, orientations, and shifted to virtual alternatives.

The innovative work of the Elections Board and America Reads/America Counts are highlighted as case studies. The remainder of the Student Development and Leadership unit's innovations are showcased below under Outreach.

► Case Study: Elections

One of the most important responsibilities of A.S. is to **manage the annual campus-wide student body elections**. This is the work of the student-run A.S. Elections Board. Student leaders, including the student body president, other officers, and the A.S. Senate had to be elected to run the department with the dedicated support of career staff.

Students also voted on new fees placed on the ballot after successful signature campaigns. In addition, several A.S. entities and Student Affairs departments are funded in part by lock-in fees that need to be reaffirmed every two years. The Elections Board and staff worked countless hours to **ensure the integrity of the voting system**. Their work required accuracy and **strict adherence to all UC, campus, and A.S. policies**.

Once the order was given to shut down the campus, the Elections Board had to quickly come up with a plan so that the spring general elections could go as smoothly as possible. Fortunately, the ballot was already online, but campaigning and the traditional candidate forums had always been in person. It took some **creativity and a lot of meetings**, but the Election Board was able to come up with **new campaign policies** for moving the entire election cycle online. This included developing more comprehensive rules for the use of social media during the campaign period.

Luckily for the board, students had already developed a plan for **online candidate forums** before the pandemic. They had already considered switching from in-person forums in the Hub, where students submitted questions live, to pre-recorded videos of the candidates answering 3 to 4 predetermined questions. As it turned out, this was a great way to get significantly more students to hear the answers. It **provided better access to students in general and, as an added benefit, to students hard of hearing**, since the board paid for the videos to be closed captioned.

The board was really nervous about moving the entire election online, but it was able to pay for social media advertisements to encourage students to vote with the result that **the required 20% to make the election valid was achieved** with room to spare. All the executive and Senate positions were filled, all the reaffirmations passed, and a new fee initiative passed as well.

The story doesn't end there. These successes were followed by two more. President Daevionne Beasley's resignation during fall quarter required a winter quarter special election. This was followed by a second successful campus-wide 2021 spring election cycle.

Despite the many challenges they faced, the Elections Board with the untiring advising support of staff, dialed down and ensured that the **wheels of the campus student government kept turning**. The importance of their unwavering dedication to A.S. and the campus cannot be overstated.



Student Development and Leadership Unit cont'd

► Case Study: America Read/America Counts



America Reads and America Counts (AR/AC) are federally-funded programs providing students with the **opportunity to tutor preschool and elementary school-aged children in reading and math**. Funding is granted to college departments with close affiliation to programs serving preschool and elementary school-aged children. At UCSB these programs have for many years been administered by Associated Students. Students must be eligible for work study in order to receive an America Reads/America Counts award.

At the start of the pandemic the AR/AC tutors had to abruptly stop tutoring in-person. Of the 30 tutors who were hired pre-pandemic, 19 were retained to provide remote **tutoring to approximately 270 students** in partnership with Isla Vista Youth Projects (IVYP) a local non-profit with a long history of providing programming for youth. AR/AC advisor, Allina Mojarro, worked with IVYP's dedicated staff to develop and implement a new tutoring system that allowed for **real**

engagement and relationship building between tutors and students.

In addition to the tutoring, AR/AC was able to help IVYP secure **funding for school supplies** that students could use during synchronous tutoring sessions. The kits included basic school and art supplies as well as books purchased locally to help support a small bookstore. Funds for these books were contributed by the A.S. Community Affairs Board.

Each tutoring session included some grounding exercises as well as some movement. These activities were done in a whole group setting before kids broke out into smaller groups with designated tutors.

Tutors also spent time with children doing more **personalized tutoring**. The kids definitely looked forward to seeing their tutors and friends.

AR/AC did a lot of work to **reassess and keep assessing** how the program was working. It was important to remain flexible and meet kids where they were, while still meeting programmatic goals.

The program was a **win/win**. The AR/AC students and staff were glad to be **able to make a difference** and, as added benefits, the program was able to **continue to employ student staff**, support IVYP, and **support children** in our community by giving them additional help while they tried to **navigate the ongoing challenges of learning remotely**. ✨

Student Engagement, Business and Services Unit

The period of remote work did create **opportunities for innovation and improvements** for this unit. Sometimes these benefits were unexpected and a significant number **will likely become part of standard operating procedures**. For example, training offered

via Zoom could be more easily recorded and made available to students to view when it was most convenient for them. This was a **welcome alternative to the ongoing challenge of scheduling meetings** that everyone in a group can attend.

► Case Study: KCSB-FM 91.9

KCSB experienced **unique challenges** as a **24/7 operation**. Foremost among these was the reality that programmers couldn't safely broadcast from the station's studios. This meant programmers **needed to prepare their shows and submit them from home**. Although everyone who was able to work from home adapted relatively quickly to the new online format with very few glitches, it still took considerable time and work on the part of career staff to train programmers and launch the new delivery system. For their part, new and alumni programmers needed to **become proficient using new software** that allowed them to record their shows and submit them to the station for broadcast.

KCBS staff's response to these challenges and a critical shortage of student programmers led to what is no doubt **the station's greatest success of the year** and an unexpected trip down memory lane. To fill the gaps in the airwaves left by programmers who decided not to or couldn't work from home, **KCSB enlisted the assistance of alumni programmers**, many living in places far from Studio A at the base of Storke Tower. The station recruited these past KCSB luminaries and gave them an opportunity to once again ride the airwaves. Many were **eager to take up the challenge** and **reconnect with listeners** in the local community and beyond. The result was a KCSB **signature eclectic mix of programs** that also featured shows from the storied history of **our beloved community broadcaster**.



► Case Study: Food Bank

Another notable innovation involved the A.S. Food Bank and was **sparked by the challenges** they experienced early in the pandemic in accessing and acquiring inventory to meet student needs.

The Santa Barbara County Food Bank was experiencing uneven food supplies and lines or shortages at many grocery stores and Costco made sourcing food challenging. A.S. Food Bank staff were able to **reach out to some local suppliers and to the IV Food Co-Op to create new partnerships** and broaden their supplier base. These partnerships, born out of necessity during the pandemic, will, we hope, continue to **enrich the A.S. Food Bank offerings in the future**. ✨



Student Technical Assistance and Internal Operations Unit

Internal communication and distribution of information across A.S. has always been a challenge. With COVID remote work and instruction requirements in place, **robust internal communications and outreach to the campus community** utilizing a variety of platforms became even more vital. There was also a **significant increase in the amount of new information** sent out by campus administration and the UC Office of President. This included health directives, a range of policy and procedure updates, and **ongoing directives responding to the many challenges the pandemic presented**.

To clarify this, sometimes overwhelming, stream of news and in the interest of keeping staff informed in the midst of rapidly changing and often incomplete or conflicting messaging from outside of the department, Director of Technical Assistance and Internal Operations Ed Schatz **developed and posted a weekly Internal Operations Update**. Initially, the focus was on COVID-19, but it soon became apparent that all operational topics relevant to department staff should be included. Sources typically include messaging from the UC Office of the President, the Chancellor's office, the Division of Student Affairs, numerous campus

cont'd >>

► Case Study: Procurement and Online Requisitions

Although almost all of A.S. staff and students were required to work from home due to COVID, **procurement of supplies and services remained critically important for the department**. While the campus Gateway process mostly remained the same as it was pre-pandemic, A.S. had always required all such purchases to be completed through a parallel internal paper-based requisition process for departmental budget confirmations and approvals.

Admin and the tech team coordinated to quickly **convert the requisition form and process to an accessible online procedure** with minimal disruption to the department's procurement needs. In addition, admin staff adapted to the more challenging delivery of orders, both in terms of handling packages delivered to a restricted office location and providing physical pickup and transportation of packages from campus receiving to A.S. department offices.

One of this unit's primary functions is to provide IT and other technical support for A.S. on an ongoing basis. With remote work now at the forefront, **computer workstations management, cybersecurity, trouble-shooting, managing internal communications options, and hard and software management became even more central** to A.S.'s internal operations and ability to provide services to students and the larger campus community.

This unit's tech staff were instrumental in guiding staff and students through the almost instantaneous transition to managing cyber meetings, making online presentations, and hosting even the largest remote events. In practice, both **staff and students adapted to holding meetings online relatively quickly**. This included learning how to guard against "Zoom bombing" and dealing with it effectively when it did happen. It was more challenging to move events like the annual A.S. Awards Banquet online. **Staff rose to that challenge** and this new Zoom event was both fun and well attended.

► Case Study: Emergency Student Loan Application Process

Gaining access to some A.S. programs and services traditionally required physical documentation and completion of in-person administrative processes. The Emergency Student Loan Program required completing applications, information confirmation, and approvals to all be conducted in-person and using paper forms.

This past year, the **A.S. Tech Team converted the many required applications to an online form** that incorporated a new campus DocuSign component for remote department authorizations. In addition, the **tech team worked with A.S. Admin staff** to create similar procedures for completing formerly in-person processing steps and other paper forms online. All of this required numerous rounds of **testing, evaluation, and modification** with the result that the team **successfully implemented innovative solutions**, many of which will, no doubt, remain in place post-pandemic.

► Case Study: A.S. Awards Banquet

A primary example of **transitioning a major event online** was the annual A.S. Awards Banquet. Each year, the year-end banquet is a much-anticipated event held in Corwin Pavilion. It begins with a delicious buffet-style dinner catered by UCen Catering Services. It features speeches and the presentation of awards to students and A.S. groups to acknowledge their **countless hours of hard work, leadership, and outstanding service**. Each year it ends with a slide show recap of the year produced by A.S.'s long-serving Assistant Director for Technology Sean Lieberman. All of these elements (except for the food!) needed to be converted quickly to a Zoom event that was still **engaging and entertaining** for the attendees. With a tremendous amount of work and creativity, the 2020 Awards Committee led by A.S. Art Director Chelsea Lyon-Hayden and Director of Technical Assistance and Internal Operations Ed Schatz successfully created just such an event, one that **celebrated A.S.'s achievements and creative responses** to the ongoing challenges of a unique year.



departments, and internal A.S. information. It is now integral to A.S.'s internal communications.

In order to engage students and the public, the weekly updates have been, and continue to be posted publicly at this link: <https://www.as.ucsb.edu/about/staff/as-internal-affairs-operations-updates/>.

To aid staff and students working remotely, numerous **physical forms and processes were moved online** during the past year. A.S. Admin accel-

erated an ongoing process to make forms including requisitions, leave requests, check requests, emergency loan applications, and Coastal Fund grant applications available and securely signable online. This process included **purchasing and learning new software** such as DocuSign. It also included making all **course readers published by A.S. Publications available online**. ✨

Outreach

Outreach took on a new meaning during the COVID year. Right from the start, events like Earth Day and Extravaganza had to be canceled. These events and others are opportunities for students to get to know more about what A.S. does. Then, the 2020/21 academic year started with no Pardall Carnival, which is A.S.'s primary outreach event at the beginning of each year.

Gone were the days during each quarter when A.S. groups were able to set up tables in The Arbor or elsewhere on campus to talk in-person with passersby about the many A.S. groups that not only serve and advocate for our campus and its diverse communities and causes, but that, for many participants, also become their families away from home. With staff working from home and almost all other A.S. activities and services having to move online, making sure that as many students as possible continued to have access required ongoing creativity to find new ways to reach students and keep them informed.

Student Development and Leadership Unit

Staff and student leadership maintained and continued to develop relationships and collaborations within the unit and with a wide range of campus and community entities through existing and new programming, event sponsorships, increased funding, additional meetings with community partners, participation in local government meetings, community trainings, hearings, and advocacy groups. As part of these efforts, the **COVID-19 Task Force** brought many A.S. groups that don't normally work together into a collaborative space. The unit was the umbrella for numerous critical programs. **America Reads / America Counts (ARAC)** tutors continued to work with Isla Vista Youth Projects to provide tutoring and educational support services to local elementary school students, despite limitations in working with the school district. AR/AC tutors worked Monday-Friday to support online education for elementary school students. In lieu of a major program, the Scholastics Bookfair, **Community Affairs Board (CAB)** helped provide 3 books each to almost 100 children, and the purchases were made from a local Santa Barbara bookstore.

New dialogues with youth programs at UCSB were developed to discuss the limitations and successes of Early Academic Outreach's (EAOP) programs.

Coastal Fund continued reviewing and funding grants. It strengthened communica-

tion with all of its applicants and grant recipients to adjust the conditions and deadlines of the funded projects as needed during a time when many were being delayed or had to be reworked due to the virus.

The **Environmental Affairs Board (EAB)** and the **Environmental Justice Alliance (EJA)** added significantly more content to their weekly newsletters to make up for the lack of in-person meetings and events. They also participated in and shared webinars by local advocacy organizations, including Santa Barbara's Environmental Defence Center, that are organizing against oil projects in north Santa Barbara County.

EJA participated in meetings with community organizations like Food and Water Watch that students may have skipped pre-pandemic if they were expected to travel to a physical meeting location. In fact, online resources have empowered students who often cannot attend community events due to lack of transportation.

Although the first floor of the **Pardall Center** effectively ceased operating as a community center due to COVID-19, it continued to support the essential legal and financial services provided by the **Legal Resource Center** and **Isla Vista Tenants Union**. It also served as an anchor point for distribution of masks and thermometers to the community.

The **Transfer Student Alliance** held their

first annual **Transfer Student Graduation** online this year, and presented both live and pre-recorded content which now lives on the A.S. YouTube channel: <https://www.youtube.com/watch?v=nkFVmgrHMS4>.

The **Bottom Line (TBL)** not only continued to report and provide campus coverage remotely, they shifted their reportage to include important coverage of COVID-19 related topics and helped keep the campus community informed about the developing situation.

To keep students healthy in body and mind, the **Commission on Student Well Being (COSWB)** contracted with an instructor and created a regular online yoga class.

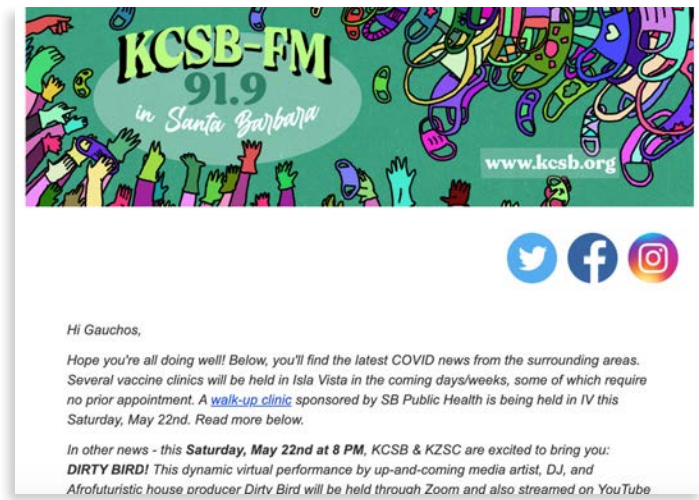


Student Engagement, Business and Services Unit

Reaching out and communicating with students was an ongoing challenge for this unit with the restrictions imposed by COVID exacerbated by what became known as Zoom burnout. Initial outreach included connecting with the many students who benefit from the unit's essential services, including the students who might still need assistance from the A.S. Food Bank. When sending necessary outreach to students it was important to be ever mindful of the fact that many were already overwhelmed by the continual barrage of other messaging from across campus.

Continuing its rich tradition of community reporting, the **KCSB newsroom successfully provided regular COVID updates** that became a campus source of the latest information to fight the virus and keep our community safe. News Director Lisa Osborn and her newsroom student staff were instrumental in making this happen.

The A.S. Bike Shop reached out by providing do-it-yourself repair consultations via Zoom. Behind the scenes planning continued for a brand new centrally located, state-of-the-art campus bike shop. Working with students, A.S. management, and campus administration, Bike Shop manager Adam



Jahnke moved this exciting project forward.

The Department of Public Worms (ASDPW) kept itself in the public eye by working daily at the **Edible Campus Program Student Farm** adjacent to the Orfalea Family Children's Center in Isla Vista planting and harvesting food items while maintaining the farm through watering, weeding, and pest management. In addition, they supported the Edible Campus Program by making regular rounds to the on-campus citrus trees and vertical gardens.

As time went on, the mighty ASDPW worm

cont'd >>

Student Engagement, Business and Services Unit cont'd

wranglers made regular visits to feed the worms at their ongoing composting and worm tea projects. They also serviced the compost bins at Family Student Housing. A.S. Recycling route riders could be seen riding high in the saddles of their signature bicycles, first on an as-needed basis, then regularly each week.

The Ticket and Cashiers Office continued to provide support for the department and campus by receiving and documenting deposits made to A.S. Specifically, the Ticket Office staff made deposits for A.S. and processed deposits from the Office of Student Life (OSL) registered campus organizations (OSL was renamed Student Engagement and Leadership, SEAL, during the course of the

year). Publications provided digital reader services throughout the year. They also assisted several professors in obtaining digital copies of their readers. They supported A.S. internal operations with copy services on an as-needed basis.

Other student organizations under this unit's umbrella continued to meet regularly to carry out their business serving the campus. This included Take Back the Night, Zero Waste Committee, Food Bank Advisory Committee, the Controller's Office, Judicial Council and the former Womxn's Commission that changed its name to Commission for Marginalized Genders during the course of the year).



► Case Study: Program Board

As in past years, Program Board worked hard to find engaging, unique program offerings. Responding to students no longer being on campus, the board quickly shifted to presenting quality programs virtually. In addition to live online music events, they offered a series of speakers, both serious and humorous, with Q&A sessions. They also launched some alternatives to their signature annual Extravaganza festival, including a live set by world renowned Gaucho alum DJ Steve Aoki. Students and staff learned to navigate both Zoom and Instagram Live platforms and developed operating procedures for each platform. It became evident that Program Board led the field in pivoting to online programming to the extent that they fielded calls from several other campuses wanting to know how they managed their impressive transition. 🌟



Student Technical Assistance and Internal Operations Unit

Each unit in A.S. had to quickly develop new ways to reach out, engage students, and provide necessary services. Admin continued to be available to students both online and, as much as possible, in-person.

The Creative Media Unit (CMU) was challenged to get the word out about a wide variety of A.S. activities and initiatives. This included, during the spring elections, informing students online about the range of work A.S. does for our campus and the larger community.

On a lighter note, the CMU graphic design team published a never-ending stream of A.S.'s much-loved Mapache and Storkie stickers. The creativity that goes into these little packets of A.S. love is a constant source of delight as they touch on different aspects of campus life and the many cultures that animate it.

In part to make these packets more readily available off-campus, staff fulfilled a long-time goal by developing an online A.S. Marketplace. It allows students and non-students to purchase various items, including

the Mapache stickers and the A.S. welcome packets normally distributed at Convocation to newly arrived freshmen. In many cases, students just had to pay postage or were sent the A.S. merchandise at cost. Plans are in the works to expand these offerings as different A.S. entities make promotional items available for students, family members, alumni, friends, and really anyone who wants to add a little Gaucho Associated Students spirit to their lives.

The UCSB TV team came out from behind the news desk in a change of format that took reporters into students' living spaces via Zoom. Their short weekly reports reached out to take the pulse of the community. The students they interviewed shared not only their challenges, but also the fact that they were making the best of their unexpected circumstances. What they shared let their fellow students know that they're not alone coping during this very challenging year. More importantly, they let everyone know that UCSB students are resilient and continue to be engaged no matter where they happen to be.

cont'd >>



Student Technical Assistance
and Internal Operations Unit cont'd

► Case Study: Media Center



In response to the restrictions imposed by COVID the Media Center **significantly expanded its online presence**. This included providing online live workshops and other resources available to the campus community.

One new program in particular had a direct impact on student creatives across campus. **The Media Center @ Home initiative**, supported by the Creative Media Unit and the A.S. Tech Team, **distributed 100 Adobe Creative Cloud licenses** to students. Students entered an online drawing for the licenses. The entry form asked them to briefly explain how they would benefit from having access to the Adobe suite. For many, it was a game changer since the cost of the suite was prohibitive. Funds for the program were available because the Media Center suspended purchases of new equipment for its loan program when it was forced to close in March, 2020.

The program was so successful and so many students entered the drawing that it will be continued during the next fiscal year. **As with most A.S. programs, a need was identified and students responded to address that need.** As an added benefit, the entry forms generated a greatly expanded mailing list for promoting the Media Center's other services.

The Media Center's Workshop Wednesday series continued online via Zoom meetings. The workshops were taught by a dedicated group of staff, but the center also **successfully reached out to current and former students who were glad to develop new workshops**. The workshops continued to be available to the entire campus community, including staff and faculty. They covered topics, including graphic design, WordPress, photography, videography, and writing for TV & film. Attendance was similar and as unpredictable as for the in-person workshops. Feedback from attendees was positive. Recordings of the workshops are being edited and, so far, one has been posted online to the A.S. YouTube channel.

Working from home, Media Center manager Andy Doerr **expanded the center's website to include a Learning Center page**. Throughout the year, links to online media skills building resources were added to this page, including online classes, such as LinkedIn Learning and Adobe tutorials, lectures, photographers, videographers, graphic designers and more. The site reflects possible future expansion of the center to include spaces for audio editing and production among other possibilities.

The Media Center now also **has an Instagram page** with an ever-growing follower base. Currently, the center is mostly **posting information about upcoming events and other opportunities for creatives**, but the hope is that eventually the center will also be able to post a steady stream of students' creative work. ☀



Financials

COVID-19 Expenditures

APRIL 2020

Transportation- travel to and from campus to facilitate related Admin needs

- \$621.00 Cindy
- \$507.15 Anjum

Hardware

- \$570.24 Printer
- \$82.96 Printer Cartridges for Irina

Cleaning Supplies

- \$136.11 Cleaning Supplies
- \$10,000.00 thermometers
- \$5,550.00 cloth face masks - Black (distribution to students)
- \$40,000.00 EOP Grants for COVID-19 related mitigations

KCSB

- \$60.00 Augmented bandwidth for Internet connection
- \$100.00 Software enabling remote board operation for No Alibis

MAY 2020

Transportation- travel to and from campus to facilitate related Admin needs

- \$621.00 Cindy
- \$507.15 Anjum

Hardware

- \$3,000.00 Laptop Purchase

Cleaning Supplies

- \$26.11 Cleaning Supplies

JUNE 2020

Transportation- travel to and from campus and other departments to facilitate related Admin needs

- \$690.00 Cindy
- \$587.15 Anjum

COVID-19 expenses

- \$40,000.00 Allocation from Senate to Financial crisis team
- \$5,550.00 Purchase of masks through UC Irvine

- \$4,310.00 Purchase of thermometers paid to student health

JULY 2020

Transportation- travel to and from campus and other departments to facilitate related Admin needs

- \$690.00 Cindy
- \$587.15 Anjum

COVID-19 expenses

- \$59.25 Laptop stand for Allina
- \$161.57 Standing Desk for Lili
- \$167.77 Cleaning Supplies
- \$10,065.00 Masks - Blue UCSB
- \$13,128.08 IVTU Grants
- \$5,096.20 COVID-19 Task Force

AUGUST 2020

Transportation- travel to and from campus and other departments to facilitate related Admin needs

- \$690.00 Cindy
- \$499.00 Anjum

COVID-19 expenses

- \$161.57 Standing Desk for Holly
- \$167.77 Cleaning Supplies
- \$412.00 Alcohol swabs and rubber bands for thermometers
- \$2,622.66 IVTU Grants
- \$2,187.22 COVID-19 Task Force
- \$26,277.45 Additional funding for EOP Grants from TSA

SEPTEMBER 2020

Transportation- travel to and from campus and other departments to facilitate related Admin needs

- \$690.00 Cindy
- \$587.15 Anjum

COVID-19 expenses

- \$412.00 Alcohol swabs and rubber bands for thermometers IVTU

TOTAL \$177,580.71

COVID-19 Task Force

The COVID-19 Task Force started out with a budget of **\$19,800** from the 2020-2021 Budget Process. These funds came from an allocation to WORMS that wasn't needed because their lock-in passed.

Funds collected in Spring 2019 were rolled over to the 2020-2021 fiscal year in the amount of **\$168,921.20**. They took in **\$128,000** in allocations from various A.S. groups.

They gave out **\$145,012.04** in grants to students. There was an application process, an approval process and receipts were collected for all expenses that were reimbursed for the grant.

Other projects that were funded were:

- Community Stickers
- Vegan Food Distribution through "Aid for IV".
- Public Health Ambassadors which was coordinated by the Department of Health & Wellness. It supplied COVID-19 kits to students from 4 pop up locations.

MONEY COMING IN:

Published Budget: **\$19,800.00**

Rollover from 2019-2020: **\$168,921.20**

2020-2021 Allocations: **\$128,000.00**

TOTAL: \$316,721.20

MONEY GOING OUT:

Grants to students: **\$145,012.04**

Community Stickers: **\$1,757.40**

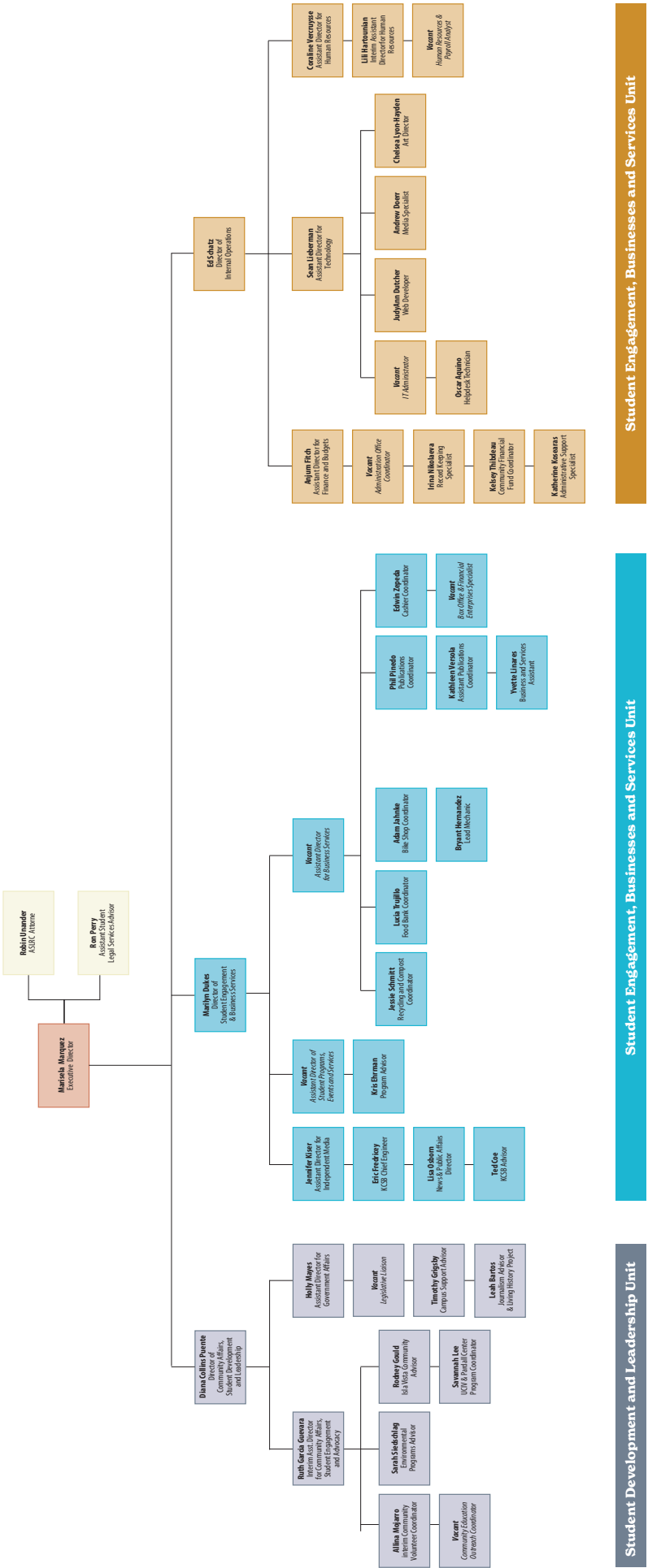
Vegan Food Distribution: **\$5,277.16**

Public Health Ambassadors: **\$8,490.70**

Rollover to 2021-2022: **\$156,183.90**

TOTAL: \$316,721.20

Staff Org Chart



Appendix A

Survey on the Work of AS During the COVID-19 Crisis March 13, 2020 - Present

Associated Students continues to provide critical support to students, the community and the University as a whole in the midst of the COVID-19 pandemic. In many cases, our staff and students have not only transitioned their existing work to an online sphere, but are also providing significant additional support to students, staff and the larger community to help respond to this crisis and support the essential functions of the Association.

We recognize that a significant amount of work that AS is currently doing might not be visible to the larger community, and we believe it's important to document and communicate the work that we are all doing. To that end, we would like to ask for your help in compiling high-level information on our work by filling out the form below.

In addition to open ended questions, we have identified important areas of work (and encourage you to help us identify additional areas that may not be listed here) and would like to hear from you about some of the key things that staff and students have been doing in these areas.

Please note that for these purposes, we'd also like to hear about the work you're doing outside of your area/entity, for example the work of the staff Advisor's group could be relevant to include.

If you are responding about work with multiple entities, please feel free to use a separate form for each one.

How much of your work has been moved on line?

What type of work are you no longer able to do (no online/physical option to continue)?

What work are you doing now that you weren't doing pre-COVID-19?

KEY AREAS

Please fill out as applicable and feel free to add as many examples as you'd like.

Leadership Development: Orientation, Trainings, Transition

Please list the top 3-5 ways in which your entities and/or area has provided students or staff members with orientations, trainings, transitions, leadership development during the COVID-19 crisis.

Examples:

- Spring quarter elections of executives, senators, fee initiatives, constitutional amendments
- Transition of elected and appointed student leadership (for Execs/Senate inc. swearing in, orientation, training, meetings with chiefs of staff) (for BCU's inc. interviews, selection, approval by Senate, transition, onboarding)

- Staff Advisors group continues to meet to support advisor's role in leadership development

Networking, Connections and Communication

Please list the top 3-5 ways in which your area has been maintaining or strengthening student and staff networking, connections and communication within the Association, on campus or in the community during the COVID-19 crisis. Are some efforts/ events sponsorships, or co-sponsorships, if so, please explain the extent of the sponsorships.

Empowerment: Education, Advocacy, Grassroots Organizing

Please list the top 3-5 ways in which your area has been working on education, advocacy and grassroots organizing during the COVID-19 crisis. Please share your definition of empowerment, and in what ways have you witnessed the expansion of empowerment during this time.

Basic Needs: Emotional, Mental Health Support, Physical Support, Self Care, Food, Housing, Child Care

Please list the top 3-5 ways in which your area has been working on providing basic needs to students and staff during the COVID-19 crisis

Examples:

- IVTU developed a COVID-19 response fund for displaced students, providing over \$60,000 to X students for emergency needs
- Through an Executive Order the AS President created the COVID-19 Task Force to create and coordinate COVID specific funding for individual students and groups. Currently, \$X has been collected
- In collaboration with the Non Traditional Student Center, the Child Care grant allowable expenses were broadened to include other types of child care needs beyond in person child care at a child care center

If you have personally participated in any of the above, please share the positive and challenging portions of seeking to expand basic needs resources.

Programming

Please list the top 3-5 ways in which your area has been working on providing programming to students and staff during the COVID-19 crisis.

Examples:

- COSWB contracted with an instructor and created an online Yoga class
- The technology team supported the Elections Board in transitioning the Elections Results Night program to an online platform

If you have personally participated in any of the above, please share the positive and challenging portions of delivering service in this time.

Services

Please list the top 3-5 ways in which your area has been working on providing services to students and staff during the COVID-19 crisis.

If you have personally participated in any of the above, please share the positive and challenging portions of delivering service in this time.

Operations in Physical Spaces

Please list the top 3-5 ways in which your area/entity has been managing operations during the COVID-19 crisis.

Examples:

- The Food Bank adapted physical operations to provide food and other basic needs to students, incorporating social distancing protocols
- The Pardall Center building was closed to the public and career and student staff were transitioned to working remotely/hybrid. Allowed for limited operations of the IVTU/LRC offices to provide students with legal assistance. Reopened limited operations for mask distribution. Ensure basic maintenance and emergency repairs to facilities continues during closure

Please provide any other comments/examples of work in these areas:

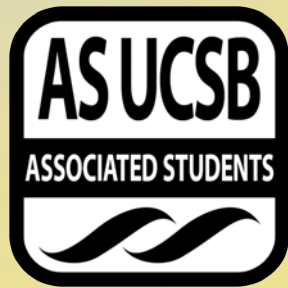
- Technology
- Governance
- Philanthropic Giving
- Financials
- Other ways of holding space (emotional, physical, etc.)
- Other critical operations and functions and essential services (AS/UCSB)

General Definitions

Essential services are those services that cannot be delayed or postponed without reasonably foreseeable negative medical or health impact on a person.

Critical functions:

- Have emergency responsibilities within your department,
- Provide essential services to the university, e.g. emergency operations staff, facilities staff, student crisis response;
- Ensure the health and safety of the campus community.
- Provide direct customer service that cannot be performed from another location.
- Ensure critical continuity of operations on campus that cannot be performed from another location.
- Respond timely to an emergency.



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