

# VISION·AS UCSB

A Longer-Term  
Planning Guide  
for the  
Associated Students of  
the University of  
California, Santa Barbara

May 2021

## VISION·AS UCSB A Student Strategic Plan

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*Implementation: 2021-2024*

*May 2021*

*with Appendices*

*prepared by Watauga Consulting*

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### Associated Students UCSB

ASUCSB is a non-profit organization funded by undergraduate student fees. Dozens of boards, committees, and services are organized and funded through AS to enrich student life and provide students with services and opportunities not offered by the University of California.

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## Introduction

Every year, Associated Students at UCSB works hard to support the student body through events, workshops, supplies, services, and much more. The hard-working teams behind these efforts are not permanent; when we say goodbye to outgoing seniors, we often also lose their knowledge, plans, and momentum. AS has seen that the high turnover of leadership makes accomplishing long-term goals difficult. To overcome this adversity, AS has created a strategic vision plan. AS' first longer-term plan, VISION 2020, was created in 2014/15 and recently expired. It contained many great goals, activities, and initiatives. Much of the old plan was accomplished. It is time to revisit our longer-term ideas and update our goals to reflect AS today.

We want this new plan to reflect what the general student body wants from our Associated Students. We created a survey to identify what students need, want, and care about most, as well as the strengths of AS and weaknesses we need to work on. Almost 2000 undergrads responded. We took the results of the undergrad survey and refined the points of discussion with AS participants through a survey and Google Sheet. Then to increase participation and hear directly from the entities doing the groundwork, we held a number of focus group meetings to discuss the findings and get more input on long-term goals. From all of this discussion, the AS Strategic Vision Committee drafted this new plan.

It is our intention that this strategic plan give Associated Students a road map for the future and outline issues from the student body that they would like to be addressed. The new plan will be reaffirmed each year to ensure that it is still relevant to the students it is meant to serve, and we will undergo another large effort when this plan expires--when this year's freshmen are seniors. The results of over a year of efforts are found here, within this ASVISION 2024 Strategic Plan.

Austin Foreman, Emma Swanson, Sofia Carmona, Yuval Cohen, and Yehuda Jian—AS Strategic Vision Committee, 2020-21

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**AS is looking ahead.** Thinking now about where we want to be in three-to-five years will allow us to accomplish goals that take longer than one academic year to plan, fund, and complete.

A Strategic Plan helps us:

- 1) **Think ahead:** Define an achievable and desirable set of goals we want to accomplish over the next few years;
- 2) **Be responsible:** Identify the resources we have and need to accomplish those;
- 3) **Remember our purpose:** Make sure we are all on the same page regarding the mission, vision, and values that guide us;
- 4) **Be accountable:** Measure our progress and report to ourselves and to you.

## About Associated Students

Associated Students (AS) is a student-run and student-funded non-profit organization. We are over 1,000 elected, appointed, volunteer, and employed undergrad students; we provide services for all undergrad students, and voice student needs and views to UCSB administration, the UC system, and our community, state, and national governments. We work with collaborators on campus and beyond to build healthy communities. We also serve and support thousands of students through boards, units, committees, and commissions that give, serve, enrich, and/or entertain. AS students initiate, plan, and develop these with the support of dedicated student employees and career staff.

Undergrad student fees fund AS' events, services, and other student activities. With student fees providing over \$10 million for AS to distribute each year, it is incumbent on AS to plan responsibly for longer-term efforts.

### AS Today

AS has grown over the years to accommodate student interests and needs. Today, AS has over 50 separate entities: offices, boards, commissions, committees, and units. Since 2015, AS entities have changed significantly: six entities are gone, 16 new entities have been added, and nine entities changed name, reflecting changes in organization or purpose.

Our long-term plan must consider our dynamic organization:

### AS Resources

- Funded through student fees and income from several AS run businesses.
- 73% of student fees received by AS are in the form of lock-ins: fees earmarked for specific programs.
- The 27% that is discretionary is allocated as follows: 1) A lock-in earmarked to fund other student group events, programs, and initiatives, which is allocated at Finance Board's discretion; and 2) the base lock-in fee which funds student employment, AS career staff supporting AS programs, and unfunded AS groups which don't have lock-ins.
- About 40% of AS' 10.6 million-dollar budget transfers immediately to the University; it is earmarked for lock-ins such as CLAS, the REC CEN, and programs that are 100% operated and staffed by University staff outside of AS.
- AS employs between 290-320 students a year in our businesses and services.

**University and AS Designated Funding from Student Fees  
Five Year Summary**

Year	Total	University Entity Distribution	AS Distribution
2020-2021	\$14,889,585	\$5,034,162	\$9,855,423
2019-2020	\$15,001,552	\$5,034,162	\$9,967,390
2018-2019	\$13,848,786	\$4,899,780	\$8,949,006
2017-2018	\$13,164,829	\$4,753,020	\$8,411,809
2016-2017	\$11,721,439	\$4,235,982	\$7,485,457

**Dynamic AS: Organizational Changes 2015 to 2021**

	<b>AS Entities 2015 (6 no longer operating)</b>	<b>AS Entities Today (additional 16)</b>
Leadership: Represent student interests and reflect student values	Judicial Council Office of the External VP, Local Affairs Office of the External VP, Statewide Affairs Office of the Internal VP Office of the President Office of the Student Advocate Senate	Judicial Council Office of the External VP, Local Affairs Office of the External VP, Statewide Affairs Office of the Internal VP Office of the President Office of the Student Advocate General Senate
Philanthropy: Give time and money	America Reads Community Affairs Board (CAB) Student Initiated Recruitment & Retention (SIRRC)	America Reads/ <u>America Counts</u> Community Affairs Board (CAB) <u>Community Financial Fund (CFF)</u> <u>Community Volunteer Foundation (CoVo)</u> Student Initiated Recruitment & Retention (SIRRC)
Enrichment: Offer events and media that serve the campus community & beyond	KCSB Radio Program Board <del>Rally Committee</del> The Bottom Line	<u>Creative Media Unit</u> <u>TV Arts Board</u> KCSB Radio Program Board The Bottom Line UCSB TV
Enterprise: Provide goods and services to campus & the community	AS Bike Shop AS Foodbank AS Publications AS Recycling Center AS Ticket Office/Cashiers <del>Business Services Committee</del> Department of Public Worms (WORMS)	AS Bike Shop AS Foodbank AS Publications AS Recycling Center AS Ticket Office/Cashiers Department of Public Worms (WORMS) <u>Edible campus program</u>
Student Advocacy & Education: Academic services & support	<del>Academic Affairs Board (AAB)</del>	<u>AS Book Bank</u> <u>Transfer Student Alliance</u>
Student Advocacy & Education: Voices, information, & support for students	Bicycle Improvements Keep Everyone Safe (BIKES) Commission on Disability Equality (CODE) Commission on Public Safety (COPS) Commission on Student Well-Being (COSWB) <del>Greek Liaison</del> Isla Vista Community Relations Committee (IVCRC)	Isla Vista Tenants Union (IVTU) Legal Resource Center (LRC) Queer Commission (QComm) <del>Resident Assistant Liaison</del> Student Commission on Racial Equality (SCORE) Take Back The Night (TBTN) Womyn's Commission
Environmental Advocacy & Education: Voices, information, & support for land, air, water	Coastal Fund Environmental Affairs Board (EAB) Recycling Committee	Coastal Fund Environmental Affairs Board (EAB) <u>Environmental Justice Alliance (EJA)</u> Recycling Committee <u>Zero Waste Committee</u>
Advocacy & Organizing Beyond UC: Voices, information, & support	Humyn Rights Board Student Lobby	<u>Global Gaucho Commission</u> Human Rights Board Lobby Corp
Financial Support Services & <del>Employment</del>	Finance Board	Finance and Business Committee
AS Internal Operations: Model, and be accountable to each other and all undergrads	Committee on Committees <del>Constitution and Bylaws Committee</del> Elections Committee Investment Advisory Committee (ASIAC) Media Relations Committee Technology Services Committee	Committee on Committees Elections Board Investment Advisory Committee (ASIAC) <u>Living History Project</u> Media Relations Committee



## Setting: UCSB, Isla Vista, and COVID-19 Pandemic

UCSB is one of 10 UC campuses; it is located along the South Coast of Santa Barbara County. In 2020-21, UCSB served over 23,000 undergraduate students and almost 3000 graduate students. It sits beside the unincorporated residential community of Isla Vista (IV), the most densely populated area in Santa Barbara County. About 40 percent of IV residents are UCSB students in a normal year.

### Pandemic Year

This academic year, 2020-21, is different. Due to the COVID-19 global pandemic, UCSB has been teaching students remotely since Spring 2020. Campus is closed to all but a few students who returned in 2020-21. Where in 2015 27% of respondents to AS' undergraduate survey lived on campus and 60% in IV, in February-March 2021, 5% of respondents lived on campus and 38% in IV.

Despite more than a year of remote learning, Associated Students of the University of California, Santa Barbara (AS) remains very active, providing students with needed services and continuing support in IV.

### Facts about UCSB and AS Survey Respondents

UCSB		UCSB	AS Survey Respondents
		2020/21	
Undergrad Population		23,196	1850 (8%)
Gender Identification	Female	55%	73%
	Male	45%	24%
	Other/Decline to State		2%
Race Identification	White/Caucasian	31%	43%
	Chicano/Mexican American	25%	16%
	Latino/Other Spanish American		13%
	Chinese/Chinese American	26%	15%
	Other Asian		11%
	Pilipino/Filipino		5%
	Japanese/Japanese American		4%
	Korean/Korean American		4%
	Vietnamese		1%
	Black/African American	4%	4%
	East Indian/Pakistani	--	3%
	Middle Eastern/Arab	--	2%
	Pacific Islander/Micronesian/Polynesian	--	1%
	International (UCSB category)	12%	--
	American Indian/Alaska Native	1%	1%
	Other	2%	1%
	Decline to State		3%
		AS Survey Respondents	
		2015	2021
Where Students Live	On campus	27%	5%
	In Isla Vista	60%	38%
	In SB County (not IV)	12%	7%
	Another CA location or US State or territory	1	48%
	Other Nation		1%

Sources: UCSB Registrar; AS UCSB Surveys of Undergrads 2015, 2021

**AS in IV**

**Facts about UCSB & Isla Vista**

Isla Vista	2015	2020	
AS Contribution to Isla Vista	Over \$500,000	Over \$1,000,000	
% of UCSB students residing in IV	82	not available	
	2012	2019	
Population	24,502 <sup>1</sup> Ave. Age: 20.7 (CA median-32.4)	27,700 <sup>2</sup> Ave. Age: 20.6 (CA median-36.7)	
Size	1.85 square miles <sup>3</sup>		
Elevation	~40 feet <sup>4</sup>		
Population Density	~ 13,244 people/sq. mi. <sup>5</sup>	~ 14,972 people/sq. mi. <sup>5</sup>	
Median Gross Rent	\$1,364 <sup>6</sup>	\$1,518 <sup>7</sup> (City of Goleta: \$1,999)	
Poverty Rate	57% <sup>8</sup>	66% <sup>9</sup>	
	2010 <sup>10</sup>	2019 <sup>11</sup>	
Race Identification	White, not Hispanic or Latino	57%	47%
	Black/African American, alone	2%	3%
	American Indian/Alaska Native alone	0.2%	0.4%
	Asian alone	15%	21%
	Native Hawaiian and Pacific Islander alone	0.4%	0.0%
	Two or more races	--	7%
	Hispanic or Latino	23%	24%
	Other	0.4%	--

1 <https://www.census.gov/2010-2015>  
 2 <https://datausa.io/profile/geo/isla-vista-ca/#housing>  
 3 <https://www.census.gov/quickfacts/fact/table/islavistacdpcalifornia/SBO001212#SBO001212>  
 4 Topographical map: <https://www.topozone.com/california/santa-barbara-ca/city/isla-vista/>  
 5 Population/1.85 square miles  
 6 [https://labor.history.ucsb.edu/sites/secure.isit.ucsb.edu.hist.d7\\_labor/files/sitefiles/Isla%20Isla%20complete%20report.pdf](https://labor.history.ucsb.edu/sites/secure.isit.ucsb.edu.hist.d7_labor/files/sitefiles/Isla%20Isla%20complete%20report.pdf)  
 7 <http://www.city-data.com/city/Isla-Vista-California.html>  
 8 [https://www.countyofsb.org/uploadedfiles/dss/Content/Data\\_and\\_Reports/Poverty%20Initiative%20Presentation.pdf](https://www.countyofsb.org/uploadedfiles/dss/Content/Data_and_Reports/Poverty%20Initiative%20Presentation.pdf)  
 9 <https://www.census.gov/quickfacts/fact/table/islavistacdpcalifornia/IPE120219#IPE120219>  
 10 <https://www.census.gov/2010>  
 11 2019 American Community Survey (ACS) five year estimates, US Census Bureau

AS is very involved in IV. Currently, AS invests more than \$1,000,000 in IV each year and contributes much more in volunteer hours, sharing knowledge, skills, experience, and compassion. AS runs a tenant's union, volunteer services, a Legal Resource Center, and sponsors community events. AS manages the Pardall Center, and most of AS' participants are IV residents.

The community of IV has an impact on UCSB student well-being and the student experience, and since UCSB students make up the majority of IV's population, students have an enormous and lasting impact on the community as well. Isla Vista is included in AS' long-term planning to help guide how best to:

- Apply student resources, both time and money, in IV, and
- Make a positive impact on both the students AS serves and the community most students live in.



## Why A Strategic Plan

Every year, UCSB students elect a new group of leaders for Associated Students and choose new leadership for the many student-led boards, commissions, committees, and units that make up AS. These leaders then have one academic year (minus breaks) to accomplish something. But many things that are worth accomplishing take more than a year. Deciding what to do takes time; then there is planning, funding, and implementing to be successful. Many worthwhile projects are not undertaken because students know they cannot get them done in the time available. The solution is to take a comprehensive look at what students need and want from AS for the next several years and create a set of achievable goals for that time period.

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### **Potential Value of Longer-Term Planning**

Question to AS entity chairs & co-chairs, & elected leaders, Fall Survey, 2020:

*Knowing what you know now, what would you tell yourself and/or what would you have liked to have learned in your first weeks at AS?*

Answer from a current AS leader:

*How to prepare for an emergency like COVID and effectively reallocate money for vital financial and educational resources.*

Vision2020 Strategic Plan Goal:

*Plan for and determine when special, unforeseen campus, community, state, national or global issues are important enough to trigger re-prioritization, reallocation, or addition of resources.*

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Thinking now about where we want to be in three-to-six years will allow us to accomplish goals that take longer than one academic year to plan, fund, and complete.

AS does a lot of things. Not everything we do is addressed in this plan. This plan is to ensure things that will take more than a year to accomplish and require collaboration and coordination across different parts of AS are planned and can get done. In it we also articulate our mission and values to help guide our future decisions. While our many programs which do great work every day, month, and/or year, such as the Coastal Fund and the Community Affairs Board, and which do not have longer-term goals at this time, are not listed in the long-term goals, their operations are critical and are supported by our Internal Operations goals regarding day-to-day operations.

## **Accountability**

From the beginning, we insisted that one of the key outcomes of this plan must be increased accountability; not only accountability for the Strategic Plan itself (measuring and reporting on the goals we set out to accomplish), but measuring and reporting on all that AS does.

## Building Our Strategic Plan

AS' current Strategic Plan effort, our second, began in Spring 2020. Our undertaking included the following efforts:

- Apr. 2020: Then AS President Alison Sir calls for volunteers to guide a strategic plan process and review of VISION2020
- Spring 2020 and Fall 2020: [AS participant and alumni surveys](#) look at successes and failures of recent long-term planning, and ask for insights from experience and ideas for longer-term goals
- Nov. 2020 and Feb. 2021: [AS professional staff survey and meetings](#)
- Jan. 2021: Draft report on Vision2020 Strategic Plan ([final included as Appendix J of this plan](#))
- Feb.-Mar. 2021: [All-undergrad survey](#); what do undergrads need and want
- Apr. 2021: [AS entities survey & google sheets](#): answer questions about long-term projects, internal operations, and space needs
- Apr. 2021: [AS student employee survey](#)
- Apr.-May 2021: Prepare the Strategic Plan and implementation tools
- May 2021: AS Senate review & adoption
- May 2021: [Implementation plan](#) adopted

Detailed results of the [various survey efforts](#) and the [VISION2020 assessment](#) are in the appendices following this plan.

### About the VISION·AS Strategic Vision Committee

In Spring 2020, 2019-20 AS President Alison Sir asked AS participants and staff to serve on a guiding committee and charged them with two big tasks: review the effectiveness of the AS' previous strategic plan, and create a new Strategic Plan, if the review of the last one indicated that it is a useful tool for AS. The committee's purpose:

- Review and report on the VISION 2020 Strategic Plan adopted by the Senate in 2014.
- Guide a new strategic planning process.
- Support the various elements of the effort to ensure they are successful (planning, outreach, publicity, information gathering, and publication).
- Reach out to all undergrads to hear what those to whom AS is accountable want from AS.
- Ensure collaboration among as many AS participants as possible.

2020-21 AS President, Lea Toubian, continued the effort begun in 2020. She and Dr. Marisela Marquez, AS Executive Director, would like to thank the following people who answered the call and worked very hard to make this Strategic Plan a reality:

#### Members:

- Emma Swanson, Co-Chair, Chief of Staff, Internal Vice President
- Austin Foreman, Co-Chair, AS Parliamentarian, Elections Board
- Sofia Carmona, Continuing Projects Coordinator, Office of the President, 2020/21
- Yuval Cohen, Off-Campus Senator
- Yehuda Jian, Continuing Projects Coordinator, Office of the President, 2021/22
- Diana Collins-Puente, Director of Community Affairs, Student Development and Leadership

#### Special Thanks to Student Staff:

- Maggie Boyle

## AS Participant and Alumni, and Staff Survey Findings

The Strategic Vision Committee surveyed current and former AS participants as well as AS professional staff in Spring and Fall quarters 2020 looking for information regarding VISION2020 implementation, insight for planned undergrad surveys participant forums planned for 2021, and ideas for building a better plan. Below are key insights and ideas.

VISION2020 included many things AS participants still want to do:

- 9/21 non-internal *Would Have Taken on Given More Time* responses were addressed in the VISION2020 plan
- 8/15 *Start but Did Not Complete* responses were addressed in the VISION2020 plan

AS Internal Operations remains a predominant theme:

Vision 2020 contained seven Internal Operations goals. Of those, six were mentioned among things current AS participants and recent AS alumni still want addressed. Internal operations issues outnumber other issues by almost 3:1.

- *Looking Ahead* responses: 17/28 *If You Had 3-4 More Years* responses regarding Internal Operations were addressed in the VISION2020 plan.
- 12/18 *How to Improve AS Internal Operations* responses were addressed in the VISION2020 plan.
- 7/9 *How to Improve AS Communications and/or AS Experience* student responses are addressed in VISION2020.
- 7/8 staff responses focus on communication tools.
- Issues not in the previous plan focus on tech interface improvements and space needs.

### AS Mission, Values, Stakeholders

Our Mission and our Values, adopted as part of the VISION2020 strategic planning effort, guide all that we do:

#### AS Mission

To help students uphold high academic standards and provide leadership, employment, cultural, and growth opportunities that serve the campus community and beyond.

#### AS Values

- Supporting students' academic and personal well-being.
- Accountable (transparent, fiscally responsible, efficient) to ourselves and the students for the money and resources with which they entrust us.
- Enabling student voices (advocate, express, lead).
- Helping students accomplish important objectives (impact, empower, initiate, make possible).
- Collaborating on campus, with other UCs, in the community, but especially with one another.

#### AS Core Stakeholders

Our core stakeholders benefit from our successes and feel our failures; they are affected by our goals and operations. We consider them in all decision-making:

- All UCSB undergrad students
- AS student participants
- AS student employees
- AS professional staff

#### AS' Extended Stakeholders

- All other UCSB students, staff, and faculty
- Isla Vista community members
- Our county, UC, state, national, and global partners
- Our planet

## Undergrad Survey Findings, 2021

Below is the ranking of issues on which undergrad students want AS to focus, with the top concerns listed below each issue area:

1. Student Health & Well-Being services & support
  - a. Mental health & fitness access & activities
  - b. Food/healthy food access
  - c. Physical health & fitness activities
  - d. Other life skills activities/enrichment (yoga, nutrition classes, community building)
  - e. Basic needs access
2. Academic services & support
  - a. Tuition & fees
  - b. Class availability
  - c. Professor & TA quality
  - d. Academic advising
3. Financial support
  - a. Student employment
  - b. Financial education
  - c. Emergency grants
4. Campus & IV improvements
  - a. Reducing climate impact
  - b. Affordable housing
  - c. Study spaces
  - d. Public safety
5. Businesses & services for students
  - a. 24 hour café
  - b. Thrift shop/repair shop (reduce, reuse)
  - c. Expand sustainability services (recycling, composting)
6. Events & enrichment
  - a. Love them—want more, and more choices, and more info so people know about all the choices!
7. Advocacy & philanthropy
  - a. Climate & environmental issues
  - b. Affordable housing
  - c. Racial justice/equality
  - d. Food security

**Learning from VISION2020**

Elements of a Successful Plan	VISION2020
<p><b><u>Create a Diverse, Invested Guiding Group</u></b></p> <p>The right group of people, representative of the organization, with a clear commitment to the mission, ownership of and champions for the process, empowered to make decisions.</p>	<p>VISION2020 succeeded in this element.</p>
<p><b><u>Collaboration, Engagement</u></b></p> <p>An inclusive and collaborative process that engages key stakeholders will:</p> <ul style="list-style-type: none"> <li>• More accurately reflect your organization, and will reveal issues, challenges, concerns, and opportunities which may not have been known or fully understood.</li> <li>• Ensure “buy-in” to help implement the plan elements</li> </ul>	<p>The VISION2020 Guiding Group represented a cross section of the organization, made significant efforts at outreach, and secured significant participation across the organization, yet:</p> <ul style="list-style-type: none"> <li>• Some refused to participate as they did not care for the AS President at the time and viewed the effort as “his.”</li> <li>• Some who did not participate later indicated less commitment to the plan.</li> </ul>
<p><b><u>Collect Data to Create Measurable Goals</u></b></p> <p>People make assumptions and hold beliefs about their organization which must be tested with data. Gather data as part of the plan process.</p>	<p>The VISION2020 plan team made an effort to use and/or collect data from which to create measurable goals.</p>
<p><b><u>Communication</u></b></p> <p><b>During Plan Creation:</b> Transparency builds trust. If stakeholders are going to buy into the plan, they need to trust the process</p> <p><b>Once the Plan is Adopted:</b> Responsible parties must share the strategic plan with stakeholders, and communicate to all stakeholders their role in implementing the plan’s goals and priorities.</p>	<p>The VISION2020 Guiding Group made every effort at transparency during the process, reporting regularly and including every detail of the process and every bit of gathered data in the final plan.</p> <p>Once the plan was adopted, communication was initially successful to AS Entities, but this did not continue through all the years of the plan. Further, not all staff understood their role in successful implementation.</p>
<p><b><u>Implementation Planning</u></b></p> <p>The cliché is of a strategic plan that sits on the shelf and gathers dust. To avoid this, implementation planning must include:</p> <ul style="list-style-type: none"> <li>• Determining resources and organizational capacity</li> <li>• Anticipate steps needed to achieve goals</li> <li>• Prioritize goals/projects to ensure success.</li> </ul>	<p>VISION2020 included resource and capacity components; however, it failed to identify key goals/projects without which the plan might not succeed. Among those were several AS Internal Operations goals.</p>
<p><b><u>Commit to Change in Process and Culture</u></b></p> <p>An organization’s culture is the commonly held attitudes, values, beliefs, and behaviors of its stakeholders. In some organizations:</p> <ul style="list-style-type: none"> <li>• Change is something to be feared and avoided; this can result in change only occurring in reaction to crises</li> <li>• Change is always implemented (often forcefully) ‘from above’, which means change is seldom supported</li> <li>• Change is viewed as worthwhile and everyone’s responsibility, which results in change occurring with relative ease and often in anticipation of need, rather than reaction to it</li> </ul> <p>Stakeholders in every part of the organization need to understand that in order to succeed, it may be necessary to let go of some processes, structures, strategies, and norms, and that those changes will be worthwhile.</p>	<p>There was a goal in VISION2020 that addressed the organizational culture, but not with regard to change. This is an area to explore.</p>

## Making Decisions

After analyzing the results of the AS participant, AS alumni, AS staff, and undergraduate surveys, the Strategic Vision Committee created a survey for AS entities to work on together and a Google Sheet for them to tell us about projects they were working on that supported the issues which surveys told us we should focus on. Information from all of those efforts informed eleven AS Focus Group meetings held over three days in April, 2021. The Strategic Vision Committee, along with participating AS entities, pared down the huge list of ideas and selected goals that reflected the voices of undergrads and AS participants.

### AS chose ideas that:

- Are 100% under AS control OR *some* AS control with collaboration from a likely supporter(s)
- Require all or multiple AS entities to achieve (those for single AS entities are identified for them to consider)
- Support students through their academic experience at UCSB
- Meaningfully improve students’ personal safety and otherwise support student health and well-being
- Improve students’ experience: personal growth, enrichment, and enjoyment of their time at UCSB
- Help students accomplish important, meaningful things
- Amplify student voice, do the right thing, and engage with the community in a really positive way
- Build and strengthen collaboration or cohesiveness
- Create an AS infrastructure that supports all students, is efficient and accountable
- Can become measurable and transparent goals

Full results of the [surveys](#) and [AS Focus Group meetings](#) are available in the appendices.

### Our Guide

AS Strategic Plan Goals are:	Single AS Entity Goals are:	Not Strategic Plan Goals, but important:
Multi-year	One year or one time and done	Ongoing programs
100% AS control, or Some AS control & requires collaboration from a likely supporter	100% AS control, or Some AS control & requires collaboration from a likely supporter	Outside AS control, or Some AS control & requires collaboration from unlikely supporter
All AS, or Multiple AS entity effort	One AS entity	
	Belong in AS Entity project planning and/or Entity 3-year plans	May be important, but do not belong in the AS Strategic Plan Goals

## Our Plan

- 28 goals over eight Focus Areas chosen from our surveys, interactions at our forums, and our organizational structure
- An implementation plan
- A shorter time frame for our longer-term plan: we recommend revisiting the plan in 2023/24 when this year’s freshmen will be seniors
- Background and details to help our successors make decisions

FOCUS AREA	DESCRIPTION	GOALS
<b>Student Advocacy &amp; Education: Physical &amp; Emotional Well-Being</b>	Physical, mental, emotional, spiritual well-being & safety for all students regardless of race, gender, sexuality, disability, economic backgrounds, etc.	<a href="#">Pages 17—19</a>
<b>Student Advocacy &amp; Education: Environment</b>	Voices, information, & support for land, air, water.	<a href="#">Pages 20—23</a>
<b>Student Advocacy &amp; Education: Campus &amp; IV</b>	Places to live, study, and gather; safe streets; working transportation.	<a href="#">Pages 24—29</a>
<b>Student Advocacy &amp; Education: Beyond Campus &amp; Community</b>	Voice, advocate, organize; support positive change.	<a href="#">Page 30</a>
<b>Philanthropy and Financial Support</b>	Give time and money.	<a href="#">Pages 31—32</a>
<b>Enterprise</b>	Provide goods and services to campus & the community.	<a href="#">Pages 33—35</a>
<b>Enrichment</b>	Events, media, enrichment, fun & connection for the campus community & beyond.	<a href="#">Pages 36—38</a>
<b>AS Internal Operations/Leadership</b>	The way AS works: uphold values, be transparent, model, and be accountable to each other and all undergrads	<a href="#">Pages 38—45</a>

## Implementation

Most or all of the goals listed in this plan require collaboration across many interests and entities within AS. This collaboration may be accomplished by the creation of a new formal group, task force, or committee, likely staffed by members of existing interested entities. It may also take place through a more informal partnership across existing entities. The Chief of Operations Officer and their Office, as outlined in the Legal Code of the Associated Students (Legal Code), is tasked with the implementation and record keeping of past and future plans.

## Instructions for Assessment and Renewal

This Strategic Plan will be in effect for a total of three calendar years and will expire at the end of Spring 2024. The Strategic Vision Committee, as outlined in Legal Code, may begin assembly in Fall 2023 and must be fully assembled by the beginning of Winter 2024. The assessment of this plan will be routinely tracked and ultimately compiled beginning at the start of Winter 2024. An all-undergraduate survey must be sent out in Spring 2024 to accurately understand the needs of students who have attended UCSB for at least one year. In addition, survey needs of incoming freshmen at the start of Winter 2025, to include in the final draft of the new Strategic Plan. The complete assessment of this plan and introduction of a new long-term Strategic Plan must be completed and submitted for adoption by Winter 2025 at the latest. To ensure timely completion of duties, work over summer is highly advised. It is also recommended that members of the Strategic Vision Committee can commit to remain on the committee for the entirety of the process, which may take up to five regular academic quarters and one summer quarter. For more information on the renewal process and the composition of the Strategic Vision Committee, please refer to the Chief of Operations Officer and Office Legal Code.

### **AS Professional Staff Role**

AS' professional staff play a critical role in the success of students' long-term goals. Staff's long-view, historical knowledge, daily interactions with students, and, critically, advisory staff's responsibility to help AS entities prepare [Project Planning Forms](#) and think through entity three-year plans (AS' tools for short and longer-term resource planning) make them essential messengers and sometimes means by which plans begun in one year are carried out in the future.



**AS Vision Strategic Plan Goals, 2021-2024**

FOCUS AREA	GOAL TOPICS & LINKS
<b>Student Advocacy &amp; Education: Physical &amp; Emotional Well-Being</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Create Coalition of Marginalized People</a></li> <li>2. <a href="#">Create diverse peer mentor program for academic and emotional support</a></li> <li>3. <a href="#">Student-to-student content for Gaucho FYI and/or AS Workshops</a></li> </ol>
<b>Student Advocacy &amp; Education: Environment</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Create Sustainability and Environmental Resource Center</a></li> <li>2. <a href="#">Assess and expand composting options</a></li> <li>3. <a href="#">Create online forms to reduce paper waste and streamline processes</a></li> <li>4. <a href="#">Complete sustainability and/or environmental advocacy projects</a></li> </ol>
<b>Student Advocacy &amp; Education: Campus &amp; IV</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Address academic services and support issues</a></li> <li>2. <a href="#">Create Rate My IV Rental</a></li> <li>3. <a href="#">Address student and community safety and accountability concerns</a></li> <li>4. <a href="#">Create UCSB and IV Community Safety website</a></li> <li>5. <a href="#">Create an AS Transportation Planning Committee</a></li> <li>6. <a href="#">Create outdoor study areas</a></li> </ol>
<b>Student Advocacy &amp; Education: Beyond Campus &amp; Community</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Focus advocacy lobbying efforts</a></li> </ol>
<b>Philanthropy and Financial Support</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Assess and possibly expand grant programs</a></li> <li>2. <a href="#">Consolidate financial information</a></li> </ol>
<b>Enterprise</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Create a Basic Needs Bank</a></li> <li>2. <a href="#">Provide AS Food Bank services on a monthly basis in IV</a></li> <li>3. <a href="#">Assess opportunities to expand AS Enterprise</a></li> </ol>
<b>Enrichment</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Consolidate AS Events &amp; Media social media presence</a></li> <li>2. <a href="#">Support campus &amp; IV mural project</a></li> <li>3. <a href="#">Collaborative Leadership Development program</a></li> </ol>
<b>AS Internal Operations/Leadership</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Establish General Assembly meetings and other communication</a></li> <li>2. <a href="#">Create a guide for year-to-year transitions</a></li> <li>3. <a href="#">Clarify internal AS processes</a></li> <li>4. <a href="#">Track, summarize, and report on all AS financial decisions and financial investments in IV</a></li> <li>5. <a href="#">Examine the party system for elections</a></li> <li>6. <a href="#">Examine honoraria system</a></li> <li>7. <a href="#">Assess space allocation and needs</a></li> </ol>

Each goal page contains:

## **Focus Area**

### Description

**GOAL 1:** Text

**BACKGROUND:** Text

And space at right for those who take these goals on to record key information about the implementation process:

### **Implementation (these represent key aspects of our internal goals):**

- **Resources:** *(Money, people, sustainability: ensure we have necessary resources to achieve these objectives and ensure a financially secure and environmentally sustainable long-term future for AS.)*
- **Collaboration:** *Within AS, outside AS: understand the roles of the many entities within and outside AS; build relationships based on mutual respect and understanding; work with those whose help we need to achieve short and long-term objectives.*
- **Measure & Report (be accountable):** *Measure and report: Track and measure what each AS entity does and what resources it uses to do it in a manner that is useful for determining efficiency and effectiveness; report those findings at least annually.*
- **Communicate:**
  - *Within AS: (How we keep one another informed & engaged in our broad purpose.)*
  - *To all undergrads: (Publicity, recruitment, diversity: increase the number of students aware of and participating in AS activities; the number actively involved in AS, and the diversity of those involved.)*

### **Currently in Project Planning:**

*The committee used the Google Sheets prepared by the AS entities for this information. [See Appendix F.](#)*

### **Included in the following AS Entity Three-Year-Plan(s):**

*Some AS entities have prepared these plans, but most have not. The committee looked at updating the form used for three-year plans; this will be completed as part of implementation.*

## Student Advocacy & Education: Physical & Emotional Well-Being

Physical, mental, emotional, spiritual well-being & safety for all students regardless of race, gender, sexuality, disability, economic backgrounds, etc.

**GOAL 1:** By Spring 2022, AS will create a Coalition of Marginalized People welcoming all campus entities who represent marginalized peoples and would like to participate in the discussions and programming. The Coalition shall meet in full membership at least once per quarter to discuss collaboration and/or plan for a collective event.

**BACKGROUND:** Focus Groups meeting to discuss a number of issues regarding campus and identity found that the meeting itself was very constructive and valuable. They proposed that they form a coalition of marginalized peoples, consisting of all AS groups that address the issues of these communities on and off campus. The ideas proposed for this coalition include:

- Working on issues of intersectionality across these groups (not a single issue concern)
- Addressing issues for the communities, on campus and in IV
- Stronger frontal force and voice to tackle the broad issues, ground work
- A space in the media, not just being tokenized at the university but having a true place
- Exploring how our individual identities and circumstances play a role in susceptibility
- Disability Justice as a framework for keeping the disabled students in mind
- Creating diverse community spaces to bring people together for support
- Addressing the issue of access for marginalized peoples; not having access to a resource creates fear and distrust toward the resource, additional access to doctors/diagnoses is an issue and a diagnosis is needed for many accommodations
- Working with DSP to make services more accessible
- Collaborating with DSP and others to build a framework for professors to learn about mental health identity, learning disabilities and accommodations, and physically disabled people; faculty sometimes participate in mental health discrimination
- Stimulus workshops to allow able-bodied people to physically experience a disability
- Advocating for faculty to record lectures (and include captioning), and other support for CODE/DSP students
- Students with disabilities program expansion/consolidation
  - Awareness month of different conditions, improved access in IV, collaboration

### Implementation:

- Resources:
- Collaboration: AS entities that work on issues of identity will participate in the Coalition, at a minimum by sending a representative to each quarterly meeting. Other campus SEALs such as the BSU will be invited and encouraged to participate as well.
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

No

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the appendices.

## **Student Advocacy & Education: Physical & Emotional Well-Being**

Physical, mental, emotional, spiritual well-being & safety for all students regardless of race, gender, sexuality, disability, economic backgrounds, etc.

**GOAL 2:** By the 2023/24 school year, create a diverse peer mentor program for academic and emotional support available to any undergrad. The program will work with existing services to identify and address gaps in services provided.

**BACKGROUND:** Focus Groups meeting to discuss a number of issues regarding campus, physical and mental health, and identity discussed how to support students' academic experience (strongly desired in undergrad surveying). Creating a peer advising program was a (mostly unrealized) goal in the first AS Strategic Plan. The Focus Groups independently conceived of an idea for a peer mentorship and academic support program. Following are notes from the discussion:

- People want a person to talk to that they can relate to, someone in the same age group and similar identity/background: LBGTQI+, racial minorities, transfer students, first-gen college students, disabled students, neurodiversity groups
- Support international students when they experience discrimination or bias

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the [appendices](#).

### **Implementation:**

- Resources:
- Collaboration: Coalition of Marginalized People, Enterprise
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### **Currently in Project Planning:**

Some aspects, yes (CODE, PMHC, TSA, GGC)

### **Included in the following AS Entity**

#### **Three-Year-Plan(s):**

Not sure

## Student Advocacy & Education: Physical & Emotional Well-Being

Physical, mental, emotional, spiritual well-being & safety for all students regardless of race, gender, sexuality, disability, economic backgrounds, etc.

**GOAL 3:** By Fall 2022, AS will communicate to UCSB Administration the need for student-created and student-delivered content in Gaucho FYI. By Spring 2023, AS will work with UCSB administration to make content for Gaucho FYI and/or AS Workshops including engaging student-to-student communication ranging from informal to formal, on important issues. By Fall 2023, begin a test-run for the delivery of the new student-produced Gaucho FYI content and/or AS Workshops.

**BACKGROUND:** Focus Groups meeting to discuss a number of issues regarding campus, physical and mental health, and identity discussed the need to have student voices represented in Gaucho FYI, the first exposure most students get to campus culture. Having a strong AS voice represented in Gaucho FYI was also a (mostly unrealized) goal in the first AS Strategic Plan. Thoughts include:

- Orientation: Smaller conversation activity vs presentations for big resources
- Too much talking *at us* not *with us*; prefer focus on a peer led approach, vs watching a set of training videos
- Space to speak about your concerns at orientation; different rooms for people who identify differently; facilitate conversations
- Workshops in IV and more collaboration may increase participation
- Pardall Center involvement to make it more accessible; have incentives (tax workshops)
- Recordings of workshops for better reach; creating a resource bank of past workshops
- AS workshops that are more open, relatable

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

No, but see related Gaucho Talks (SCORE)

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the appendices.

## Student Advocacy & Education: Environment

Voices, information, & support for land, air, water

**GOAL 1:** Assist AS environmental/sustainability entities, campus environmental/climate/sustainability groups, and other collaborators in securing a collective space to increase their effectiveness and efficiency on campus and in the community. This collective space will function as a Sustainability and Environmental Resource Center, a place for collaborative meetings, and it will be used as a work space to complete projects.

**BACKGROUND:** For several years, AS' environmental groups, together with other campus groups, organized around support for the environment and/or issues of climate change, have wanted a space for all of their entities, not all of whom have allocated space (Zero Waste Committee does not) and, ideally, shared space where they can collaborate. Focus Group discussion included space either on campus or in IV. Benefits include:

- Space for meetings, drop-in resources, storage, or other activities and enterprises these entities may decide to operate: a home base
- Would help environmental orgs communicate and collaborate

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the [appendices](#).

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Not sure

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

## Student Advocacy & Education: Environment

Voices, information, & support for land, air, water

**GOAL 2:** By Fall 2022, AS will assess the extent of composting within AS, on campus, and in Isla Vista, as well as identify possible areas to implement new composting options and reduce waste. By Spring 2024, AS will act on the identified areas of improvement by working across entities and with local and county services when applicable, to provide compost options in AS spaces, on campus, and in Isla Vista, where composting was not previously available.

**BACKGROUND:** AS has made great strides in improving composting availability in AS spaces and beyond. However, difficulty working in areas outside AS jurisdiction has made expanding these options difficult. By compiling a thorough report that identifies where our community does and does not have access to composting, we can work to expand composting services. When AS is not able to directly implement composting opportunities, AS can form a working group to collaborate with local and county services, resources, governments, and businesses to accomplish this.

- Food services and dining halls: already likely use compostable or reusable paper products only; continued/increased composting from other sources
- On campus:
  - Plan for collecting compostable products on campus: making green composting bins on campus more accessible
  - Reducing campus waste streams in other ways that take advantage of all available emerging sustainable technologies and options
  - Some services currently taking pre-consumer waste, but gets too contaminated w/post-consumer waste; could expand this with more access to industrial composting
- In Isla Vista:
  - Collaborate with existing IV composting services and organizations
  - To combat jurisdictional issues in IV, work with local governments, businesses, and industrial garbage/compost collection companies to expand composting services, including collection of compostable single-use products
  - Making green composting bins in IV more accessible and expanding composting beyond AS spaces in IV, such as in front of the Pardall Center and Embarcadero Hall

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Several aspects, yes (ZWC, AS Recycling, DPW)

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the appendices.

## Student Advocacy & Education: Environment

Voices, information, & support for land, air, water

**GOAL 3:** By 2023/24, AS will transition most or all AS documentation processes to exclusively online forms to reduce paper waste and streamline processes.

**BACKGROUND:** AS still uses paper forms to complete many internal processes, including but not limited to requisition forms and contracts. By transitioning to virtual processes, AS can save paper resources, reduce paper waste, and make it easier on students to submit forms. In addition, virtual processes could allow for automatic updates on processes like financial procedures, and streamlining communication across AS.

- Technology supports which reduce paper use
- Some paper processes like requisition forms could be done online
- Reducing AS waste streams in other ways that take advantage of all available emerging sustainable technologies and options

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the [appendices](#).

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Not sure

### Included in the following AS Entity Three-Year-Plan(s):

Not sure



## **Student Advocacy & Education: Environment**

Voices, information, & support for land, air, water

**GOAL 4:** By 2023/24, AS will complete at least two major projects that advance sustainability and/or environmental advocacy in AS spaces, on campus, or beyond. These projects must include cross-entity collaboration and could include, but are not limited to, the ideas listed in the background notes of this section.

**BACKGROUND:** AS environmental groups have many goals for AS, on campus and in IV, but they are longer-term goals that require sustained attention and outside collaborations. AS entities identified many projects that are currently being worked on or could be a new area of expansion. Attention to some of these projects over a longer period of time will prioritize environmental advocacy and sustainability, as well as act as a model for the wider community.

- Install solar-paneled charging tables throughout IV
- Focus on reusability over compostable single use items
- Reduce water waste from irrigation, increase native landscape by working with property owners (possible partnership with SBCC landscape program)
- Expand recycling from 80 to 100 percent of student-rented properties
- Bathrooms accessible to the public: replace paper towels with dryers
- Reusable menstrual products:
  - Options available in IV retail
  - Options available at health center and in bathroom dispensers
- Advancing towards a zero waste campus
- Net Zero Waste, limit environmental impact, and be carbon neutral on campus and in IV
- Plant life:
  - Expanding native or edible plants on campus
    - Make edible campus options more accessible to the wider campus
  - Green walls or living walls for natural cooling of indoor spaces
- Renewable energy projects:
  - Possible use of Renewable Energy Initiative Board fee - 3 yrs, funds for solar projects on campus, funded construction of lot 22 solar panels; funds unspent but group has not met in several years
    - Student fee, but not an AS student fee (similar to CLAS, etc.)
  - Could use funds to put solar panels on bike shop, in parking areas, or on [outdoor study spaces \(see goal below\)](#)
- Energy conservation:
  - Lights-off in buildings not in use on campus
  - Most of campus is not upgraded that often, still needs to be done
  - LEDs across campus with motion sensor lighting
- ZWC/COPS/AS Recycling: standardization of how recycling should work, water distribution, protocols, regulations = standard for events, etc.

### **Implementation:**

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### **Currently in Project Planning:**

Several aspects, yes (ZWC, AS Recycling, DPW)

### **Included in the following AS Entity Three-Year-Plan(s):**

Not sure

## Student Advocacy & Education: Campus & IV

Places to live, study, and gather; safe streets; working transportation

**GOAL 1:** Amplify student voices on academic services and support issues such as those listed below, and work with administration to seek solutions to undergrad issues of concern. By 2023/24, compile a written, recorded, or live guide and provide training to teach students how to get in contact with administration, as well as which administrators to reach out to for which issues.

**BACKGROUND:** Academic services & support were the second highest concern of surveyed undergrads, with the list below their top issues of concern. Survey respondents listed a number of solutions that would make their academic experience less stressful. AS cannot directly resolve these areas of student concern, however, elected leaders acknowledge their role and obligation to amplify student concerns and help reach solutions on these issues critical to the undergraduate experience. In addition, many students within AS and the larger student body do not know how to go about contacting University administrators when dealing with issues, academic or otherwise. By compiling training materials to assist students with this, AS is empowering more students to work on these issues which are partially outside of AS control.

- Tuition & fees
- Class availability
- Professor & TA quality (many resolvable issues)
- Academic support and advising (see related [AS peer mentoring goal](#))

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the appendices.

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

No

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

## Student Advocacy & Education: Campus & IV

Places to live, study, and gather; safe streets; working transportation

**GOAL 2:** To improve housing quality and affordability for students and other IV residents, create, launch, and maintain the Rate My IV Rental website/app to enable renters to report rental rates and experiences, with a completion goal of Fall 2023.

**BACKGROUND:** Housing affordability is the top IV issue for undergraduates by a wide margin. AS identified Rate My IV Rental as a method for communicating information from students leaving IV to those arriving, and a method for keeping landlords in IV accountable. Other ideas include:

- Annual survey distribution (EVPLA for outreach)
- IV students: increased lease when renewed, stabilizing rent for multiple years, restriction/cutoff for price increases

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the [appendices](#).

### **Implementation:**

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### **Currently in Project Planning:**

Not sure

### **Included in the following AS Entity Three-Year-Plan(s):**

Not sure

## Student Advocacy & Education: Campus & IV

Places to live, study, and gather; safe streets; working transportation

**GOAL 3:** Increase AS' participation and input on UCSB's Police Advisory Board, and expand work with the Isla Vista Community Services District (IVCSD) and the county so AS can better address student and community safety and accountability concerns both on campus and in IV. Address concerns of safety infrastructure such as lighting, and safety policy such as education regarding issues of race, identity, and disability.

**BACKGROUND:** Safety issues are always present in large, concentrated populations. Campus communities have unique, well-documented concerns, and IV is the most densely populated area of the county with its own safety needs and concerns.

- General safety in IV
  - Lighting, blue lights
- Bridge between CSOs, police, IVFP
  - Middle ground of communication
  - Police advisory board: EVPLA, designated position in office with direct line of communication, work with Public Safety Comm.
    - Police advisory board needs more student direction
- Collaborate with public safety commission; restart and collaboration
- Collect data about where students live and take classes, related to safety

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the [appendices](#).

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Some aspects, yes (COPS), and related Health and Well-Being website (COSWB)

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

## Student Advocacy & Education: Campus & IV

Places to live, study, and gather; safe streets; working transportation

**GOAL 4:** By Fall 2022, AS will communicate to UCSB administration the need for and detailed ideas for a UCSB and IV Community Safety Website which contains resources for all campus and community safety concerns in one place. By Spring 2023, AS will work with UCSB administration to create a UCSB and IV Community Safety Website. And by Fall 2023, the UCSB and IV Community Safety Website will be fully operational.

**BACKGROUND:** Undergrads and AS participants recognize that safety information is dispersed over many resources; the campus and IV communities would both benefit from aggregating safety-related resources in one location. Focus Group discussion included:

- UCSB resources, IV resources, county resources → public safety commission wants to bridge all these gaps
- UCSB website with all resources, leadership taking care of websites, updating websites regularly, linktree for all AS social media
- Public safety: UCSB health, but create one space for different resources from other groups
- General body meeting to inform others of projects, efforts, task force
- Groups/entities that fall into the same category to update and collaborate

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the [appendices](#).

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Not sure

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

## Student Advocacy & Education: Campus & IV

Places to live, study, and gather; safe streets; working transportation

**GOAL 5:** By Fall 2022, create a collaborative AS Transportation Planning Committee with a significant role on the UCSB Master Circulation Planning Committee and/or collaboration with campus administration to address transportation and circulation issues of students both on campus and in IV.

**BACKGROUND:** AS has a Bike Committee that is focused on bike paths and parking on campus. Undergrads have concerns about these, but also about safe skateboard and scooter paths, ingress and egress between campus and IV (the underpasses), safety in IV, secure parking on campus and in IV, and transportation for students with permanent and temporary disabilities. Issues raised by undergrads and in Focus Group discussions include:

### Ideas/concerns or ongoing long-term bike path improvements

- Concerns about cutting off the bike path near the library
- Lighting on the bike paths
- The path to Sands in IV is used by pedestrians and bikers; work to create a separate path
- The driving roads by Manzi/Lot 22/ IV and by the dorms are jagged and rugged with potholes
- Making paths wider

### Other transportation issues in IV and on campus

- Incorporate safe ways for skates, skateboards, and scooters to use paths or have their own paths in/to high traffic areas
- Pardall Center entrance and secondary entrances like the East-West streets in IV
  - How to improve the cross walks that intersect the rugged street, the bike path, and civilians trying to walk onto campus
- More or fewer speed bumps (to regulate car speeds)
  - To reduce the possibility of accidents between cars and skaters/scooters/bikers/pedestrians
  - Brainstorm ways to slow down drivers in IV

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Not sure, related street safety plan (COPS)

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the appendices.

## Student Advocacy & Education: Campus & IV

Places to live, study, and gather; safe streets; working transportation

**GOAL 6:** Work with campus facilities to create outdoor study areas (covered, solar powered with lights and outlets) in the following locations: near the UCEN, Girvetz, North Hall, the Arbor, Phelps, Broida, and/or Life Sciences, with a goal of completion during the 2022/23 academic school year. Additionally, identify locations and partners to expand outdoor study space to some locations in IV by Fall 2023.

**BACKGROUND:** The lack of adequate study space is a significant issue for undergrad survey respondents. It was an issue in 2014/15, and the previous AS Strategic Plan had a similar goal, with study space added to the Pardall Center. However, this remains an issue. The new goal envisions making use of unused spaces and generally good weather to create sustainably-powered study spots on campus, and eventually in IV.

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the [appendices](#).

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

No

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

## Student Advocacy & Education: Beyond Campus & IV

Voice, advocate, organize; support positive change

**GOAL 1:** By week 4 of Fall Quarter each year, survey all undergrad students regarding topics on which to focus advocacy lobbying efforts. This should be done in collaboration with rights-based AS entities.

**BACKGROUND:** AS represents undergraduate student voices beyond campus and wants to reflect those voices accurately and well. Surveying undergraduates will help AS determine where best to spend our limited time each year. In 2020/21, the following were the top issues undergrad students wanted AS to focus lobbying efforts on beyond campus and IV:

1. Climate & environmental issues
2. Housing security (affordability, availability)
3. Racial justice/equity
4. Food access/security; anti-hunger
5. Human rights
6. LGBTQ+ rights
7. Women's issues
8. Tenant's rights

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the [appendices](#).

### Implementation:

- Resources:
- Collaboration: Rights-Based AS Entities
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

No

### Included in the following AS Entity Three-Year-Plan(s):

Not sure



## Philanthropy & Financial Support

### Give time and money

**GOAL 1:** By Fall 2022, assess the effectiveness of existing student grant programs, including but not limited to student emergency grants, travel grants, and basic needs grants. By 2023/24, collaborate with existing grant agencies to expand these services to include students currently not eligible for such grants but who would greatly benefit from them.

**BACKGROUND:** During the COVID-19 pandemic, grants for students have expanded under AS supervision. These programs could be extended into the long-term: expanding consistent personal student grants, as well as creating an emergency fund that could be saved for future widespread emergencies including but not limited to wildfire and pandemic relief for students.

- Travel grants and emergency grants → once we return back to in-person, if there is a family emergency, students could apply to book transportation home
- Continue a process similar to COVID grants into the future maybe through COVID emergency grant committee
- Eligibility for aid through existing processes: there is sometimes conflict in who needs it vs who is eligible to receive it
  - Issues with receiving grants due to financial aid packages
  - Existing grant programs with strict criteria could potentially make a system of exemptions for students
- Assessing basic needs of general students who are or are not eligible to receive grants
  - Making programming that is inclusive so AS is open to as many students as possible
  - Support for paid job opportunities within AS, especially for underserved communities
    - Making sure we are assessing students' financial need and increasing inclusivity
  - Potential \$1 lock-in fee to support these projects

#### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

#### Currently in Project Planning:

Not sure

#### Included in the following AS Entity Three-Year-Plan(s):

Not sure

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the appendices.

## Philanthropy & Financial Support

### Give time and money

**GOAL 2:** By Fall 2022, consolidate and widely publicize a list of financial resources accessible to organizations and individual students, with an emphasis on AS funding sources, but also including wider University or community funding. By 2023/24, reassess the dispersed nature of AS funders and implement tools or procedures that ease the burden of securing funding for student organizations.

**BACKGROUND:** AS funds student organizations in a very dispersed way; this often creates a burden on students and their organizations to secure funding from many different sources, sometimes without even knowing how much their organization has already been funded. While dispersed funding allows many different AS funders the power to support organizations based on their unique interest, the process for funding as it currently exists can be unnecessarily confusing for students, especially those unfamiliar with AS. By creating a list of funding sources that is routinely updated by a designated person, as well as reassessing the system as a whole to see where we can ease the burden on students, we can continue to fund groups from many different sources and interests while simultaneously reducing the burden of finding funding for students.

- Streamlining communication: who has funding available and outreach surrounding this
  - It is a lot of work for an org (SEAL, etc.) to submit many so requests to many different groups
- Potentially improving graphics or online information about various funding sources
- Streamlining processes, notifications, and making update statuses more available
- A lot of back and forth on funding processes can be time consuming; standardizing notification, structure surrounding securing funding, and the requisition process, etc.

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the appendices.

#### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

#### Currently in Project Planning:

No

#### Included in the following AS Entity Three-Year-Plan(s):

Not sure

## Student Enterprise

Provide goods and services to campus & the community

**GOAL 1:** By 2023/24, create a Basic Needs Bank similar to the AS Food Bank to provide basic needs including school supplies, toiletries, household goods and more. Follow a system similar to the Food Bank: only take what you need. Put limits on the number of items people can take per week/month/quarter. If possible, co-house with/near Food Bank services.

**BACKGROUND:** AS students have identified this need for several years, but the long-term nature of the project was a deterrent. The Focus Groups recognize that this Strategic Plan offers the opportunity to bring this project to fruition. Products to be offered include items such as:

- School supplies
- Toiletries (shampoo, soap, toothpaste, toothbrushes, razors, toilet paper, tissue, menstrual products, etc.)
- Household goods (laundry, dish soap, sponges, etc.)
- First aid (cold relief, pain relief, bandages, etc.)
- Prevention (masks, condoms, sun screen, etc.)
- All products to be environmentally friendly (compostable, reusable, recyclable, chemically) where possible in coordination with environment and sustainability goals (above)

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the appendices.

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Some aspects, yes (Senate Basic Needs Comm, SIRRC)

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

## Student Enterprise

Provide goods and services to campus & the community

**GOAL 2:** By Spring 2022, provide AS Food Bank services on a monthly basis in IV. By Fall 2022, provide AS Food Bank services on a bi-weekly basis in IV. By the end of Fall 2023, provide AS Food Bank services on a weekly basis in IV. Depending on demand, by Spring 2024, have a permanent location for the AS Food Bank with multiple days of operation in IV.

**BACKGROUND:** AS Food Bank is a very popular AS service, but many students who reside in IV have difficulty using the service on campus during the offered hours. AS would like to expand this service; however, logistics make this a long-term project (storing items, moving fresh items, staffing, store-front space). These logistical issues are amplified if service is to be provided more often. Discussion notes around this and other food security issues include:

- Collaborate across entities to accomplish this
- Consider combining this effort with the [Basic Needs goal](#)
- Possible Farmer's Market in IV
- Community Fridge
- Meal vending machine(s) collaboration
- More snacks, free vending machines for students
- Dining commons throw away a lot of edible food, making it available
- Smaller Food Bank pop-ups on campus or in IV
- Funding other local food entities

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the [appendices](#).

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Some aspects, yes (Food Bank, Pardall Center, DWP, ASOP, IVTU)

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

## Student Enterprise

Provide goods and services to campus & the community

**GOAL 3:** Annually review opportunities to expand AS Enterprise to meet student needs and/or demands. Students have noted they would like a Makerspace, a 24-hour café, a thrift/exchange shop, and a sustainable technology repair station/shop. By 2023/24, create at least one new AS Enterprise that meets student needs, either from the above list or to fulfill another need that has documented evidence of student support.

**BACKGROUND:** AS Enterprise strives to meet the needs of UCSB students and provide a space for AS-involved students to cultivate entrepreneurial interests. Enterprises also provide the potential for income to supplement student fees and further provide resources for AS activities. The undergrad survey, AS entities and Focus Group discussions included:

- Makerspace: A central space for any student to create art, engineering projects, or other creative activities, not limited by major
- 24-Hour Cafe:
  - Work with the University for this (dining services, etc.)
  - Pardall having 24hr functionality
- Thrift/Exchange Shop/Rental:
  - iClicker and Calculator rentals - Ticket Office
  - Wifi hotspots rental program expansion
  - Exchange bank and equipment storage space shared between entities or with the wider student body:
    - Trash pick-up supplies that entities regularly use could be rented - save money, less waste
    - School supplies, clothes, speakers, pop-up tents, projectors, laptops, furniture, other tech, cooking supplies: rent or keep
  - Pop-up sales with other vendors in IV; collaborate with relevant leadership
  - Bicycles:
    - Selling abandoned bicycles
    - Tool lending on site
    - Bike shop vending machine collaboration for after-hours repairs
  - Expand professional clothing rack pantry services
  - Gift card giveaway to local thrift shops
  - Basic needs kitchen/cooking kits, awareness
    - Possibly coordinate/operate through AS marketplace; potential fundraising mechanism
  - Sustainable Technology Repair Station/Shop—some programs are already underway
  - Sustainable Tech Repair Initiative: help students repair devices for a fee and teach them how to repair their own device

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Related, yes (EAB: Pop-Up Thrift Shop)

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the appendices.

## Student Enrichment

Events, media, enrichment, fun & connection for the campus community & beyond

**GOAL 1:** By Fall 2023, create an AS Events & Media consolidated social media presence for communicating upcoming events and explore other ways to expand and improve effectiveness of outreach. Events and Media entities shall meet at least once per quarter to discuss and coordinate collective outreach efforts.

**BACKGROUND:** The most common survey choice and comment among undergraduate respondents in both the 2014/15 and the 2020/21 surveys was that people had not heard of events and/or media that AS offered, followed closely by responses expressing interest in those events and media. The Focus Group decided to pursue a goal of combining social media to reduce the number of social media feeds to which undergrads would need to subscribe to be fully informed. The group also discussed existing successful programs that might be expanded:

- Program Board ice cream sandwiches when you follow them on social media
  - Do similar incentives (giveaways, etc.) for all media entities
- The survey analysis says lots of methods work, so keep using many methods including posters (when campus is in session)
- Utilize other orgs to co-promote
- Outreach issue will still be prevalent post-COVID
- Getting first years/second years informed early on ASPB

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the [appendices](#).

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Not sure

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

## Student Enrichment

Events, media, enrichment, fun & connection for the campus community & beyond

**GOAL 2:** By 2023/24, complete a multi-location campus and IV mural project.

**BACKGROUND:** AS is committed to student-created art projects. Ideas raised by undergrads and AS participants for Community Arts for Campus included expanding murals to campus and to several areas of the community such as gathering areas (centers, parks) and, where feasible, partnering with others in IV such as IV Elementary School and Friendship Manor, as well as other campus and community partners. Ideas for IV and campus include:

- New bike shop mural
- IV murals: Bagel Cafe mural, gather ideas from IV community
- Joint effort, not exclusively UCSB
- Campus mural: all BCUs work together
- Art/theater area and pool area
- EVPLA office: partnering with UCSB students, artists from different campus identity communities
- Collaborate with other interested entities

See the full notes in [surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the [appendices](#).

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

No

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

## Student Enrichment

Events, media, enrichment, fun & connection for the campus community & beyond

**GOAL 3:** Develop a collaborative leadership development program to facilitate holistic experiential learning, the development of a sense of self in a democracy, and collaborative leadership of diverse undergraduate students, staff, and community at UCSB, in IV, and in the broader community. Develop a pilot program during Summer 2021 and Fall 2021. By Winter 2022, implement the pilot program. By Fall 2022, have the fully developed program ready and implemented for all UCSB undergraduates who would like to participate. Continue the program annually beginning each Fall Quarter. At the end of each Spring Quarter evaluate the content of the program using input from the participants as well as taking into consideration changes in leadership models, theory and best practices.

**BACKGROUND:** AS leadership hopes to optimize the impact of AS in the broader community by developing a multi-tiered, year-round leadership development program course that instills a sense of self in a democracy and collaborative leadership in participants. The AS leadership development course will be ascribed by a concept of praxis, and will encompass both the study and critique of successful leadership models. By emphasizing the critical reflection and evaluation of leadership models, as well as experiential learning, participants will gain a stronger understanding of the intersecting levels of leadership.

- Develop year-round leadership development curriculum for all interested students involved with AS or seeking to be involved with AS. The program should also include opportunities for staff and community engagement.
- Three-tier (possibly four) leadership program
- Service opportunities

### Identified Resources

- Students, staff, community as co-creators
- Consultants/experts in the field - on campus and off
- Use the Social Change Model of Leadership Development
- Use the Five Practices of Exemplary Leadership - the Leadership Challenge

See the full notes in [Appendix I](#).

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Not sure

### Included in the following AS Entity Three-Year-Plan(s):

Not sure



## AS Internal Operations

The way AS works: uphold values, be transparent, model, and be accountable to each other and all undergrads

**GOAL 1:** Establish General Assembly meetings and other communication to improve coordination, collaboration, and communication for short- and long-term goal attainment. Include processes and other documentation to avoid re-creating or duplicating efforts.

**BACKGROUND:** AS participants and staff recognize the value of consistent and effective communication, and the value of getting together to share ideas. Many participants in Focus Groups noted that they enjoyed the opportunity to meet in those groups and would like to do so regularly. Other notes:

- AS Assembly meetings (in Legal Code)
  - Need for every entity to participate
  - Find better ways to facilitate AS-wide meetings
  - Different topics/groups collaborating/networking
- Chairs Meetings (once per quarter)
  - Should be reorganized
  - Organized based on subgroups that tend to work together
- Use meetings to collaborate

See the full notes in [participant and staff surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the appendices.

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Not sure

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

## AS Internal Operations

The way AS works: uphold values, be transparent, model, and be accountable to each other and all undergrads

**GOAL 2:** Create a set of supportive documents, tools, and procedures for year-to-year transitions for the access of entities that are interested in standardizing their transition skills.

**BACKGROUND:** Some entities within AS face extremely high turnover along with short terms and understaffed positions. These circumstances can lead to loss of continuity and information for year-to-year transitions. Therefore, creating support systems for such entities can help standardize transition plans and provide assistance in maintaining continuity. Because some entities within AS do not face such staffing and turnover issues and are self-sufficient in their transition plans, these supporting tools will be optional and implemented for groups that want to improve transition processes or face major continuity issues.

- Year-to-year transitioning
  - Transition reports
    - Template
    - Unfinished projects, everyday tasks, responsibilities, important contacts
  - Helping new offices/boards get into their positions
- Difficult to learn from the ground up
- Some groups have sufficient processes already and do not want imposed standardized transitional processes
- Increase overlap of previous and incoming position holders
- Maintain a database of transition reports

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Not sure

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

See the full notes in [participant and staff surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the appendices.

## AS Internal Operations

The way AS works: uphold values, be transparent, model, and be accountable to each other and all undergrads

**GOAL 3:** Improve basic understanding of internal AS processes. By Spring 2022, compile a complete list of processes that may be confusing to students with little to no previous involvement with AS. By 2023/24, create standardized trainings, explanatory videos, or other instructional materials for these processes, and update inherently difficult processes to streamline efficiency, effectiveness, and transparency.

**BACKGROUND:** Students new to AS sometimes do not know where to start, and even long-time participants can find some internal processes confusing. In addition, students often advocate for more transparency within AS. By improving informational resources and simplifying internal processes, AS can tackle both of these problems. Overall, this will make AS more accessible and less intimidating to new students, as well as highlight the variety of work that AS undertakes. Some internal processes and projects that may be of interest are listed below.

- Requisition forms, access button forms, etc.
- How to fill out a funding request
- Trainings to address the difficult to understand the processes in AS
- Seminars/presentations for the general student body to help them understand what AS does, as many of them have a hard time figuring it out-- *\*resource bank of Youtube videos about AS\**

See the full notes in [participant and staff surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the appendices.

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Some aspects, yes (Senate Internal Affairs Comm)

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

## AS Internal Operations

The way AS works: uphold values, be transparent, model, and be accountable to each other and all undergrads

**GOAL 4:** Track, summarize, and report on all AS financial decisions, including business services, programs, and lock-ins, in a manner that is useful for determining efficiency and effectiveness, such as program budgeting. Separately track, summarize, and report on all financial investments in IV (AS-wide and individual AS entity contributions). By Spring 2023, begin reporting these findings annually, to AS leadership and the wider student body.

**BACKGROUND:** While AS already undergoes extensive financial tracking and analysis, this information is not always presented in a way that is easily understood or accessible by the student body. By working closely with existing financial organizations, AS leadership, and AS staff, a collaborative group can integrate all AS financial decisions seamlessly into an easily digestible annual report. This process will increase transparency and accountability, as well as help guide future financial planning. It will be important to implement necessary long-lasting infrastructure to continually produce annual reports on a long-term basis.

- Financial transparency
- Hard to understand how AS uses student fees
- Track investment in IV
- Difficult as a BCU to see how much is being spent and how much is coming in
- Manual financing is difficult for admin

See the full notes in [participant and staff surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the appendices.

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Some aspects, yes (Internal Affairs Comm)

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

## AS Internal Operations

The way AS works: uphold values, be transparent, model, and be accountable to each other and all undergrads

**GOALS:** Examine the party system for elections, through methods such as student surveys, focus groups, and more. By 2023-24, the Elections Board will compile a representative and comprehensive report on the results of an endeavor into understanding AS' and the Student Body's thoughts on the party system, along with a judgement on whether to keep, abolish, or modify the current system. The report from the Elections Board and any decisions by the Elections Board should be shared widely for transparency.

**BACKGROUND:** According to surveys and focus groups, there is frustration among both AS-involved students and the wider undergraduate student body surrounding the party system, particularly surrounding issues of accountability, continuity, funding, and polarization. The Elections Board is the ultimate authority on all elections activities, and as such is asked to examine the party system, including its pros and cons. By undertaking extensive research, this group could make a judgement that could improve elections as a whole within AS.

- Party system - revisit pros/cons
- Party accountability and continuity
- Reassessing how funding works within parties
- How do students feel about parties and how much time/resources are spent on parties as a whole
- Information availability surrounding parties in general
- The party system as a point of contention; polarization within senate
- Could reform or remove party system

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Not sure

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

See the full notes in [participant and staff surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the appendices.

## AS Internal Operations

The way AS works: uphold values, be transparent, model, and be accountable to each other and all undergrads

**GOAL 6:** Examine the honoraria system through surveys, focus groups, and more. By 2023/24, compile a report on these results, along with a judgement on whether to keep, abolish, or modify the current system. Present this report to the Senate and Internal Vice President.

**BACKGROUND:** According to our surveys and focus groups, there is frustration among AS-involved students surrounding the honoraria system, particularly surrounding issues of education, regulation, amounts, and tracking. There are many honoraria earners within AS, and a group should be formed to more accurately examine honoraria in comparison to other compensation systems. With research and conversation across the association, this group could make a judgement on possible improvements to the distribution of honoraria as a whole within AS.

- Teach chairs how to go about distributing honoraria based on accomplishment of member duties
- Some AS participants find honoraria amounts to be too little or too much
- Consistent reassessment of honoraria, taking into account student need, workload, and the larger AS budget
- Keep record of the amount of money that goes toward honoraria quarter-to-quarter, year to year

See the full notes in [participant and staff surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) in the appendices.

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Not sure

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

## AS Internal Operations

The way AS works: uphold values, be transparent, model, and be accountable to each other and all undergrads

**GOAL 7:** Assess space allocation and needs across AS entities through surveys, focus groups, working with AS staff, and more. By 2022/23, compile a report on these results, along with a judgement on whether to keep, abolish, or modify the current system of space allocation and use. Present this report to the Entity Chairs, the Senate, the Internal Vice President, and AS staff. Work within the association to meet space needs as dictated in the report.

To begin this effort, the Strategic Vision Committee surveyed AS entities in April 2021. A current space report of aggregated AS entity space needs can be found [here in Appendix H](#) (with individual entity responses available). Space needs within this report should be reviewed and discussed with Entity Chairs, the Senate, the Internal Vice President, and AS Staff by Spring 2022.

**BACKGROUND:** According to our surveys and focus groups, there is frustration among AS-involved students surrounding the allocation of space, particularly among groups that have no space. There are many entities within AS, and new groups are constantly being formed, so a priority should be made to continually and accurately examine the system of space allocation to find ways to best accommodate the space needs of AS.

See the full notes in [participant and staff surveys](#), [Google Sheets](#), and [Focus Group discussion notes](#) and [space survey results](#) in the appendices.

### Implementation:

- Resources:
- Collaboration:
- Measure & Report (be accountable):
- Communicate:
  - Within AS:
  - To all undergrads:

### Currently in Project Planning:

Not sure

### Included in the following AS Entity Three-Year-Plan(s):

Not sure

—End of Main Section.

## Appendix A: Existing Longer-Term Planning Tools

AS currently uses two longer-term planning tools that should be used in implementing the goals of this strategic plan: The Project Planning Form (below) and the AS Entity Three-Year-Plan template, which requires revision.

**AS UCSB Project Planning Form**

The Project Planning Form is designed to help manage the creation, progress, and completion of projects within Associated Students at UCSB. Please fill out the entire form and be as detailed as possible.

- Name\*
  - First
  - Last
- Email\*
- Phone
- Advisor\*
- Project Name\*
- Estimated Project Deadline\* (include priority\*)
- Estimated Project Cost\*
- Brief description of the project\* (date, location, etc.)
- What is the purpose/goal of the project?\*
- List resources needed to complete the project\* (Website, banners, flyers, money, publicity, etc.)

- List the AS staff you would like to assist you with this project and why\* (If you don't know, please indicate.)
- List tasks/actions and when you will need it completed by to reach project completion\* (Ex: Contact UCen about signage policies)
- List and describe the roles of the AS Boards Committees and Commissions, OSL student organizations and Groups, and Staff/faculty outside of AS, you will be working with on this project\*
- Please list organizations that are supporting this project and those from whom you have requested support\*



## AS Entity 3-Year Plan Template

### Entity Name, Month, Year

*This template may be set up as a Google Doc, Google Sheet, a Word doc or a form, and some elements (current projects and funding) may be combined with the Project Planning Form.*

#### **I. OUR CHARGE:**

*Almost all A.S. entities have described their charge on the A.S. website (<http://www.as.ucsb.edu/get-involved/current-organizations/>) and most have written a "charge" for the Legal Code (see Section 71 for Bds & Comms, Sec 72 for Units). Please make sure your Legal Code charge and the description of your charge on your website are up-to-date and match each other. Then please insert it here:*

#### **II. OUR CURRENT STRUCTURE:**

*Please list your officers, members (voting and non-voting), committees, subcommittees and committee positions, and professional and student staff positions with brief descriptions of duties for all. Also include how you make decisions/recommendations. Some of you have listed this in the Legal Code already, if so, please make sure it is accurate, succinct, and matches what you write here.*

<b>Officers/Members/Staff</b>	<b>Duties</b>
XX	
XX	
XX	
<b>Committees/Subcommittees</b>	<b>Purpose</b>
XX	
XX	
XX	
XX	
<b>How you make decisions/recommendations:</b>	

**III. OUR CURRENT RESOURCES/FINANCES:**

Please fill out the table below (you may add lines) or insert a spread sheet:

Income & Sources		Regular / Expected Expenditures	
Description/ Source	Approx. Amt.	Description/Source	Approx. Amt.
<b>Total Approx. Income:</b>		<b>Total Approx. Expenditures</b>	

**IV. OUR WORK:**

Please fill out the table below (you may add lines) or insert another that works better for you:

CURRENT WORK				
Please include	Brief description	How is this work funded?	How do you measure success of this effort?	Collaborating with (other AS entities, UCSB, or community orgs, etc.)
<ul style="list-style-type: none"> <li>Services you provide</li> <li>Events you host</li> <li>Money you give out</li> <li>Volunteers you provide</li> <li>Strategic Plan goals you lead or assist on</li> <li>Other issues you advocate for or educate about, etc.</li> </ul>	<p><i>NOTE: You could create a separate line for each of these bullets (at left), but this list contains only samples. If you can put together a list that will apply to most of the orgs, then you could include separate lines. You could also do pull-downs in a Google Sheet.</i></p>			

<b>WHAT DO YOU WANT TO CONTINUE, ADD OR CHANGE OVER THE NEXT THREE YEARS?</b>				
<i>Please include</i>	<b>Brief description</b>	<b>How is this work funded?</b>	<b>How do you measure success of this effort?</b>	<b>Collaborating with</b> (other AS entities, UCSB, or community orgs, etc.)
<ul style="list-style-type: none"> <li>• <i>Improvements to your usual services, events, philanthropy, etc.</i></li> <li>• <i>Any new projects or initiatives you plan to take on</i></li> <li>• <i>Any changes to advocacy efforts, content or strategy</i></li> <li>• <i>Changes or improvements to your structure and operations to help you run your usual services better, to accommodate new efforts you hope to take on, or to increase diversity, efficiency, morale, etc.</i></li> </ul>	<p><i>NOTE: You could create a separate line for each of these bullets (at left), but this list contains only samples. If you can put together a list that will apply to most of the orgs, then you could include separate lines. You could also do pull-downs in a Google Sheet.</i></p>			

**V. OUR OUTREACH & PUBLICITY:**

*AS is trying to improve outreach and ensure we reach more students regarding all that we do. Please fill out the table below (you may add lines) or insert another that works better for you:*

<b>How do you reach out to potential participants?</b>	<b>Currently</b>	<b>Proposed changes</b>
<b>How do you reach out to AS collaborators?</b>	<b>Currently</b>	<b>Proposed changes</b>
<b>How do you let others in AS know what you are accomplishing or trying to accomplish?</b>	<b>Currently</b>	<b>Proposed changes</b>
<b>How do you reach out to the others at UCSB, the community, state, etc.</b>	<b>Currently</b>	<b>Proposed changes</b>
<b>How do you inform all UCSB students know you are accomplishing or trying to accomplish?</b>	<b>Currently</b>	<b>Proposed changes</b>

**VI. PROPOSED CHANGES FOR RESOURCES/FINANCES?**

*Now that you have considered what you would like to accomplish, do you have any plans/need to change your income or expenditures? If so, list here:*

<b>Income &amp; Sources</b>		<b>Regular / Expected Expenditures</b>	
<i>Description/ Source</i>	<i>Approx. Amt.</i>	<i>Description/Source</i>	<i>Approx. Amt.</i>
<b>Total Approx. Income:</b>		<b>Total Approx. Expenditures</b>	

**VII. PROPOSED CHANGES FOR STRUCTURE?**

*Now that you have considered what you would like to accomplish, do you have any plans/need to change your structure? If so, list here.*

<b>Officers/Members/Staff</b>	<b>Duties</b>
XX	
XX	
<b>Committees/Subcommittees</b>	<b>Purpose</b>
XX	
XX	
<b>How you make decisions/recommendations:</b>	

## Appendix B: Surveys Overview

AS conducted six surveys as part of this strategic planning process. Who and how many people responded?

Spring & Fall 2020 AS Participants	Fall 2020 AS Professional Staff	Winter 2021 All Undergrads	Spring 2021 AS Student Employees	Spring 2021 AS Entities
54 current AS participants 20 AS alumni	26 current professional staff	1850 UCSB undergrad students	29 AS student employees	48 separate AS entities

**Counting comment data:** For several multiple-choice questions in the surveys, AS offered respondents an opportunity to elaborate or add suggestions that might not have been among the survey’s offered choices. It is common, and understandable, for respondents to comment on a topic that will be covered later in the survey at the first opportunity to comment. For example, the majority of responses for the question regarding well-being activities and enrichment were about well-being service, which were covered in the next question; a fair number of comments on the academic services question were about facilities, which were covered by a later question. Further many comments simply say things like, “no,” as in, “no, I don’t have a comment,” or, “Same comment as above.” Finally, since the comments were optional, not every individual with a comment or a good idea took the time to write it out. These are among the reasons we do not provide a count on the number of comments received per question.

### About Open-Ended Responses

Open-ended responses present analytical problems for several reasons.

1. Comments are not prompted from a list, so they may not consider the whole list of possible answers before writing.
2. For this survey, respondents were not required to answer open-ended questions, so respondents self-selected.
3. Some respondents list one item, some three, some write paragraphs; respondents who address more than one issue do get counted more than one time.
4. Interpretation: An example: in past surveys, respondents listed “location,” as a thing they like about IV. Did they mean proximity to UCSB? The beach? The weather? The atmosphere?
5. Respondents often comment on subjects outside the scope of the question.

However, open-ended responses are useful as well. Generally, open-ended responses are useful for initial surveys from which multiple-choice questions are then formed. AS used responses from several past surveys to help craft the questions in other surveys. Other uses: many people take the opportunity to write thoughtful ideas and describe in detail examples of frustrations that help illustrate problems and potential solutions. Some people will write in a survey, but not necessarily attend or speak up at a public forum, so these opportunities to elicit comments are important.

## AS Participant, AS Alumni, and AS Professional Staff Individual Surveys, Spring–Fall 2020

In order to evaluate the VISION<sub>2020</sub> strategic plan and simultaneously gather information to guide us in developing our next plan, the Strategic Vision Committee began with two surveys and held discussions with AS professional staff:

- Spring 2020 and Fall 2020: [AS participant and alumni surveys](#) looked at successes and failures of recent long-term planning, and asked for insights from experience and ideas for longer-term goals
- Nov. 2020 and Feb. 2021: [AS professional staff survey](#) and meetings

In addition to questions regarding past operations and the VISION<sub>2020</sub> goals, the Strategic Vision Committee asked all responding participants who had held a leadership position in AS to reflect on 1) knowing what they know now, what they would like to have known/had in place when they began their AS service, and 2) if they had another couple of years in their leadership position, what would they like to change or accomplish. Those comments contributed significantly to the internal operations goals.

Also, because the entire strategic planning effort took place during COVID-19-related remote learning mandates, each survey began with a few questions regarding how respondents were doing and what AS services they needed.

### Undergrad Survey, Winter 2021

The Strategic Vision Committee gathered information regarding the issues undergrads are most concerned about and the services, events, media, and support that they'd like to have available to them. 1,850 [undergrads responded](#), a great response rate, especially as most were attending remotely (1846 responded in 2014 for the VISION 2020 plan).

### AS Entities, Spring 2021

Using results from the previous four surveys, the Strategic Vision Committee crafted an issue [survey for AS entities](#) to prepare with their members and staff advisor, and a [Google Sheet](#) for them to provide more detailed information about their work supporting identified issues/topics. Forty-eight entities responded to this survey which also addressed [AS space issues and needs](#).

### .AS Student Employees, Spring 2021

Finally, we asked [student employees](#) about their workplace: training, supervision, workload, etc. to ensure we are being responsible employers.

### Past Surveys Contribute As Well

- A Call for Action, UC Santa Barbara Foundation Advisory Committee on Isla Vista Strategies, Nov. 2014: <http://issuu.com/ucsantabarbara/docs/trusteesreport?e=14264465/10190599>
- AS in IV surveys and report 2015
- AS UCSB Vision2020, A Strategic Plan: <https://plan.as.ucsb.edu/>
- UCSB's Long Range Development Plan (LRDP), Revised 2015: <http://lrpd.id.ucsb.edu/>
- IV Master Plan, Santa Barbara County, Aug. 2007: <https://www.countyofsb.org/ceo/successor-agency/isla-vista-master-plan.sbc>

## **Appendix C: AS Participants, Alumni, and Staff Input, Spring and Fall, 2020**

Early insight for participant survey; ideas for building a better plan

### **Background**

In Spring 2020 and Fall 2020, ASUCSB released surveys to AS participants, alumni, and AS professional staff requesting information about the implementation of the VISION 2020 Strategic Plan (reported in the VISION2020 Assessment). The surveys also asked participants and alumni several questions intended to help shape discussion for the VISION 2025 process or implementation:

- Hindsight: Knowing what they know now, what would they have liked to have learned in their first weeks at AS?
- Looking Forward: If they had three- four more years in their current/most recent leadership position, what would you want to take on, change, create, and/or accomplish in that time?
- Goals/activities/initiatives that they *started but could not complete because they ran out of time.*
- Goals/activities/initiatives that they *DID NOT take on because they could not complete them in the time they had.*
- Ideas about how to improve AS' internal operations.
- Ideas for setting longer-term goals and communicating those goals to future AS participants.

And asked staff for their advice regarding:

- Improving communication about and participation in *preparation* of an AS-wide longer-term plan
- Improving communication about and participation in an AS-wide longer-term plan once it is adopted
- Interacting with the next plan
- Increasing year-to-year continuity across AS
- Improving communication between all AS entities throughout AS

### **Results**

The results of those survey questions are reported below.

**What can you learn from what did not get done?**

- 9/21 non-internal *Would Have Taken on Given More Time* responses were addressed in the VISION2020 plan
- 8/15 *Start but Did Not Complete* responses were addressed in the VISION2020 plan

*While a lot of issues that come across AS involve internal issues there are some concerns about the UC system in general and AS is the best way for student's voices to be heard[.] I most definitely would like to see AS take on the role of student rights' advocates.  
-Alumnus, Q7*

**What did you start but could not complete because you ran out of time?  
What would you have taken on given more time?**

Answer Choices	In VISION2020 Plan	Current AS Participants	AS Alumni
• Improve composting	✓	✓	
• Increasing UCen operation hours during midterms	✓	✓	
• Community art for campus	✓	✓	
• Improve transportation for disabled students	✓	✓	
• IV lighting expansion	✓	✓	
• Mental health awareness projects	✓	✓	
• Website support	✓	✓	
• Increasing types of financial literacy workshops	✓	✓	
• Review and address professional staffing budget, positions	✓		✓
• Finish the structure (completed 2015)	✓		✓
• Rebuilding CCS student council		✓	
• Wifi for IV Park/Beach		✓	
• IV Community Court		✓	
• Improve EAB's office space / collaborative Environmental Resource Center		✓	
• Improve statewide connections so UCs can lobby/organize effectively on large-scale issues			✓
• Establish student workers union			✓
• Create IV community services district (completed)			✓
• Reform UCSA			✓
• SIDE program for student-taught classes			✓
• AS Reusable Menstrual Products			✓
• New student union building			✓
Total Respondents Qs 22/23/24/25, 17/18/19/20		9	6



**What can you learn from what people wish they had more time to do?**

**Not AS Internal Operations**

- 8/14 non-internal *If You had Three-Four More Years* issues were addressed in the VISION2020 plan.
- Several issues not in the plan were closely related to items in the plan (buy Pardall Center, police oversight board, expanding/improving mental health facilities).

Looking Ahead Responses If you had three or four more years...Not AS Internal Operations	In V2020
Academic issues: <ul style="list-style-type: none"> <li>• Expand study spaces</li> </ul>	✓
<ul style="list-style-type: none"> <li>• Add a Gaucho Space "shopping cart" option where you can see your hypothetical schedule before pass times begin</li> </ul>	
Student well-being <ul style="list-style-type: none"> <li>• Expand/improve mental health facilities</li> <li>• Health/hygiene drives: give out TP, feminine hygiene products, condoms, inhalers</li> </ul>	
AS services: <ul style="list-style-type: none"> <li>• Larger, more comprehensive financial wellness &amp; literacy resource</li> <li>• Increasing grants</li> </ul>	✓
AS advocacy: <ul style="list-style-type: none"> <li>• Advocate more on behalf of UCSB students</li> <li>• Advocate for student rights on state/national level</li> </ul>	✓
IV issues: <ul style="list-style-type: none"> <li>• Buy Pardall Center</li> <li>• Expand food bank operations to IV</li> <li>• Expand compost services in IV</li> <li>• Improve lighting in IV</li> <li>• Create functioning police oversight board</li> <li>• Expand community outreach (non-UCSB-students)</li> </ul>	✓
Total Respondents: 21 Current Students; 6 Alumni Responses re: Non-AS Internal Operations from Qs 12, 7	

*I would work to create an Environmental Resource Center. A space that AS environmental organizations could share for meeting, events, collaboration.*

*–Participant, Q12*

*Creating a larger, comprehensive financial wellness and literacy resource for students to access easily, providing advising and guidance [for] students, increasing grants*

*–Participant, Q12*

*I would want to increase accessibility to AS events and meetings, so the wider student body all understand what AS does and can see it as a resource anyone can use.*

*–Participant, Q12*

**What can you learn from what people wish they had more time to do?**

**AS Internal Operations**

Vision 2020 contained seven Internal Operations goals. Of those, six were mentioned among things current AS participants and recent AS alumni still want addressed. Internal operations issues outnumber other issues by almost 3:1.

- *Looking Ahead* responses: 17/28 *If You Had 3-4 More Years* responses regarding Internal Operations were addressed in the VISION2020 plan.
- 12/18 *How to Improve AS Internal Operations* responses were addressed in the VISION2020 plan.
- Issues not in the previous plan focus on tech interface improvements and space needs.

*I'm now a grad student at Imperial College London. Their analog of the A.S. website is absolutely amazing - way way better than anything we had. All org/club dues get paid there rather than with cash, which decreases the likelihood of money ending up in the same shared club lockbox which smells like someone's weed. It's really worth investing the money to get something like this. Check it out: <https://www.imperialcollegeunion.org>.*

--Alumnus, Q21

If you had three or four more years... AS Internal Operations, and Ideas about how to improve AS' internal operations...	In V2020
Student outreach (communication): <ul style="list-style-type: none"> <li>• Entity visibility</li> <li>• Help students understand what AS does</li> <li>• Improve trust of AS among student body</li> <li>• Weekly update emails w/ graphics</li> <li>• Help students understand how they can use resources</li> <li>• TSA awareness</li> <li>• Make AS resources easier to access</li> </ul>	✓
Student outreach (involvement): <ul style="list-style-type: none"> <li>• Increase accessibility to AS events &amp; meetings</li> <li>• Increase student engagement with elected officials/BCUs</li> <li>• Create positions that allow more student involvement</li> <li>• Revitalize general meetings and events</li> <li>• More welcoming environment</li> <li>• Recruit new students at orientation, and explain how they can participate in AS</li> </ul>	✓
Professional staff organization/administration: <ul style="list-style-type: none"> <li>• Restructure staff</li> <li>• Increase administration accountability</li> <li>• Reduce AS budgets</li> <li>• Reduce contributions to membership orgs</li> <li>• Reduce AS full-time staff; reevaluate salaries &amp; current members</li> </ul>	✓
AS fees/accountability: <ul style="list-style-type: none"> <li>• See if the raising of student fees actually had a real positive effect on the proposed measure VS. the harmful rising cost of college</li> <li>• Transparency</li> <li>• AS entities follow policies</li> <li>• Rework budgetary process: eliminate needless expenses (e.g. for CV padding)</li> </ul>	✓
AS structure: <ul style="list-style-type: none"> <li>• Restructure AS execs/BCUs</li> <li>• Major revision of Legal Code: make it more concise &amp; relevant to present</li> <li>• Abolish party system</li> <li>• Make every election independent</li> <li>• Address infighting/partisanship, lack of perspective</li> <li>• Polarization</li> <li>• Officer quantity</li> </ul>	✓
Improve internal communication: <ul style="list-style-type: none"> <li>• Update website consistently</li> <li>• Improve mentorship program when handing off elected positions</li> <li>• BCU/senate relations</li> <li>• Senate meeting minutes?</li> <li>• Senate procedures clarity</li> </ul>	✓
Overhaul website: <ul style="list-style-type: none"> <li>• Pay orgs through website instead of cash</li> </ul>	
Improve/expand AS spaces: <ul style="list-style-type: none"> <li>• Expand TSA space</li> <li>• Create Environmental Resource Center (shared space for AS environmental orgs)</li> </ul>	
Total Respondents: 21 Current Students; 6 Alumni Responses to Qs 26, 21 and AS Internal Operations responses from Qs 12, 7	

**More ideas for AS Internal Operations from *hindsight* and other suggestions:**

- 26/29 *Would Have Liked to Have Learned in First Weeks at AS* responses would have been addressed by VISION2020 Internal Ops Goal 1
- 1 by Internal Ops Goal 2
- 1 by Internal Ops Goal 3
- 1 by Internal Ops Goal 6

*There shouldn't be student political parties. It creates an unnecessary level of partisanship and conflict, and encourages a culture of peer pressure. Students who want to run together should absolutely have the freedom to do so, but every election should be independent, without the influence of a campus political party.*

—Participant, Q26

**If you have any suggestions to improve AS communication and/or the AS experience, please tell us below.**

	In V2020	Current AS Participants	AS Alumni	AS Pro Staff
• Address infighting/partisanship, lack of perspective	✓	✓		
• Staff salary transparency, explain funding to student body	✓	✓		
• Expand mental health services	✓	✓		
• Market AS to more people across different majors/areas	✓	✓		
Get more students involved:				
• Survey in person around campus	✓	✓	✓	
• Provide service/resource breakdowns				
• Increase social media presence	✓	✓		
• Share contacts bet. exec office staff of same/similar positions		✓		
• Keep alumni contact information			✓	
Incorporate remote best practices into our regular work:				✓
• Consistent zoom webinars/town halls addressing critical issues				✓
• Use/attend the COC's chairs meetings and assemblies				✓
Use Slack:				✓
• Start a working thread with all invested parties				✓
• General channel on the AS Slack account				✓
• Staff need to buy into it				✓
Total Respondents (Q29/28 Spring, 24, 20)		7	2	8

**In hindsight: Knowing what you know now, what would you tell yourself and/or what would you have liked to have learned in your first weeks at AS?**

	In V2020
Organizational knowledge/structure:	
• Learn best people to reach out to with specific questions	
• Learn about all of the available resources/services; learn how big/widespread AS is; more orientation on each of the committees	
• Things happen slowly; understand bureaucratic process	
• Learn meeting protocol	
• Why is AS important? Why is it funded by students? / Learn how AS functions organizationally/financially	
• Which department handles what?	
• What does my specific position do?	
• Legal Code (funding guidelines, etc.)	✓
• Navigating finance issues	
• Requisition form submission	
• How to book campus spaces/vehicles	
• How to deal with honoraria	
• Proper parliamentary procedure	
• How to fill out an agenda	
• Role/responsibilities/priorities/accountability of staff	
• Learn about past AS history: events that shaped status quo, successes, failures...	
• Ask advisors more questions	
• Participate in more/different AS organizations	
• How to prepare for an emergency like COVID (reallocation of resources)	✓
• Student fees: services provided (accountability)	✓
• Be prepared for cutthroat politics	✓
• Do more follow-through	
• Learn importance of a strong process	
Total Respondents: 23 Current AS; 6 Alumni (Qs 11, 6)	

- 7/9 *How to Improve AS Communications and/or AS Experience* student responses are addressed in VISION2020 goals.
- 7/8 staff responses focus on communication tools (their question asked about communication only, not experience).

**Ideas for implementing the next plan**

Ideas from AS students:

*I think that goals should be set only to 3 years, so students can stay involved in the goal setting process. I also think that these goals will only be effective if the groups expected to carry out the plan are involved in the goal setting process.*

—Participant, Q28

Ideas from AS professional staff:

*I would love for more members to attend the COC's chairs meetings and Assemblies. They were designed for the association to come together and communicate and collaborate, and it's always really great to see so many different entities come together when they maybe wouldn't have before.*

—AS Staff, Q20

*I think this kind of communication will continue to be challenging. AS is so many things and the people involved, both students and staff, are generally very busy people committed to their various endeavors. Also, for whatever reasons not everyone responds to particular communications channels, whether those be email, Slack, Facebook, Instagram, even in-person. AS is a very large diverse organization so it's not just about herding cats, it's more like herding an entire zoo! :)*

—AS Staff, Q20

Suggestions regarding how set longer term goals & communicate those goals to future AS participants	In V2020
• Make sure all AS members know about VISION: discuss in meetings	✓
• Send regular emails detailing new goals & progress on current goals	
• Full panel discussion at end of year w/ outgoing members for newly elected members	
• Involve groups expected to carry out plans in goal-setting process	✓
• Goals should only be set for 3 years	
• Web presence: log information to serve as living memory	✓
Total Respondents 4 Current AS; 2 Alumni (Qs 28, 23)	

Staff ideas to improve communication about and participation in an AS-wide longer-term plan once it is adopted:	In V2020
• Quarterly webinars regarding the strategic plan	
• Student leadership may choose to either appoint a board to work on the goals to implement them and/or a collaborative effort amongst existing entities.	
• Fall requirement for all entities to review the sole comprehensive strategic plan that applies to their area to get full honoraria	
• It should be a simple document, not dense and copy-heavy. It should be straight-forward enough to be easily adopted.	
• Assign the responsibility of the entity chair/senate liaison to include progress towards those goals in the BCU quarterly report to senate.	✓
• Include it as part of onboarding for new BCU members. This would rely heavily on buy-in from advisors.	✓
• Advisor participation would be helpful.	✓
• Perhaps it can be incorporated in the website somehow, or in our advertising/marketing materials, the same way we would a mission statement.	✓
• Incorporate the plan into regular AS orientations and quarterly BCU work	✓
• Make work accessible and relevant for BCUs to engage (blend work into things they already do like retreats and leader meetings)	✓
• An on-going active committee that works on promoting the plan. Not just a promotional effort but also a functional effort that helps work with the BCUs to find ways to implement the plan.	✓
• In transition between years, actually have a transition about this specific information.	✓
• One of the biggest challenges is transitioning from one year to the next. Including a process for how it will be presented to incoming student leaders/staff and having a reiterative process for reviewing it regularly would be very helpful.	✓
• Because students turn over so often, there needs to be a point person and task assigned to that person to complete during transitions. Likely a staff person and students from multiple BCUs assigned to be the transition messenger for the plan and goals.	✓
• It needs to be communicated about at every step along the way, and you must have staff buy in as well. If this is really something the association wants, then it should be a living document that is clearly worked on consistently, but staff is also extremely stretched thin. There is a perception of this being extra or busy work, it has not been given the importance or space to be worked on consistently... who is in charge of making sure folks continue to work on this? And how will we then make this not a burden on staff?	
Total Respondents: 11 AS Professional Staff (Q13)	

Staff ideas to increase year-to-year continuity across AS:	In V2020
<ul style="list-style-type: none"> <li>Identifying a set of critical issues—perhaps the top critical issues from amongst sub populations of students would be very important. These critical issues may be identified/prioritized differently by gender, racial, demographic and or by socio economic status or home region. These prioritized critical issues could then be the foundational initiatives that could be addressed by student and staff task forces. These, over time, may yield more organized and quantifiable efforts to implement strategic planning goals.</li> </ul>	
<ul style="list-style-type: none"> <li>Focus on improving the day to day operations...UNLESS plan goals are truly attainable on the day to day.</li> </ul>	
<ul style="list-style-type: none"> <li>Staff are the ones who will move this year to year, just as it is the nature of AS, students move on year after year, staff are the only constant. But we are overwhelmed, we doing A LOT already. It would also be helpful if the documents created are easy to understand and read, and not so long it becomes too overwhelming to try to tackle. I would also say that looking forward and not backwards is the best way. Folks that are no longer part of the association should be thanked for their work, but we should move on to folks currently doing the work. Been there done that, let our current brilliant students do this.</li> </ul>	
<ul style="list-style-type: none"> <li>It's really challenging to have continuity with the way that positions turn over quite quickly. I think having advisors helps, because we can retain that institutional knowledge and help keep projects going from year to year. It's also hard for students who just enter AS to understand the magnitude of work, and to understand the history or the work that has been done prior. The way groups conduct their orientations may help with this; if new members are given an overview of the work when they join a position, that may help. I've also found that transition reports can help, so new members can read what was attempted or what was successful during the year they held a position.</li> </ul>	✓
<ul style="list-style-type: none"> <li>A simple strategic plan should be reviewed each year for achievements made, and to adjust for new circumstances.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Maybe have a theme for each year that ties into the last, which should highlight and build on the progress from the previous year.</li> </ul>	
<ul style="list-style-type: none"> <li>I would require all AS student groups and offices to prepare some kind of year-end report, including how their funds were spent, the activities and other initiatives they sponsored, who was actively involved in the group and who the officers were. AS is a multi-million dollar, non-profit organization, fully funded by students. All non-profits create these kinds of reports to let their donors know that their contributions were wisely and responsibly spent. They go beyond just a financial accounting and include a narrative that captures the dedication of everyone involved, whether their initiatives were entirely successful or not. They also often include something about future plans the group has discussed. This would give incoming students some idea of possibilities, whether they decide to implement these ideas or not. All of these reports could then become the basis of the AS annual report and let our community know about all of the amazing things students accomplish each year.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Developing a work plan for how the strategic plan will be implemented, so that it can be broken down to annual, quarterly and monthly goals would be helpful. Working with advisors, Senate liaisons and BCU leadership to make sure that the SP process is being systematically implemented/reviewed by each BCU is critical.</li> </ul>	✓
<ul style="list-style-type: none"> <li>To increase continuity in staff year-to-year: increase wages to a more competitive level; fill vacant positions in a timely manner; implement data-driven wellness practices.</li> </ul>	
<ul style="list-style-type: none"> <li>Actually transition between years. Have incoming students buy into the plan, that it's expected for them to follow the plan. This is hard because students want to 'make their mark' and don't want to follow a plan that was created by someone else.</li> </ul>	✓
Total Respondents: 10 AS Professional Staff (Q 19)	

How would staff like to interact with your next plan:	In V2020
<p>Inform and guide students:</p> <ul style="list-style-type: none"> <li>• This is first a foremost a student led initiative. Staff have their own strategic plan we're working on. Ideally, these processes would dovetail as they're developed.</li> <li>• Inform and guide students regarding longer-term goals</li> <li>• Have students lead the interaction with the plan and actively participate in discussions at AS Meetings</li> <li>• Inform and guide students regarding longer-term goals &amp; having students lead the interaction with the plan. In my opinion the work should be collective, cooperative and representative.</li> <li>• I'm up for supporting students in the way you prefer to collaborate.</li> <li>• It really depends on the individual students and the student groups themselves; some way more independent work and others want more guidance. I'm happy to support either, though I personally prefer a collaboration where I can inform and guide students, and assist with the implementation. I would also prefer that students lead the effort on goal setting, but with staff guidance.</li> <li>• Personally, I believe that the effect of empowering students to articulate their own needs—and then capturing their own implementation efforts is the strongest effort in empowering them and the changes that they desire in the association. Having stated that, there may well be initiatives which are staff led, and responsive to their goals. These, in tandem with student leaders would be very effective. For example, the effort to articulate an effective intervention on how law enforcement understand and respond to mental health incidents might be that type of department wide initiative.</li> </ul>	
<ul style="list-style-type: none"> <li>• I think one of the important elements of thinking strategically about AS in IV has been to assess the financial commitments that AS as a whole makes in Isla Vista and then to review those investments strategically. Similarly, I think a component of the overall strategic plan could/should assess our financial commitments strategically.</li> </ul>	✓
<ul style="list-style-type: none"> <li>• -Create easy to do assignments/focus groups/ messaging that can be completed with due dates.</li> <li>-If staff engagement is required for success, explain the task staff should focus on or complete and with due date.</li> <li>-Make the overall planning document short (3-5 pages max) with a few short term tangible goals set looking towards a bigger picture goal.</li> </ul>	
<ul style="list-style-type: none"> <li>• Work with students to ensure that the goals are actually something the committee, unit, organization, etc. wants to continue. Or that it can be adapted with minimal issues. It shouldn't be a way to guarantee that some lofty plan from Year 0 gets done by Year 5. It should be about the goals of the smaller unit, comparing them with the mission of the organization, and then having some options available for those moving forward. "Vague but actionable" might work.</li> </ul>	✓
<ul style="list-style-type: none"> <li>• I don't know what the best way forward is, but I do believe that if this plan is successful staff needs to be informed and they need to buy into this process. There needs to be a plan on how this will be implemented as well as a clear vision and reason on why we are doing this. I do also believe there needs to be a (or a few) staff person/people who will be responsible for moving this forward year to year. I know you all are not trying to burden staff with this task, but if this can be successful staff will need to be engaged, and yes it will feel like a burden, that's why I propose having a staff person dedicated to this, preferably someone who works with the executive director (maybe a admin asst.) who can help move this.</li> </ul>	
<ul style="list-style-type: none"> <li>• I don't know how the vision 2020 website was used in real life but on my end, it was not used in the way it was intended. Because it was not used the way it was intended, I recommend that a site like the current one is NOT developed.</li> </ul>	
<p>If students just looked at the content, great, let's just make a site that has the content and not major databased cross-referenced linkages.</p>	
<p>Total Respondents: 11 AS Professional Staff (Q 18)</p>	

*I roll my eyes at the constant infighting within AS and negative perception that [results] in the general student body. [W]ere high school social hierarchies and gossip not enough? AS is supposed to model actual government ...[b]ut nowhere does it say that we must model actual government's acrimony, pettiness, and intransigence as well. That's not leadership. That's bullying. That's genuine resentment. And bullying and genuine resentment turn a harmless and instructive scale model of the world into something very insidious indeed, where opponents in AS become real enemies and opposition becomes real threat. Why can't we calmly and humbly consider opposing views*

—Participant, Q26

## Appendix D: AS Undergrad Survey Results, Winter 2021

The Strategic Vision Committee knew the strategic plan must reflect what the undergraduate student body wanted from their Associated Students. The group created a survey to identify what students need, want, and care about most, as well as the strengths of AS and weaknesses AS needs to work on. Released over four weeks in Feb.-Mar. 2021, the all-undergrad survey had almost 2000 undergrad respondents. They were:

Year	Housed (during COVID-19-related remote learning)	Plan to House (when at campus, not remote-learning)	Transported (when at campus, not remote-learning)	Majority Female
28% 1 <sup>st</sup> yr. 22% 2 <sup>nd</sup> yr. 29% 3 <sup>rd</sup> yr. 20% 4 <sup>th</sup> yr. 2% 5 <sup>th</sup> yr.	48% beyond Santa Barbara County in the U.S. (states/territories) 38% in IV (incl. Univ. housing in IV) 7% Santa Barbara Co. beyond IV 5% on campus 1% outside the U.S.  0.3% houseless in IV	47% in IV (incl. Univ. housing in IV) 22% on campus 6% Santa Barbara Co. beyond IV 12% Don't know 14% Not returning/abroad	53% bike 29% walk 6% bus 4% self-vehicle/rideshare 4% skateboard/skates/scooter	73% female 24% male 2% other/decline to state

Had they heard of AS before this survey? And how would they like to be kept informed?

Before this survey, had you heard of AS?		How would you like to be informed about AS events, services, and opportunities?	
Yes, from AS social media	35.5%	AS-wide social media	41.3%
Yes, from new student orientation	33.5%	Optional-enrolled weekly email listserv	29.7%
Yes, from tables/signs/posters around campus/IV	30.6%	Auto-enrolled weekly email listserv	24.2%
Yes, from friend(s)	29.7%	AS-wide website	20.7%
Yes, from the welcome packet	24.9%	None of the above	16.1%
Yes, AS ticket office	21.0%	Shoreline	15.9%
No	17.4%	Individual organization social media	15.8%
Yes, from TBL/Nexus/KCSB/UCTV	15.3%	Individual organization websites	6.2%
Yes, from AS/AS group website	14.6%	Weekly printed materials	5.5%
Yes, I am/was involved in AS	5.6%	Text message	0.1%
Yes, from the emergency loan program	3.7%		
Yes, I am/was employed by AS	2.8%		
Yes, from emails	0.8%		
Yes, I/my organization received funding from AS	0.3%		

**How would you like to be informed comments (unedited):**

- We get too many emails. There should be a campus wide event site and links for the various categories.
- Auto-enrolled listserv would be nice but only for the most essential services that could help students in times of need -- emergency grants, loans, financial services, mental/physical health support, student advocacy. I already get a lot of auto-enrolled emails about campus events from various depts and orgs, and rarely have time to read any of them, let alone all of them.
- I'd like to join the AS email list and dont know how
- Weekly print outs and emails can really boost awareness because it can be a physical or virtual action.
- Berkeley has an app that may be a good model.



## Undergrads Rank Issues

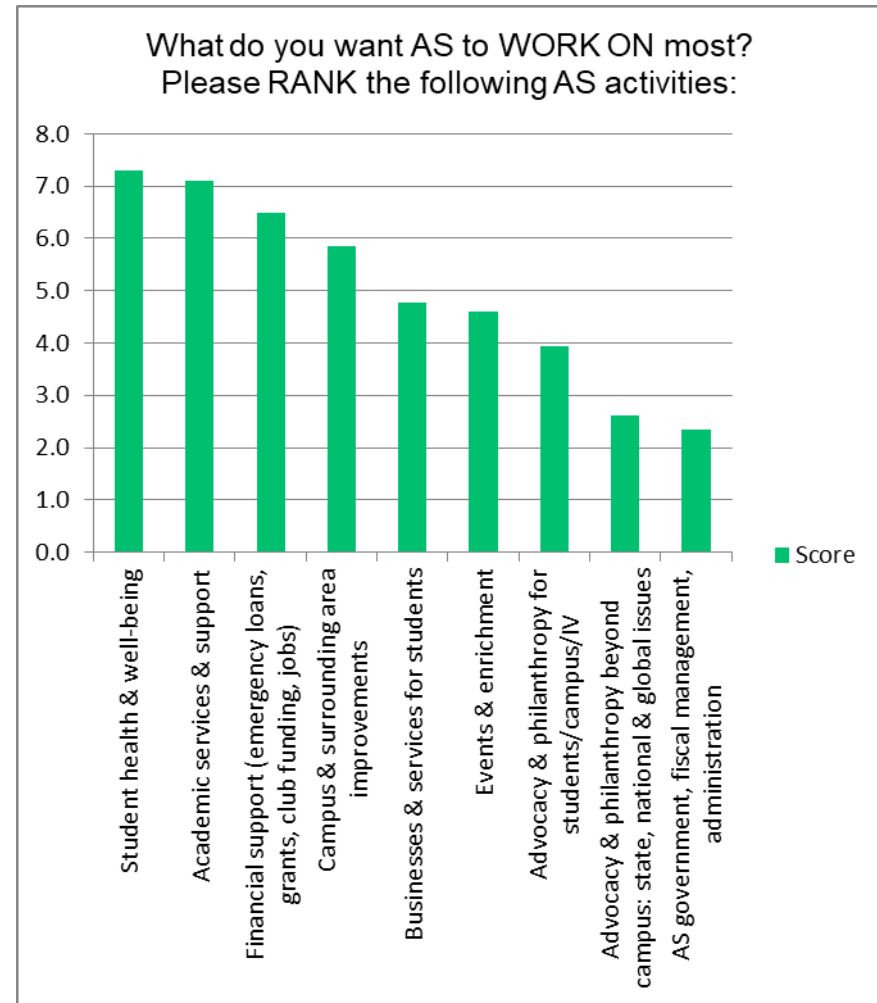
Undergrads want AS to focus on the following:

### **Undergrad students want AS to focus on the following in this order:**

1. Student health & well-being services, activities & enrichment
2. Academic services & support
3. Financial support
4. Campus & IV improvements
5. Businesses & services for students
6. Events & enrichment
7. Advocacy & philanthropy for students/campus/IV
8. Advocacy & philanthropy beyond campus: state, national & global issues
9. AS government, fiscal mgmt., administration

Within each of the above categories were several issues the Strategic Vision Committee asked students to reflect on and rank. Those issues which students cared about most and some of those that represented fewer respondents, but were nonetheless systemic issues that met the criteria the Strategic Vision Committee had established, became the focus of the next phase of outreach. Some key findings, in addition to the broader goal areas that students would like to see addressed:

- Well-being: emotional and physical are the top concerns of undergrads
- Tuition is the greatest academic concern with class availability a huge frustration
- Climate, environment, and housing affordability are top campus, IV, and advocacy issues
- Students are unaware of a lot of services and programming that AS offers; comments from both the campus and the participant survey point to a need to publicize better
- Many students are also unaware of how to find services, programs and help provided by others on or near campus
- Students want more community connections
- Students would like a more study spaces on campus & in IV



**Student Health & Well-Being—Undergrad Survey**

**Comments (individual comments, unedited for content, total edited to reduce repetition):**

**Mental/Physical health & fitness activities**

- The Recreation Center is such a valuable resource for maintaining physical and mental health.
- more pet therapy days
- Have a class that speaks on the effects of the society on our nutritional habits.

**Other life skills activities/enrichment**

- General life-skill building workshops like how to tie knots, how to use tools, how to fix cars or bikes, how to file taxes, how to fold clothes properly!! How to do the laundry in the best way, how to tie a tie, how to tie a bow on a blouse.
- Bike Education/How to not get your bike stolen/Punish those who steal bikes
- Career panels with Professors; more ways to connect with Professors outside of the classroom

**Students of color support/activities**

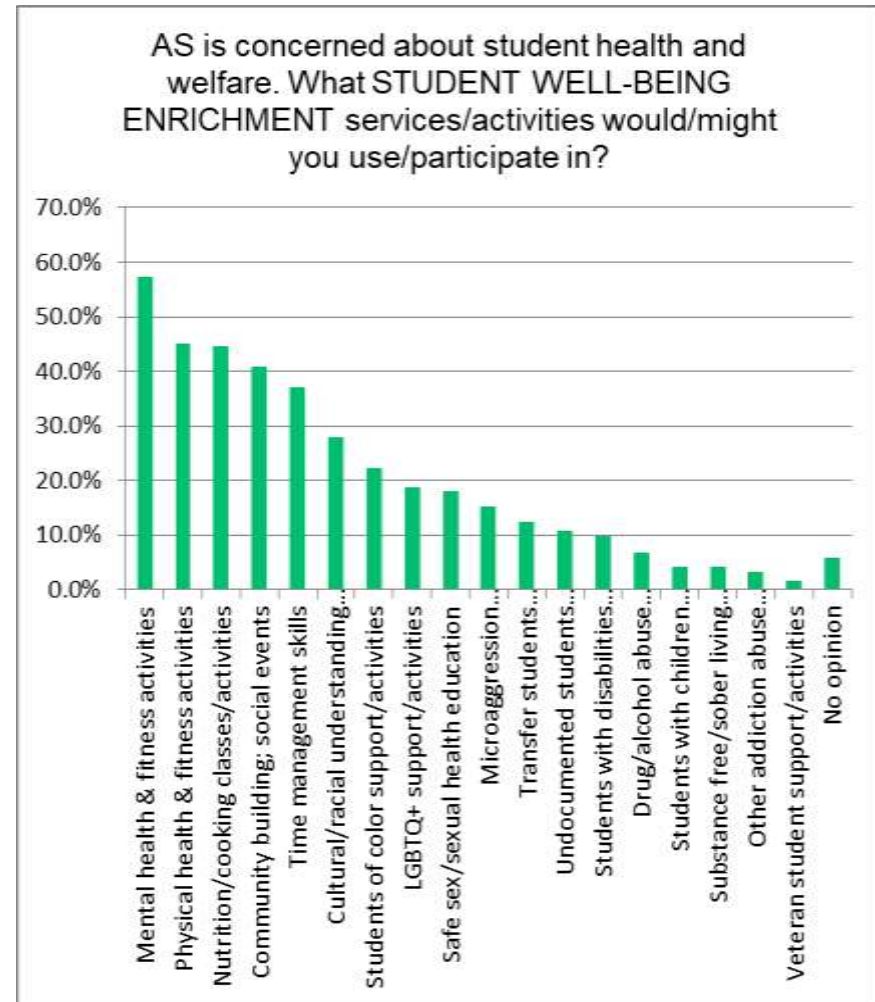
- I think we need more Black female therapists. One is literally not enough.
- I hope that international students can be granted the right to vote and take more part in the student government. I'm happy to see that progress had been made.

**Students with disabilities support/activities**

- This school needs a wheelchair event to bring awareness to the lack of access at this school.
- Better transportation around campus for people with physical disabilities
- My experience is that disabled students are the last thing on the campus' mind when planning. Just look to student health and COVID for an example. I am actually surprised this school has not been sued multiple times because even the DSP does not support students fully.

**Student veterans support/activities**

- Veterans are usually older than the majority of people on campus, and while I am not a veteran, I am the child of a veteran and there were resources for me that I didn't know about until I went to the veterans resource center with a question about something not related to services but paperwork I needed to give to my parents.



**Sexual violence support/services**

- Holding Greek life (and UCSB students in general) accountable for holding large gatherings during COVID and perpetuating a culture of rape and sexual assault
- I want AS to listen to student's concerns more than they have in the past. I want them to hold sexual assault perpetrators accountable instead of hiding it from the student body. I want them to address the toxicity of Greek Life's rape and sexual assault culture and I want them to pressure the UCSB administration to disband Greek organizations who are accused of rape/sexual assault because the university doesn't not hold them accountable.

**Drug/alcohol abuse education/prevention**

- Anti-drug campaign on fentanyl, please

**Students with children support/activities**

- The campus does provide activities for younger children but not for parents of teenagers. I can't be the only one with a teenager?

**Working student support/activities**

- I would like to see more community and solidarity for students who also have to work. It is incredibly isolating to not be able to build a community because I have work most days.

**Religious student support/activities**

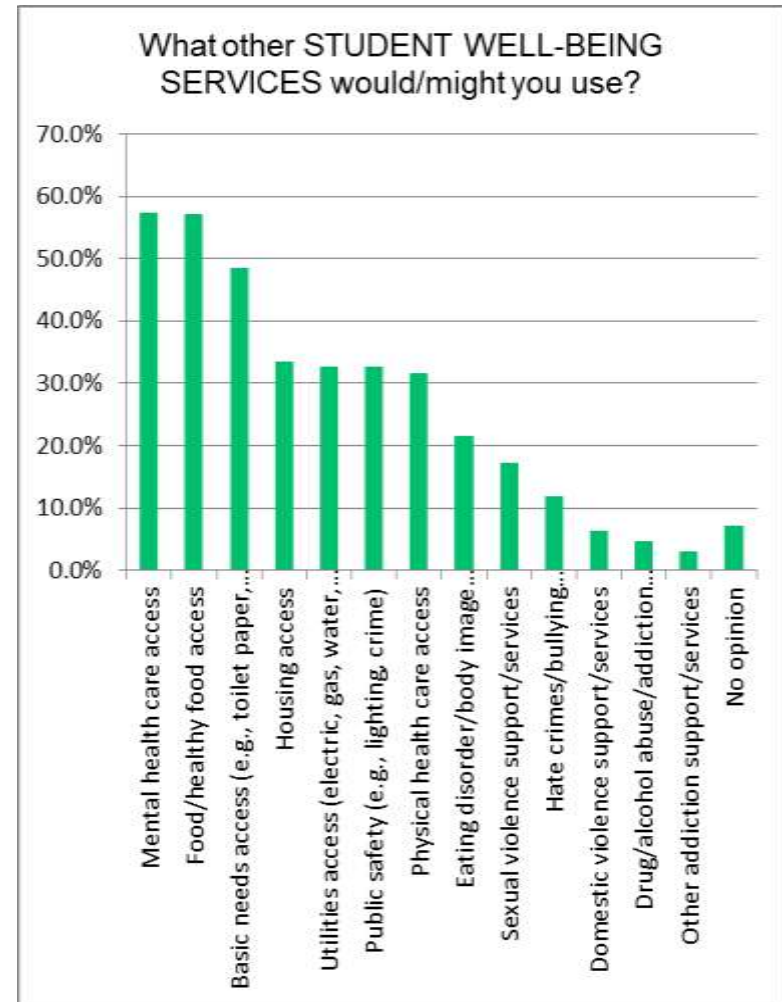
- I had a professor who was unwilling to give me class information when I was going to be absent for the Jewish High Holidays, and I felt like I couldn't go to anyone about it.
- Religious support

**Mental health care access**

- There needs to be more support and staffing for students who are having mental health issues, whether long term or short term. Just getting into the program was difficult due to bureaucracy and understaffed personnel. If it wasn't for my very obvious mental distress, I am not sure my case would have been started as fast. Where does that leave students who don't have the ability or energy to ask for help?
- I think that the mental health services on campus at student health are not beneficial for many students. Many students go to CAPS looking to be offered help with mental health issues and are given horrible advice which makes them more susceptible to suicide or feelings of hopelessness. Make the hiring process include students to see how students interact with the counselors rather than just leaving it up to finances.
- Mental Health Resource center for femmes of color. UCSB has a terrible history of addressing femme violence, and the resulting added stressors to those that have

**Food/healthy food access**

- Food access provides something to keep from starving but it does not accommodate allergies or dietary restrictions.
- Give the foodbank more funding and a building where they can hold more items/open more hours throughout the week.



**Academic Issues—Undergrad Survey**

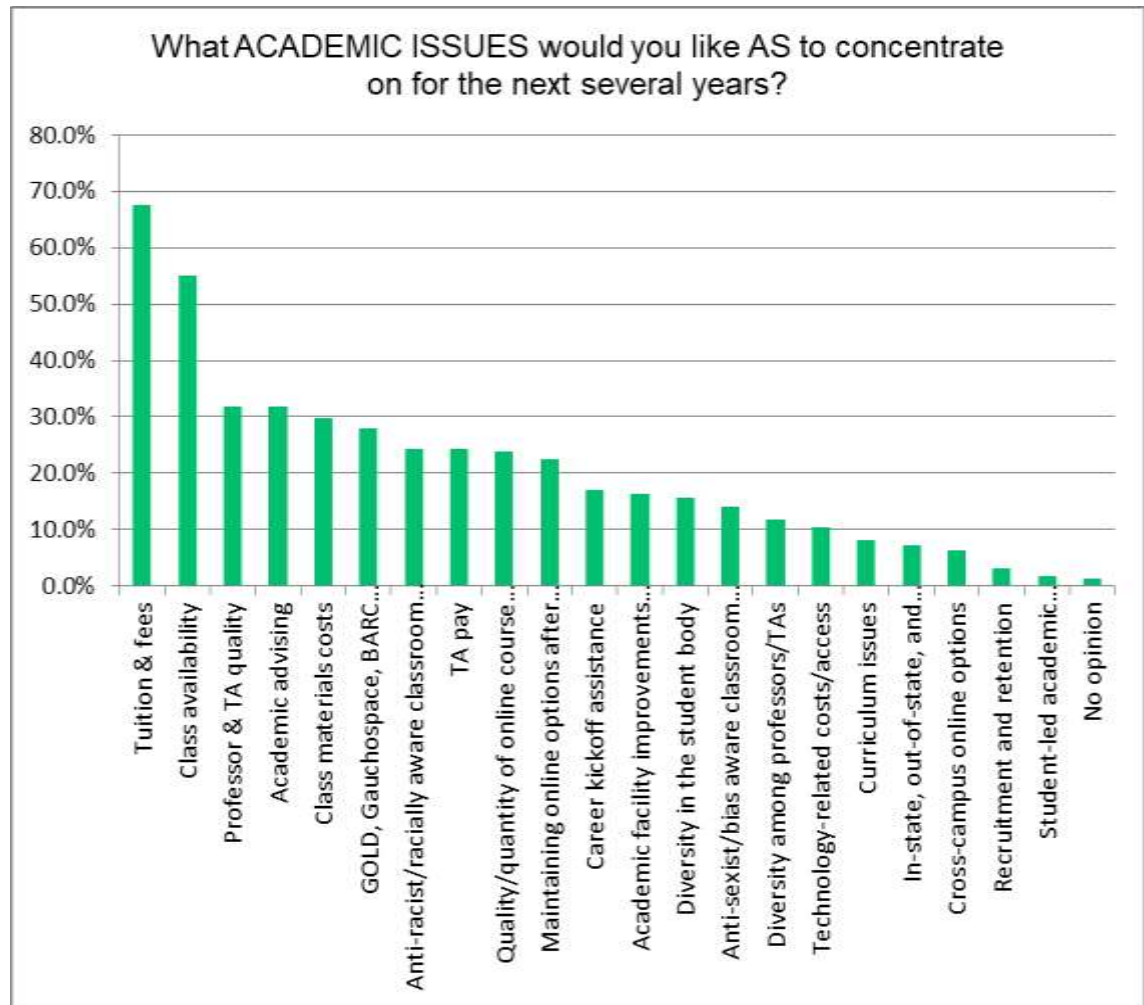
**Comments (individual comments, unedited for content, total edited to reduce repetition):**

**Tuition & fees**

- Out of State students should be allowed to receive financial aid in the form of scholarships and grants from the university, not just loans
- Would like the university to be more transparent with what our tuition and all the other charges went towards during the pandemic especially bc we don't have access to all the amenities of the school such as WiFi, the library, the rec cen, etc
- Out-of-state students, especially those of low income, are greatly disadvantaged. It would be great to target out-of-state students and provide more financial help to those that need it and also expand our resources in regards to tuition so that out-of-state students are able to attend UCSB despite the high cost.

**Class availability**

- I am a junior and my experiences with being on waitlists for classes have all been negative. I am aware that instructors do not distribute approval codes to students prior to the first day of instruction and that course waitlists are prioritized by seniority but I believe this policy sets students who are behind, be further away from graduating on time building more stress.
- Class availability, specifically with the A2 writing requirement. It's ridiculous that for such a universal requirement, there is only 50 spaces (or less) in Writing 50 for lower division students. Even at the upper division level, with the 100 Writing Courses, spaces fill up fast. The Writing 50 class needs to be seriously expanded or other courses need to be offered to lower division students to cover the A2 writing requirement. We shouldn't be forced to bet on the chance that we'll get into one of the classes during our 4 years at UCSB, nor forced to pay extra money during the summer to take writing classes when it's a requirement for a large population of students.
- Online classes have been remarkably effective and should change the way we view a college education. After this year, the idea of a student being unable to get a core class they need (because the class fills up) should be ridiculous. All classes should have a lecture hall registration list and an online registration list, and all classes should be permanently available over the internet. If the AS is really interested in reducing the financial burden of college they need to consider the immense financial burden of housing and the thousands of students who have to stay extra quarters because classes fill up. At



this point I see no excuse for the university keeping essential upper division classes capped at 50 people except forcing students to struggle to get classes with the goal of forcing us to stay for extra quarters. My friends at other UC's (SD in particular) claim that it is all but impossible to get an engineering degree in less than 4.5 years because the classes fill up so quickly. The AS should see that this ridiculous class size cap disappears. After this year it is clear that an online accreditation is just as valid as in person instruction (why else is the university charging us full tuition?), and the option to attend college from our houses, where food and housing is much cheaper should always be available. After this year the only limit on class sizes should be the number of graders available, anything else is just a reflection of the University's greed.

#### **Professor, Dept. & TA quality**

- Solutions/guidance/improvement for professors who receive complaints quarter after quarter. Professors should not be allowed to enforce zoom times that aren't appropriate for international students. They should be forced to make exceptions for those who cannot attend due to living in a different time zone. I have heard several incidents in which professors would not record lecture.
- Provide students with more information on the TA selection process and why we should trust our grade will be justified and credible in the hands of someone not as experienced as the professor is in a classroom leader setting. Maybe a bio on their experiences in leadership positions or similar.
- Actual support from faculty. Some are stellar. Great experiences with many professors and transfer center advisors. Some are unacceptable for the money this school charges. My major advisors are condescending and generally useless. Some professors in the physics department are not fit to teach. I had a better physics professor in community college. She was a rocket scientist for JPL and didn't just write a textbook. Prestige is no excuse for shitty teaching.
- I hope that the UCSB MCDB department becomes more caring towards its students. The way the department is set up is made for the majority of students to fail their pre-major requisites. They say they care about their students but Mike is the only professor that actually has a heart and wants his student to succeed.
- I think more transparency in how departments respond to teacher evaluations would serve the school well. It feels like we're just throwing our complaints down a well sometimes.
- The school needs to go back to a semester system and put students' mental and physical health first. There is a desperate need to get off the capitalist, corporate, research-only structure. Students pay to be here and those that don't bring government funding. Students should be treated better.
- Get rid of pre-majors and add more minors.
- More professors need to be aware and accepting of students who come in with DSP accommodations, DSP should also be more accessible to everyone, those of us with mental illness usually don't find out about it until we are struggling.

#### **Academic advising**

- Many of my friends who attend other colleges MUST speak to an academic advisor whenever they are picking their courses. I think that academic advising should be more accessible and maybe even have academic advisors who are assigned to different groups of students so that we (the students) can form a rapport with an advisor. I think that I, along with many other students, would greatly benefit from having an academic advisor who knows me and my educational journey and will help me out with the process.

#### **GOLD, Gauchospace, BARC improvements**

- The BARC website is difficult to understand and navigate through. I have a scholarship from an agency which has difficulty with the statements in BARC because I cannot separate payments and charges by quarter, which makes communicating with the agency extremely difficult and tedious.
- Gauchospace improvements: A group of Professor Peter Huk's Writing 50E class is working on a Gauchospace improvement project.
- It would be amazing if the GOLD system changed for picking classes. The restrictions and waitlist requirements make students fill up their schedules with classes they would never take just as placeholders, taking spots away from people who want or need those classes.
- I think we should really fix the way GOLD is set up when we have to register for classes. I find it quite interesting and different how we have to search for and add each class one by one while other colleges are able to add their classes into a shopping cart and able to "checkout" and add them all to their class schedule. I hope we can improve and change that!

- Format gauchospace to make due dates and deadlines extremely clear on the front page
- GOLD could use a major overhaul in terms of how we go about picking classes for each quarter. Implement the "shopping cart" approach!!!! Let us save all the classes we are interested in in one area and compare them super easily to each other in terms of scheduling, requirements, units, etc. That would save so much hassle and stress. Then when our passtime comes around, we can just check the boxes on the ones we want to "checkout" on and we would be enrolled, while still having a "shopping cart" of classes we are interested in for the future passtimes.
- It would be better if on GauchoSpace our grades didn't include everything (even future/not graded assignments) so we can actually know what our grade is throughout the quarter instead of miscalculating or waiting till the very end to know
- Instead of Gauchospace, Canvas is a good switch? A lot of UCs use this and I've tried it out-it's much more straightforward, easy to navigate and follow.

#### **TA pay**

- give our TAs a COLA

#### **Quality/quantity of online course offerings**

- More options to defer. It's sad that we aren't given the option to defer when so many other UCs are encouraging their students to do so. It doesn't feel like UCSB is prioritizing their students needs because remote learning isn't learning.
- Universal standards for each department on P/NP acceptance during COVID-19. P/NP classes should count towards your major right now, there's way too many extenuating circumstances right now and everyone deserves a chance to succeed without having to spend the money to retake a class.
- I find the cost of tuition to be laughable for some of the lowest quality education I have ever received in my time as a college student. I also think that in remote settings professors need to write clearly and legibly, it has been one of the most irritating aspects of trying to understand a professors work.
- Certain departments (PSTAT) are opted out of compassionate standards for Pandemic Remote learning. Some students are attempting to organize to address the issue. Who can I talk to about what's going on?

#### **Maintaining online options after campus reopening**

- I feel that it is really important to maintain online options since it will help students gradually transition to in person learning efficiently and help students learn in what learning environment feels comfortable able and safe for them, especially with students who are worried about being exposed to covid-19. Enhancing online learning quality will also be important to keep students engaged and receive equal benefit like in person classes. It will also allow students to have more opportunities to learn what they enjoy along with major courses. A good option will be asynchronous learning since it will allow students to learn at their own pace and has helped a lot of students amidst the pandemic. While online learning has expanded the way students interact, we definitely must ensure students are respectful with each other and address any biases to promote a equal, supportive learning environment.
- All lectures should be recorded and posted with captions (just the auto-generated ones)

#### **Career kickoff assistance**

- career advising and opportunity to find mentors / shadow people in professional roles

#### **Diversity (and acceptance) in the classroom & student body**

- There are maybe 5 women in the physics department undergrad. The retention rate for women is awful, maybe because of the unforgiving environment.
- Actual enforcement of DSP policies with professors; required disability education directed at professors and TAs so they can work better with students
- I am a 62-year-old undergrad. I am finding that not all students and professors feel comfortable around older people. And although nothing has been outright spoken, I think UCSB should educate students about agism, as it does sexism and racism.
- Anti - racist/ racially aware classroom environment are the top of my list for BIPOC. PLEASE INCLUDE AWARENESS for DISABLED STUDENTS. Disabled student should be a top priority for AS initiatives in addition to the above, for years to come. Disabled students must fight on top of identity and culture for basic rights and accommodations. Professor do not think twice about what non-able students, and what they go through. AS entities such as those brought forth and funded by AS and OSL do not support Disabled Students. FUTURE AS must fight for them and hold those accountable who deny them equal, fair and equitable opportunity.

- With the recent grant of 2.5 million to UCSB for being a Hispanic serving institution, I want to know where that money is going. I want to see improvements to El Centro not limited to building updates, technology integration, additional rooms/offices, and I want to see tangible support for first generation transfer students in housing, cohort building, and faculty mentorship.

**Technology-related costs/access**

- The school did not make getting a computer (or a computer that can hold the programs I need for my classes) accessible and I had to complete an entire quarter of online school from my phone. I also obviously had other financial needs that did not allow me to purchase a computer, and I used emergency grants for these. I could not then get additional help
- The Microsoft package that we can access with our school emails doesn't even cover the basics. No Word, Excel, PowerPoint, or OneNote. Excuse my language, but that's wack. We should have access to the basics, especially now more than ever due to online classes.
- There's so many online tools that students from other schools are given for free. UCSB students should have access to Adobe Premier and NOT JUST PEOPLE IN AS.
- expand renting capacity for iClickers

**Curriculum/transfer issues**

- I think the biology department needs to be addressed, it is one of the largest majors at UCSB if not the largest and the department seems to actively working against those who are in it. The entire process is exhausting and made needlessly difficult by academic policies instituted by the department, such as a 3-course series of 3rd/4th year biochem that is required for graduation is only offered one quarter per year; essentially they're putting a weed-you-out-of-the-major ABC-series at the very end of your experience, one failure as a senior and you have to wait for an entire year for the cycle to repeat, which many students simply cannot afford.
- If you are a transfer student that has completed almost all your major prerequisite (with the exemption of only UCSB courses) you should be accepted into the major with your acceptance into the school!!!! We already did our prerequisite at our community college, why do we need to keep fighting for a spot in the major with the 1st & 2nd year students?! Seems unfair and if more students were aware of how difficult it would be to enter your major after being accepted to UCSB, I am sure a lot would choose to go to another school that accepted them directly into their major from CC.
- As a UC to UC transfer, I had almost no assistance trying to figure out what courses transferred over. Even now, I am repeating multiple classes that I have already completed but admin refuses to acknowledge this.
- I think certain classes should have Trigger Warnings in the syllabus/course description. For example, Greek Mythology openly talks about rape and sexual assault, and as a survivor myself I was not mentally ready to read the details about these events. It 100% would have changed my decision to take this class if I had known rape would be discussed in detail.
- Our econ department is very strictly orthodox. "Infinite growth" and free markets have and will continue to decimate the well-being of people in the global south while also trashing our planet. We can do much, much better by at least covering SOME heterodox economic theory, production-focused econ vs market-focused econ, even just talking about the limitations of monetary valuation in our economies, looking more at ESG considerations, etc.

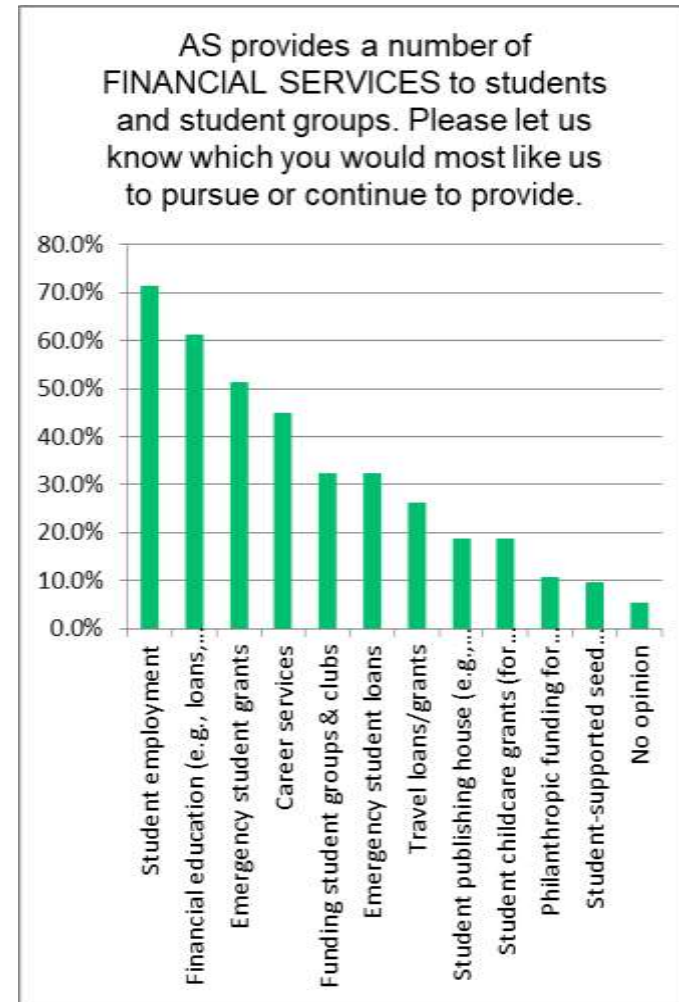
**Academic break length**

- Spring break or winter break should be longer due to rough fall qtr
- Needs another week of break.
- there should definitely be a better winter and spring break schedule. The fact we had a 2 week winter break in a pandemic was unacceptable.

## Financial Services—Undergrad Survey

### Comments (unedited):

- Financial education!! It is so needed
- alumni connections for jobs
- Work study is really helpful to a lot of students, unfortunately it seems as though it is a connections based game, where you have to know someone in order to get a job using work study, there should also be help for people who want to publish as undergrads, because for some that is what they want to do, and jumping through a lot of hoops can be hard or stressful.
- Yes! Anything that says "I support the students that attend here", that's what y'all need to continue pursuing. Happy students means happy campus. It shows the school cares, and we could all use someone like that in our lives.
- Personally I feel student employment is much more valuable than grants as they bring so much more value to the recipients than just financial security.
- I would really love to see the financial education, a lot of low income students like myself don't have a lot of knowledge or understanding on finances because most of the time my mom doesn't have time to sit down with me to explain those things, I learn from tiki's Tok, bc it's hard to understand the jargon of business gurus at times.
- I also think the campus would benefit from more technology focused financial loans. I can currently get a loan to buy a device but there isn't currently a way to help me repair my device.
- I would like to eliminate not knowing whether my clubs or activities are going to receive funding from one year to the next because just because we had funding one year it is unfortunately not guaranteed and this can affect planning and add to financial stress for club leaders.
- Please support or even pay cultural student organizations for the diversity, recruitment, retention, social support, and cultural education that they provide for students. They deserve to be compensated for their labor and shouldn't have to jump through hoops to get funding when they carry this school.
- I want AS to start a campaign to help some of our student organizations fund costly projects. Students can vote on which projects they value the most, which ones make them the most proud to be UCSB students, and funding can be distributed accordingly. The second part might not sound like a good idea, I'm just mostly concerned about the first part...





**Campus Improvements—Undergrad Survey**

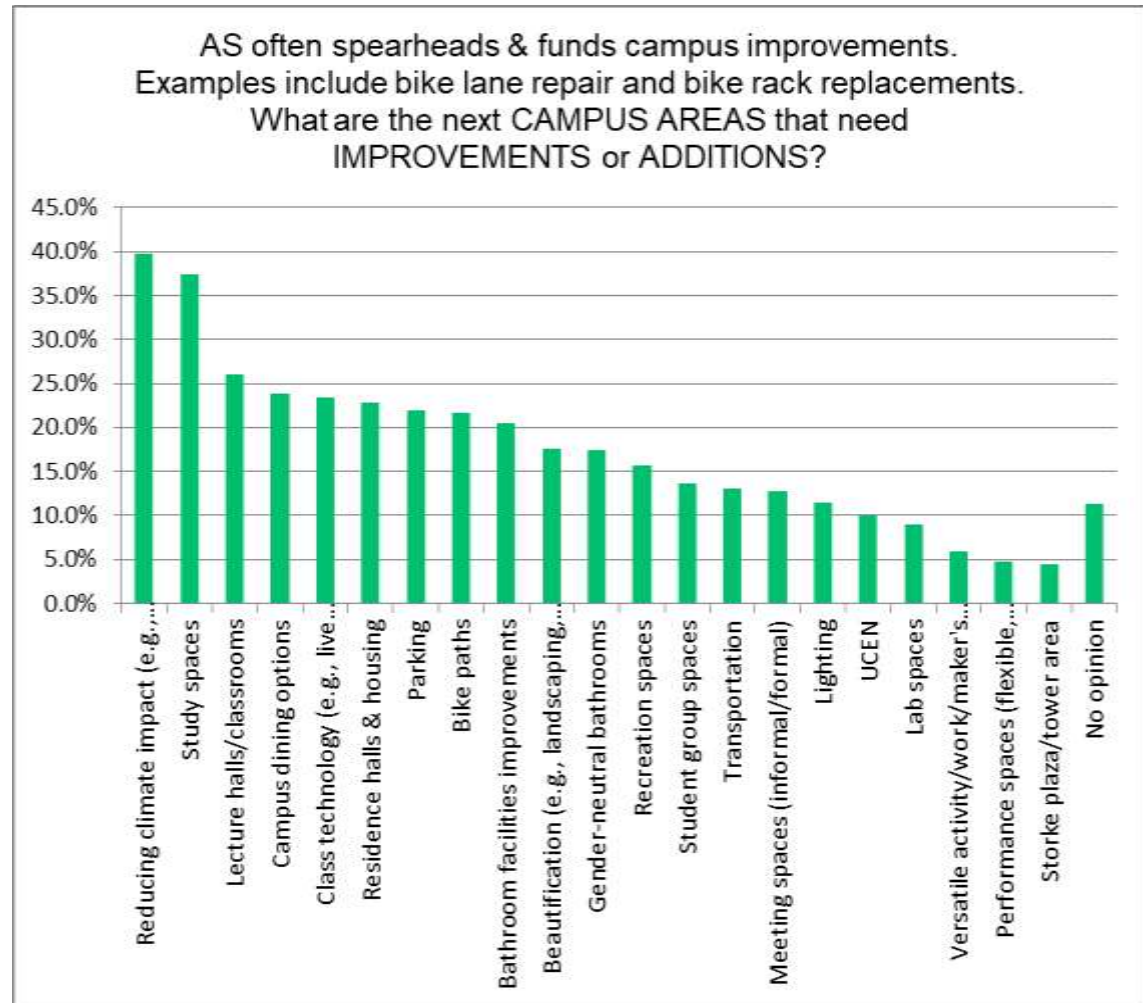
**Comments (individual comments, unedited for content, total edited to reduce repetition):**

**Reducing climate impact**

- I have walked on campus at night recently, and found that most of the lights are on in the residence halls, dining halls, library, and other buildings. While the light is helpful, it is wasteful while there are few people on campus.
- Additionally, the amount of water wasted from sprinklers seems really high. We definitely need grassy areas (chem lawn, area outside San Nic/San Mig) for recreation, events etc., but so much water flows onto the concrete and is wasted.
- Solar panels to cover parking areas & produce energy :)
- Complete adoption of a sustainable campus (xeriscape, reusable dining containers, clean energy, reduce light pollution, beach clean ups)

**Study spaces**

- I really appreciate and enjoy using the new outdoor spaces adjacent to the SRB. I think it would be really nice to have even more of them, possibly with more full-height tables and plugs, because they are super helpful for COVID-safe study areas and can also be used after COVID as well!
- More outdoor Shaded spaces for study (with outlets or tables for PCs)
- In terms of study spaces, the library gets pretty crowded, and some of the other areas are not as comfortable/warm.
- There's a lack of private (individual) study areas in my opinion, especially ones like the cubicles on the second floor behind the shelves of books.
- Study spaces: more walk-in lab/classroom availability during dead week/finals week
- We could use more study spaces scattered around the campus, that way students have a quiet place to study other than the library if they have to be somewhere else on campus.
- More computers in library for student use



- When people return, make sure there is plenty of space for social distancing and cleanliness in indoor/outdoor study spaces, dining halls, and residential areas along with HEPA filters.

#### **Lecture halls/classrooms**

- I would really like to have some left-handed desks, especially in Campbell hall.
- The music building is literally on the verge of collapse, the walls are peeled, parts of the balcony handles were smashed up and the building frame is sort of visible. Better drainage systems in the music department would be great because a lake that rivals the lagoon literally forms every time it rains in SB (you can literally put a floaty in it and float around) and stresses me out so badly each time because our instruments are stored in a locker room on the first floor of the building.
- this is very petty but every lecture hall that has handed desks should have left handed desks. i messaged some of the facilities people about getting L handed desks put into HFH but i know that there are plenty of other lecture halls that have no left handed desks. Campbell (which could have more) puts them on the left facing aisles and this could and should at least be reproduced in other lecture halls, frankly every classroom as well (this is less of a problem in classrooms, which usually have at least one left handed seat, or the standalone desks are less difficult to use for a left handed person).
- I genuinely feel like my tuition goes to improving the lives and quality of education of STEM majors/departments and has not in any way shape or form improved my own department (political science). My major courses (when in person) are held in dark and run down classrooms while there is a brand new engineering building being constructed that will never benefit my own education.
- Humanities buildings are much more dilapidated than STEM/engineering buildings. South Hall, Girvetz, North Hall, HSSB all could use an upgrade
- Another library! And a bigger Rec Cen! As the student population expands, UCSB needs to grow with it (and not just more lab spaces and office spaces). It seems like the only things that have been built lately have been for the benefit of professors/admin and not students!
- better teaching facilities for large classes so students don't have to sit on the floor
- Girvetz TA stalls, Girvetz in general.

#### **Campus dining options**

- The lunch in Ortega could be so crowded that I couldn't eat in time
- Would like to see options in dining halls that accommodate students w/ varying dietary needs. I'm vegetarian by choice but don't have any particular medical needs as far as food goes, but I've heard from someone with celiac, for example, that the truly gluten-free (as in no cross-contamination with gluten) food options are lacking, among other things like options for people with specific religious diets.
- Halal meat in the dining commons !
- Add a halal option for food!
- Kosher food on campus
- Pertaining to campus dining options, it would be more beneficial to the students if our meal plan also included non dining hall options. Like how other schools allow students to use a swipe at subway or Jamba Juice.
- This is silly but I want smoothies in the dining halls because I had trouble eating only the fruits and veggies provided

#### **Class technology**

- Improve camera qualities inside lecture halls so that those online will be able to perceive the info better.
- give our TAs a COLA, also expand renting capacity for iClickers

#### **Residence halls & housing**

- Please G-d can you do something about the ants in Manzi
- How room mates are chosen and if they are compatible with one another if one is randomly thrown in the dorm during the middle of the school year.

### **Parking**

- Parking is extremely expensive for students who live in university owned housing, and transportation and parking services' dismal reputation doesn't really help matters. Tickets are also sky-high for even minor infractions and puts students under largely needless financial strain. The fact that there is essentially no parking for the entire San Joaquin apartment complex, and what is there must be accessed by a quarter/half-mile hike down an unlit path is downright unsafe. The university needs to acknowledge that the reality of life is that the infrastructure of the west coast is set up for individualized transport, and saying "just take the bus" is simply not an adequate substitute for many students
- Creating a parking permit/ticketing system that is scaled to a reasonable level with student's financial need. Not everyone can afford super expensive permits or pay off tickets, and these costs disproportionately impact commuter students, non-traditional students, and transfers, who face other hardships related to their identities.

### **Bike/skate paths**

- Bike paths: repave bike path from Campbell Hall to Chem 1179, replace bike racks near physics building, more bike racks near library
- Harold Frank Hall's nearby bike path SUCKS. Please fix
- The bike paths are also horrible in some areas (roundabout leading from gym to campbell is too steep, the paths leading into IV) but will be more important as busses and carpools are more taboo.
- For the bike paths, please work on fixing the path behind chem lab buildings. I always needed to make sharp turns and the path is always bumpy.
- better integration of the major skateboard population, both throughout campus, and entering/exiting
- More skateboard paths

### **Other campus facilities improvements**

- Students spend a lot of time on campus, and eventually, they all have to use the bathroom. However, the restrooms on our campus are unappealing and can use further improvements (Buchanan, Kerr Hall, Humanities and Social Sciences, etc). The stalls are incredibly narrow and the light is very dim.
- please fix the women's bathroom in phelps
- More water fountains
- Barc office access made easier
- I would want the pond/pool with the fish and turtles and ducks in front of Storke tower to be better maintained, more regularly cleaned etc. During quarantine was pretty dirty/unhealthy for the fish until a friend of mine called UCSB to ask why it wasn't being maintained
- More accessibility on the trails around the lagoon, NCOS, and Coal Oil Point for differently-abled students
- The storke tower plaza is so bland! the landscaping is dying and it just looks sad. There needs to be some more greenery or something that isn't the color beige. If storke tower is going to be a big part of the school image, it should be one of the prettiest places on campus.

### **Beautification**

- More trash cans on campus!!! Why are there so few? :(
- Enforce the no smoking on campus rule better. Improve the area around building 434/the UCSB veterans center, it looked terrible the last time I saw it.

### **Recreation spaces**

- The pong near the tower, it is kind of dirty.
- The Rec Center is way too small for the size of our student body. Most students don't even use it, and it is constantly crowded. This discourages students who aren't already very involved in fitness from working out, which is unfortunate because I think the whole point of including the Rec Cen in tuition fees is so that the student body as a whole has the resources to stay active.

### **Student group spaces**

- Spaces are needed for cultural organizations to practice for their organizations. The police should not kick out organizations from Lot 22 because the UNIVERSITY does not have a space for our organizations to begin with.
- Many student cultural dance groups would be forced to practice in the Parking Lot 22 late at night, this needs to change!!
- spaces for organizations to practice/use for FREE instead of parking lots like Lot 22 where the police might kick you out, school doesnt do much for on-campus orgs unless they are frats/sororities/professional orgs yet they boast about all of their achievements its kinda sad

### **Transportation**

- There needs to be an alternative transportation option for short and long-term DSP students. For many getting on the bus or getting to and from the bus stops is incredibly difficult. I have seen injured athletes be picked up from Isla Vista in a golf cart and driven to campus, but never a regular student. There should be something similar for all disabled/ injured students.
- Patching the section of El Colegio Road between Stadium Road and Ocean Road
- The street by harder stadium and HSSB street needs to be fixed!! There are so many bumps

### **Lighting/Safety/Crime**

- THERE NEEDS TO BE MORE CONSISTENT LIGHTING ACROSS CAMPUS!! Why are the art majors and the engineering majors not collaborating on a functional and aesthetic lighting for our campus in order to help vulnerable students feel safe, and increase options for students with vision impairments, or mobility issues? UCSB research led to the invention of LED lights, yet the campus has not taken advantage of the in house talent and expertise to help it's own student body, staff, and any other personnel that walk through darkened areas of campus. It's completely feasible for a project like this to happen, since it would benefit the college as a both a beautification and functional asset, and give practical experience to students.
- There is also a lack of lighting around campus especially near the bus loop. The intensity is very low and kind of orange.
- There needs to be more lighting on and off-campus, along with the emergency poles with the blue lights.
- Something needs to be done about the bike thefts. Cameras at bike parking could help reduce theft.

### **Versatile activity/work/maker's spaces**

- Work/maker spaces available to all majors, not just engineering

**IV Issues & Improvements—Undergrad Survey**

**Comments (individual comments, unedited for content, total edited to reduce repetition):**

**Affordable housing**

- I would love to see apartments being reclaimed and made into co-op housing for IV residents.
- The formation of co-op housing as an alternative to renting from a landlord.

**Reducing climate impact**

- low-waste/compostable/recyclable (non-plastic) takeout containers, limiting plastic bags, straws, cutlery (basically reducing IV's plastic consumption).

**Public/off-campus safety**

- Holding Greek Life accountable for perpetuating sexual assault and rape culture in IV AND partying during the pandemic
- Figure out what to do with the party culture and COVID!!!! Safety is also an issue and we need a better outlet for the community to report people.
- The increase in homeless population in IV has led to an increase in syringes laying on the pavement. It is dangerous and disgusting.
- I would love for it to be more pedestrian-friendly around IV. I know that dealing with the lack of sidewalks that puts people in the street is a much larger issue, but it would go a long way. Lighting would also help a lot for me when I'm talking and biking at night in IV.
- Safety at parties i.e. nets and updated balconies. They feel very unsafe and kids are going to party regardless so Del Playa Houses specifically facing the ocean need another layer of support.

**Tenant/landlord dispute resolution**

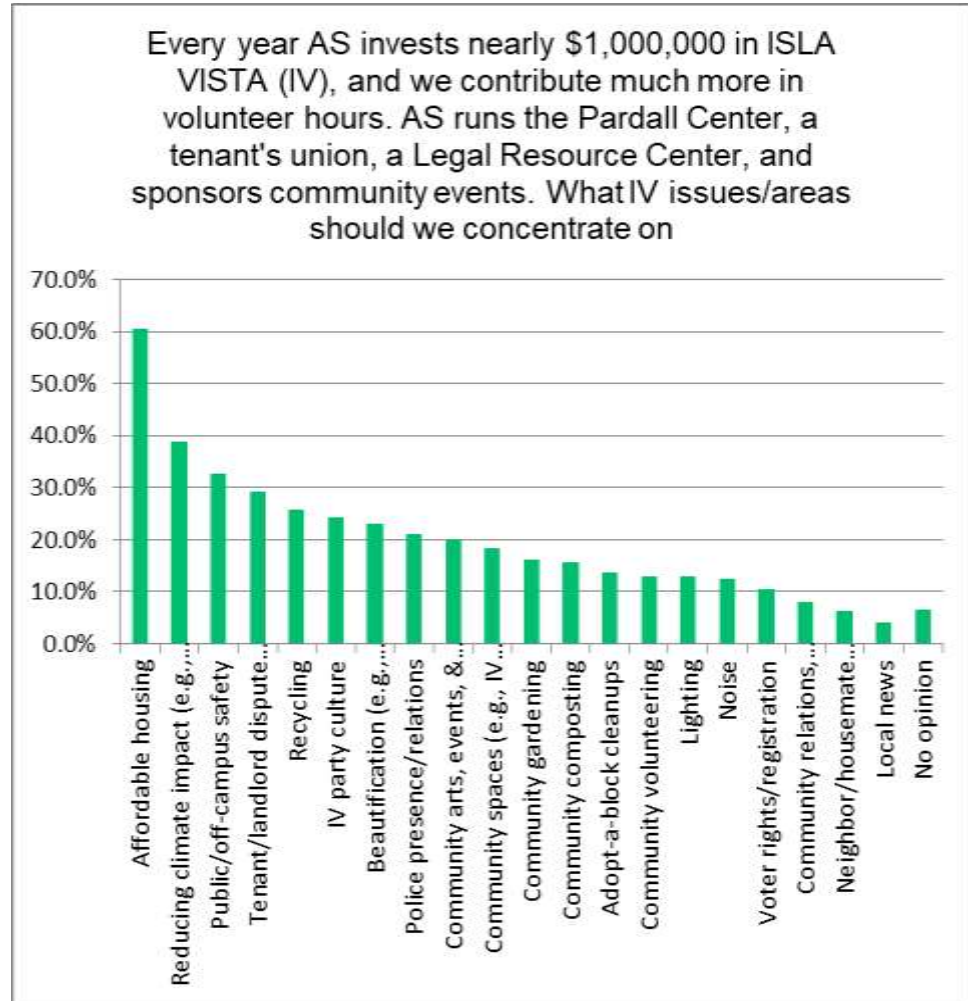
- IV landlords need to be put in check, they are charging students a fortune for subpar housing, routinely allow unsafe and unsanitary living conditions to persist, and nobody seems to be able to stop them. AS needs to take a real stand against them, what exactly that would look like would need to be figured out, but they need to be either regulated, broken up, or moved out of IV.

**Recycling**

- Information about composting and recycling could be increased because some people just don't know where to start.

**IV party culture**

- Holding Greek Life accountable for perpetuating sexual assault and rape culture in IV AND partying during the pandemic



**Police presence/relations**

- The fact that approximately once per quarter (be it Halloween, Deltopia, etc) the entire IV/UCSB area becomes a police state is excessive and a burden for those who live here. I have pictures of SB County Sheriff driving military-grade ARMORED PERSONNEL CARRIERS into IV for known party weekends. What they deem appropriate to respond to some kids having fun is what most would consider appropriate to start the third world war and as we have seen this past year: militarized police presence poses a significant threat to civilian safety even if civilians are acting completely within their rights.
- The foot patrol in IV also sucks, they literally would not do anything when I tried to tell them about someone trying to break into my apartment a year ago.
- The police are far too friendly with Greek Fraternities in IV. This has caused major issues for others during COVID and before COVID.
- IV is OVER policed. They do not wear masks and enter properties illegally. They are the most problematic entity in SB. Students in the BIPOC community are questioned and arrested more than their white counterparts. White Students and party goers are more likely to return home from a night of partying than non-white students. Let's acknowledge this and hold UCPD accountable.

**Community composting**

- Information about composting and recycling could be increased because some people just don't know where to start.
- would love a composting community center, I dk if y'all have it but I knew somebody who took a bucket home for compost, once filled, they would take it to the compost garden where they took her bucket and gave a new one, cycle continued.
- There should be green bins in IV. Composting needs to be a bigger thing and a green bin not only helps with this but we can also put gardening and plant waste in there as well.

**Noise**

- Please try to get rid of the weekend noise ordinance and extend the weekday noise ordinance.
- Get rid of twelve o'clock ordinance

**Study Center in IV**

- A study center in Isla Vista would be amazing. Somewhere that is open late and offers students a quiet place to study, equivalent of the library.

**Services, Events & Activities—Undergrad Survey**

**Comments (individual comments, unedited for content, total edited to reduce repetition):**

**Repair shop**

- I would like to see a permanent repair resource at UCSB. I think it's more important than ever that AS focus on addressing digital inequality on campus. I also think it's more than reasonable to offer a service like this soon and I want to see its services grow over the next 5-10 years to address more complex issues and have a wider reach. Maybe a service like this could serve as an umbrella to house other programs that address the digital inequality on campus. This would also be a great way to develop AS's tech offerings; right now AS tech isn't very strong/developed and I wouldn't consider AS a good resource when it comes to technical assistance both generally and for personal devices. If AS offered a service like this it could encompass tech repair, tech help, tech advice, a makerspace like space, etc.
- tech repair help

**Thrift shop**

- Student thrift shop would be amazing! I am the president of Isla Vista Trading Post and we have wanted a permanent space in IV/on campus to have a thrift store
- Not student thrift, but a free store instead.

**24-hour cafe**

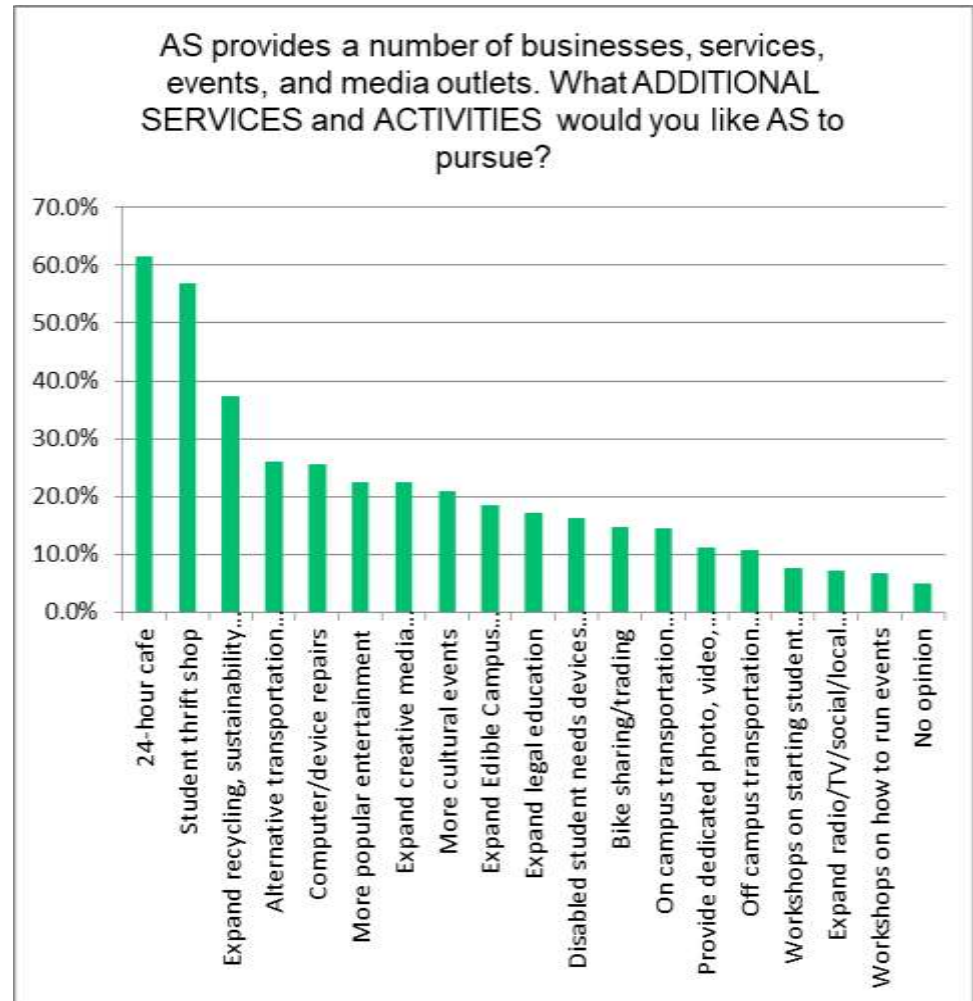
- A 24-hour cafe would be amazing! It could also be a safe space with transportation back to dorms/IV if needed.

**Expand recycling, sustainability services**

- Expand composting areas to Manzanita/San Rafael area and other areas around campus--I used to have to walk all the way to the UCEN just to compost a banana peel
- I think UCSB would benefit from AS pursuing a technology repair resource. Our community needs a resource where students are able to go in person and get their devices repaired, an online hotline that we could use to get advice and/or get help figuring out what's wrong with our devices. A service like this would also have positive environmental impacts since we can shift the culture away from replacing our devices and towards repairing them.

**Alternative transportation services to reduce car use (e.g., shuttles, bike rentals)**

- Affordable transportation to/from cities outside of Santa Barbra. ie. Santa Ynez, Buellton, Solvang, Lompoc, and Santa Maria



**Computer/device repairs**

- I think UCSB would benefit from AS pursuing a technology repair resource. Our community needs a resource where students are able to go in person and get their devices repaired, an online hotline that we could use to get advice and/or get help figuring out what's wrong with our devices. A service like this would also have positive environmental impacts since we can shift the culture away from replacing our devices and towards repairing them.

**More cultural events**

- Put events that are at the MCC outside and/or in Isla Vista.

**Expand legal education**

- Informing students on local elections and the electoral process

**Expand radio/TV/social/local media services, opportunities**

- Starting playing KCSB at all AS events so that more people listen

**Communication**

- Better way of communicating what is going on on campus and IV. Like local news, resources, and events. Too many wordy emails so I feel like I may be missing something useful.
- My experience at UCSB has been defined by the phrase "you don't know unless you ask," so I'd like to see more effort to make the student population/community aware of the programs that are available so that they can find the help they need. Even taking this quiz, I found programs that I did not know existed.
- consolidation of information on what services and resources are available. each organization, group, resource etc is kind of its own island of services at the moment and tracking them down can be hard

**Bookstore**

- A used bookstore (not just textbooks, but all kinds!)

**Farmer's market**

- I think a campus farmers market or flee market could be really cool, student artists and small businesses could come and set up little areas in the arbor or near the SRB on the weekends or even during the week, since the pandemic started we have seen an increase in small businesses especially using social media, so let's help those people who are using it as a way of survival, or just as a way to meet people be successful.

**Football**

- UCSB is missing an American football team

The Strategic Vision Committee also asked questions about existing AS Services, Events & Activities. Responses are summarized on the next two pages.

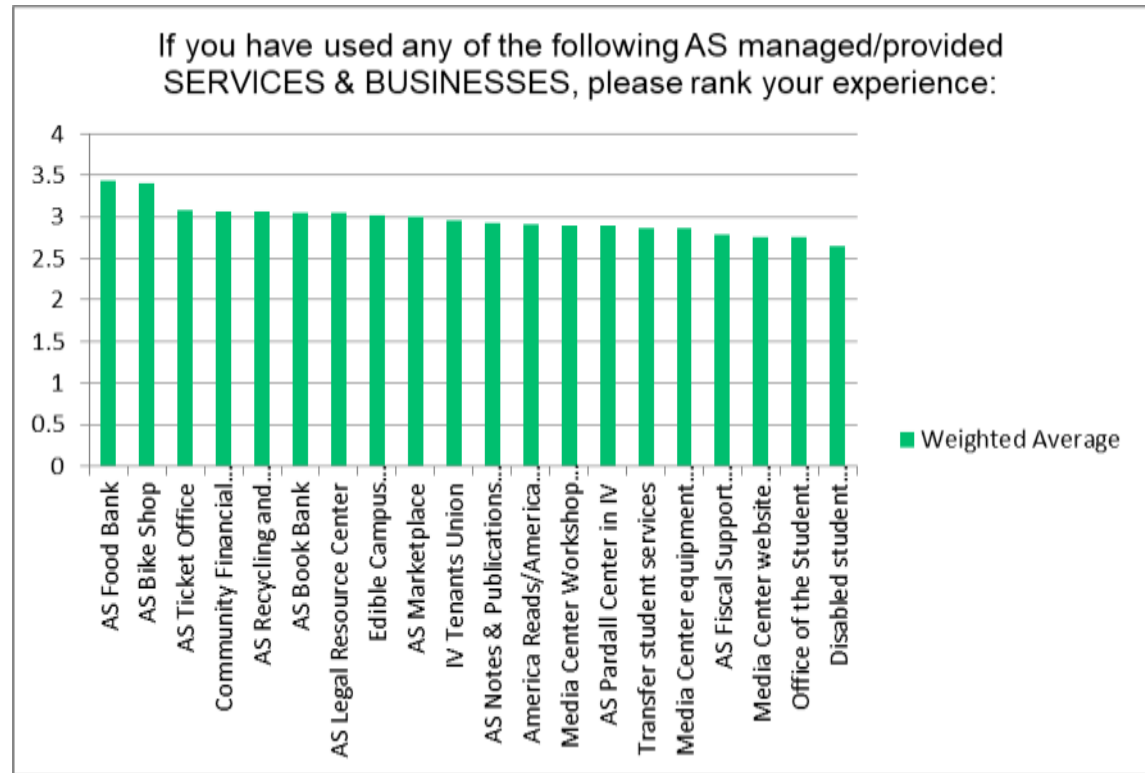


**Existing AS Services & Activities—  
Undergrad Survey**

Many have not had a chance to use AS SERVICES due to remote learning, but those who had ranked AS services as follows:

**Comments (unedited):**

- I did not realize a lot of these resources were available x many
- AS Recycling is does amazing work! We need the same system out in Isla Vista.
- Bike shop slaps
- If y'all could put out some sunbrellas in front of the bike shop, that'd be really nice for when there's a line and it's hot out.
- More staff at the ticket office near beginning of quarters
- I wish the Food Bank would offer better quality food
- The student farm isn't accessible for the majority of students.
- I think it would be amazing if AS could offer a technology repair service; it would be extremely convenient to be able to get assistance when I need it. I think the pandemic has made me realize how many technical issues I have to deal with every day and I feel like I'm wasting more time than I should sorting them out. I wish AS offered a reliable resource that I could turn to for help with tech questions and that I could use to repair my devices. I know that many students feel the same way and AS would be able to better assist its students by offering a service like this.
- Been on the composting waiting list for like 9 months so we had to stop composting because we couldnt do anything with it.
- Also, the legal resource center is great but last time I was there someone who was not licensed provided me with legal advice and 1. did not tell me he was not a licensed attorney and 2. thats actually illegal and could get you guys in alot of trouble..
- Book Bank needs to be updated. I have tried to rent out books (online due to covid) and said I will get an email back and never did. I feel like after week 1, it's hard to get in contact with them. Last year, they did respond (although the book catalog was unavailable to the students and that was the only way to get books?)

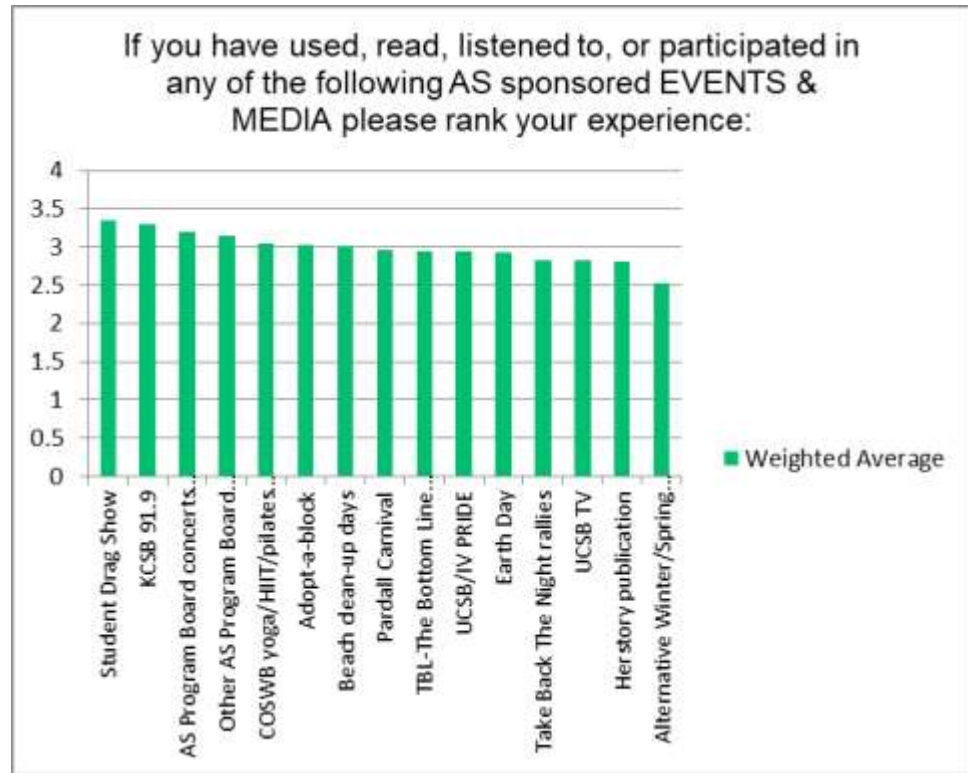


**Existing AS Events & Media—Undergrad Survey**

Many have not had a chance to use AS EVENTS and MEDIA due to remote learning, but those who had ranked AS them as follows:

**Comments (unedited):**

- These events need more advertisements. I would definitely be interested in participating in these but have not heard of them.
- UCSBTV is great the way it is
- Neither me nor my roommates have heard of UCSB TV! I would love to know more about what that is!
- More promotion of these unknown or niche events would be useful
- IV Arts should be included. Their events are great.
- KCSB has been amazing at providing info during COVID
- kcsb talks about COVID a lot, I don't really want to be reminded of it all the time.
- KCSB sends too many emails.
- KCSB needs better newspeople
- KCSB has no diversity
- please may the radio station have some money for a new couch oh benevolent overlords
- I would like if more people can participate in the alternative Winter/Spring breaks
- I'm not even sure what an Alternative Winter break is x2
- Make alternative winter/spring breaks more accessible to people
- The student selection criteria and process for alternative breaks needs to be more public.
- I love the concept of alternative breaks but I have never had a chance to try. Moreover, I don't think many know about them.
- Very interested in UCSB/IV PRIDE and drag shows :)
- Loved having John Mulaney on Zoom!
- I had no idea we had IV Pride and am very sad I didn't get to experience this. Maybe promote this a little more.
- I would like to see more focus on better education and less on all the other stuff.



**Advocacy Beyond UCSB and IV—Undergrad Survey**

**Comments (individual comments, unedited for content, total edited to reduce repetition):**

**Racial justice/equity**

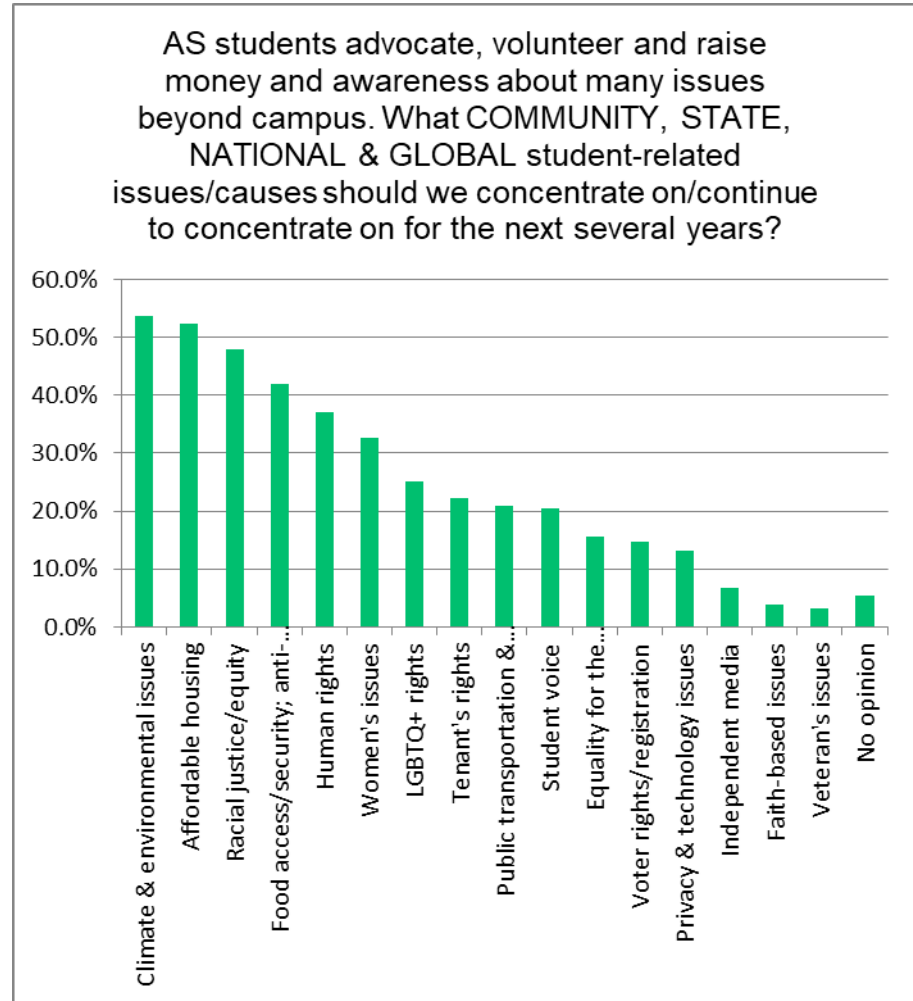
- There’s been a significant rise in Asian-American hate crimes especially among elderly Asian Americans, but I don’t see anyone at UCSB acknowledging it.

**Faith-based issues**

- Religious support for... well, non-Christians, would be nice.

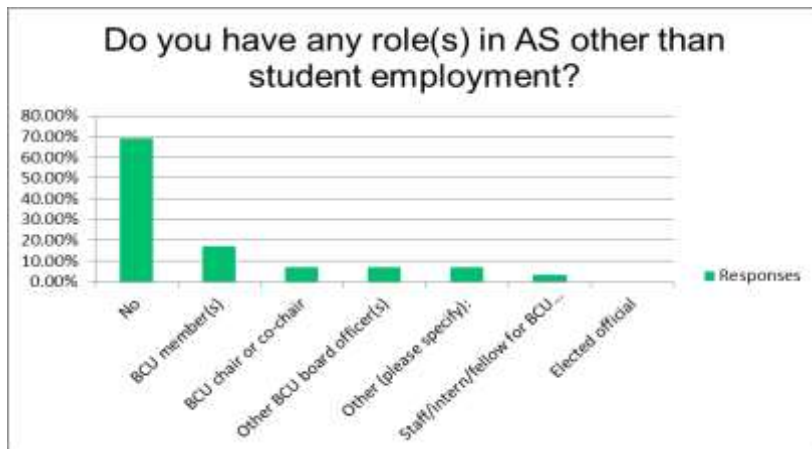
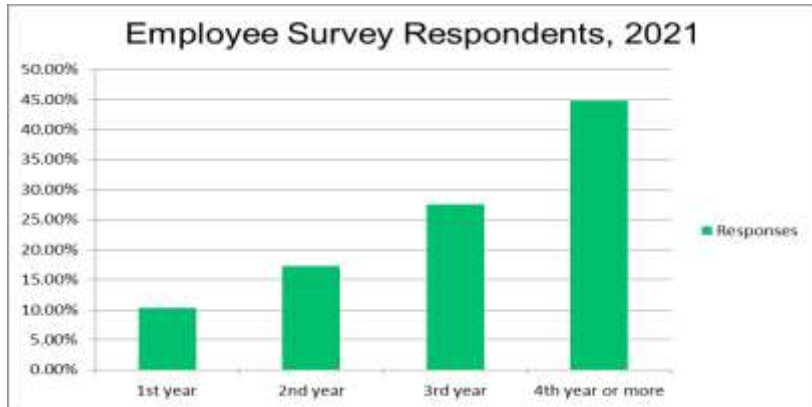
**Other**

- I believe that the fight for racial equity, LGBTQ+ rights, women's rights, and human rights are very important, but I don't think that ASUCSB is a very effective organization in fighting for these global and national issues. For that reason, I think that AS should focus more energy on local issues in ways that have a material impact: working to expand affordable housing, reduce food insecurity, and increase voter registration.
- all of these! immigrant advocacy as well. also advocating for indigenous land rights, particularly re: San Marcos Foothills and the telescope on Mauna Kea
- Increasing educational opportunities for international or undocumented students.
- Student loan forgiveness, free public college
- Providing education on how to be healthier is often forgotten and needs to be addressed in this country.
- End US wars abroad. BDS. Let AS votes be anonymous if they won't stand up for the rights of Palestinians in the public eye. In addition, we need more intercampus AS collaboration. More than just one rep at UCSA. The whole UC student body can be working together to make our university less extractive and exploitative. Lastly, COLA should be on this list, and not just for grad students. Many service workers at UCSB have to drive/bus all the way from Oxnard and Ventura because cost of living is so high here.
- One thing that I want to see improved at UCSB 5 to 10 years from now is undocumented and immigrant promotion of resources. Acknowledgment of hard work and dedication at UCSB, overall an appreciation of contributions from undocumented and immigrant communities.

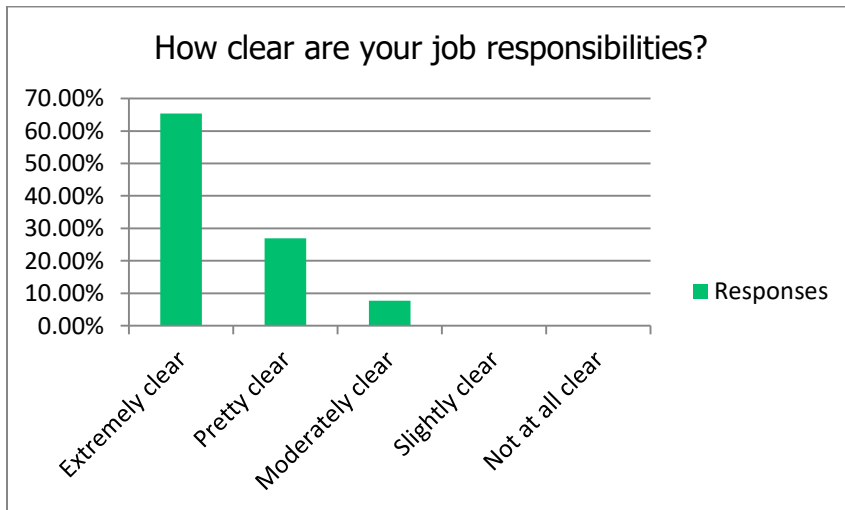
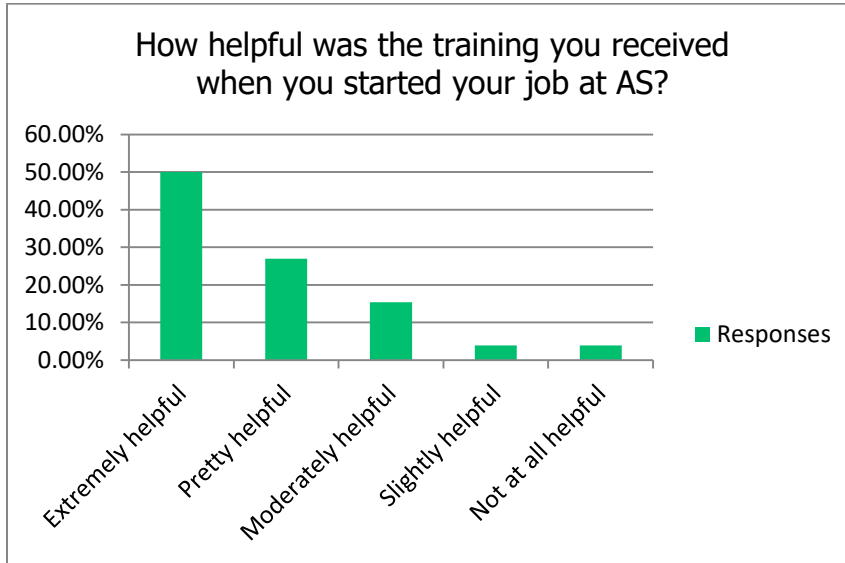


## Appendix E: AS Student Employee Survey, Spring 2021

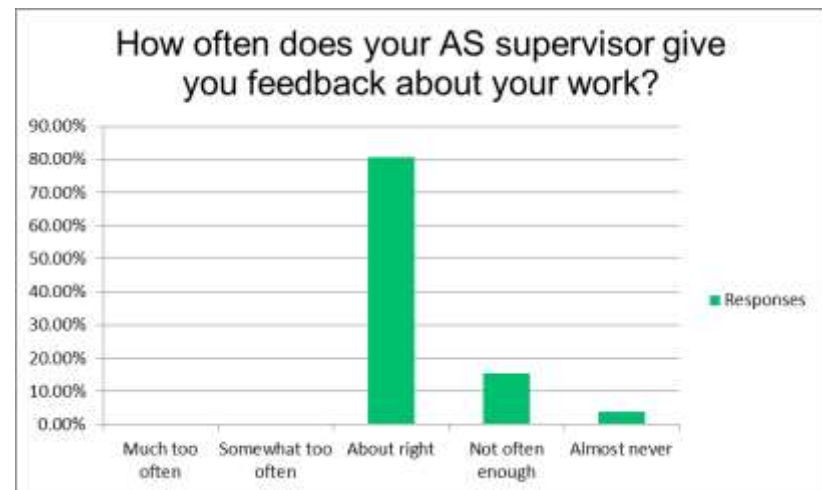
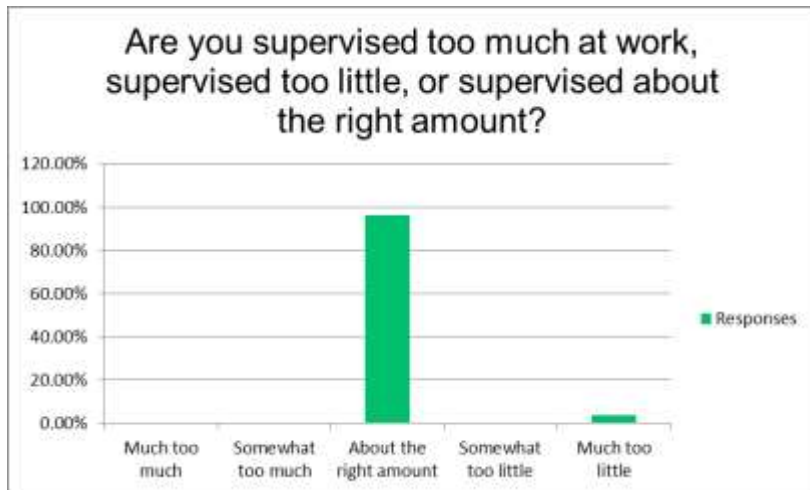
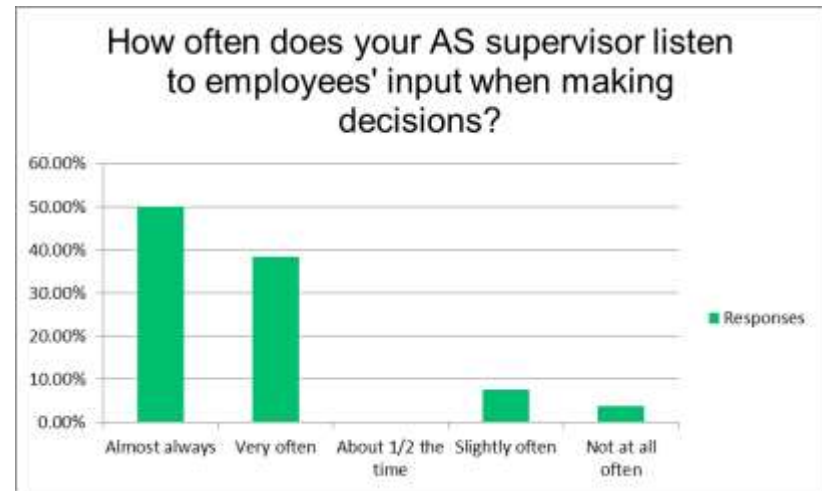
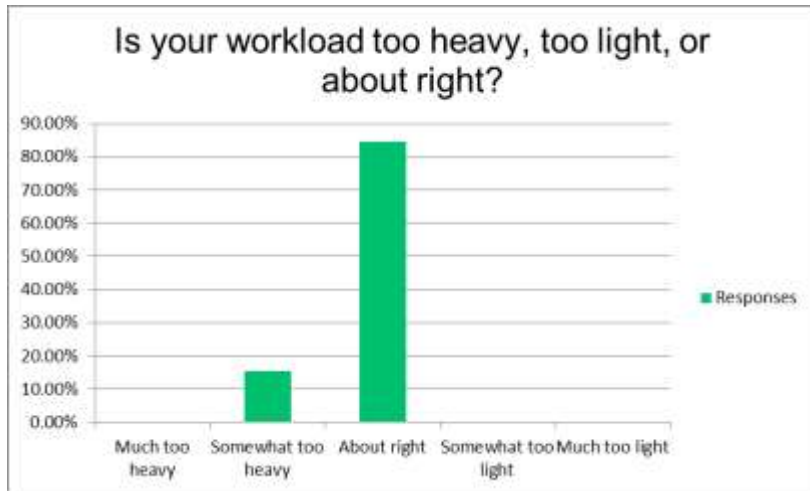
The Strategic Vision Committee surveyed current and former student employees to gauge job satisfaction and effectiveness of training and outreach. Twenty-nine people responded and 26 employees answered all 18 questions; 100% of respondents were from the College of Letters and Science.

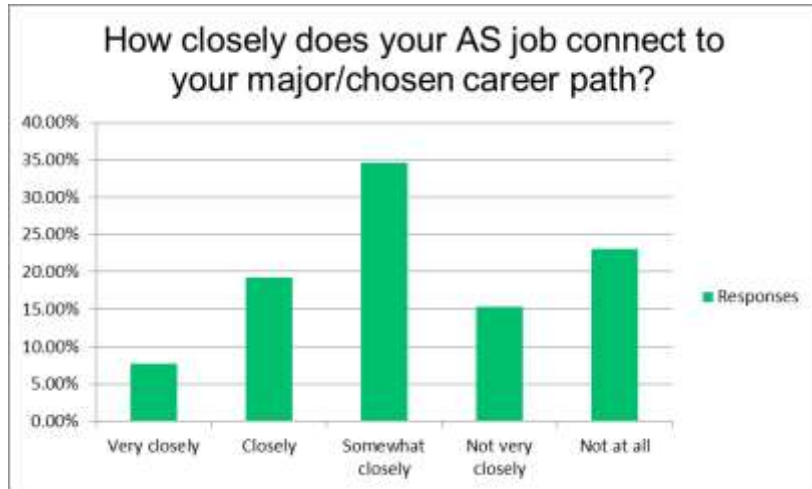


AS Employee Survey-2021		
Please tell us what AS group(s) you work/worked for:		
Answer Choices	Responses	
America Reads/Counts	3%	1
AS Admin	24%	7
AS Annex	3%	1
AS Bike Shop	3%	1
AS Environmental Affairs Board (EAB)	3%	1
AS Food Bank	3%	1
AS Main	14%	4
AS Office of the President	3%	1
AS Publications	0%	0
AS Recycling Center	3%	1
AS SCORE	3%	1
AS Ticket Office/Cashiers	10%	3
Coastal Fund	3%	1
Department of Public Worms	0%	0
KCSB Radio	7%	2
Media Services/Creative Media Unit	3%	1
Pardall Center	7%	2
Program Board (ASPB)	14%	4
The Bottom Line	0%	0
Decline to state	21%	6
<b>Answered</b>		<b>29</b>



AS Employee Survey-2021		
How did you first learn about your job at AS?		
Answer Choices	Responses	
Through Handshake	69%	18
From friends	27%	7
From an AS/BCU social media post	15%	4
Through involvement in AS	12%	3
From KCSB	8%	2
From an advisor/staff/professor	4%	1
From an AS/BCU website	4%	1
From Gaucholink	4%	1
From a UCSB Employee	4%	1
From a recruiting email	4%	1
From a TBL ad	0%	0
From a Nexus ad	0%	0
From signs/posters	0%	0
From an OSL/SEAL contact	0%	0
Other (specify below)	4%	1
If other, please specify:		1
<b>Answered</b>		<b>26</b>





**AS Employee Survey-2021**  
**If you have served on a search committee for professional staff, please rate your experience below:**

Answer Choices	Responses	
Very positive	21%	5
Somewhat positive	0%	0
Neither positive nor negative	13%	3
Somewhat negative	0%	0
Very negative	0%	0
Not applicable	67%	16
	<b>Answered</b>	<b>24</b>

**AS Employee Survey-2021**  
**AS, like any organization, can make improvements. Please tell us the degree to which each of the following needs improvement, and let us know if you have ideas about changes/improvements:**

	Needs a lot of improvement	Needs a little improvement	Does not need improvement	No opinion
Hiring processes	4%	31%	38%	27%
How we communicate with one another	12%	54%	15%	19%
Professional growth opportunities	12%	54%	19%	15%
Workplace safety	12%	8%	58%	23%
How we run programs/services/processes you work with (please specify which below)	8%	27%	31%	35%
			<b>Answered</b>	<b>26</b>

**Please share your ideas about how to improve areas that need improvement:**

- As a student employee at AS Admin and Main, I felt disconnected from my other co-workers. This was an issue because I was unsure what tasks/issues needed to be prioritized or changed. I would like more communication with my co-workers and supervisors. I would have also appreciated an orientation that went over the expectations and responsibilities expected of me. I felt like I had minimal training and had to quickly adapt and learn on my own.

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- During busy hours, it is very helpful to have two student employees in AS Admin and the Annex. It becomes very overwhelming to deal with the long lines!
- I know the KCSB building has had a lot of issues in the past few years, between needing new ceilings and having some issue with the ventilation/sewage? When we were in person, I recall having a bucket in my office to catch stuff dripping from the ceiling.

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- Hiring could be more centralized. Some A.S. Jobs I had previously applied for never notified me on their receipt.

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- Pay us on time! My stipend has been late nearly every quarter!
- I feel like AS is just a mess a lot of the time and people don't get the hang of it until their terms are almost over. it is a very cutthroat environment rather than a collaborative one.

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- -have more unity within AS
  
- need a better hiring orientation as to showing how AS works/what it is (ex. what is legal code, why things are done the way they are, etc.), i still am unclear as to how processes works

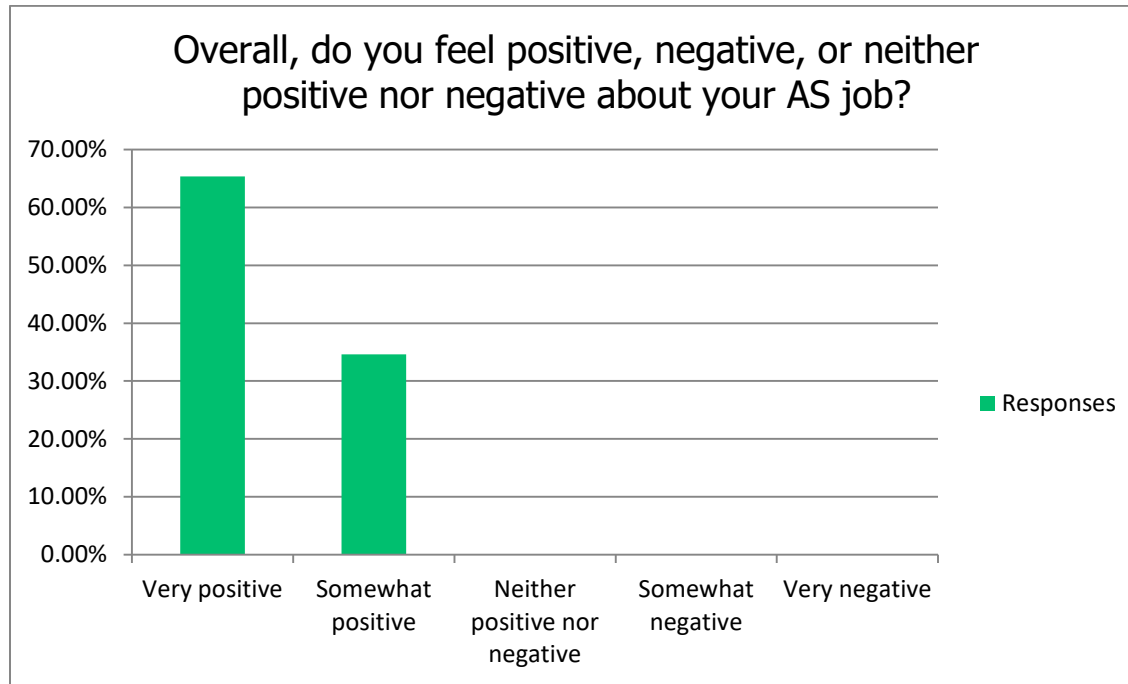
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- Communication is the biggest thing that needed to be fixed on especially during a virtual work year. Sometimes it would take days even more than a week to receive an approval or even to get a word in on the status of payments. Particularly the pressure that was put on ASPB by the university admin to produce events to incentivize to keep students inside but not helping alleviate some of the stressors of that process, not to mention the amount of work that goes in and submitting quarter reports on time to be payed a month later.

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- I feel there is a disconnect as students do not understand how the check cutting process works. It leads to a lot of frustration on both ends and I know Finance and Business does their best to stress this to students, but too often exceptions are made for checks to be cut ASAP. I understand that there are emergencies but because students know there is this crutch, I sometimes feel that they use this to their advantage if they were late turning in their materials and getting receipts. Of course, I am a former employee so this issue may not be as prevalent anymore.





- Would student employees be getting an email regarding our return to work? I've been home since quarantine started and am unsure if I still have my job position once UCSB opens back up in Fall. I would love an update!
- I honestly loved working in AS. The staff are wonderful and it's the perfect part-time college job. I would always recommend my friends to apply!
- I love KCSB! Best job I've ever had and makes me feel like I can really succeed in the career path I want to get into <3
- I actually no longer work for AS Recycling as I am currently not living in Santa Barbara, but I really enjoyed my time working there, and might reapply whenever I move back! I don't have any complaints besides that fact that we did not wear masks during our routes, and I think that I got sick several times because of that. However, I haven't worked there in a while, and I assume that they do wear masks during routes now.
- I am a recent graduate and I absolutely love the community of A.S., it was a big part of my college experience filled with great people lots of challenges and even more personal and professional growth!

## Appendix F: AS Entities Survey & Google Sheets Results, Spring 2021

The Strategic Vision Committee took the analysis from the earlier [AS participant, professional staff](#), and [undergrad surveys](#) and created a [survey and Google Sheet for AS entities](#) to prepare together with their entity members and staff advisor.

### Which entities participated?

#### 44 AS Entities Participated in the Entities Survey, Google Sheet, and/or Focus Groups

America Reads/Counts  
 AS Bike Shop  
 AS Book Bank  
 AS Food Bank  
 AS Pardall Center Governance Board  
 AS Recycling Center/Committee  
 AS Ticket Office/Cashiers  
 Black Womyn’s Health Collaborative (BWHC)  
 Coastal Fund  
 Commission on Disability Equality (CODE)  
 Commission on Marginalized Genders (WomComm)  
 Commission on Student Well-Being (COSWB)  
 Committee on Committees  
 Community Affairs Board (CAB)  
 Community Financial Fund (CFF)  
 Community Volunteer Foundation (CoVo)  
 Creative Media Unit  
 Department of Public Worms (WORMS)  
 Elections Board  
 Environmental Affairs Board (EAB)  
 Environmental Justice Alliance (EJA)  
 Global Gaucho Commission  
 Human Rights Board (HRB)

Investments Advisory Committee (ASIAC)  
 Isla Vista Community Relations Committee (IVCRC)  
 Isla Vista Tenants Union (IVTU)  
 Judicial Council  
 KCSB Radio  
 Living History Project  
 Lobby Corps  
 Office of the External VP, Local Affairs  
 Office of the External VP, Statewide Affairs  
 Office of the Internal VP  
 Office of the President  
 Office of the Student Advocate General  
 Program Board (ASPB)  
 Public & Mental Health Commission  
 Public Safety Commission (COPS)  
 Senate  
 Student Commission on Racial Equality (SCORE)  
 Student Initiated Recruitment & Retention Committee (SIRRC)  
 The Bottom Line  
 Trans & Queer Commission (TQ Comm)  
 Transfer Student Alliance  
 Zero Waste Committee

#### Only a handful were unable to participate

AS Publications  
 Bike Committee (ASBC)  
 Finance & Business Committee (ASFB)  
 IV Arts Board  
 Students Against Sexual Assault (SASA)  
 Take Back the Night (TBTN)  
 UCSB TV

### AS Entities Survey

The survey asked for input regarding longer-term projects over a number of categories, and the Google Sheet offered space for entities to elaborate on those projects.

For several topics, the Strategic Vision Committee asked AS entities to select those that their entity currently supports or would be willing to support/improve/expand through their projects/programs. The tables below show the percent of AS entities responding that they do/would support/improve/expand the service/topic listed. Entity responses are reported in descending order (i.e., the service(s)/topic(s) AS entities most support are listed first:

**STUDENT HEALTH & WELL-BEING SUPPORT & ENRICHMENT:**

Answer Choices	Responses	
Community building/social events	75%	30
Marginalized student populations services/activities/access	75%	30
Other student well-being support & enrichment	65%	26
Mental health services/activities/access	63%	25
Basic needs (e.g., toilet paper, toothpaste, soap, tampons) access	63%	25
Food/nutrition/cooking services/activities/access	58%	23
Public safety services/activities/access	48%	19
Housing/utilities support/access	45%	18
Physical health services/activities/access	33%	13
Time management skills classes	20%	8
	<b>Answered</b>	<b>40</b>
	<b>Skipped</b>	<b>8</b>

**ACADEMIC SERVICES & SUPPORT:**

Answer Choices	Responses	
Anti-racist/racially aware classroom environments	72%	18
Diversity among professors/TAs/student body	68%	17
Other academic services & support	60%	15
Tuition & fees	52%	13
Class materials costs	48%	12
Professor/TA quality	44%	11
Class availability	40%	10
Academic advising	32%	8
GOLD, Gauchospace, BARC improvements	32%	8
	<b>Answered</b>	<b>25</b>
	<b>Skipped</b>	<b>23</b>

**FINANCIAL SERVICES & SUPPORT:**

Answer Choices	Responses	
Student employment	59%	23
Emergency student grants	51%	20
Funding student groups & clubs	51%	20
Other financial services & support	38%	15
Career services	33%	13
Financial education (e.g., loans, debt, building credit)	31%	12
Emergency student loans	31%	12
Travel loans/grants	26%	10
	<b>Answered</b>	<b>39</b>
	<b>Skipped</b>	<b>9</b>

**COMMUNITY, STATE, NATIONAL & GLOBAL ISSUES/CAUSES (Beyond Campus & IV):**

Answer Choices	Responses	
Racial justice/equity	78%	25
Food access/security; anti-hunger	78%	25
Human rights	72%	23
LGBTQ+ rights	72%	23
Women's issues	66%	21
Climate & environmental issues	56%	18
Other beyond campus/IV issues	47%	15
Affordable housing	44%	14
Tenant's rights	44%	14
	<b>Answered</b>	<b>32</b>
	<b>Skipped</b>	<b>16</b>

**CAMPUS and IV IMPROVEMENTS:**

Answer Choices	Responses	
Affordable housing	49%	18
Reducing climate impact (e.g., permaculture, passive solar energy, xeriscape)	49%	18
Other campus and IV improvements	49%	18
Public safety	46%	17
Recycling	46%	17
Study spaces	41%	15
Beautification (e.g., landscaping, outdoor seating, lighting)	32%	12
Tenant/landlord dispute resolution	30%	11
	<b>Answered</b>	<b>37</b>
	<b>Skipped</b>	<b>11</b>

**ADDITIONAL BUSINESS SERVICES:**

Answer Choices	Responses	
Student thrift shop/exchange	52%	12
Disabled student needs devices closet (e.g., knee scooters, crutches, tech needs)	48%	11
Alternative transportation services to reduce car use (e.g., shuttles, bike rentals)	35%	8
Computer lessons/advice/device repairs	30%	7
Other new service ideas? Please briefly list:	30%	7
Financial classes (budgeting, taxes, building credit)	22%	5
Time management classes	22%	5
	<b>Answered</b>	<b>23</b>
	<b>Skipped</b>	<b>25</b>

**AS Entities Google Sheets**

Entities then filled out Google Sheets detailing a number of aspects of their current and potential projects. Entities were instructed to:

**Please read carefully! Instructions:** Please navigate to each of the eight issues, one per sheet (sheets are at the bottom of the browser). For each applicable issue, please tell us about any longer-term (multi-year) projects/project ideas that your AS entity has that supports the issue. Use the dropdown menus by pressing the arrow to answer the questions. Please be careful! Do not accidentally delete or edit other group's answers. If you have any questions, feel free to reach out to vision2025@as.ucsb.edu.

ISSUE 1: STUDENT HEALTH AND WELL-BEING SUPPORT AND ENRICHMENT								
Entity Name	Current or future projects that support <u>STUDENT HEALTH AND WELL-BEING SUPPORT AND ENRICHMENT</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?	How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?	
IVTU	Caseworking Services/General Projects		yes	no		100% within AS control	yes	
AS Bicycle Shop	Through a maintained bicycle, a student is able to access low-cost transportation needs.	Basic needs (e.g.toilet paper/toothpaste/soap/tampons) access	yes	yes	The shop is committed to keeping transportation related costs low	100% within AS control	no	
Basic Needs Committee	Clothing Drive, Hygiene and Detergent Products Drive	Basic needs (e.g.toilet paper/toothpaste/soap/tampons) access	no	yes	AS Food Bank, other Basic Needs entities	Mostly within AS control and requires collaboration from a likely supporter	yes	
CAB	Care packages for students in collaboration with other AS orgs	Basic needs (e.g.toilet paper/toothpaste/soap/tampons) access	yes	yes	ZWC, CMG, COSWB	Mostly within AS control and requires collaboration from a likely supporter	yes	
IVTU	Gaicho Food Program	Basic needs (e.g.toilet paper/toothpaste/soap/tampons) access	yes	no		Mostly within AS control and requires collaboration from a likely supporter	yes	Using IVTU credit at the IV Food Cooperative

**ISSUE 1: STUDENT HEALTH AND WELL-BEING SUPPORT AND ENRICHMENT**

Entity Name	Current or future projects that support <u>STUDENT HEALTH AND WELL-BEING SUPPORT AND ENRICHMENT</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?	How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?	
Pardall Center	women's center wellness vending machine	Basic needs (e.g.toilet paper/toothpaste/soap/tampons) access	no	not sure	Mostly within AS control and requires collaboration from a likely supporter	no	this project is in partnership with the campus women's center	
SIRRC	have our space offer resources to meet students basic needs (such as menstrual products, snacks, toiletries)	Basic needs (e.g.toilet paper/toothpaste/soap/tampons) access	no	yes	100% within AS control	no	This should also just be something available throughout campus but we would like to start with our space	
	Concerts, events, films, storke shows, poetry workshops	Community building/social events	yes	no	100% within AS control	yes		
AS Bicycle Shop	The bicycle shop hosts and partners with on / off campus entities to orgainze events around alternative transportation, equity and sustainabilty	Community building/social events	yes	yes	The shop is ready and able to parter with interested entities	100% within AS control	no	
BWHC	Astrology Session	Community building/social events	yes	no	100% within AS control	yes		
CAB	General meetings and giveaways/socials	Community building/social events	yes	yes	any entity relevant to service	100% within AS control	yes	
kcsb	General Operations/Mission Statement based on uplifting marginalized voices/creating spaces for creativity	Community building/social events	yes	yes	We try to collaborate with ppl for recruitment for our training programs that take place quarterly, would love to improve upon this collaboration as it'd help us more truly serve our mission statement by expanding our group	Outside of AS control	yes	w'd love to get in contact w/ some group entities that'd be interested in getting a radio show/segment going! It'd be sick to have some AS entities programming on KCSB airwaves ! Or blogging on our website :^)

**ISSUE 1: STUDENT HEALTH AND WELL-BEING SUPPORT AND ENRICHMENT**

Entity Name	Current or future projects that support <u>STUDENT HEALTH AND WELL-BEING SUPPORT AND ENRICHMENT</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?	How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?	
				of trainees				
Pardall Center	community space for events	Community building/social events	yes	yes	all entities/orgs interested!	100% within AS control	yes	we would love to host events at the PC with other orgs!
TQCOMM	QT Related Communal Events i.e Pride Week, workshops, and other social events	Community building/social events	yes	yes		100% within AS control	no	
	Like So Like That with Tabitha Brown, Cooking with Antoni Porowski, Bagel Day	Food/nutrition/cooking services/activities/access	no	no		100% within AS control	yes	
AS Food Bank	Seed Bank	Food/nutrition/cooking services/activities/access	yes	yes	Already working with DPW and would be interested in working with Dept. Environmental Studies	100% within AS control	yes	
AS Food Bank	Family and Baby Resources	Food/nutrition/cooking services/activities/access	yes	yes	Housing Dept, Family Residences, or Child care center.	Mostly within AS control and requires collaboration from a likely supporter	yes	Currently grant funded through Basic Needs Center
AS Food Bank	Swipe Out Hunger	Food/nutrition/cooking services/activities/access	yes	no		Mostly within AS control and requires collaboration from a likely supporter	yes	
ASOP	Community fridge	Food/nutrition/cooking services/activities/access	yes	yes	food bank, pardall	Mostly within AS control and requires collaboration from a likely supporter	yes	installing a community fridge in isla vista

**ISSUE 1: STUDENT HEALTH AND WELL-BEING SUPPORT AND ENRICHMENT**

Entity Name	Current or future projects that support <u>STUDENT HEALTH AND WELL-BEING SUPPORT AND ENRICHMENT</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?	How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?	
ASOP	Hot meal vending machine	Food/nutrition/cooking services/activities/access	yes	no		Mostly within AS control and requires collaboration from a likely supporter	yes	
DPW	ECP Student Farm grows fresh, organic produce to be given to students	Food/nutrition/cooking services/activities/access	yes	yes	Already collab w/ on-campus food pantries and would like to continue that relationship	100% within AS control	yes	
EAB	Green Chef Cooking Event	Food/nutrition/cooking services/activities/access	yes	no		100% within AS control	yes	
IVTU	COVID-19 Emergency Grants	Food/nutrition/cooking services/activities/access	yes	yes	EVPLA, Senate, IVCRC, PSC, COSWB	100% within AS control	yes	
	EVPLA	Housing/utilities support/access	yes	yes	IVTU	Mostly within AS control and requires collaboration from a likely supporter	yes	we are working on a report on the presence of mold in IV homes
	Dia de Los Muertos, Cultural Events and Speakers	Marginalized student populations services/activities/access	yes	yes	collaboration with other groups on shared-cultural experiences would be fun	100% within AS control	yes	
America Reads	Work Study Employment	Marginalized student populations services/activities/access	yes	no		Mostly within AS control and requires collaboration from a likely supporter	yes	Currently sponsoring a Monarch Opportunity Internship
AS SCORE	GauchosTalks	Marginalized student populations services/activities/access	yes	yes	any entity with interests in marginalized communities	100% within AS control	yes	
Commission on Disability	Student run group discussions and one on	Marginalized student populations services/activities/access	yes	yes	AS Queer and Trans Commission, Safety,	Mostly within AS control	no	



**ISSUE 1: STUDENT HEALTH AND WELL-BEING SUPPORT AND ENRICHMENT**

Entity Name	Current or future projects that support <u>STUDENT HEALTH AND WELL-BEING SUPPORT AND ENRICHMENT</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?	How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?	
Equality (CODE)	one advising for students with disabilities				Environmental, IV Commission	and requires collaboration from a likely supporter		
AS Bicycle Shop	Skill sharing through the bicycle shop provides meditative insight that leads students to a greater sense of self confidence and autonomy	Mental health services/activities/access	yes	yes	Skill sharing is available to any person or entity	100% within AS control	no	
AS Program Board	Music and Meditation with Raveena, Visions and Vibes with YBT	Mental health services/activities/access	yes	no		100% within AS control	yes	
ASOP	Light box therapy	Mental health services/activities/access	no	yes	CAPS, mental health entities	Mostly within AS control and requires collaboration from a likely supporter	yes	buying light boxes for SAD therapy and installing them in CAPS
BWHC	The Journey Towards Healing (mental health discussion panel)	Mental health services/activities/access	yes	no		100% within AS control	yes	
COSWB	mental health grants for students who cannot afford off campus help	Mental health services/activities/access	no	yes	PMHC, literally anyone	Mostly within AS control and requires collaboration from a likely supporter	yes	we would love to work with CAPS on this and other local areas; also we would specifically like to give this to people in low income or marginalized situations if possible
COSWB	mental health first aid training expansion	Mental health services/activities/access	yes	yes	PMHC, literally anyone	Mostly within AS control and requires collaboration from a likely supporter	yes	we would love to get in contact with RHA
EVPSA	Mental health peers	Mental health services/activities/access	no	yes	PMHC	Mostly within AS control and requires	yes	

**ISSUE 1: STUDENT HEALTH AND WELL-BEING SUPPORT AND ENRICHMENT**

Entity Name	Current or future projects that support <u>STUDENT HEALTH AND WELL-BEING SUPPORT AND ENRICHMENT</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?		How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?
						collaboration from a likely supporter		
GGC	Mental health workshop for international students	Mental health services/activities/access	yes	yes	PMHC	Mostly within AS control and requires collaboration from a likely supporter	yes	
PMHC	Peer programs, self-care packages, mental health related workshops/events, mental health conference, mental health town hall, etc	Mental health services/activities/access	yes	yes	COSWB	Mostly within AS control and requires collaboration from a likely supporter	yes	Our list is not exhaustive and we work on numerous projects related to mental health but these have been the main ones
Transfer Student Alliance	Mental health workshops and events, peer to peer group discussions	Mental health services/activities/access	yes	yes	PMHC/ any other group that would like to join	Mostly within AS control and requires collaboration from a likely supporter	yes	TSA created a week long mental health event on our social media were people could join in day to day regarding different daily events, like Mindfulness Monday to Yoga Friday!
AS Bicycle Shop	A well maintained bicycle is an endless resource that is many times a UCSB essential	Other student well-being support & enrichment	yes	no		100% within AS control	no	
COSWB	health and well-being website	Other student well-being support & enrichment	yes	yes	everybody	Mostly within AS control and requires collaboration from a likely supporter	no	we want to create website where students can look up a certain issue like a mental disorder or housing help and be able to go through and find what they need from UCSB because there are so many websites it can all get too confusing

**ISSUE 1: STUDENT HEALTH AND WELL-BEING SUPPORT AND ENRICHMENT**

Entity Name	Current or future projects that support <u>STUDENT HEALTH AND WELL-BEING SUPPORT AND ENRICHMENT</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?		How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?
HRB	through SRJ - condom fairies, birth control project, plan b project	Other student well-being support & enrichment	yes	yes	already collaborating with PMHC	Mostly within AS control and requires collaboration from a likely supporter	no	an ongoing project, definitely looking to continue into future years
Internal Affairs Committee	Acting as a mediator for conflict resolution for the Senate Body to ensure effective collaboration and healthy relationships between representatives.	Other student well-being support & enrichment	no	no		Mostly within AS control and requires collaboration from a likely supporter	no	The Internal Affairs Committee specializes in Conflict Resolution
Judicial Council	Increased accessibility of the Judicial Council process	Other student well-being support & enrichment	no	no		100% within AS control	yes	
Lobby Corps	Advocating various bills that improve well-being of public university students	Other student well-being support & enrichment	yes	yes	EVPSA	Outside of AS control	yes	includes bills on mental health & basic needs. AS control w/ regards to advocacy UCSB does on these issues
ZWC	Reusable Menstrual Products Workshops (and free menstrual products to students)	Other student well-being support & enrichment	yes	yes	CMG, CAB, COSWB, etc.	100% within AS control	yes	We've been hosting an annual single-day event, but could expand by collabing with other orgs
	Goat Yoga	Physical health services/activities/access	no	no		100% within AS control	yes	
AS Bicycle Shop	A well maintained bicycle is often a ready and reliable form of exercise.	Physical health services/activities/access	yes	yes	The shop is here to help all keep thier bicycles maintained	100% within AS control	no	
BWHC	Unwind & Skincare	Physical health services/activities/access	yes	no		100% within AS control	yes	
BWHC	Yoga and Mindfulness	Physical health services/activities/access	yes	no		100% within AS control	yes	
Example: COSWB	Period Project, every female and gender neutral restroom will have free menstrual	Physical health services/activities/access	yes	yes	PMHC	Mostly within AS control and requires collaboration	yes	have supplies, need to distribute and have system for maintainng supplies

**ISSUE 1: STUDENT HEALTH AND WELL-BEING SUPPORT AND ENRICHMENT**

Entity Name	Current or future projects that support <u>STUDENT HEALTH AND WELL-BEING SUPPORT AND ENRICHMENT</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?	How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?	
	supplies				from a likely supporter			
TQCOMM	Contraceptive Drives and Distribution for safe sex practices	Physical health services/activities/access	yes	yes	100% within AS control	not sure	Many other entities work on a similar project	
AS Bicycle Shop	The bicycle shop works to help students understand how to stay safe while riding a bicycle in our community	Public safety services/activities/access	yes	yes	The shop is ready to collaborate about riding safety	100% within AS control	no	
kcsb	PSA production/distribution	Public safety services/activities/access	yes	yes	We could collaborate w/ anyone trying to distribute a msg regarding student health/well-being!! We mainly collaborate with local media outlets rn, but would be happy to work with AS entities more in the future	Outside of AS control	yes	have a student job that revolves around creating PSAs , production@kcsb.org is the email to get in contact with them
Pardall Center	COVID19 resources distribution to IV community	Public safety services/activities/access	yes	yes	EVPLA, AS COVID19 task force, beloved community, and others	Mostly within AS control and requires collaboration from a likely supporter	yes	delivery recipients are IV businesses and orgs
Public Safety Commission	Aggregating safety resources into one location	Public safety services/activities/access	yes	no	unsure yet, most likely yes	100% within AS control	yes	
AS Bicycle Shop	Students employed by the bicycle shop embark upon a mechanical vocation that requires students to learn time management skills	Time management skills classes	yes	no		100% within AS control	no	

ISSUE 2: ACADEMIC SUPPORT & SERVICES								
Entity Name	Current or future projects that support <u>ACADEMIC SUPPORT &amp; SERVICES</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?		How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?
AS SCORE	Gaucho Talks	Other academic services & support	yes	no		100% within AS control	no	
ASOP	Eliminating european traditions requirement	Other academic services & support	no	yes	entities in support	Some AS control and requires collaboration from unlikely supporter	yes	
Internal Affairs Committee	AS Legal Code Trainings	Other academic services & support	yes	yes	LRC/Senate	100% within AS control	not sure	Internal affairs could provide trainings to educate students and AS members on AS Legal Code.
OSA	OSA Casework	Other academic services & support	no	yes	LRC	Outside of AS control	not sure	
PMHC	Workshop on careers related to mental health	Other academic services & support	no	yes	COSWB	100% within AS control	yes	

ISSUE 3: FINANCIAL SERVICES & SUPPORT								
Entity Name	Current or future projects that support <u>FINANCIAL SERVICES &amp; SUPPORT</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?		How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?
AS Bicycle Shop	Through shop employment students are able to imagine a number of different labor fields	Career services	yes	yes	Shop staff are often interested about the intersection of repair, transportation and sustainability with relationship to the labor market	100% within AS control	not sure	
AS SCORE	COVID-19 Emergency Grants	Emergency student grants	yes	no		100% within AS control	yes	
BWHC	COVID-19 Emergency Grant	Emergency student grants	yes	no		100% within AS control	yes	
GGC	Covid Grant	Emergency student grants	yes	yes	Covid-19 Task Force	100% within AS control	yes	
hrb	covid grant collaboration with lobby corps and evpsa	Emergency student grants	no	yes	already collaborating with them	100% within AS control	yes	
Internal Affaris Committee	Donating our budget to Covid-19 Task Force	Emergency student grants	yes	yes	Covid-19 Task Force, Office of the President	100% within AS control	yes	
IVTU	Emergency Grants	Emergency student grants	yes	yes	on a case-by-case basis	100% within AS control	yes	IVTU gives out grants to students in need on a case-by-case basis
Lobby Corps	Covid grant collaboration with HRB and evpsa	Emergency student grants	no	yes	already collaborating with them	100% within AS control	yes	
PMHC	Covid Grant	Emergency student grants	no	yes	all	100% within AS control	yes	
TQCOMM	Emergency Grants	Emergency student grants	no	yes	Other QT Orgs	100% within AS control	yes	
AS Ticket Office	Emergency Student Loan	Emergency student loans	yes	no		100% within AS control	yes	
ASIAC	Investing as a means for lifelong savings	Financial education (e.g. loans/debt/building credit)	yes	no		100% within AS control	yes	

ISSUE 3: FINANCIAL SERVICES & SUPPORT								
Entity Name	Current or future projects that support <u>FINANCIAL SERVICES &amp; SUPPORT</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?		How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?
CFF	quarterly financial literacy basics grant workshops	Financial education (e.g. loans/debt/building credit)	yes	no		100% within AS control	yes	number of grants have been increased by lowering the grant amount
CFF	financial wellness peer advising services	Financial education (e.g. loans/debt/building credit)	yes	no		100% within AS control	yes	
CFF	spring speaker series ft. guest professional speakers	Financial education (e.g. loans/debt/building credit)	yes	yes	some speakers we bring can provide insight that can benefit all students in managing anything money-related, such as Basic Needs, IVTU, etc.	Mostly within AS control and requires collaboration from a likely supporter	yes	
CAB	External Funding	Funding student groups & clubs	yes	no		100% within AS control	yes	
EAB	Funding student groups that align with EAB's mission	Funding student groups & clubs	yes	no		100% within AS control	yes	
IVTU	External Funding	Funding student groups & clubs	yes	yes	any entity or group that asks	100% within AS control	yes	
kcsb	donating to Reel Loud Film Festival grant	Funding student groups & clubs	yes	no		Some AS control and requires collaboration from unlikely supporter	yes	this donation is due to our successful fund drive this year, we may not be able to fund similar grants every year!
TQCOMM	Funding Student Groups that align with our mission	Funding student groups & clubs	yes	no		100% within AS control	yes	
ASOP	AS scholarship fund	Other financial services & support	no	yes	those that are willing to provide funding	100% within AS control	yes	
EVPSA	Double the Pell and CalGrant Modernization	Other financial services & support	no	yes	all, need a lot of support	Some AS control and requires collaboration from unlikely supporter	yes	

ISSUE 3: FINANCIAL SERVICES & SUPPORT								
Entity Name	Current or future projects that support <u>FINANCIAL SERVICES &amp; SUPPORT</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?		How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?
Judicial Council	Updated Mandatory Fee Refund Request forms	Other financial services & support	no	yes	Admin	100% within AS control	yes	
OSA	OSA Casework	Other financial services & support	no	no		Outside of AS control	not sure	
AS Bicycle Shop	The shop regularly employs 9 - 15 students per quarter	Student employment	yes	no		100% within AS control	not sure	
AS Food Bank	Student Employment	Student employment	yes	no		100% within AS control	not sure	
AS Recycling	Student Employment	Student employment	yes	no		100% within AS control	yes	
AS Ticket Office	Student Employment	Student employment	yes	no		100% within AS control	yes	We hire students from all years and provide opportunities in leadership positions
DPW	Student Employment	Student employment	yes	no		100% within AS control	yes	
EAB	Employ student admin assistant to help with administrative and financial tasks	Student employment	yes	no		100% within AS control	yes	
IVTU	Student Staff	Student employment	yes	yes	LRC, Pardall Center	100% within AS control	yes	
CFF	quarterly financial literacy basics grant workshops	Travel loans/grants	yes	no		100% within AS control	yes	number of grants have been increased by lowering the grant amount



**ISSUE 4: CAMPUS AND IV IMPROVEMENTS**

Entity Name	Current or future projects that support <u>CAMPUS AND IV IMPROVEMENTS</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?		How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?
IVTU	advocacy	Affordable housing	yes	yes	Lobby Core	Some AS control and requires collaboration from unlikely supporter	no	
Lobby Corps	Advocating policy changes, funding to all levels of government that could help improve campus or housing	Affordable housing	yes	yes	already collaborating, but collabs could be improved/expanded!	Outside of AS control	yes	lobbying for bills that help w/ Housing & Public Safety
DPW	Managing Edible Campus Program projects	Beautification (e.g. landscaping/outdoor seating/lighting)	yes	yes	not sure	Mostly within AS control and requires collaboration from a likely supporter	no	
EAB	Adopt-a-Block	Beautification (e.g. landscaping/outdoor seating/lighting)	yes	no		Mostly within AS control and requires collaboration from a likely supporter	yes	
Pardall Center	remodeling & renovations	Beautification (e.g. landscaping/outdoor seating/lighting)	yes	yes	AS in IV, IVTU, LRC, and any other entities using the PC		yes	future project/plan/goal
GGC	language partner center	other campus and IV improvement	yes	no	definitely we hope to collaborate, but not sure which entity could help.	Mostly within AS control and requires collaboration from a likely supporter	yes	we can create a foreign language center where students can find a partner speaking the other kind of language. They can communicate and talk about their different cultures and so on. It's a place to make friends and open up your eyes to the real world.

**ISSUE 4: CAMPUS AND IV IMPROVEMENTS**

Entity Name	Current or future projects that support <u>CAMPUS AND IV IMPROVEMENTS</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?		How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?
AS Food Bank	Donate to Food Not Bombs	Other campus and IV improvements	yes	no		Mostly within AS control and requires collaboration from a likely supporter	yes	
ASOP	new permanent bike shop	Other campus and IV improvements	yes	no		Mostly within AS control and requires collaboration from a likely supporter	yes	
EAB	Advocating for campus e-waste vendor improvements	Other campus and IV improvements	yes	yes	already collaborating	Mostly within AS control and requires collaboration from a likely supporter	yes	
EAB	North Campus Open Space restoration	Other campus and IV improvements	yes	no		Mostly within AS control and requires collaboration from a likely supporter	yes	
EVPLA	Mural	Other campus and IV improvements	no	yes	IV Arts, CAB, IVCRC	100% within AS control	no	
ZWC	Compost programs	Other campus and IV improvements	yes	yes	Collabing w/ ASR/DPW and other orgs helps a lot!	Mostly within AS control and requires collaboration from a likely supporter	yes	Possible locations include res halls, other spots on campus, and IV
ZWC	Zero Waste Athletics programs	Other campus and IV improvements	yes	yes	Collabing w/ event organizers helps!	Mostly within AS control and requires collaboration from a likely supporter	yes	We already have coordinators designated for this, and connection to UCSB Athletics Department

**ISSUE 4: CAMPUS AND IV IMPROVEMENTS**

Entity Name	Current or future projects that support <u>CAMPUS AND IV IMPROVEMENTS</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?		How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?
Internal Affairs Committee	N/A	Other student well-being support & enrichment	no	no		Outside of AS control	not sure	Campus and IV Improvements are not really applicable to the work that Internal affairs Committee does but we will be more than willing to help support projects that other A.S. entities are doing if they would like our help.
kcsb	PSAs - our psa's tend to inform the community of many of the listed topics, we additionally have programming such as Inside IV and KCSB News that discuss these topics in detail, additionally our News department hosts panels to discuss some of the topics with professionals!	Public safety	yes	yes	I'm sure the KCSB News dept. would love to interview clubs/orgs trying to get a message out	Outside of AS control	yes	email int.news@kcsb.org or ext.news@kcsb.org to get involved with out Public Affairs or Cultural Arts programming/blogging
Public Safety Commission	Sexual Assault, Street Safety, Speed bumps, evaluating needs	Public safety	yes	yes	unsure yet	Mostly within AS control and requires collaboration from a likely supporter	not sure	
UCIV	Socializing students back to "normal life"	Public safety	no	yes	unsure yet	Mostly within AS control and requires collaboration from a likely supporter	not sure	
AS Recycling	Collecting and sorting recycling and compost waste on campus	Recycling	yes	no		100% within AS control	yes	
EAB	Teach people how to recycle	Recycling	yes	yes	always open to collaborating	Mostly within AS control and requires collaboration from a likely supporter	yes	

**ISSUE 4: CAMPUS AND IV IMPROVEMENTS**

Entity Name	Current or future projects that support <u>CAMPUS AND IV IMPROVEMENTS</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?		How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?
AS Bike Shop	Students encouraged to ride their bicycle over driving contribute to reducing carbon emissions	Reducing climate impact (e.g. permaculture/passive solar energy/xeriscape)	yes	yes	Not sure	100% within AS control	not sure	
AS Recycling	Outreach events educating campus and IV on current recycling and composting rules, zero waste tips, and more	Reducing climate impact (e.g. permaculture/passive solar energy/xeriscape)	yes	yes	Other environmental orgs	100% within AS control	no	
AS Recycling	Apartment Compost Initiative	Reducing climate impact (e.g. permaculture/passive solar energy/xeriscape)	yes	yes	Other orgs willing to spread the message about this on campus housing composting initiative	Mostly within AS control and requires collaboration from a likely supporter	yes	
DPW	Diverting food waste from landfill in Family Student Housing	Reducing climate impact (e.g. permaculture/passive solar energy/xeriscape)	yes	no		100% within AS control	yes	
DPW	Creating worm tea (liquid fertilizer) for community to use and support development of local products for self use	Reducing climate impact (e.g. permaculture/passive solar energy/xeriscape)	yes	no		100% within AS control	yes	
DPW	Donating locally grown food to AS Food Bank, reducing transportation footprint	Reducing climate impact (e.g. permaculture/passive solar energy/xeriscape)	yes	no		Mostly within AS control and requires collaboration from a likely supporter	yes	
DPW	Outreach events educating campus and community members on composting at home	Reducing climate impact (e.g. permaculture/passive solar energy/xeriscape)	yes	yes	Other environmental orgs	100% within AS control	no	

**ISSUE 4: CAMPUS AND IV IMPROVEMENTS**

Entity Name	Current or future projects that support <u>CAMPUS AND IV IMPROVEMENTS</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?		How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?
EAB	Promote individual action to take to reduce climate impact	Reducing climate impact (e.g. permaculture/passive solar energy/xeriscape)	yes	yes	always open to collaborating	Outside of AS control	no	
EAB	Discuss systemic issues related to climate impact	Reducing climate impact (e.g. permaculture/passive solar energy/xeriscape)	yes	yes	always open to collaborating	Outside of AS control	no	
hrb	events with EJA and other environmental orgs on campus	Reducing climate impact (e.g. permaculture/passive solar energy/xeriscape)	no	yes	already collabing	100% within AS control	not sure	
Pardall Center	study jams	Study spaces	yes	no		100% within AS control	yes	not sure if this should be included in Issue #2 instead
IVTU	Caseworking	Tenant/landlord dispute resolution	yes	yes	LRC	Mostly within AS control and requires collaboration from a likely supporter	not sure	
IVTU	Workshops	Tenant/landlord dispute resolution	yes	yes	LRC	100% within AS control	yes	We run workshops multiple times per quarter to educate tenats on their righs

**ISSUE 5: COMMUNITY, STATE, NATIONAL, & GLOBAL ISSUES/CAUSES (BEYOND CAMPUS & IV)**

Entity Name	Current or future projects that support <u>COMMUNITY, STATE, NATIONAL, &amp; GLOBAL ISSUES/CAUSES</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?		How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?
IVTU	Advocate for affordable housing in Isla Vista	Affordable housing	no	yes	Lobby Corps	Outside of AS control	not sure	This is a project that we hope to expand in the future
AS Bicycle Shop	The bicycle shop supports an alternative transportation solution to driving	Climate & environmental issues	yes	yes	Not sure	100% within AS control	no	
AS Pubs	100% recycled paper offering	Climate & environmental issues	yes	no		100% within AS control	yes	
CoVo	Support environmental conservation/issues	Climate & environmental issues	yes	no		Mostly within AS control and requires collaboration from a likely supporter	not sure	
EAB	Submits comments for UCOP Sustainability Policy	Climate & environmental issues	yes	yes	EJA	Outside of AS control	no	
EAB	Stopping Exxon drilling and trucking and pipelining	Climate & environmental issues	yes	yes	EJA, Coastal Fund	Outside of AS control	no	
AS Food Bank	UC PODS and Basic Needs Village	Food access/security; anti-hunger	yes	yes	Other anti-hunger groups	100% within AS control	no	
CAB	Houseless/Hunger programs	Food access/security; anti-hunger	yes	no		Mostly within AS control and requires collaboration from a likely supporter	not sure	
IVTU	Advocate for food access in Isla Vista	Food access/security; anti-hunger	no	yes	Lobby Corps	Outside of AS control	not sure	This is a project that we hope to expand in the future
GGC	Support international students when they experienced discrimination or bias	Human rights	yes	yes	Human Rights Board	100% within AS control	yes	
hrb	human rights week, festival of culture. we want to foster a safe environment and raise awareness	Human rights	yes	yes	we already collaborating with a multitude of orgs	100% within AS control	yes	
GGC	International LGBTQ+ Student Interview	LGBTQ+ rights	yes	yes	Trans and Queer Commission	100% within AS control	yes	

ISSUE 5: COMMUNITY, STATE, NATIONAL, & GLOBAL ISSUES/CAUSES (BEYOND CAMPUS & IV)								
Entity Name	Current or future projects that support <u>COMMUNITY, STATE, NATIONAL, &amp; GLOBAL ISSUES/CAUSES</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?		How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?
EVPSA	work w UCSA	Other beyond campus/IV issues	yes	yes		Mostly within AS control and requires collaboration from a likely supporter	no	
Lobby Corps	Lobbying in multiple issue areas	Other beyond campus/IV issues	yes	yes	Already collaborating	Outside of AS control	yes	
AS Bicycle Shop	The bicycle shop views access to reliable, sustainable and low cost transportation as fundamental need within the struggle for equity and racial justice	Racial justice/equity	yes	yes	Not sure	100% within AS control	no	
AS SCORE	Gacho Talks	Racial justice/equity	yes	yes	Global Gacho Commission	100% within AS control	no	
Internal Affairs Commites	Supporting all Internal Senate measures to uplift community, state, national, & global issues/causes that revolve around improving AS Internal functions and the UCSB Community	Racial justice/equity	no	yes	BCUs	Mostly within AS control and requires collaboration from a likely supporter	no	The Internal Affairs Committee will review legislation sent from the Senate; all community, state,national, & global issues /causes beyond campus & IV.
IVTU	Advocate for tenants rights in the county and state	Tenant's rights	yes	yes	Lobby Corps	Outside of AS control	not sure	We follow county, state, and federal developments and work with representatives from different levels of government to try to advocate for tenants rights in our community
IVTU	Tenant Organizing Campaigns	Tenant's rights	yes	no		Mostly within AS control and requires collaboration from a likely supporter	yes	

**ISSUE 6: AS' BUSINESSES AND SERVICES**

Entity Name	Current or future projects that support <u>AS' BUSINESSES &amp; SERVICES</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?		How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?
AS Ticket Office	Money Handling	AS Bike Shop	yes	no		100% within AS control	yes	
IVTU	share working space and collaborate closely	AS Pardall Center	yes	no		100% within AS control	no	
Pardall Center	printing service + computer access	AS Pardall Center	yes	no		100% within AS control	yes	Pre-pandemic, we offer students & non students free printing & computer access
Pardall Center	AS ownership of PC building	AS Pardall Center	yes	yes	all AS in IV entities, like IVTU, LRC, IVCRC, PSC, COSWB, COPS	Some AS control and requires collaboration from unlikely supporter	yes	Future project
AS Ticket Office	Money Handling	AS Publications	yes	no		100% within AS control	yes	
kcsb	we go thru AS pubs to print stuff for tabling and promotion, as well as general station operations	AS Publications	yes	no		Outside of AS control	yes	
AS Bicycle Shop	Tricycle Repair	AS Recycling Center	yes	no		100% within AS control	not sure	
AS Recycling	Collecting and sorting recycling and compost on campus	AS Recycling Center	yes	no		100% within AS control	yes	
Elections Board	More Advertising	Creative Media workshops/services	no	yes	CMU	100% within AS control	yes	Educate the Student body on the elections process and get more outreach, bring out the voter turn-out, stay above 5%
DPW	Composting and growing food on campus	Department of Public Worms (WORMS)	yes	no		100% within AS control	yes	



**ISSUE 6: AS' BUSINESSES AND SERVICES**

Entity Name	Current or future projects that support <u>AS' BUSINESSES &amp; SERVICES</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?		How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?
IVTU	caseworking	Legal Resource Center (LRC)	yes	no		Mostly within AS control and requires collaboration from a likely supporter	not sure	
EVPSA	Funding for Thriving Initiative services for survivors	Other (please tell us any businesses/services we missed that you plan to support/improve/expand)	yes	yes	SASA	Mostly within AS control and requires collaboration from a likely supporter	yes	
Internal Affairs Committee	More transparency to A.S. entities of legal code and the internal workings of the Senate. Updating legal code to make it more applicable to the A.S. businesses and services and inviting more members to sit in on IAC meetings. Implementing more legal code trainings for Senators and A.S. members at large.	Other (please tell us any businesses/services we missed that you plan to support/improve/expand)	yes	yes	Senate and IVP office and Attorney General office	100% within AS control	yes	
AS Ticket Office	Money Handling	Program Board	yes	no		100% within AS control	yes	Support for big events

**ISSUE 7: ADDITIONAL BUSINESS SERVICES**

Entity Name	Current or future projects that support <u>ADDITIONAL BUSINESS SERVICES</u>	Choose the topic related to the project, or select other, from the dropdown menu	Is this project included in your current budget/project planning?	Would collaborating with any other AS entity/entities benefit this project?		How much control does your entity have on the outcome of the project?	Is the project measurable* or does it have any measurable components	Any notes, details, or comments?
Internal Affairs Committee	IAC strongly supports the STIR	Computer lessons and repair	no	yes	always open to collaborate!	100% within AS control	yes	We want this to continue to support resources that help UCSB students and community members
AS Food Bank	Always willing to support expanding resources for students	Disabled student needs devices closet (e.g. knee scooters/crutches/tech needs)	no	yes	Departments that could direct us in what we would need to offer. DSP, CAPS, or other dept.	Mostly within AS control and requires collaboration from a likely supporter	not sure	
ZWC	Permanent Item/Exchange Bank (non-edible version of ASFB, in-person Free & For Sale)	Other new service ideas	no	yes	Collab definitely needed!	Mostly within AS control and requires collaboration from a likely supporter	yes	This is a combo of the multiple categories listed; Even though it's not specifically included in our budget, it can be considered in our Special Projects category
AS Food Bank	Always willing to support expanding resources for students	Student thrift shop/exchange	no	yes	Willing to look into partnerships	Mostly within AS control and requires collaboration from a likely supporter	not sure	Possibly partnering with career closet or just good clothes to give away.
EAB	Pop-Up Thrift Shop	Student thrift shop/exchange	yes	yes	always open to collaborate!	100% within AS control	yes	We want this to continue to be a pop-up thrift shop and free

The Strategic Vision Committee looked through all of the results in the surveys and the Google Sheets, gathered concrete ideas for long-term projects and plans already in progress, and presented those to the AS entities for discussion in a series of [focus group meetings](#). In the focus group meetings, the Strategic Vision Committee presented participants with those ideas and asked them to comment, expand on, or suggest others.

## Appendix G: AS Focus Group Meetings and Results

AS conducted eleven focus group meetings over three days: April 22, 26, and 29 following completion of the AS Entities Survey and Google sheet exercises. The meetings were held over Zoom. The AS entities met as follows, facilitated by Strategic Vision Committee members (named in parentheses with the color of their name corresponding to the comments they typed while facilitating—comments appear on pages 8-35 of this appendix). Each group went to a breakout room with their facilitator after the purpose and instructions were introduced by co-chair Emma Swanson:

Focus Groups Thursday 4/22 1:45-3pm:	Focus Groups Monday 4/26 1:45-3pm:	Focus Groups Thursday 4/29 1:45-3pm:
<p><b><u>Leadership: Elected Representation</u></b> (Sofia)</p> <p>Judicial Council (also Internal) Office of the External VP, Local Affairs (also Community) Office of the External VP, Statewide Affairs (also Beyond) Office of the Internal VP (also Internal) Office of the President (also Internal) Office of the Student Advocate General Senate- (Subcommittees in other groups)</p> <p><b><u>Enterprise</u></b> (Emma)</p> <p>AS Office of the Controller AS Bike Shop AS Foodbank AS Publications AS Ticket Office/Cashiers AS Recycling (also Environment) Department of Public Worms (also Environment) Edible campus program (also Environment) AS Book Bank Investment Advisory Committee</p> <p><b><u>Student Advocacy &amp; Education: On campus</u></b> (Austin)</p> <p>Bike Committee Commission on Disability Equality (CODE) Transfer Student Alliance (TSA) Student Initiated Recruitment &amp; Retention (also Philanthropy)</p> <p><b><u>Student Advocacy &amp; Education: Identity</u></b> (Austin)</p> <p>Global Gaucho Commission (also Beyond) Trans &amp; Queer Commission (also Philanthropy) Commission on Marginalized Genders Student Commission on Racial Equality Black Womyn’s Health Collaborative (also Health &amp; Safety) Students Against Sexual Assault (also Health &amp; Safety)</p>	<p><b><u>Student Advocacy &amp; Education: Student Health and Safety</u></b> (Sofia)</p> <p>Public &amp; Mental Health Commission Public Safety Commission (COPS) Students Against Sexual Assault (also Identity) Take Back The Night (TBTN) Commission on Student Well-Being (COSWB) Black Womyn’s Health Collaborative (also Identity) KCSB Radio (also Enrichment) Senate Basic Needs Committee</p> <p><b><u>Student Advocacy &amp; Education: Environmental Advocacy &amp; Education</u></b> (Emma)</p> <p>Coastal Fund Environmental Affairs Board (EAB) Environmental Justice Alliance (EJA) AS Recycling (also Enterprise) Department of Public Worms (WORMS) (also Enterprise) Edible campus program (also Enterprise) Zero Waste Committee</p> <p><b><u>Student Advocacy &amp; Education: Community</u></b> (Yuval)</p> <p>AS Pardall Center Governance Board Isla Vista Tenants Union (IVTU) Legal Resource Center (LRC) Isla Vista Community Relations Committee (IVCRC) Office of the External VP, Local Affairs (also Leadership)</p> <p><b><u>AS Internal Operations</u></b> (Austin)</p> <p>Committee on Committees Elections Board Living History Project Technology and Media Services Committee Judicial Council (also Leadership) Office of the Internal VP (also Leadership) Office of the President (also Leadership) Office of the Attorney General Senate Internal Affairs</p>	<p><b><u>Philanthropy and Financial Support</u></b> (Emma)</p> <p>America Reads/America Counts Community Affairs Board Community Volunteer Foundation Student Initiated Recruitment &amp; Retention (also On campus) Trans &amp; Queer Commission (also Identity) Coastal Fund (Also In Environment) Finance and Business Committee Community Financial Fund (CFF)</p> <p><b><u>Enrichment</u></b> (Sofia)</p> <p>Creative Media Unit IV Arts Board KCSB Radio (also Health &amp; Safety) Program Board The Bottom Line UCSB TV</p> <p><b><u>Student Advocacy &amp; Education: Advocacy &amp; Organizing Beyond UC</u></b> (Yuval)</p> <p>Global Gaucho Commission (also Identity) Human Rights Board Lobby Corp Office of the External VP, Statewide Affairs (also Leadership) Senate External Affairs Committee IVTU (also Community)</p>

## **AS VISION Strategic Plan Focus Group Meetings Purpose & Instructions**

The purpose and instructions for the Focus Group Meetings were posted for all of the groups to review, and were introduced by co-chair Emma Swanson before groups broke into rooms. Breakout rooms were each facilitated by a Strategic Vision Committee member. Each breakout room then visited a number of discussion topics (eight pre-prepared Google Docs—our equivalent of information and prompts we'd normally have posted around stations in a room for a large facilitated exercise).

**Purpose:** To identify existing and proposed **longer-term projects and goals** that support broad focus areas.

**Introductions:** Members and purpose of the Strategic Vision Committee.

**What is a Strategic Plan?** A strategic plan is a tool for longer-term planning, often in increments of five years. It can have longer and shorter components, but the key is that it includes longer-term goals and plans for implementing those goals and revisiting the goals at regular intervals.

**Why are we preparing a strategic plan?** To plan for projects that take longer than a year or two to accomplish—the kinds of projects many of us begin or want to take on, but we don't have the time to complete before we graduate.

**Does AS have a Strategic Plan?** AS adopted a strategic plan in 2014/15 which included provision to assess and revisit the plan each year, an aspect of the plan that did not happen after the first couple of years; the plan expired in 2020, though many goals are still relevant.

### ***What are the broad activities of the strategic planning process?***

- Setting up a guiding group of volunteers interested in long-term planning.
- AS participant and alumni surveys looking at successes and failures of recent long-term planning, and asking for insights from experience and ideas for longer-term goals (Spring and Fall 2020).
- Reviewing/articulating: Purpose, Mission, Values—these help guide decisions.
- All-undergrad survey (Winter 2021).
- AS professional staff survey and meetings.
- AS entities survey & google sheets: answer questions about long-term projects, internal operations, and space needs.
- AS student employee survey (out now).
- Identifying specific goals and the projects that support them: ongoing, planned, and new, based on surveys and meetings responses.
- Implementation.

**We're here to discuss [insert today's Focus Areas]**

- How were Focus Groups chosen? Based on AS' organizational structure.
- You are here to help identify things AS can do when it plans ahead and has several years to accomplish something.

**Today's Task:** Visit multiple TOPICS as follows: (Table below includes representatives from AS entities who participated in the discussions):

**Thursday 4/22 1:45-3pm:**

**Leadership: Elected Representation:** Student Interests; Ensure AS Values are Upheld, Overall Transparency of AS Efforts and Activities (Atmosphere/Culture of AS) (Sofia)

Topics: All

Participants:

Daniel Segura (Office of the Student Advocate General)	Kimi Nasiri (Judicial Council)
Hayley Slater (Senator)	Yehuda Jian (Strategic Vision Committee)
Maha Quiadri (EVPSA)	

**Enterprise:** Provide goods and services to campus & the community (Emma)

Topics: Business Services, Academic Services, Well-Being, Campus and IV, Int. Ops.

Participants:

Daniel Chavez (Food Bank)	Sidney Li (Food Bank)
Sam Zhang (Office of the Controller)	Pamela Linares Gutierrez (AS Recycling)
Tomislav Medan (Office of the Controller)	Eedan Schwartz (WORMS)
Guillermo Fernandez (Book Bank)	Adam Jahnke (Bike Shop)
Katee Gustavson (EAB)	Marilyn Dukes (AS staff)

**Student Advocacy & Education: Identity and On campus** (Race, Gender, Sexuality, and more) (Austin)

Topics: Well-Being, Academic Services, Campus and IV, Int. Ops.

Participants:

Asumi Shuda (WomComm)	Maya Pacheco (SCORE)
Marvia Cuananan (CODE)	Ethan Moos (Trans and Queer Commission)
Sophia Lee-Park (CODE)	Nicole Omwanghe (BWHC)
Sofia Camarena (SIRRC)	Diana Collins-Puente (AS staff)

**Monday 4/26 1:45-3pm:**

**Student Advocacy & Education: Student Health and Safety** (Sofia)

Topics:

Well-Being, Academic Services, Campus and IV, Int. Ops.

Participants:

Adalis Rojas (PMHC)	Nicole Omwanghe (BWHC)
Izzy Mitchell (Public Safety Commission)	Britney Walton (PMHC)
Sophia Lee Parker	

**Student Advocacy & Education: Community** (Yuval)

Topic s:

Campus and IV, Well-Being, Events & Media, Business Services, Int. Ops.

Participants:

Andy Ruiz (EVPLA)	Monica S (TSA)
Elie Klasky-Gamer (IVTU)	Savannah Lee (Pardall Center)
Jessie Liao (Pardall Center)	Nhung Tran (Office of the Controller)

**Student Advocacy & Education: Environmental Advocacy & Education:**  
Voices, information, & support for land, air, water (Emma)

Topics: Campus & IV, Business Services, Beyond Community Advocacy, Int. Ops

Participants:

Lily Ortiz (EAB)	Ines Laborinho Schwartz (WORMS)
Alyssa Young (ZWC)	Taylor Hitchan (ZWC)
Duncan Edwards (Coastal Fund)	Kathryn Foster (EAB)
Zach Shoemaker (AS Recycling)	Kat Lane (EAB)

**AS Internal Operations:** Model, and be accountable to each other and all undergrads (Austin)

Topics: Internal Operations

Participants:

Gurleen Pabla (Senate)	Adam Bagul (Senate)
Daniel Ku (CoC)	Wessal Esber (Elections Board)
Phillip Huynh (Senate)	

**Thursday 4/29 1:45-3pm:**

**Philanthropy and Financial Support:** Give time and money (Emma)

Topics:

Campus & IV, Financial Services, Business Services, Int. Ops.

Participants:

Vincent Ton (CFF)	Colin Wu (CAB)
Claire Chen (CoVo)	Duncan Edwards (Coastal Fund)
Kaiduo Wang (TQComm)	Allina Mojarro (ARAC)
Kai Morquecho (EJA)	Sarah Siedschlag (Coastal Fund/EJA)

**Enrichment:** Offer events and media that serve the campus community & beyond (Sofia)

Topics:

Events & Media, Campus & IV, Business Services, Academic Services, Int. Ops

Participants:

Kathryn Quinones (Program Board)  
Halle Dawite (Program Board)

**Student Advocacy & Education: Advocacy & Organizing Beyond UC:** Voices, information, & support (Yuval)

Topics: Beyond Community Advocacy, Int. Ops.

Participants: Alex Young (IVTU)

- Each TOPIC has:
  - Some background information which you can reference as needed.
  - A list of topics/ideas/goals.
  - These lists are a mix of long-term projects mentioned by AS entities in the recent survey and/or Google Sheet, AS participants or undergrads in surveys, and in a few cases, goals that were in the last strategic plan that may still be relevant or useful.
- **IMPORTANT:** Not every AS Entity has long-term projects, and that’s fine! We still want to hear from you about the long-term projects AS will take on.
- For 10-20 minutes per room (longer or shorter depending on your interests and the number of rooms you need to visit), consider what longer-term projects AS can/should take on to support your Focus Area.
  - Look at the lists. Add to the lists, move them around, make notes, elaborate on them.
  - Where they are just topics, identify what your longer-term goals might be—or indicate if they really aren’t longer term goals.
  - Concentrate on longer-term projects that might need multiple AS entities.
  - Single AS entity projects are ok, but we are really looking for big projects that we cannot achieve in the normal course of work.
- *PLEASE feel free to visit more TOPICS and add your voice!*

<b>Focus On These Ideas</b>	<b>Don’t Focus On These Ideas</b> (You can put these on a separate ideas sheet)
Multi-year	One year or one time and done
100% AS control Some AS control & requires collaboration from a likely supporter (we can help you identify these)	Completely outside of AS control Some AS control & requires collaboration from unlikely supporter (we can help you identify these)
All AS or Multiple AS entities effort	One AS Entity
Things you want to do but have not been able to accomplish due to time barriers	Things you do already

**Additional Criteria for Choosing Ideas:**

- Ideas that support students through their UCSB experience
- Ideas that help students accomplish important, meaningful things
  - Ideas that amplify student voice
- Ideas that build and strengthen collaboration or cohesiveness
- Ideas that can turn into measurable and transparent goals.

**Facilitation: Strategic Vision Committee members will facilitate**, but please help self-facilitate so we can accomplish the task AND make sure everyone can fully participate.

***Facilitation Tips:***

- Think beyond your individual AS role, entity, or other personal experience. Think what all AS can do to benefit students.
- Many ideas may be great and important, but stop yourselves if the ideas are:
  - Things that will get done in the normal course of business over the course of a year under an existing AS framework. We can add it to a good idea—just do it—list.
  - Not something AS can control. Your specific strategic plan goals should be things you can control.
- Don't belabor barriers, problems, and wrongs. Most of our conversation should be positive, solution, and opportunity focused.
- Be kind and respectful. This is a collaborative conversation, not a debate.
- Talk and really listen in equal amounts. And don't be afraid to quiet the big talkers and encourage quiet folks to speak.
- In general, half the population likes the Big Picture and sees broad, future-oriented ideas and visions and the other half of the population likes practical, realistic details and actions. Figure out who's who in your group and respect both perspectives. Jot the details down, but today we are trying to hone in on the big picture.
- Real collaboration happens when each of us can loosen our own opinions to allow the conversations and the group to shape more collective decisions.

***Questions to Ask to Find the Broad Goal:***

- Why is that important?
- What's the bigger issue, goal, or value that underlies this idea?
- What's the bigger-picture issue that cuts across several ideas?

***Questions that Get to the Details We Need Now:***

- What is the specific idea or goal we're talking about?
- Is this idea a repeat of something else we've talked about?
- Is this something AS can do on its own? If not, who must AS collaborate with? Or is this something that AS cannot control, but can advocate for?



**AS VISION Strategic Plan Focus Group Meetings Topics Discussion Results**

Once in the breakout rooms, representatives from designated AS entities “visited” each topic with their facilitator. The facilitators took notes, each in a different color, as many groups visited the same topic. The notes from the discussion as well as the original discussion prompts are included below beginning with Topic 1: Student Health and Well-Being. The facilitator’s notes are unedited. They do not represent the opinion of the facilitator nor necessarily of the whole group. Facilitators met together after each meeting to record ideas that had arisen from the Focus Group discussions that might become goals in the Strategic Plan. The notes record the discussion—not any decision-making.

**Topic 1: Student Health & Well-Being Support & Enrichment: Top focus area for students, 2020/21 (2nd in 2014/15)**

<b>What AS entities currently support/ are willing to support/improve/expand through projects/programs:</b>	<b>Undergrad’s Order—What they want AS to focus on:</b>
<ol style="list-style-type: none"> <li>1. Community building/social events</li> <li>2. Marginalized student populations services/activities/access</li> <li>3. Other student well-being support &amp; enrichment</li> <li>4. Mental health services/activities/access</li> <li>5. Basic needs (e.g., toilet paper, toothpaste, soap, tampons) access</li> <li>6. Food/nutrition/cooking services/activities/access</li> <li>7. Public safety services/activities/access</li> <li>8. Housing/utilities support/access</li> <li>9. Physical health services/activities/access</li> <li>10. Time management skills classes</li> </ol>	<ol style="list-style-type: none"> <li>1. Mental health services/activities/access</li> <li>2. Physical health services/activities/access</li> <li>3. Food/nutrition/cooking services/activities/access</li> <li>4. Basic needs (e.g., toilet paper, toothpaste, soap, tampons) access</li> <li>5. Community building/social events</li> <li>6. Time management skills classes</li> <li>7. Housing/utilities support/access</li> <li>8. Marginalized student populations services/activities/access</li> <li>9. Public safety services/activities/access</li> <li>10. Other student well-being support &amp; enrichment</li> </ol>

**Possible Longer-Term Ideas/Projects/Goals** (mix of long-term projects mentioned by AS entities in the recent survey and/or Google Sheet, AS participants or undergrads in surveys, and in a few cases, goals that were in the last strategic plan that may still be relevant or useful).

**ENRICHMENT/INFORMATION**

**Idea: Create a prominent role in Gaucho FYI (& Beyond) for AS (with videos, audio, written and in-person components) with funny and engaging student-to-student communication on important issues from students in various roles to include but not be limited to:**

- Alcohol and drug use,
  - Intersectionality
  - TQ community, has seen this as an issue,
  - Disability Equality, the way isolation feeds into substance abuse, community support for neuro diverse voices
    - How people can relate to each other, and what feeds into
- Consent and prevention of sexual assault,
- Time management,
- Bike & pedestrian etiquette,
- Culturally and economically diverse voices & sensitivities (incl. examples of common micro-aggressions, bullying, disabilities awareness, social & econ differences, and non-traditional or marginalized students),
  - Examples, people who experience these don't want to sit and watch and learn how their racial community is mistreated, does not pertain to certain demographics, more tailored
  - Social and economic differences,
  - CODE does not have an educational piece or video to oriented students to the voices of disabled students
  - Student testimonials as an idea to provide their experience, an educational way to share, more personal not hearing people outside of a groups talk about the issue pertaining to a minority/marginalized group
  - DSP is not in Gaucho FYI in an efficient manner
  - CAPTIONS
  - Orientation: Smaller Conversation activity vs presentations for big resources
    - So much talking "at us" not with us
  - Peer-led approach, vs watch set of training videos
  - The propaganda of the university, Gaucho FYI is the first thing that people see, it paints a fairytale picture of the university and not the actuality,
    - Speak about you concerns space as orientation, different rooms for people who identify differently facilitate conversations
- Being good neighbors: noise & party courtesy, etc.,
- Healthy relationships,
- Encourage CSO use,
- Meditation

CARE

**A coalition of marginalized peoples, the crossover of all the groups? (Intersectionality- not a single-issue concern) SDQTBPOC Support Space, not just AS, BSU and other OSLs**

- Address issues for the communities, on and off campus (IV)
- All the entities sending people to this coalition
- Stronger frontal force and voice, tackle the broad issues, ground work!
- A space in the media, not just being token-ized at the university but having a true place,
- \*Not a token-ized place, we need to hold the whole of AS Accountable\*
- How does our individual identity and circumstance play a role in susceptibility?
- Minority demographics being seen as lesser, and that people will capitalize on this justify their actions against these groups.
- Disability Justice as a framework for keeping the disabled students in mind
- Work/look at external groups
- Creation of community spaces, bring people together, emotional support,

**Idea: Expand Available Workshops/Videos/Enrichment/Events** to include:

- Reusable Menstrual Products Workshops
- Life-skill building workshops
- Pet therapy days
- Light box therapy (or sell/rent out lights?)
- Time management workshops

**OR See above list under Gaucho FYI—AS Workshop series instead?**

- Workshops in IV and more collaborative may increase participation
- Pardall center involvement with use of space to make it more reachable and with incentives (Tax workshops)
- Recordings of workshops for better reach
- AS workshops that are more open, relatable

**Idea: Create weekly language partner event program:** Example, Japanese speakers can teach other students who want to learn Japanese and Japanese culture. Same for other languages

- Allocate space for a language partner center (on campus? IV?)

**Idea: Create Understanding Student Experience Project:** Collect student stories that students want to share: of discrimination, insensitivity in classes/on campus/in community, positive experiences too, and bring these to administration/campus orgs/IV community (perhaps multi-media) with plan for discussions/trainings/role switching, etc. lead by AS (also in Academic Support, below)

- -EVPLA focus projects by sending survey
- Students with disabilities and their experiences are not spoken about due to the lack of space and opportunities
- In short video format not survey

**Idea: Expand Wellness Enrichment Classes/Events**

- -AS workshops/ expand resources into IV
- -Building a mental health first aid training but would like to have more collaboration

**SERVICES**

- **Something to be overseen by the Coalition:**

**Idea: Peer Mentorship Program for all Identified?** (also in Academics, below)

- Peer mentorship services for disabled students (ongoing? Or is this new?)
- Neurodiversity groups for emotional support
- Mental health peers (also below)
- Support international students when they experience discrimination or bias (peer service?)
- LGBTQI+
- Racial minorities
- Transfer Students
- First-Gen College students
  - AS mentorship for senate and other entities/ expand fellowship program to help transition. Fellowships focusing on different topics

**Idea: Students with disabilities program expansion/consolidation:**

- Student run group discussions and one-on-one advising for students with disabilities (is this a new program?)
- Disabled student needs devices closet (e.g., knee scooters, crutches, tech needs) (This may exist already?)
- Disabled student temporary, (e.g., a broken leg) and/or long-term transportation services—reliable on call, like CSOs? (Alternative Transportation Project, reimbursement for ride services may exist already? Difference?)
- Awareness projects/events to bring attention to disparities/access issues
- Record all lectures with captions and have them available to view (Enterprise also)
  - -Push for recorder lectures, support CODE/DSP, training for collaboration
  - -awareness month of different conditions, access in IV needs to be improved, collaboration

**Idea: Expand Mental Health Services/Programming**

**- Building a sub-community for mental health support by certified students/ long term needs funding and space money**

- Destigmatize, large stigma placed on marginalized groups, an issue of access and not every being able to use a resource so having fear and distrust towards these resource
- A diagnosis is needed for accommodations, access to doctor/diagnosis is an issue, affordability
- A younger group of therapist, not necessarily peers
- therapy / emotional support group for disabled students
- The professors need mental health sensitivity courses, learning and physically disabled people,
- Needs to be a space for people to listen, professors do not listen very well
- DSP, anxiety depression on the rise when school is not accessible, DSP meant to make things more accessible, aware of the way faculty participate in the mental health discrimination
- Stimulus workshops, able body people physically experience a disability

**Idea: Expand Mental Health First Aid training** (ongoing or longer-term project?)

- Mental health workshops for international students
- Mental health grants for students who cannot afford off-campus help
- Mental health peers
- Self-care packages, mental health related workshops/events, mental health conference, mental health town hall, etc.
- Health and well-being website
  - ASOP and mental coordinator, public mental health commission, collaboration with CAPS/OSL

**Idea: Create Basic Needs Program/Bank** (SEE BUSINESSES & SERVICES)

- -Housing insecurity
- -School supplies
- -Creating a needs center for specific a

**Idea: Aggregating safety resources into one location** (resources? Space for entities? (if space, move to campus/IV)

- -UCSB website with all resources, leadership taking care of websites, updating websites regularly, linktree for all AS social media.
- -Public safety: UCSB health but create one space for different resources from other groups
- Social media should be better at publicizing events/resources/information
- -better access to resources
- -general body meeting to inform others of projects and efforts/ tasks force
- allocate groups of entities that fall into the same category to update and collaborate

**Topic 2: Academic Services & Support** --2<sup>nd</sup> highest focus area for students, 2020/21 (1st in 2014/15):

What AS entities currently support/ are willing to support/improve/expand through projects/programs:	Undergrad’s Order—What they want AS to focus on:
<ol style="list-style-type: none"> <li>1. Anti-racist/racially aware classroom environments</li> <li>2. Diversity among professors/TAs/student body</li> <li>3. Other academic services &amp; support</li> <li>4. Tuition &amp; fees</li> <li>5. Class materials costs</li> <li>6. Professor/TA quality</li> <li>7. Class availability</li> <li>8. Academic advising</li> <li>9. GOLD, Gauchospace, BARC improvements</li> </ol>	<ol style="list-style-type: none"> <li>1. Tuition &amp; fees</li> <li>2. Class availability</li> <li>3. Professor/TA quality</li> <li>4. Academic advising</li> <li>5. Class materials costs</li> <li>6. Anti-racist/racially aware classroom environments</li> <li>7. Diversity among professors/TAs/student body</li> <li>8. GOLD, Gauchospace, BARC improvements</li> <li>9. Other academic services &amp; support</li> </ol>

**Possible Longer-Term Ideas/Projects/Goals** (mix of long-term projects mentioned by AS entities in the recent survey and/or Google Sheet, AS participants or undergrads in surveys, and in a few cases, goals that were in the last strategic plan that may still be relevant or useful):

**Ideas to address tuition and class availability:**

- All classes should have a lecture hall registration list and an online registration list, and all classes should be permanently available over the internet. This could also reduce the financial burden of housing
- Tuition breakdown pamphlets with 100% transparency to disperse to the student body

**Idea: Continued expansion of Book Bank and other textbook and supply cost reduction (From Vision2020):**

- Creating a textbook pricing plan to guide students in the purchase of their textbooks, and determine the cheapest and most fiscally viable option.
- Creating and developing the A.S. GauchoBooks online textbook trading website.
- Working with UCSB Bookstore to increase rentals and increase buyback prices to national college store reported average of 75%.
- Work to expand California Open Source Textbook Project (COSTP) to college text books

**Ideas to address Class availability/ease of scheduling/stress of grades:**

- GOLD: add a "shopping cart" option where you can see your hypothetical schedule before pass times begin
- Use Canvas OR

- Fix Gauchospace:
  - Grades shouldn't include everything (even future/not graded assignments) so we can actually know what our grade is throughout the quarter instead of miscalculating or waiting till the very end to know
  - Format Gauchospace to make due dates and deadlines extremely clear on the front page

**Ideas to Ease Access to Tools for Learning:**

- Expand Microsoft package to include: Word, Excel, PowerPoint, and/or OneNote.
- There's so many online tools that students from other schools are given for free. UCSB students should have access to Adobe Premier
- Expand renting capacity for iClickers

**Idea: Create Understanding Student Experience Project:** Collect student stories that students want to share: of discrimination, insensitivity in classes/on campus/in community, positive experiences too, and bring these to administration/campus orgs/IV community (perhaps multi-media) with plan for discussions/trainings/role switching, etc. lead by AS (also in Wellness)

**Idea: Peer Mentorship Program for all Identified?** (See Wellness)

**Ideas for Transfer Student Issues:**

- If you are a transfer student that has completed almost all your major prerequisite (with the exemption of only UCSB courses) you should be accepted into the major with your acceptance into the school!!!! We already did our prerequisite at our community college, why do we need to keep fighting for a spot in the major with the 1st & 2nd year students?!
- As a UC to UC transfer, I had almost no assistance trying to figure out what courses transferred over. Even now, I am repeating multiple classes that I have already completed but admin refuses to acknowledge this.
- Transfer town hall
- Transfer graduation

**GaUCHO Talks?**

**Eliminate European traditions requirement**

-Senators should have more input in the academic senate/ Funding these programs to expand accessibility. Pair senators with projects to have better continuity. Pressure to keep up with other projects. IVP office for continuing projects coordinator and in senate.

**Topic 3: Financial Services & Support** 3<sup>rd</sup> highest focus area for students, 2020/21 (same in 2014/15)

What AS entities currently support/ are willing to support/improve/expand through projects/programs:	Undergrad’s Order—What they want AS to focus on:
<ol style="list-style-type: none"> <li>1. Student employment</li> <li>2. Funding student groups &amp; clubs</li> <li>3. Emergency student grants</li> <li>4. Other financial services &amp; support</li> <li>5. Career services</li> <li>6. Financial education (e.g., loans, debt, building credit)</li> <li>7. Emergency student loans</li> <li>8. Travel loans/grants</li> </ol>	<ol style="list-style-type: none"> <li>1. Student employment</li> <li>2. Financial education (e.g., loans, debt, building credit)</li> <li>3. Emergency student grants</li> <li>4. Career services</li> <li>5. Travel loans/grants</li> <li>6. Emergency student loans</li> <li>7. Funding student groups &amp; clubs</li> <li>8. Other financial services &amp; support</li> </ol>

**Possible Longer-Term Ideas/Projects/Goals** (mix of long-term projects mentioned by AS entities in the recent survey and/or Google Sheet, AS participants or undergrads in surveys, and in a few cases, goals that were in the last strategic plan that may still be relevant or useful):

**Idea: Expand Student employment and workstudy;** create an alumni connection service for careers

**AS Scholarship Fund**

**Idea: Double the Pell and CalGrant Modernization**

- Travel grants and emergency grants → once we return back to in person, if there is a family emergency, could apply to book train or plane ticket to get home
- Maybe thru covid emergency grant committee
- Eligibility for aid thru financial aid office - conflict in who needs it vs who is eligible to receive it
- Issues with receiving grants due to financial aid packages
- AS/EOP grants were set out to be open to all students yet they use Financial Aid Office Criteria
- Potentially make a system of exemptions for students
- Assessing basic needs of general student need who are or are not eligible to receive grants
- Making programming that is inclusive so AS is open to as many students as possible
- America Reads: Monarch Scholarship/Internship program to pay undocumented students to gain career experience
- Making sure we are assessing student’s financial need and increase inclusivity
- Potential \$1 lock in fee to support these projects
- -Continue Covid grants into the future.
- -raise fee that can be allocated to these grants

**Idea: Quarterly financial literacy basics grant workshops**



**Idea: Expand/Add Financial Wellness/Financial Literacy Classes** (e.g., loans, debt, building credit, investing, taxes)

**Idea: Expand support for UCSBs economically disadvantaged students; program** may include but will not be limited to:

- Increasing AS Foodbank operations from 3 to 5 days per week with a capacity to serve the full needs of all food-insecure students;
- Creating and maintaining a career kick-off that provides services such as: loaned clothing for interviews, hairstyling vouchers, free headshots and resume printing for those who qualify;
- Providing free or discounted bikes to students who qualify;
- Exploring providing free or discounted computers, tablets, phones, and other tech supplies to students who qualify;
- Ensuring the AS Community Financial Fund's funding is secure and growing and reconsidering maximums and eligibility annually

**Idea: Create a student worker's union**

**Topic 4: CAMPUS & IV IMPROVEMENTS: 4<sup>th</sup> highest focus area for students, 2020/21 (same in 2014/15)**

What AS entities currently support/ are willing to support/improve/expand through projects/programs:	Undergrad’s Order—What they want AS to focus on:
<ol style="list-style-type: none"> <li>1. Affordable housing</li> <li>2. Reducing climate impact (e.g., permaculture, passive solar energy, xeriscape)</li> <li>3. Other campus and IV improvements</li> <li>4. Public safety</li> <li>5. Recycling</li> <li>6. Study spaces</li> <li>7. Beautification (e.g., landscaping, outdoor seating, lighting)</li> <li>8. Tenant/landlord dispute resolution</li> </ol>	<ol style="list-style-type: none"> <li>1. Affordable housing</li> <li>2. Reducing climate impact (e.g., permaculture, passive solar energy, xeriscape)</li> <li>3. Study spaces</li> <li>4. Public safety</li> <li>5. Tenant/landlord dispute resolution</li> <li>6. Recycling</li> <li>7. Beautification (e.g., landscaping, outdoor seating, lighting)</li> <li>8. Other campus and IV improvements</li> </ol>

**Possible Longer-Term Ideas/Projects/Goals Which Support the TOPICS, above** (mix of long-term projects mentioned by AS entities in the recent survey and/or Google Sheet, AS participants or undergrads in surveys, and in a few cases, goals that were in the last strategic plan that may still be relevant or useful):

**ENVIRONMENT/CLIMATE:**

**Idea: North Campus Open Space restoration** (is this long-term? Multi-Org?) Do you want to expand this beyond this location?

- Planting Trees, Gardening program
- Coastal Fund: often involved with this area, restoration work surrounding this ongoing: they are helping CCBER fund it, student involvement
- EAB does volunteer restoration

**Idea: Environmental Resource Center space** for multiple environmental organizations to use (campus? Or IV?)

- Could be useful, space issues exist
- Meeting space, drop in space for resources etc
- Incorporate groups/entities that already exist to use this space as a meeting area
- Would help environmental orgs communicate and collaborate
- Zero Waste does not currently have a space
- Storage space would be super helpful
- Small business incorporation: buying from small business for this meeting space

**Idea: AS environmental sustainability that exceeds campus-wide goals;** may include: (are some or all of these done?)

- Compostable paper products in all bathroom & dining facilities
  - Where to compost products? St. George doesn't accept it
  - Green composting bins on campus/in IV (more accessible)
  - Work with Marborg? If they have composting services
  - Might want to focus on reusability over compostable single use items
  - In dining commons, don't really use much single use items unless take out etc
  - Bathrooms - paper towels might be best replaced by hand dryers instead
- Technology supports which reduce paper use
  - Some paper processes like requisition forms could be done online instead
- Native and other water saving landscape
- Continued composting in all food services and dining hall
- Reducing AS and campus waste streams in other ways that take advantage of all available emerging sustainable technologies and options.
  - Working on getting more compost from dining halls etc, currently getting AS Food Banks
  - Currently taking pre-consumer waste, don't take post-consumer waste
  - Gets too contaminated w/post-consumer waste, they may already compost their post-consumer waste industrially
  - Composting route in IV: DPW previously tried but difficulties between UCSB vs Isla Vista - maybe collaborate with IV Compost Collective (run out of IVCS D)
  - IV is not part of Campus, but we have places in front of Pardall Center and Embarcadero Hall → outside of AS control?
  - Potentially work with Marborg and put responsibilities on businesses
  - Zero Waste has tried to do this, would keep working but need help outside of AS
- Reusable Menstrual Products options
  - Zero Waste Committee/Public Safety Commission/AS Recycling: standard of how recycling should work, water distribution, certain protocols and regulations that become standard for events, etc.
  - EVPLA: cannot buy water bottles, need to go through certain orgs, AS should standardize this
  - Zero Waste Event Service: should become standard procedure

**Idea: Expand Sustainability on Campus and in IV**

- Full recycling in IV
- Composting in IV (consider location to drop off buckets and get a clean bucket)
- Composting in Residence Halls and other locations on campus and IV
- Zero waste campus
  - Net Zero Waste on Campus, environment
  - Making improvements with IV Compost Collective, etc.
  - We will be carbon neutral by 2025
- Native or edible plants on campus and throughout IV
  - Not really within AS scope

- Edible Campus - only specific volunteers can pick food due to rules. Would be great to expand this so anyone can access this, with a focus on native agriculture
- Over 90% of campus irrigated with recycled water - can't use for food crops
- Pest presence issues
- West Campus as a good space due to water issues
- Green walls or living walls in indoor spaces
- Reduce water waste from lawn irrigation
- Solar panels in parking areas
  - Some potential here
  - Renewable Energy Initiative Board fee - 3 yrs, funds for solar projects on campus, funded construction of lot 22 solar panels
  - Funds unspent but group has not met in several years
  - Chance in losing these funds
  - Using some to put solar panels on bike shop
  - Student fee, but not an AS student fee (similar to CLAS etc)
  - EAB and AS had positions on this
  - Interest in doing this again
- Lights-off in buildings not in use (campus)
  - Most of campus is not upgraded that often, still needs to be done
  - LEDs across campus with motion sensor lighting would be good

### **OTHER CAMPUS/COMMUNITY LONG-TERM PROJECTS**

#### **Ideas regarding Affordable housing**

- IVTU: Rate my IV Rental (negotiate with landlords)
- Survey distribution (EVPLA for outreach)
- IV Students: increased lease when renewed, stabilizing rent for multiple years, restriction/cutoff for price increases
- Difficult to stop landlords from hiking up prices, how to control rent?
- Rent control plan for IV (who to contact?)
- IVTU: Where is the administration's plan for campus housing for the next 5-10 years?
- Student population is growing, no new housing is available
- Campus housing getting more expensive
- Will UCSB continue to build housing?
- Where does affordable housing come into play

#### **Idea: UC PODS and Basic Needs Village?**

**Idea: Study Space: Work with campus to create, and, if necessary, fund outdoor study areas and other campus improvements that both enhance the academic experience and encourage student use of the campus environment.**

- Provide multiple covered, solar lighted, inviting group study areas with outlets, in or near the UCEN, Girvetz, North Hall, the Arbor, Phelps, Broida, and/or Life Sciences

### **Expand indoor and safe outdoor study spaces in IV**

#### **Public Safety**

- UCSB resources, IV resources, county resources → public safety commission wants to bridge all these gaps
- Communicate safety resources all across
- Bridge between CSOs, cops, IVFP
- Middle ground of communication
- Police advisory board: EVPLA, designated position in office with direct line of communication, work with Public Safety Comm
  - Police advisory board needs more direction, include goal in strategic vision
- \*TW\* AS should play a bigger role in forums, discussions about sexual assault, collective effort rather than independent efforts
- Center them in their needs
- Need consistency
- Implementing a meeting with all entities, meet at beginning or end of quarter, what can all of AS do?
- Need to provide supportive spaces, direct line of assistance
- Communication as a whole, make it more consistent, more meetings like this, more feedback (brainstorming/working group)

#### **Ideas regarding Street Safety, Speed bumps, lighting, blue light emergency phones, evaluating needs**

- -collaborate with public safety commissions restart and collaboration
- -data about where do students live and take classes/ related to safety
- Wifi in Isla Vista
- Incorporate the solar paneled charging tables in Isla Vista → wifi on the tables?
- Increasing space for Transfer Students, center is very small
- Pardall, IVTU, LRC purchasing the Pardall Center and
- Renovating study spaces within the building
- Support for survivors
- Police abolitionists \*\*
- General safety in IV
- Lighting, blue lights

- Controlled by county
- Give IVCSA more power
- Long term goal
- Control over policing, lighting, things that the county still has a say over
- State power

**Idea: Community Wireless in IV (see above under safety)**

**Ideas regarding Food access in Isla Vista:**

- Gaucho Food Program: students only?
- If so how is this different from the Food Bank in IV (under BUSINESS SERVICES)
- Coordinate/consolidate with AS Foodbank?
- Provide Basic Services?
- Other Ideas: Planting fruit trees in parks or as street trees? Planting berries along fences (thorny barrier and edible);
- Farmer's Market in IV
- Community Fridge
- Meal Vending Machine(s)
  - More snacks, free vending machines for students
  - Dining commons throw away a lot of food, making it available
  - to homeless population or those in need, people can come near
  - Closing time to get food
  - Smaller food bank pop ups on campus or in IV (EVPLA office
  - Project, outside co-op, make this a permanent event)
  - Funding other food entities, like Food Not Bombs

**Idea: Work with campus to create--and, if necessary, fund—campus improvements that encourage students to use and enjoy the campus environment.** These include: improved seating/gathering/multi-purpose areas around campus, and small performance areas around campus with AS sponsored programs (e.g., noon mini-concerts)

**Ideas for Ongoing Long-Term Bike Path Improvements**

- Cutting off the bike path near the library, the chancellor created a **master circulation planning committee**, so someone needs to check on this Vice Chancellor Mcpherson.
- Lighting on the bike paths
- Creating more lighting where it's an issue
- The path to Sands in IV is used by pedestrians and bikers

- Work to create a separate path
- The driving roads by Manzi/Lot 22/ IV and by the Dorms are jagged and rugged with potholes
- Making them wider
- Grass on the sides, maybe take off the grass and make them wider

**Idea: Skate/Scooter path improvements: IV and Campus** (especially IV campus entrances)

- Incorporate Scooters (because of the popularization of electric scooters), they are banned currently
- Pardall Center entrance & Unofficial entrances like the streets that start in IV (next to IV Theater)
- The cross walk that intersect the rugged street, the bike path, and civilians trying to walk onto campus
- How can we improve
- More or less speed bumps (to regulate car speeds)
- To regulate the possibility of accidents between cars and skaters/scooters/bikers
- Thinking of ways to slow down drivers in IV

**Ideas for Community Arts for Campus; Mural(s)** Expand beyond IV to community centers/parks? Partner w/schools; Friendship Manor?

- New bike shop mural?
- IV mural: community project, gather ideas from IV community
- Joint effort, not exclusively UCSB
- Campus mural: all BCUs work together
- art/theater area and pool area
- Could use more murals, have the walls for it
- EVPLA office: partnering with UCSB students, Black artists, Bagel Cafe mural
- Drawing already planned
- Collab with other interested entities?

**Idea: Purchase Pardall Center building**

- Expand Pardall Center resources, cut the cost of rent
- -Buildings should include the needs of students for access

**Topic 5: Business Services 5<sup>th</sup> highest focus area for students, 2020/21 (same in 2014/15)**

Services AS entities would be willing to explore offering	Undergrad's order: additional services that AS doesn't currently offer
<ol style="list-style-type: none"> <li>1. Student thrift shop/exchange</li> <li>2. Disabled student needs devices closet (e.g., knee scooters, crutches, tech needs)</li> <li>3. Alternative transportation services to reduce car use (e.g., shuttles, bike rentals)</li> <li>4. Computer lessons/advice/device repairs</li> <li>5. Financial classes (budgeting, taxes, building credit)</li> <li>6. Time management classes</li> </ol>	<ol style="list-style-type: none"> <li>1. Student thrift shop/exchange</li> <li>2. Computer lessons/advice/device repairs</li> <li>3. Alternative transportation services to reduce car use (e.g., shuttles, bike rentals)</li> <li>4. Disabled student needs devices closet (e.g., knee scooters, crutches, tech needs)</li> <li>5. Financial classes (budgeting, taxes, building credit)</li> <li>6. Time management classes</li> </ol>

**NEW BUSINESS SERVICES**

**Ideas to support SUSTAINABILITY businesses:**

- **Idea: Repair Don't Replace Service:**
- **Idea: Device repair, electronics repair, tailoring**
  - Sustainable Tech Repair Initiative - potential enterprise, no decision made yet
  - Help students repair devices at cost and teaching them how to repair their own device
  - Bike repair and other electronics etc - continual process
  - Potentially a repair program that students could be a part of - learning basics which could be applied to other processes
  - Housed in AS
  - Device repair, possibly surrounding campus bookstore
  - Rentals
  - If exists, maybe increase staffing or improving what we have right now
- **Idea Expand Pop-Up Thrift Shop OR**
- **Idea: Maker's Space?**
  - The engineering students want this!
- **Idea: Permanent Item/Exchange Bank** (non-edible version of ASFB, in-person Free & For Sale)
  - Exchange bank and equipment storage space shared between entities:



- Stuff life trash pick up supplies - save money, less waste
- School supplies, clothes, not just one time deal
- Student body as a whole, as well as shared supplies, speakers etc for entities - RHA does stuff like this
- Extra tech supplies could also be a part of this - lack of labor around this
  - Chargers, laptops, tech repairs
- Tables, folding chairs, pop up tents, projectors, laptops for presentations and more, etc would be helpful that groups could borrow
- Furniture costs are expensive, could save money
- Advanced rentals etc
- Pop-up sales with other vendors EVPLA
- New Bike Shop built - accessing abandoned bicycles - training materials for new mechanics, and then sold through bike shop (not happening yet due to space constraints)
- Tool lending on site at the bike shop
- Professional clothing rack pantry - Career Services does this
- ASFB used to do loaning of pots and pans
- Gift cards to local thrift stores
- Basic Needs kitchen/cooking kits - awareness
- Food, Nutrition, and Basic skills workshops/programs
- Wifi hotspots rental program expansion
- Feedback that not always effective
- Ticket Office Collaboration with office of the controller
- iClicker and Calculator rentals - ticket office
- Student staff - basic needs toolkit on what resources are out there
- Concerns with outreach, options are available
- Potentially housing at Food Bank etc
- Centralizing info: Information Hub to widely advertise
- Not necessarily a centralized dept that does these services - different scopes
- Other options outside of AS to receive grants, some groups are eligible
- Website where each department has access to a tab
- Long term goals of Food Bank interested in providing different types of services like this
- Meal vending machines - different departments internally in AS
- Potential bike shop vending machine collaboration for after hours repairs
- New AS Marketplace coordinated through AS marketplace- could continue to offer through this portal potentially
- Possible fundraising mechanism
- Centralizing information via Information Hub

**OTHER SERVICES:**

**Idea: 24 hour café**

- Pushing the University for this - dining services
- Mindful of saving swipes especially without a rollover system
- Pushing the University on donating swipes - improving system with this
- Ensuring accessibility
- DLG used to have cash services as well
- Takeout meals - being able to leave with more than current options, often wasted anyway
- Considering dining commons as an exclusive opportunity
- Swipe Out Hunger program - donating leftover swipes → food bank → students
- Difficult for AS to do
- Used to be a 24hr place in downtown SB - good resource for college students
- CalFresh and pressure to accept this and widen access to students
- Studying vs food specific
- Study spaces as also a separate concern from food
- Pardall - late night solution to studying
- Food Bank Committee- concerned with this
- Senate as a candidate for this
- Meal swipe rollovers and caps on donations improvements

**Idea: Meal vending machine(s)**

**Idea: Tech Assist Service** (set up routers/modems; recovery)

**Idea: Create Basic Needs Store/Bank** available to all students of need (defined the same as Food Bank?):

- Through the Food Bank and/or OTHER?
- Include Reusable Menstrual Products (and free menstrual products to all students?)
- Women's center wellness vending machine (beyond the Women's Center?)
  - **Pardall center - low cost products**
- A combination of the above ideas would be some sort of non-food version of the AS Food Bank (conflicting reports re: whether this already exists outside of AS?)
- Menstrual products, snacks, toiletries, notebooks, pens, containers, etc.
- Interview clothes?
- Family needs (e.g., diapers)

**Idea: Record all lectures, with captions, and have them available to view (Well-Being also)**

- More lectures to be recorded and hybrid even after returning to campus → many halls have this ability already
- Disabled students program
- Software that converts lectures
- Other resources for lectures and note taking
- Space and distribution issues with storing
- Liability etc especially with COVID - sanitation, potentially broken items that we might not be able to easily assess
  - Adequate staffing
- Student Health
- Could help with funding, etc
- Not currently set up to distribute
- Transport
- Cab trailers previously thought of, but storage issues, liability issues
- Uber/Lyft credits
- Revising this
- CODE, Disabled Students
- Shuttle etc
- Trying to provide more services in IV - access for students with disabilities having food delivered to them
- A lot of interest in this

**IMPROVEMENT/EXPANSION of EXISTING SERVICES**

**Idea: Continue to provide and/or support business and services that fulfill unmet needs of students.** Components include:

- Evaluate all existing AS businesses and services to ensure they are meeting the needs of students (and are providing quality services, effectively and efficiently).
- Explore creating new AS businesses such as a 24 hour café (or carts) on campus, using business ventures criteria described in Internal Operations goals

**Idea: More space for Food Bank on campus?**

**Idea: IV Food Bank space**

**Idea: Expand creative media workshops/services** (e.g., graphic design, photography, videography, podcasting, web development, marketing, presentation prep, and self-publishing) (also in Events & Media)

- More access to Adobe suite, could be a good investment especially for students within those fields
- Canva pro, etc

Based on how long the **Bike shop project** has taken, it should have been in the last strategic plan. Are there any other **Enterprise expansion plans underway or being considered?**

**Topic 6: Improvement/Expansion of Existing Events & Media** 6<sup>th</sup> highest focus area for students, 2020/21 (same in 2014/15)

- **BCU leadership/ and relating information to them**

**Idea: Expand outreach.** Most common survey choice and comment was that people had not heard of events, media

- Program Board ice cream sandwiches when you follow them on social media
- Do this for all Media entities
- Consolidated social media for all events entities,

**Idea: Expand creative media workshops/services** (e.g., graphic design, photography, videography, podcasting, web development, marketing, presentation prep, and self-publishing) (also in Business Services)

**Idea: Expand ticket office staffing at beginning of quarter**

**Idea: Expand KCSB use at UCSB events**

**Idea: KCSB Space?**

**Idea: Maker's Space?- the engineering students want this!**

**NOTE: In the past and in this year's surveys the majority liked what you do, and wanted more: more events, and more diverse events (different kinds of music, different types of entertainment). Do you have any expansion goals? (No, is a fine answer!)**

- Program Board: outreach is more difficult online (zoom fatigue)
- Utilize other orgs to co-promote
- Outreach issue will still be prevalent post COVID
- Incentives (giveaways, etc.)
- Getting first years/second years to get informed on ASPB

**Topic 7: Community, State, National & Global Issues/Causes (Beyond Campus & IV): 7<sup>th</sup> highest focus area for students, 2020/21 (same in 2014/15)**

What AS entities currently support/ are willing to support/improve/expand through projects/programs:	Undergrad's Order—What they want AS to focus on:
<ol style="list-style-type: none"> <li>1. Racial justice/equity</li> <li>2. Food access/security; anti-hunger</li> <li>3. Human rights</li> <li>4. LGBTQ+ rights</li> <li>5. Women's issues</li> <li>6. Climate &amp; environmental issues</li> <li>7. Other beyond campus/IV issues</li> <li>8. Affordable housing</li> <li>9. Tenant's rights</li> </ol>	<ol style="list-style-type: none"> <li>9. Climate &amp; environmental issues</li> <li>10. Affordable housing</li> <li>11. Racial justice/equity</li> <li>12. Food access/security; anti-hunger</li> <li>13. Human rights</li> <li>14. LGBTQ+ rights</li> <li>15. Women's issues</li> <li>16. Tenant's rights</li> <li>17. Other beyond campus/IV issues</li> </ol>

**Possible Longer-Term Topics; What are your Advocacy, Partnership, Project Goals for these areas BEYOND CAMPUS and IV**

- Mental health and physical health advocacy in general
  - Need state funds to support CAPS resources
  - More counselors

2021 Suggestions: (many also included in IV list)

- Support for survivors
- Police abolitionists \*\*
- IVTU: Where is the administration's plan for campus housing for the next 5-10 years?
  - Student population is growing, no new housing is available
  - Campus housing getting more expensive
  - Will UCSB continue to build housing?
  - Where does affordable housing come into play
- Net Zero Waste on Campus, environment
  - Making improvements with IV Compost Collective, etc.
  - We will be carbon neutral by 2025
- General safety in IV
  - Lighting, blue lights
  - Controlled by county
- Give IVCSA more power
  - Long term goal
  - Control over policing, lighting, things that the county still has a say over
  - State power
- Divestment

Topic 8: AS Internal Operations

Order of Importance to Their Entity (From current AS Entity survey)	What <u>AS Participants</u> are Most Dissatisfied With (From Spring & Fall AS Surveys)
1. Year-to-year transitioning	1. Party system
2. Communication with other AS students	2. AS' reputation
3. Communication to all undergrads (outreach)	3. How we report to each other and to campus all that AS does (accountability & transparency)
4. AS-wide orientation/training	4. AS website functionality
5. AS entity orientation/training	5. Communication within AS
6. The AS culture/environment/reputation	6. Recruitment process
7. The party system/elections	7. How we measure and record all that AS does
8. Accountability/reporting (measuring and reporting what we do and what we spend, to each other and to undergrads who fund us)	8. Space allocation
9. Planning for longer-term projects/setting priorities	9. Senate meetings/operations
10. Implementing longer-term projects	10. Public relations/publicity (thoroughness, frequency & consistency)
11. Advisor's roles	11. How we engage with the campus
12. Space allocation	12. Setting program priorities
13. The Legal Code	13. Position hand-off (year-to-year)
14. Honoraria	14. AS processes (requisitions, requests for funding...)
	15. How we engage with the community

- Year to year transitioning
  - Transition reports \*\*
    - Template
    - Unfinished projects, everyday tasks, responsibilities, important contacts
  - Helping new offices/boards get into their positions
  - Difficult to learn from the ground up
- AS processes
  - Requisition forms, etc.
  - How to fill out a funding request
  - Difficult to learn
  - Inaccessible, hard to navigate
  - People outside of AS have hard time figuring it out
  - Youtube videos?
- AS Assembly meetings
  - Every entity came

- Supposed to be useful, was a waste of time/funds
- Better way to facilitate AS-wide meetings
- In legal code
- Different topics/groups collaborating/networking
- Chairs Meetings
  - Should be reorganized
  - Organized based on subgroups that tend to work together anyways
  - Use meetings to collaborate
  - Meet once a quarter
- **The AS culture/environment/reputation**
- **The party system/elections**
  - Party system - revisit pros/cons
  - Party accountability and continuity
  - Reassessing how fundings works within parties
  - How do students feel about parties and how much resources are spent on parties as a whole?
  - Supplementary information and how that reflects the states of the parties accurately

The party system as a point of contention, polarization within senate

Get rid of the party system (completely remove them) then the **voter turnout would drop**

Parties pull in lots of participation for candidates, training and resources for future senators too that help the year to year transition... which seems to be the other big thing we want to focus on.

Need lots of candidates to get out the vote

Toxicity- **reform vs removal**, ethics elections workshop was a first step

Further reform, once elected, retreat/bonding inclusions and unity

If parties were removed then something more would be needed from elections board- surve the student body, via education and outreach

- V2020: AS has an environment/culture in which all students feel they can engage and find collaboration with the aim of increasing participation, retention and satisfaction; this may include but is not limited to:
  - Examining the party system (benefits/drawbacks) and related recruitment and diversity
  - Considering a peer-to-peer mentor/ombuds/internal climate role to address conflicts that arise
  - Accountability/reporting (measuring and reporting what we do and what we spend, to each other and to undergrads who fund us)

- Legal code changes - removing Senators or BCU officers, standardizing this process
- V2020: Establish and implement a transparency and accountability program for all AS businesses, services, programs and lockins: Track, measure and report on costs, activities and other resource use in a manner that is useful for determining efficiency and effectiveness, such as program budgeting; report those findings at least annually.
- Communication with other AS students
  - EAB does this internally, up to the people in the group to keep it coming
  - Overarching stuff might not help
  - Confident in internal processes on year-to-year turnovers
  - Do not want standardized system
  - Not as much of a priority
  
  - Communicating who has funding available and outreach surrounding this
  - A lot of work for an org (OSL etc) to submit so many requests all to different groups - unnecessary work, could be streamlined
  - CFF - graphic to market events, easy for other orgs to post it but AS social media page itself has a confusing/difficult process to get graphics posted
  - Streamlining this project to ease communication
  - Committees using Coc to recruit
- V2020: Establish and implement collaboration and communication methods, tools and protocols within AS:
- Methods for handing information over from year-to-year
- Consistent recordkeeping
- Processes and other documentation to avoid re-creating or duplicate efforts
- Communication to all undergrads (outreach)
  - AS wide newsletter could be nice, current BCU update process can be confusing
  - Having a newsletter similar to OSL, a lot of work
  - Each entity handles on their own
  - Having AS-wide communication not as much of a necessity
  - Maybe a workshop on reaching students - All University announcements training
  - Minutes emails - a lot of emails, missing important information. Could be good to have these in a Google Folder instead.
  - Having this separate would help with communication
  - Having students subscribe to email lists at the beginning of the year
  - Specialized based on interests
  - The popularity of the committee
  - The AS reputation:
  - Take an effort to advertise the different organizations, make known of all the different pieces of AS, What all the funding does and why you are paying for it, hot ticket items and highlight the smaller entities, the budget and how much say you can have as a student, emphasize why the fees are coming from.



- Gaucho FYI
- Some people don't think that AS is doing anything
- Website overhaul: judicial council, health and well-being
  - A MARKETING COMMITTEE, people need to know what AS Does, reclaims the narrative of AS, parties only relevant during elections so many special jobs that we all cannot do outreach
  - The home page needs more help
  - Senate portion
  - Different AS sites are not that great
  - Not as accessible or easy to navigate, students who have no idea what AS is need assistance
- V2020: Create consistent recruitment, outreach and publicity to ensure at least 70% of undergrads have heard of/attended/used AS services and businesses and participation in AS increases by 20%; this may include but will not be limited to:
  - A comprehensive publicity checklist for BCC use; include notes on the advantages/when to use each source.
  - Publicize more of what AS does (also checklist)
  - AS student staff responsible for posting/ submitting publicity.
  - AS sponsored endeavors credit AS (logo)
  - Standard recruitment checklists and recruitment materials (ensuring open, expansive outreach to all students at UCSB)
  - See AS Gaucho FYI and beyond: increase AS presence at student orientation. Create materials or otherwise convey to students the breadth of options for engagement and participation in AS
  - Improved signage so students can find AS services (see AS staff external communication analysis).
- V2020: Be the go-to Resource Hub for students: Quick, comprehensive, accurate, easy access, broadly publicized listings (as well as helpful "how-tos" as needed) for all advice, support, clubs, etc. that are available on campus: may include but will not be limited to the following:
  - Academic & career advice
  - Entertainment, arts and other enrichment options & how to find them
  - Mental health support services
  - Food support, tech support, student emergency loans and other support for low-income students
  - Tech support
  - Help with financial issues (understanding aid & loans, preparing taxes)
  - Clubs
  - Legal advice
- Space allocation
  - Environmental Resource Center - meeting spaces, storage, resources
  - AS Exchange in person
- Year-to-year transitioning
  - Letter to your future position holder, could keep this as a database

- Advisors are awesome but student perspective helps
- Legal code being good for procedural stuff, but when you get a job you get trained by a person
- Coc says legal code is helpful when recruiting for positions that have not been filled for a long time
- Different entities to have their own job manuals, the ability to make changes
- Needed overlap of the trainings before people get into a position, and needed overlap of the mentors who held the positions prior
- We need to have the current individuals to be infested in the future people taking their place, this does not happen enough
- Caution, we don't want it to be too much of this is how to do the job, guideline not forced instructions
- Fill positions by week 7, before the senate transitions since senate has to approve
- Meetings attend in week 8 and week 9 to have the overlap, this seems like a good timeline
- Planning for longer-term projects/setting priorities
- Implementing longer-term projects
  - Board retention rates can be low – issues with long term projects, difficult to maintain consistency
  - Hiring more regular staff potentially – more staff/advisor support
  - Some staff may be overwhelmed with current workload
  - Own relief funds and covid relief/ emergency fund – lock ins – UCLA added \$1 per student per quarter to set aside for emergency relief fund, could potentially use for future emergencies (personal or more widespread)
- This Strategic Planning Effort
- V2020: Establish and implement criteria for setting priorities & planning for year/multiple years. Priority setting criteria may include, but not be limited to:
  - Strategic plan contents
  - Strategic planning for all BCCs by fall 2015
  - Organizational structure (needs, implementation and review)
  - Determining appropriate workload given available staffing levels—determining appropriate staffing (professional and student) to meet ongoing AS needs.
  - Planning for and determining when special, unforeseen campus, community, state, national or global issues, (in that order) are important enough to trigger re-prioritization, reallocation or addition of resources
  - Agree on the year's priorities by the fifth meeting of each newly elected Senate
  - Begin next Strategic Plan in 2019
  - Advisor's roles
  - The Legal Code
    - AS Legal Code overhaul & trainings (within and outside AS)
    - More transparency to A.S. entities of legal code and the internal workings of the Senate. Updating legal code to make it more applicable to the A.S. businesses and services and inviting more members to sit in on IAC meetings. Implementing more legal code trainings for Senators and A.S. members at large.
  - Honoraria
    - Centralizing position appointments and reworking Committee on Committee activities. Reforming honoraria system or adding additional trainings for chairs to receive honoraria.

- confirmation when we submitted the honoraria request so we know that we did it
- Independent committee to reassess honoraria consistently to keep up with need
- Raising caps of honoraria
- Transparency surrounding honoraria
- AS-wide orientation/training
  - Less variety, everyone needs to know these things, picking and choosing was a bit much, having more time slots was good, but narrow the focus
  - Having a basic understanding of even half of the entities, all the different resources to better direct and collaborate with others, big learning curve that needs be guiding hand
  - Especially for people that join halfway in the year
- AS entity orientation/training
  - Missing the how and why for some things, not just the what
  - V2020: Establish a comprehensive, consistent, engaging & efficient orientation (canned & ready to go) that includes, but is not limited to the following:
    - AS staff and returning students engaged as trainers in some capacity
    - Concentrated in the fall, but repeated as needed throughout the year as new students come into AS
    - Checklists/templates for transition from those who previously held position
    - Additional sections for specific interests (w/guidance for who should attend what)
    - Guidelines for what to cover in BCC retreats
    - Contact lists, org/decision chart, FAQs for finance, legal code, etc., templates for specific positions, event planning, meetings, record-keeping, publicity, etc.,
- Requisitions/Payroll/budgeting
  - Streamlining the requisition process
  - Needing timely payroll budget reports reflected on expenditure and financial report
    - –currently updating legal code and creating workshops by internal affairs committee. SAG can handle university resources
    - Streamlining processes, notifications and update status more available
    - A lot of back and forth can be time consuming, standardization notification/structure surrounding this
    - Evaluate and standardize how to deal with unallocated funds, especially in cases of inactive BCUs
      - What happens to reaffirmed fees
    - Accountability and transparency – being able to know how much is in your account easily, especially about payroll

#### Rework Finances

- Difficult as a BCU to see how much is being spent and how much is coming in
- Manual financing is difficult for admin
- Need a need system

#### Transparency and Access

- Only put a legal code out once a year
- Live legal code, legal code is updated constantly
- Same with agendas: people need more access

#### Party System

- Toxic (!!!!!)
- Abolish party system, let people run independent
- Foster independent thought
- People tend to vote along party lines, also affects AS reputation

#### Orientation training

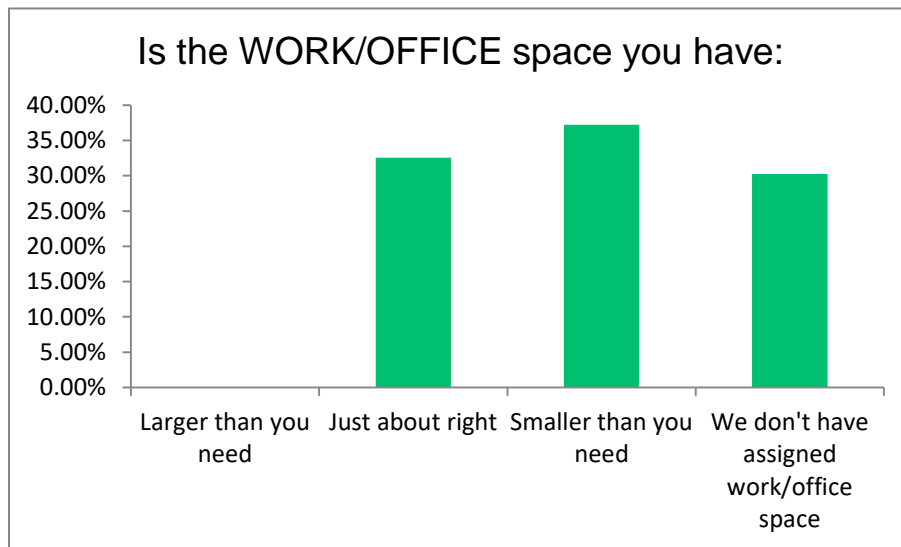
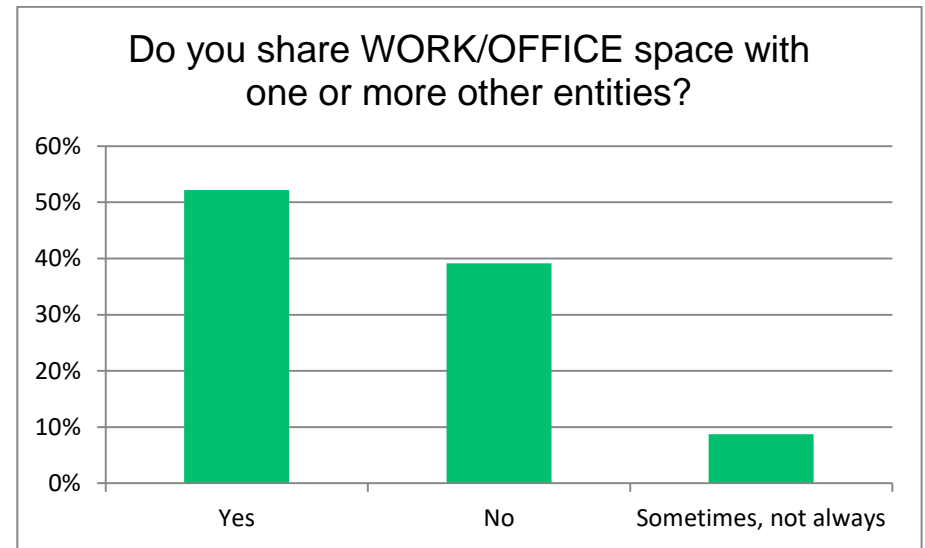
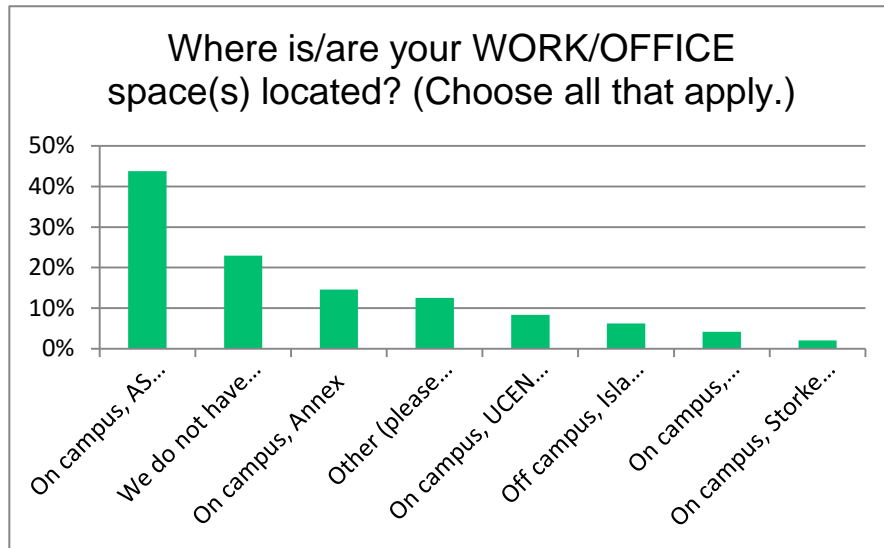
- Confusing as a first year in AS
- Should put more money and resources into training
- Anti-Blackness training specifically: relied on a student to give the presentation, should have more funding/educated professionals and higher standards
- Need more well structured trainings

#### First years at UCSB are clueless on AS

- Do not know the services, resources, what AS does
- Gaucho FYI on AS?
- Beneficial if everyone had a basic understanding of AS/how to get involved
- So many resources that people do not know about

## Appendix H: AS Entities Space Survey Results

The following is aggregate information from the survey. Individual entity responses are available in an Excel spreadsheet.



*The total square footage of the office is manageable, but the configuration (the way the rooms are split up) is not ideal for our needs and no one space in the office is large enough.—EAB*

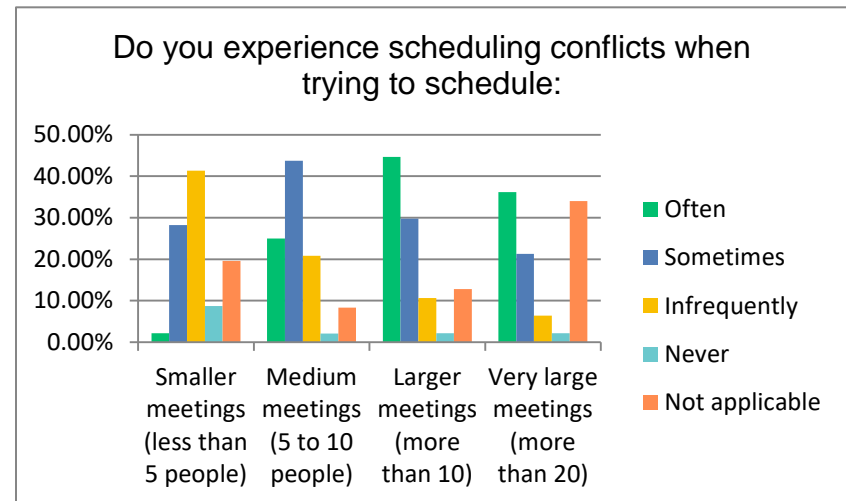
**Meeting Spaces:**

**When campus is meeting in-person, which AS MEETING LOCATIONS does your AS entity use and how often:**

	Often	Sometimes	Infrequently	Never	Total
Your allocated work/office space	21	2	2	13	38
AS Main Office downstairs common area	11	3	6	22	42
Annex/Media Center common area	8	2	1	27	38
AS Main Office upstairs NATI conference room	6	6	4	24	40
AS Main Office upstairs CAB space	4	2	2	28	36
IV Pardall Center Downstairs conference room common area	3	1	7	26	37
SRB (specify where, below)	3	3	7	25	38
UCEN meeting rooms	3	5	5	27	40
Recycling office (in Facilities)	2	0	4	31	37
KCSB entry/lobby space	1	0	3	33	37
Eucalyptus Grove	1	1	3	32	37
Library (specify where, below)	1	1	6	29	37
IV Pardall Center upstairs open area	1	2	5	30	38
IV Pardall Center Downstairs common area	0	2	8	27	37
Other? Or if Library or SRB, please elaborate:					9
	<b>Answered</b>				<b>47</b>

**Other:**

- MCC Kitchen is used sometimes
- DSP office
- SRB - Whatever spot we were able to get from the lottery is where we would meet. In the past, we've met on the 2nd floor conference rooms.
- On campus, north hall
- Subcommittees within the Coastal Fund will meet at various locations in the library, SRB, or UCEN commonly.
- We use the Special Collections in the Library
- Our weekly general meetings are held in the GSA lounge upstairs of AS Main. We have smaller meetings in the Coastal Fund office because our office is hard to access. We have used rooms in the SRB in the past because our office is too small.

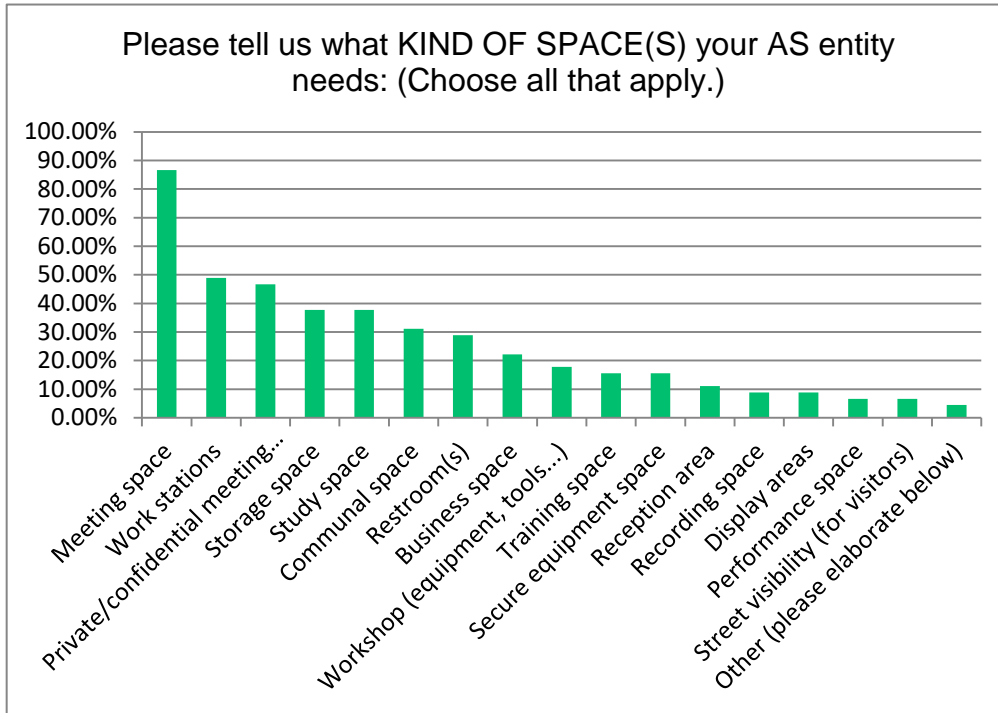


**If you could change or add locations, would you like to: (Choose all that apply.)**

Answer Choices	Responses	
Stay in our current location, but be allocated more space	46%	21
Stay in our current location with current amount of space	37%	17
Move into other space on campus	24%	11
Move to the UCEN 3rd floor	13%	6
Move to the AS Main office	11%	5
Move to the Annex	7%	3
Move to IV Pardall Center	4%	2
Move into other space off-campus	2%	1
Move into more than one location	0%	0
If you want to move to a space AS does not have, or to more than one location, please elaborate here:		9
	<b>Answered</b>	<b>46</b>
	<b>Skipped</b>	<b>2</b>

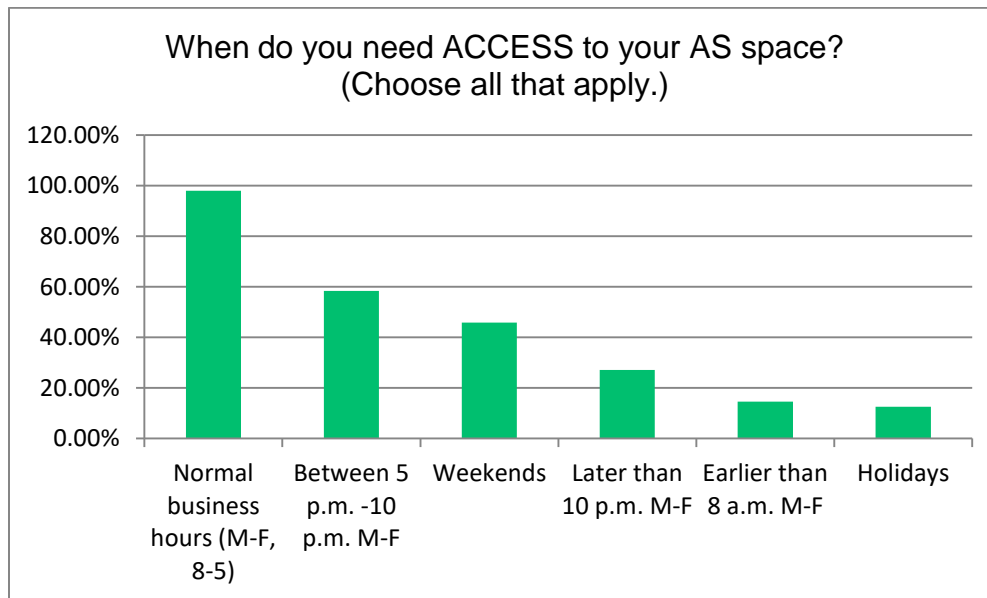
**Elaboration:**

- A space that is easily accessible, and that has the potential to be made into a resource center, shared with orgs that we work with, such as EAB.
- The current layout of AS is outdated and not adequate for meetings in a shared space, where there are other student groups and meetings going on.
- Improving current 2nd floor location to be more permanent. We will also continue to try and use both upstairs/downstairs spaces in the future.
- We'd love to be integrated with EAB in the UCEN 3rd floor, with the hope that the EAB office will be expanded throughout the floor. Otherwise, we are open to any options. On-campus spots are preferred.
- I feel there should be more space made on campus for people to be able to have meetings, or also making it easier to book spaces on campus for meetings. The annex is too small as it is.
- establishing a Mental Health Space by PMHC on the 3rd floor
- In a Pardall Center remodel plan, we would like a IVTU student office to be included.
- We're not sure where, but it would be tremendously helpful for Lobby Corps to have access to a more permanent home, or at minimum be guaranteed a sufficiently large meeting room somewhere.
- If we could rearrange our current space so we had one big room and didn't have to enter through the Food Bank, it would be fine
- We picked the AS Main office, but we actually mean the second floor above the main offices (Coastal Fund office).



**Other:**

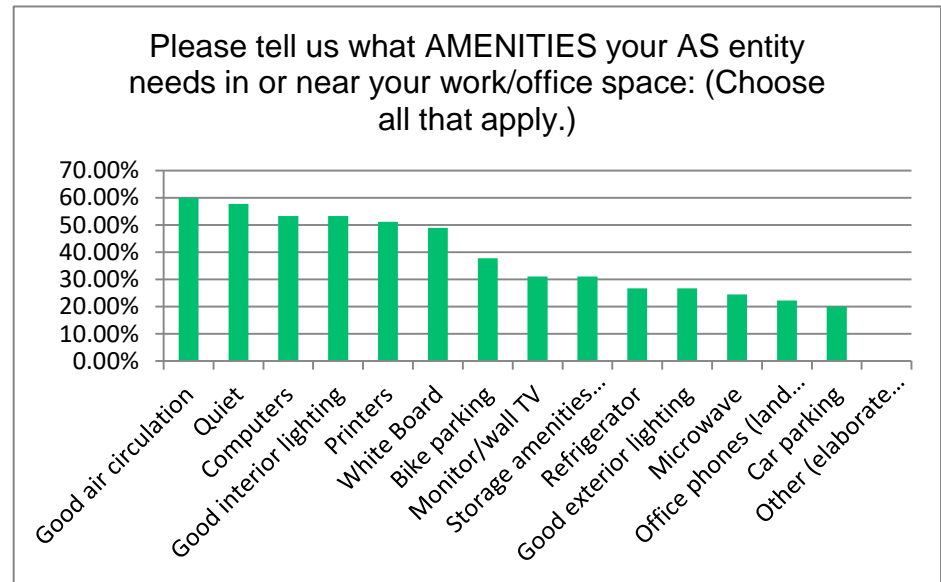
- Safe space with mental health resources for students from PMHC!
- More private space as one of the few committees with some closed, confidential meetings per Legal Code
- Post-COVID, we anticipate taking far more meetings by phone. Having a designated, private space to take these calls (which often involve multiple Lobby Corps members) is very important to us.
- We envision an Environmental Resource Center where multiple environmental entities can hold their meetings and store organization belongings. We also would like it to be a space where people can drop in to get resources related to environmentalism as well as materials such as poster boards and paint and use it as a communal space.
- We love our space!!

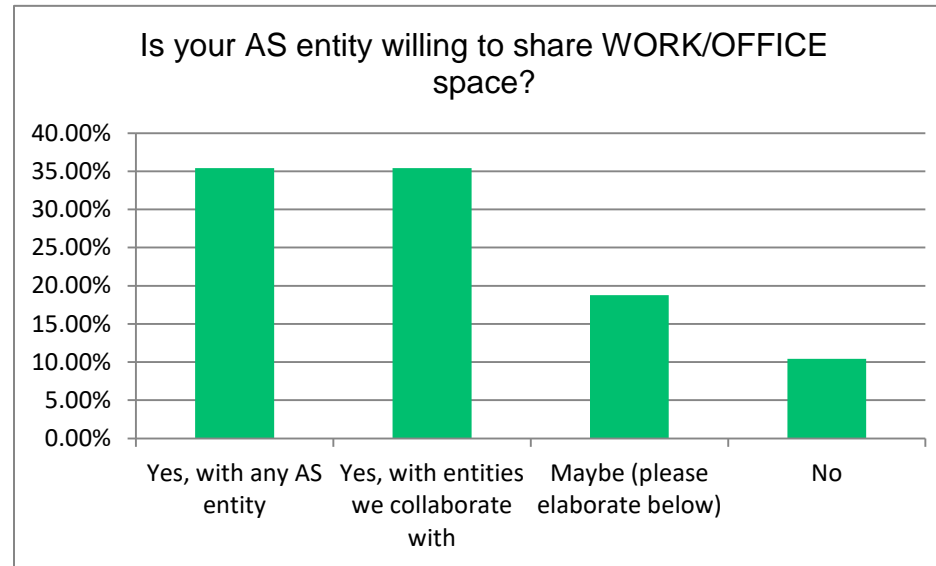




**Amenities:**

- Enough space for bookshelves, iPad stations, and boxes.
- We continue to need more space to meet the increased demand for food.
- We store promotional materials that we use every year in the storage space we use right now.
- We would mostly be using the space to hold meetings and store items. Because of this, we need a quiet space. Good air circulation would help with having more than 10 bodies in the space feel comfortable. We occasionally like to share presentation slides, and would need a monitor or wall TV to display for everyone to see easily. Some storage amenities like cabinets and/or shelves would be helpful in keeping swag and other useful committee items safe.
- computers: possible teletherapy
- Storage space in Pardall Center is tight, but we are able to make it work on the second floor.
- We host meetings with several grant applicants per week in a meeting of ~10 people, so we need a quiet space with good lighting and a monitor. Applicants need a place to park their cars, and students their bikes. Students also need to prepare for these meetings, and having food during the meetings is essential as they last several hours.
- We'd need quiet primarily for our lobby meeting space. Our general member & exec meetings need less quiet, but are fairly loud themselves. We do interactive activities so we need lighting. Minimal storage is needed for our recruitment & office materials. Some kind of large screen is needed for our trainings, briefings, & interactive activities.
- place to store microphones
- Storage amenities like cabinets would be helpful!
- A place to store our publicity material and anything else necessary
- We are truly a fully operating radio station with lots of staff coming through, so all of these amenities are things we currently have and use frequently. As a fully operating radio station, we receive TONS of CDS/VINYL/TAPES from music labels, and have merchandise from previous years that stacks up until our annual fund drive when we sell a lot of it.





**Elaboration:**

- It might be helpful to redo AS space to make it more functional for sharing between entities (changing out big table and furniture, doing a centralized space scheduling system so entities/students do not schedule overlapping meetings or study sessions)
- We currently share a space with AS Recycling and would like to continue doing so
- We need privacy as we do hold closed meetings.
- We have privacy concerns in relation to our cases.
- Maybe with orgs that align with our missions statements and it also depends how many A.S. entities we would have to share the space with.
- with entities related to public or mental health
- The Pardall Center is open to collaborating with other entities, to use our space for programs.
- Yes if scheduling is not a problem
- I would have to see the plan.
- This really depends on usage schedule -- if there's not overlapping scheduling it would work. We don't meet for that many hours/week so we could share. Sharing with entities we collaborate would be ideal -- would be conducive to each other's work.
- Preferably not with too many entities!

**Anything else?**

- We need this change as soon as possible. Keeping us in the annex is extremely disruptive for the other entities that meet there, for the staff that works there, and it makes our job more complicated than it should be.
- We continue to be in a semi-permanent place but would like a much larger or more permanent change to facilities to meet the growing need. We would also like to see expanded microwave, toaster, and other food heating services.
- It would be ideal to have our office space as close as possible to our work/storage space (currently the Eucalyptus Grove)
- The bicycle shop will be moving.
- With the growth of the new AS Marketplace, there is a clear storage problem that we do not have the space to have all items in the office without it becoming cumbersome. We also are near our max capacity in storage as it is, so increase storage needs is going to be necessary
- ASPB has more than 4 people using one office space at a time, which is pretty cramped for the work we need to get done. If we could have improvements in our space, it would be really helpful as we regularly have more than 15+ people on board at a time, all scheduling office hours and needing work space throughout the regular school day.
- If possible, we would love to have a space that we can use for a direct service to students: a item swap/exchange shop. Students would be able to exchange useful items with one another at no charge, and ZWC would oversee the process to maintain order. We, however, do not have our own designated space to access at our leisure, which is required to follow through with this plan of ours. We also occasionally purchase reusable items for events that we would love to have storage space for, which is highly aligned with our mission to waste less things. We are very open to sharing space with others, but simply want more access to space for meetings and accessing our items.
- We've been working to get this space prior to Covid and were going to present it to the UCEN governance board. We have pushed for this space and it has been a project that we have been consistently working on so that students can have an accessible mental health space. We would highly encourage and hope that our space can be prioritized.
- Lobby Corps needs space for four things: weekly general meetings for 10 - 20+ people; weekly exec meetings for 8-10 people; ad-hoc workspace for irregular trainings, recruitment+lobby trip planning; and lastly, a private space for taking lobby meetings over Zoom. Our space needs are generally less than 10 hours per week. The most helpful one would be having a designated quiet space for taking lobby meetings. For general meetings, exec meetings, & workspace, we've made do with AS main & UCEN spaces in the past.
- We have advocating for on our space needs for years and we have well-thought out solutions that could solve many problems for many organizations.
- we would just like a space that we can use to make this commission feel more definite
- Nope ! KCSB is doing pretty well space wise, I think a long term problem that will need to be addressed eventually is how our building leaks a ton, that is something we continuously try to remedy

## **Appendix I: Collaborative Leadership Program Development**

### **BACKGROUND**

The AS Leadership Development Course is a project that has been in discussion for multiple years. To this point, the Internal Vice President, deputy chief of staff for the Internal Vice President, and deputy chief of staff for the AS President have been developing the next steps of the Leadership Development program, alongside A.S. staff member Diana Collins Putene.

The first step to launching the program is convening a working group, which will include 6-7 individuals consisting of staff, Executives, or representatives from each Executive's office (chief of staff or deputy chief of staff). The purpose of the working group is to develop the course curriculum and select the texts and readings for the course. The current hope is that this working group will convene during Summer 2021.

The next step for the leadership development program is to codify the program into legal code, which will require an added job duty under either the office of the President or office of the Internal Vice President. Honorariums for interns who complete the Leadership development program will also need to be decided and codified in legal code.

The immediate goal of the working group is to establish the curriculum for the Leadership Development program based upon the concept of praxis and other successful leadership models. A pilot program is to be implemented during the Fall quarter of 2021 and will encompass critical reflection, evaluation of experiences, and how to immediately apply the knowledge of the course. Long term goals of the program itself is to implement this multi-tiered, year-round course and fulfill the course's purpose.

### **LEADERSHIP DEVELOPMENT MODELS**

The Social Change Model of Leadership Development

Created by the Higher Ed Institute of UCLA, the Social Change Model (SCM) of Leadership Development approaches leadership as a purposeful, collaborative, values-based process that results in positive social change. The Model was built upon the following assumptions:

- Leadership is socially responsible
- Leadership is collaborative
- Leadership is a process, not a position
- Leadership is inclusive and accessible to all people
- Leadership is values-based
- Community involvement/service is a powerful vehicle for leadership

The team that developed the model concluded that seven values are necessary in order to have trust, common goals and true collaboration. An eighth value "Change" is seen as the core value that gives meaning and purpose to the other seven.

**The Seven Critical Values - The "Seven C's" (Plus 1)**

- Consciousness of Self
- Congruence
- Commitment
- Collaboration
- Common Purpose
- Controversy with Civility
- Citizenship
- Change

More on this model: <https://www2.cortland.edu/dotAsset/190474.pdf>

Universities using this model:

- Stanford utilizes the Social Change Model and the Five Practices of Exemplary Leadership  
<https://www.heri.ucla.edu/PDFs/pubs/ASocialChangeModelofLeadershipDevelopment.pdf>
- UC Merced  
[https://studentleadership.ucmerced.edu/sites/studentleadership.ucmerced.edu/files/page/documents/bls\\_syllabus\\_spring\\_2018.pdf](https://studentleadership.ucmerced.edu/sites/studentleadership.ucmerced.edu/files/page/documents/bls_syllabus_spring_2018.pdf)
- UCLA  
<https://www.heri.ucla.edu/PDFs/pubs/ASocialChangeModelofLeadershipDevelopment.pdf>
- Washington State University uses the Social Change Model and Servant Leadership  
<https://studentinvolvement.wsu.edu/leadership/tier-programs/leadership-wsu/>

Critical Reflections of this Model:

From Beyond Individual Leader Development: Cultivating Collective Capacities: "Despite a clear focus on social justice and recognition of community and societal systems, writing on the social change model often fails to address the reality of systematic power and authority dynamics inherent to all social change processes explicitly." They offer incorporating Eric Liu's eight essential prompts on power for critical self-reflection and educational dialogue as a key response to this critique:

- What is power?
- Who has it?
- How does it operate?
- How does it flow?
- What part of it is visible?
- What part of it is not?
- Why do some people have it?
- Why is that compounded?

### The Five Practices of Exemplary Leadership Theory and Corresponding Ten Commitments

The Five Practices of Exemplary Leadership Theory was developed by James M. Kouzes and Barry Z. Posner (2008). It has significant overlap with the four practices of transformational leadership. This evidence-based theory holds that there are five universal practices of leadership and, within each of those, two key behaviors.

- Model the Way
  - Find your voice by clarifying your personal values
  - Set the example by aligning actions with shared values
  
- Inspire a Shared Vision
  - Envision the future by imagining exciting and ennobling possibilities
  - Enlist others in a common vision by appealing to shared aspirations
  
- Challenge the Process
  - Search for opportunities by seeking innovative ways to change, grow and improve
  - Experiment and take risks by constantly generating small wins and learning from mistakes
  
- Enable Others to Act
  - Foster collaboration by promoting cooperative goals and building trust.
  - Strengthen others by sharing power and discretion
  
- Encourage the Heart
  - Recognize contributions by showing appreciation for individual excellence.
  - Celebrate the values and victories by creating a spirit of community

### Critical Reflections of this Model:

One critique of Kouzes and Posner's theory is that it is in the 'leader-as-hero' tradition and therefore largely ignores more recent ideas about sharing leadership. Because of this, the overlay of a model that focuses on collaborative leadership is key.

## **LEADERSHIP DEVELOPMENT PROGRAM STRUCTURE BRAINSTORM**

(This format will look different in the first quarter/year as we test out the content)

In considering ongoing, year round leadership development opportunities, we have considered establishing a three-tier leadership development model for emerging leaders, developing leaders and advancing leaders.

### **Level 1 - Emerging Leaders (Self Knowledge - Intrapersonal)**

Components:

The first three C's of the Social Change Model: Consciousness of Self, Congruence, Commitment

During this level, you will learn how to:

- Create your own definition of leadership and what it looks like for you
- Identify your strengths and weaknesses that guide your leadership style
- Connect your values to your actions in the community
- Become more confident in your ability to demonstrate leadership

Activities during this level include:

- Interactive workshops with other students in the program
  - At least (five core sessions + 10 additional events/activities)
- Working with a mentor one on one throughout the year
- Community service with other students in the program
- Connecting to leadership opportunities on campus
- In future years could include:
  - Spring Leadership weekend
  - Fall Leadership conference

Certificate: Emerging Leaders Certificate

Commitment: 1-3 hours a week

Desired skills/core competencies:

- Self assessment
- Personal strengths/challenges
- Personality styles
- Leadership styles
- Communication
- Teamwork

## **Level 2 - Developing Leaders (Leading Others)**

(Upon completion of Level 1)

Components: The second three C's of the Social Change Model: Collaboration, Common Purpose, Controversy with Civility

During this level you will learn to:

- Talk to others about the unique talents you bring to a group
- Motivate and lead others within a group setting
- Communicate with others who have differing views and values
- Learn from both failures and successes

Desired skills/core competencies:

- Time and Stress Management
- Critical and Creative Thinking
- Understanding others
- Risk Taking and Trust
- Coaching, Mentoring, Negotiation
- Advanced Communication
- Advanced Teamwork

Activities during this level include:

- Interactive workshops with other students in the program
- Strengthsquest assessment to determine unique talents
- Practice and experience facilitating team development
- Creation of a group service project with other students in the program
- Connecting to leadership opportunities on campus

Certificate:

Developing Leaders Certificate

Commitment:

- Completion of Level 1
- 1-3 hours a week all year



### **Level 3 - Advancing Leaders (Leading for Change)**

Components:

The final C of the Social Change Model: Citizenship

Program Samples:

- Same as Level 1-2
- Advancing Leaders Retreat
- Service opportunities
- Peer-peer training
- Emerging Leadership Team

Certificate:

Advancing Leaders Certificate

During this level you will learn how to:

- Recognize and challenge your own assumptions as well as those of others
- Draw out and understand the thoughts and perspectives of others
- Engage in meaningful dialog about complex issues
- Participate in democratic engagement and civic learning within your community

Desired skills/core competencies:

- Group Development
- Ethical and Moral Development
- Decision Making and Problem Solving
- Conflict Resolution
- Inclusiveness
- Motivation and Accountability
- Delegation and Empowerment

Activities during this level include:

- Completing a 2-credit course to explore concepts related to leadership and society
- Practicing communication with larger groups of people about controversial topics
- Connecting with community members and area organizations
- 30-hour leadership practicum experience that connects to future career goals

To Be Considered: Level Four: Capstone Leadership Certificate

Once you complete the Advancing Leaders Certificate (Level 3), you may move onto the Capstone Certificate.

During this level you will learn how to:

- Create meaningful change within your community
- Foster the leadership develop of others through training and mentoring
- Connect the concepts learned in the program to future career and community aspirations

Activities during this level include:

- Collaborating with other student leaders to plan the Annual Student Leadership Conference
- Mentoring a student in the Green Leadership Certificate
- Identifying a community need and creating a social action project to address that need through the Capstone Cause

Alternate Model:

CSUS has developed a similar leadership program (starting on page 49 the program is broken down)

<https://www.csus.edu/college/social-sciences-interdisciplinary-studies/public-policy-administration/internal/documents/thesis-bank-2011-myers.pdf>

### **DISCUSSION NOTES:**

Key ideas:

- Develop Internship program out of each Executive's office
- Make involvement honoraria-eligible
- Incentivize - Fund student-initiated projects
- Intersection integrating current lived experience with AS, ie. Coc member (use current appointment). Apply curriculum along the way.
- Flesh out activities that feed objectives, evaluation and micro assessment
- What is the relationship between the different levels based on the time commitments

Other skills to include:

- Active Listening, Effective Communication Skills
- Conflict Resolution Techniques
- How to Create Cooperative Collaborative Win-Win Relationships
- Program Planning (How to Achieve Your Goals)
- How to Recruit Students (Motivate Students to Become Involved)
- How to Facilitate a Meeting to Get Results
- How the Budgeting Process Works
- How to Lobby and Move Decision-makers
- Ethics
- Community Engagement 101

Additional Resources:

- Empowering Student Leaders Series (MCC)

- Social Justice Facilitator Series - (MCC - Matt Harris
- Intersectional Justice Certificate Coordinator) [matthew\\_m\\_harris@ucsb.edu](mailto:matthew_m_harris@ucsb.edu)
- Teaching Community, bell hooks

#### Format of the Program

#### Makeup of participants:

Capped at 25

Range of students, involved/non-involved

- Non AS students (OSL, non-involved students, first year/transfer students)
- Students involved in MCC internship program
- AS BCUs
  - New BCU's
    - Black Womyn's Health Collaborative
    - Transfer Student Alliance
    - Global Gaucho Commission
    - PMHC
- AS Execs and Senators
- AS Student Staff

#### Special role for these?

- Academic Committee
- SIRRC
- CoC

## Appendix J: VISION 2020 Strategic Plan Assessment

### Background

Over the 2013/2014 and 2014/2015 academic years, UCSB Associated Students (AS) prepared a five-year strategic plan. The student leadership for those two years recognized the need to carry goals, activities, initiatives, and momentum for some projects over several years. Why?

- AS elects new executives and legislators each year
- Often the chairs and co/vice chairs of BCUs also change as students graduate or change focus

While this allows AS to remain fresh and relevant to the student body and to make incremental progress within an academic year, it makes it difficult to engage in significant structural changes to the University and to AS' internal functions that may take more than one academic year.

### A Long-Term Plan of Action

To address the limitations of this structure, AS decided to be forward thinking. ASUCSB is already a renowned student government in the state; it strives to set the standard on student representation, internal development, and long-term strategy. Thinking then about where AS wanted to be in 2020 was intended to help AS accomplish goals that take longer than one academic year to plan, fund, and complete.

To begin looking forward, the VISION 2020 Guiding Group created a survey to help identify what longer-term issues and projects undergrad students in 2014 needed, wanted, and cared about most, as well as the strengths of AS and weaknesses AS needed to work on. Almost 2000 undergrads responded. Of course, the students wanted a lot—and some of what the students wanted, AS does not control—so AS took those results to AS participants, who refined the list to identify those projects that AS could and should address. Finally, the Guiding Group held a well-attended public workshop which brought AS participants and other students together to discuss and refine ideas.

The VISION 2020 Guiding Group took all of that input and prepared a five-year Strategic Plan with 22 longer-term goals over six topics or *focus areas*. These focus areas and goals were what AS' stakeholders—the undergrads who elect and fund AS—wanted AS to accomplish, and the VISION 2020 Strategic Plan was a road map to help AS make tangible progress on those long-term projects. The Guiding Group brought the Strategic Plan to the Senate; they approved the plan and the accompanying changes to Legal Code in May 2014.

To keep it viable and relevant to incoming students, the plan was to be reaffirmed each year (and changed as applicable). This occurred the following year, when the AS in IV addendum to the VISION 2020 Strategic Plan was adopted. In addition, a position responsible for carrying out longer-term planning was added to the organization's executive leadership (Legal Code, Section 10). At this time, AS leaders do not know whether this position was ever filled.

**Assessing VISION 2020**

It is 2021, and the VISION 2020 Strategic Plan is expiring. As AS considers preparing a new long-term plan, we want to learn from our experience with the first. Below, the AS Strategic Vision Committee for VISION 2025 reports on VISION 2020: both on the actual attainment of goals, and also on lessons learned about communication and process within AS and the efficacy of long-term planning in AS’ dynamic organization.

To assess VISION 2020, the ASUCSB VISION 2025 committee used two sources: written materials from AS entities and survey responses from three surveys released to AS participants, AS alumni, and AS professional staff requesting information about the VISION 2020 Strategic Plan. The surveys were conducted in Spring 2020 and Fall 2020.

**AS Surveys**

AS conducted the following VISION 2020 assessment surveys:

1. Spring 2020-Fall 2020: Current AS Participants. 54 responses.
2. Fall 2020: AS Alumni. 20 responses.
3. Fall 2020: AS Professional Staff. 25 responses.

**Who Responded?**

	Current AS Participants Q8	AS Alumni Q3	AS Professional Staff Q2	
Total Respondents	54	20	25	
<b>Years Active</b>				
2013 or earlier	0%	33%	More than 5 years	52%
2014	4%	67%		
2015	4%	47%		
2016	15%	53%	3-5 years	12%
2017	19%	47%		
2018	41%	20%	1-2 years	32%
2019	81%	7%		
2020	89%	7%	Less than one year	4%

<b>Let us know your role(s) within AS, past and present. Choose all that apply. (Qs 10, 5, n/a)</b>			
Answer Choices	Current AS Participants	AS Alumni	AS Staff
BCU chair/co-chair/vice chair	43%	33%	
BCU board member	46%	13%	
Elected official	41%	60%	
General BCU member	41%	13%	
Staff/intern/fellow	27%	33%	
Student employee	5%	33%	
AS Advisor	0%	0%	48%
Other (please specify)	0%	0%	
Total Respondents	37	15	25

VISION·AS: UCSB Associated Students Strategic Plan 2020/21-2023/24

AS Entities Worked With (Qs 9, 4, 5)									
	Current AS Participants	AS Alumni	AS Prof. Staff	Total	Answer Choices	Current AS Participants	AS Alumni	AS Prof. Staff	Total
America Reads/Counts	0	1	2	3	Queer Commission (QComm)	4	3	1	8
Bike Committee (ASBC)	3	1	0	4	Recycling Committee	1	0	0	1
The Bottom Line	2	0	1	3	Student Advocate General	0	1	1	2
Finance & Business Committee (ASFB)	4	5	0	9	Students Against Sexual Assault (SASA)	2	0	1	3
Coastal Fund	0	2	2	4	Student Comm.Racial Equality (SCORE)	3	1	0	4
Commission on Disability Equality (CODE)	1	2	2	5	Stu. Init. Recruit. & Retention Comm. (SIRRC)	2	1	0	3
Commission on Honoraria	5	5	0	10	Lobby Corps	5	6	2	13
Public Safety Commission (COPS)	1	0	3	4	Take Back The Night (TBTN)	1	0	0	1
Commission on Student Well-Being (COSWB)	1	1	3	5	Technology & Media Services Comm.	0	0	0	0
Committee on Committees	0	6	1	7	Transfer Student Alliance	5	0	0	5
Community Affairs Board (CAB)	3	1	3	7	Womyn's Commission	0	1	1	2
Constitution and Bylaws Committee	0	2	1	3	AS Bike Shop	1	1	1	3
Department of Public Worms (WORMS)	0	0	1	1	AS Recycling Center	0	1	2	3
Elections Board	2	0	2	4	AS Publications	0	0	1	1
Environmental Affairs Board (EAB)	6	1	2	9	AS Ticket Office/Cashiers	0	1	1	1
AS Food Bank	3	1	2	6	AS Front Office	0	1	0	1
Human Rights Board (HRB)	4	1	1	6	AS Administration	0	3	3	6
Investments Advisory Committee (IAC)	0	1	0	1	AS Media Center	0	1	4	5
Isla Vista Community Rel. Comm. (IVCRC)	3	1	3	7	AS Pardall Center	6	1	3	10
Isla Vista Tenants Union (IVTU)	4	1	3	8	AS Book Bank	1	1	0	2
Judicial Council	0	0	0	0	Creative Media Unit	0	1	4	5
KCSB Radio	1	0	5	6	Community Volunteer Foundation	0	0	3	3
Legal Resource Center (LRC)	0	1	1	2	Community Financial Fund	4	2	0	6
Senate	11	8	2	21	Living History Project	1	0	1	2
Media Relations Committee	0	0	0	0	Environmental Justice Alliance	1	1	2	4
Office of the External VP, Local Affairs	4	2	5	11	Global Gaucho Commission	1	0	2	3
Office of the External VP, Statewide Affairs	3	5	2	10	External Affairs Committee	1	1	1	3
Office of the Internal VP	5	4	2	11	IV Arts Board	2	0	0	2
Office of the President	8	5	2	15	Internal Affairs Committee	2	2	2	6
Office of the Student Advocate	1	1	2	4	UCSB TV	0	1	1	2
Program Board	0	2	1	3	Zero Waste Committee	1	1	0	2
Public & Mental Health Commission	1	0	2	3	All of Them	n/a	n/a	6	n/a

**Revisiting the Elements of a Successful Strategic Plan:**

Elements of a Successful Plan	VISION2020
<p><b><u>Create a Diverse, Invested Guiding Group</u></b></p> <p>The right group of people, representative of the organization, with a clear commitment to the mission, ownership of and champions for the process, empowered to make decisions.</p>	<p>VISION2020 succeeded in this element.</p>
<p><b><u>Collaboration, Engagement</u></b></p> <p>An inclusive and collaborative process that engages key stakeholders will:</p> <ul style="list-style-type: none"> <li>• More accurately reflect your organization, and will reveal issues, challenges, concerns, and opportunities which may not have been known or fully understood.</li> <li>• Ensure “buy-in” to help implement the plan elements</li> </ul>	<p>The VISION2020 Guiding Group represented a cross section of the organization, made significant efforts at outreach, and secured significant participation across the organization, yet:</p> <ul style="list-style-type: none"> <li>• Some refused to participate as they did not care for the AS President at the time and viewed the effort as “his.”</li> <li>• Some who did not participate later indicated less commitment to the plan.</li> </ul>
<p><b><u>Collect Data to Create Measurable Goals</u></b></p> <p>People make assumptions and hold beliefs about their organization which must be tested with data. Gather data as part of the plan process.</p>	<p>The VISION2020 plan team made an effort to use and/or collect data from which to create measurable goals.</p>
<p><b><u>Communication</u></b></p> <p><b>During Plan Creation:</b> Transparency builds trust. If stakeholders are going to buy into the plan, they need to trust the process</p> <p><b>Once the Plan is Adopted:</b> Responsible parties must share the strategic plan with stakeholders, and communicate to all stakeholders their role in implementing the plan’s goals and priorities.</p>	<p>The VISION2020 Guiding Group made every effort at transparency during the process, reporting regularly and including every detail of the process and every bit of gathered data in the final plan. Once the plan was adopted, communication was initially successful to AS Entities, but this did not continue through all the years of the plan. Further, not all staff understood their role in successful implementation.</p>
<p><b><u>Implementation Planning</u></b></p> <p>The cliché is of a strategic plan that sits on the shelf and gathers dust. To avoid this, implementation planning must include:</p> <ul style="list-style-type: none"> <li>• Determining resources and organizational capacity</li> <li>• Anticipate steps needed to achieve goals</li> <li>• Prioritize goals/projects to ensure success.</li> </ul>	<p>VISION2020 included resource and capacity components; however, it failed to identify key goals/projects without which the plan might not succeed. Among those were several AS Internal Operations goals.</p>
<p><b><u>Commit to Change in Process and Culture</u></b></p> <p>An organization’s culture is the commonly held attitudes, values, beliefs and behaviors of its stakeholders. In some organizations:</p> <ul style="list-style-type: none"> <li>• Change is something to be feared and avoided; this can result in change only occurring in reaction to crises</li> <li>• Change is always implemented (often forcefully) ‘from above’, which means change is seldom supported</li> <li>• Change is viewed as worthwhile and everyone’s responsibility, which results in change occurring with relative ease and often in anticipation of need, rather than reaction to it</li> <li>• Stakeholders in every part of the organization need to understand that in order to succeed, it may be necessary to let go of some processes, structures, strategies, and norms, and that those changes will be worthwhile.</li> </ul>	<p>There was a goal in VISION2020 that addressed the organizational culture, but not with regard to change. This is an area to explore.</p>

## Other Observations:

### Level of Detail:

The VISION 2020 Strategic Plan was a road map to help AS make tangible progress on AS student's long-term goals. The Guiding Group included a lot of detail in the plan regarding which AS entities should carry out the goals, what other UCSB, UC, or community partners should be involved, how to measure success, and what funding and other resources might be needed. This level of detail was included because:

1. The Guiding Group, the AS participant respondents, and the focus group participants, as part of their effort to determine which goals could and should be included in the five-year plan, did this level of analysis and did not want it to be lost.
2. They believed it would help if those undertaking the projects were already identified and could continue the effort automatically each year.
3. Accountability and measures of success are important components to ensure plans can be assessed.

There were several comments in the assessment survey responses indicating that the goal language was complex, even inaccessible, despite the efforts of the Guiding Group to provide very clear instruction and an interactive website.

The current Strategic Planning Committee has looked carefully at this issue and decided that the level of detail is desirable; however, the goals and the details regarding how to accomplish those goals will be presented more clearly.

### Implementation:

- **People**

One of the signature implementation measures when the plan was adopted was creation of the executive officer position of Chief Operations Officer (Legal Code, Section 10) whose responsibilities include "overseeing the operations and initiatives of the Association, as it pertains to progress towards completion of goals outlined in AS strategic plans." This position may have been filled in some administrations, but no current students were aware of the position, and it has not been filled for at least several years.

In recent years the Office of the President created the Continuing Project Coordinator; however, as of 2020, that position did not have responsibility for any aspect of strategic plan implementation, communication, or oversight.



- **Reaffirmation:**

To keep it viable and relevant to incoming students, the plan was to be reaffirmed each year (and changed as applicable). This appears to have occurred only once, in 2015.

- **Other Tools**

One implementation tool that was not used was the interactive website that the students requested. It was to enable AS Entities to track goal language and changes (if changes occurred through reaffirmation), record progress, report quarterly and annually, and communicate with others working on the goals.

Another implementation tool was the required adoption of AS Entity three-year plans. Only a handful of BCUs appear to have completed these. Those that completed plans report that they found them useful. Completion of three-year plan coincides with completion of corresponding VISION2020 strategic plan goals, though causality cannot be verified. Cross-referencing of survey results appear to indicate that BCUs that completed three-year plans had staff advisors who were engaged in the effort.

Most of the assessment survey suggestions regarding improving implementation recommend better communication, better transitioning, and clarifying the role of staff.

Half of student ideas to improve implementation of a new plan, and  $\frac{3}{4}$  of staff ideas to improve implementation of a new plan were included in the VISION2020 plan.

- **Relevance:**

The Strategic Planning Committee assigned to assess the VISION2020 plan and consider next steps in strategic planning for AS commented early on that a five-six year plan seemed too long, as most students are on campus for no more than four-five years, with many transferring in and, therefore, a part of the campus community for less time. However, the surveys conducted in Spring and Fall of 2020 found that:

- Half of the ideas suggested for future non-internal operational goals were expressed in the previous plan, and
- Six of seven AS Internal Operations Goals from VISION2020 appear to still be wanted and needed.

**VISION 2020 Assessment Survey Results**

**Hearing about VISION 2020**

A majority of current AS participants, AS alumni and AS professional staff had heard of the plan before the survey; however, among current AS participants, almost as many had heard as had not heard, and many had only recently learned of VISION 2020 as a result of the VISION 2025 effort.

<b>Had you heard of the AS VISION 2020 Strategic Plan before this survey? (Qs 13, 8, 6)</b>			
Answer Choices	Current AS Participants	AS Alumni	AS Professional Staff
Yes	41%	56%	82%
No	38%	33%	18%
Maybe, I'm not sure	21%	11%	0%
Total Respondents	34	9	22

<b>If yes, please tell us when and how you learned about the AS Vision 2020 Strategic Plan: (Qs 14, 9, 7)</b>			
Summarized Answers	Current AS Participants	AS Alumni	AS Professional Staff
From the Office of the President	44%	33%	6%
From/through another AS elected leadership position (officer/senate)	44%	17%	0%
Through BCU (committee chair/committee work)	0%	0%	0%
Other AS/BCU related	22%	33%	0%
Social Media	0%	17%	0%
From the AS Executive director	0%	0%	13%
In a staff meeting	0%	0%	50%
Other job-related	0%	0%	31%
Total Respondents	9	6	17

Though few students answered, the results show that participants and alumni heard about the plan from various sources, which reinforces the need to use various sources to inform.

## Communicating about the VISION 2020 Plan

It is imperative that students know about the plan in order to implement it. We asked staff whether and how they communicated about the plan.

- Those who answered that they had communicated about the plan are all staff who have been with AS more than five years; four staff who have been with AS more than five years and three who have been with staff three-five years responded that they have not communicated about the plan with students.
- Of those who did communicate about the plan, half report only communicating about it for the first year or two after it was adopted.
- Type of communication was split.

### Did you communicate/have you communicated with any students/BCU(s) regarding the VISION 2020 plan once it was adopted? (Qs n/a, n/a, 10)

Answer Choices	AS Professional Staff
Yes	29%
No	67%
Not Applicable	5%
Total Respondents	21

### If yes, did you communicate about the plan: (Qs n/a, n/a, 11)

Answer Choices	AS Professional Staff
Just the first year or two after it was adopted	50%
For several years after it was adopted	17%
Each/most years, up to last year/this year	17%
Once, in year three (from comments)	17%
Total Respondents	6

### Please tell us how you communicated about the plan with students/BCUs. (Qs n/a, n/a, 12)

Answer Choices	AS Professional Staff
Let students/BCUs I work with know it existed (via email, orally)	100%
Looked at it with students/BCUs to see what might apply to their work	50%
Answered questions about it when they arose	50%
Other (please specify)	13%
Total Respondents	8

### Implementing the VISION 2020 Plan

Did you/have you used the AS Strategic Plan VISION 2020 in any of your organizational planning? (Qs 15, 10, n/a)			Did you and/or students/BCUs you advise work on any VISION 2020 goals? (Q 14)	
Answer Choices	Current AS Participants	AS Alumni	Answer Choices	AS Professional Staff
Yes	8%	33%	Yes	19%
No	80%	44%	No	38%
---	---	---	Maybe, I am not sure	19%
Not Applicable	12%	22%	Not Applicable	14%
Total Respondents	25	9	Total Respondents	21

Has/did your AS BCU create its own three-year strategic plan? (Qs 16, 11)			Did you work with any BCU(s) on their three-year plan? (Q 16)	
Answer Choices	Current AS Participants	AS Alumni	Answer Choices	AS Professional Staff
Yes	6%	13%	Yes	11%
No	32%	13%	No	58%
Don't Know	47%	63%	Maybe, I am not sure	5%
Not Applicable	15%	13%	Not Applicable	26%
Total Respondents	34	8	Total Respondents	19

### VISION Goals

A strategic plan is more than a list of goals. AS identified five focus areas, and also identified some threads or themes running through the comments and concerns. For each goal in each focus area, AS addressed these threads as well.

## Focus Areas

Data from surveys, interactions with focus groups, and interviews with individuals led AS to five focus areas for VISION 2020. Each focus area had between three and seven goals. Those goals are the subject of the reports on the following pages.

• <b>Academic Support</b>	<i>Coursework and degree and issues related to these, and the campus learning environment.</i>
• <b>Student Well-Being</b>	<i>Safety, physical, mental, emotional, spiritual well-being; food, sleep, shelter.</i>
• <b>Student Experience</b>	<i>Non-academic support, growth, and development as well as fun, enrichment, and connections.</i>
• <b>Community, State, National &amp; Global Issues</b>	<i>Advocacy and activism: Working for positive change.</i>
• <b>Internal Organization</b>	<i>The way AS works.</i>

## Threads

AS also found that there were four threads or themes running through comments and discussions. VISION 2020 addressed these threads for each of the 22 goals in the plan. The threads were intended to guide and enhance attainment for each goal. Whether the threads were helpful or not in achieving goals is not reportable.

• <b>Participation</b>	<i>Publicity, recruitment, diversity: increase the number of students aware of and participating in AS activities; the number actively involved in AS, and the diversity of those involved.</i>
• <b>Resources</b>	<i>Money, people, sustainability: ensure we have necessary resources to achieve these objectives and ensure a financially secure and environmentally sustainable long-term future for AS.</i>
• <b>Collaboration</b>	<i>Within AS, outside AS: understand the roles of the many entities within and outside AS; build relationships based on mutual respect and understanding; work with those whose help we need to achieve short and long-term objectives.</i>
• <b>Accountability</b>	<i>Measure and report: Track and measure what each AS entity does and what resources it uses to do it in a manner that is useful for determining efficiency and effectiveness; report those findings at least annually.</i>

In addition to the AS goals for each focus area, the VISION 2020 Strategic Plan also listed top advocacy priorities and other topics for specific BCCs which were taken from the combined results of the surveys and forum as well. This report includes results for those where noted.

**Implementing the VISION 2020 Academic Support Focus Area Goals**

Undergrads asked AS to focus on coursework and degree and issues related to these, and the campus learning environment.  
*AS leaders adopted three Academic Support Focus Area goals in VISION 2020:*

**In your role with AS, have/had you worked on any of the following ACADEMIC SUPPORT goals, recommendations, and/or advocacy priorities which were included in the VISION 2020 plan? (Qs 17, 12)**

	Yes		No		Maybe, not sure		Not this, but something similar		N/A	
	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni	Current AS Participants	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni	Current AS Participants
Academic advising & mentoring program	15%	50%	44%	0%	21%	15%	50%	44%	0%	21%
Textbook exchange/price relief	18%	63%	38%	0%	15%	18%	63%	38%	0%	15%
Outdoor study spaces	6%	50%	47%	13%	21%	6%	50%	47%	13%	21%
Advocacy for tuition control/reduction; class availability; diversity (staff & student); GauchoSpace, GOLD improvements	35%	75%	29%	0%	9%	35%	75%	29%	0%	9%

	Three Academic Support Goals	2020 Attainment Report
1.	<p><b>Establish an academic advising and mentoring program</b> that may include but not be limited to the following:</p> <ul style="list-style-type: none"> <li>○ Outreach to encourage students to seek academic advising</li> <li>○ Lists: what the student should bring to the meeting; questions the student might ask</li> <li>○ Mentor training and pairing</li> <li>○ Possible advising clinics with representatives from different departments (academic and career) available</li> <li>○ Career oriented materials available</li> </ul>	<ul style="list-style-type: none"> <li>○ Academic Affairs Board was inactive in 2015/16 and absorbed into Office of the President in 2016/17.</li> <li>○ The Pardall Center collaborated with SBCC Library to establish the SBCC Mobile Librarian in Isla Vista Pilot Project in 2015/16</li> <li>○ Goal not pursued as far as the Strategic Vision Committee for VISION 2025 can ascertain; carrying a portion over to new plan.</li> </ul>
2.	<p><b>Reduce overall text book costs for students through a number of initiatives</b> including but not limited to:</p> <ul style="list-style-type: none"> <li>○ Creating a textbook pricing plan to guide students in the purchase of their textbooks, and determine the cheapest and most fiscally viable option.</li> <li>○ Creating and developing the AS GauchoBooks online textbook trading website.</li> <li>○ Working with UCSB Bookstore to increase rentals and increase buyback prices to national college store reported average of 75%.</li> </ul>	<ul style="list-style-type: none"> <li>○ AS SIRRC created the AS Book Bank to fill textbook needs by providing free textbooks in order to support the retention efforts of UCSB students. The Book Bank became a separate AS entity at the end of the 2018-2019 school.</li> <li>○ During the 2019-20 school year, the AS Book Bank digitized their entire catalog and expanded their textbook rental service to serve hundreds of students. Currently, the AS Book Bank is working to increase their catalog.</li> <li>○ VISION 2020 identified the following AS entities to work on this project: Academic Affairs Board, Business Services Comm, SIRRC along with collaboration with the UCSB Bookstore. Academic Affairs Board became inactive in 2016/17, and it appears SIRRC took this project on alone.</li> </ul>

Three Academic Support Goals	2020 Attainment Report
<p><b>3. Work with campus to create, and, if necessary, fund outdoor study areas and other campus improvements that both enhance the academic experience and encourage student use of the campus environment.</b> These may include but are not limited to: providing multiple covered, solar lighted, inviting group study areas in or near the UCEN, Girvetz, North Hall, the Arbor, Phelps, Broida, and/or Life Sciences.</p> <p>Also see the Resource Hub goal under Student Engagement.</p>	<ul style="list-style-type: none"> <li>○ Goal not pursued as far as the Strategic Vision Committee for VISION 2025 can ascertain. Mentioned in future goals ideas.</li> <li>○ The Pardall Center was established in 2014 and continues to provide study space, an end of the quarter study jam, and other academic support to students.</li> </ul>

Top advocacy priorities for Academic Support:	2020 Attainment Report
○ Tuition control/reduction	○ 2015/16: SCORE & SIRRC: Tuition free college, cancel student debt
○ Class availability (and other means of expanding course access using technology)	○ No information
○ Diversity among staff and students	○ SIRRC
○ Textbook pricing: California Open Source Textbook Project (COSTP)	○ Book Bank; no additional information
○ Gaucho Space app and other useful apps/tech changes/fixes such as improvements to Gaucho Gold	○ No information

In addition to supporting the specific goals of the VISION 2020 Strategic Plan, AS Staff supported AS students' academic needs:

- The Assistant Director for Governmental Affairs led academic workshops for AS leaders
- 2019-present The Campus Support Advisor leads a study group for student leaders

**Implementing the VISION 2020 Student Well-Being Focus Area Goals**

Undergrads asked AS to focus on safety, physical, mental, emotional, spiritual well-being, food, sleep, and shelter.  
*AS leaders adopted three Student Well-Being Focus Area goals in VISION 2020:*

**In your role with AS, have/had you worked on any of the following STUDENT WELLNESS goals, recommendations, and/or advocacy priorities which were included in the VISION 2020 plan? (Qs 18, 13)**

	Yes		No		Maybe, not sure		Not this, but something similar		N/A	
	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni
Expand AS role in Gaucho FYI (student-to-student communication)	32%	38%	38%	38%	12%	13%	3%	0%	15%	13%
Expand support for economically disadvantaged students (food bank; career kickoff, free/discount bikes/tech equip; CFF)	50%	63%	18%	0%	12%	13%	3%	13%	18%	13%
Sponsor Mental Health First Aid program	18%	25%	29%	25%	18%	13%	12%	13%	24%	25%
Bystander intervention training; party registration; consent manuals	29%	38%	26%	13%	21%	25%	6%	0%	18%	25%
IV issues: Plant fruit trees in streets/parks; street lighting; public safety; safe, affordable housing/parking	18%	63%	32%	13%	24%	13%	6%	0%	21%	13%
Classes: Wellness, time mgmt., yoga, healthy relationship, self-defense, meditation	26%	25%	38%	50%	15%	0%	6%	13%	15%	13%

	Three Student Well-Being Goals	2020 Attainment Report
1.	<p><b>Create a prominent role in Gaucho FYI (&amp; Beyond) for AS (with videos, audio, written and in-person components) with funny and engaging student-to-student communication on important issues from student leaders in various roles</b> which shall include but not be limited to:</p> <ul style="list-style-type: none"> <li>o Alcohol and drug use</li> <li>o Consent and prevention of sexual assault</li> <li>o Time management</li> <li>o Bike &amp; pedestrian etiquette</li> <li>o Culturally and economically diverse voices &amp; sensitivities (incl examples of common micro-aggressions, bullying, disabilities awareness, social &amp; econ differences, and non-traditional or marginalized students)</li> <li>o Being good neighbors: noise &amp; party courtesy, etc.</li> </ul>	<ul style="list-style-type: none"> <li>o Office of the President 2019-2020 worked to add a mental health piece to Gaucho FYI</li> <li>o Senators 2020-2021 tried to add a sustainability piece to Gaucho FYI</li> </ul>



	Three Student Well-Being Goals	2020 Attainment Report
	<ul style="list-style-type: none"> <li>○ Healthy relationships</li> <li>○ Encourage CSO use</li> </ul>	
2.	<p><b>Expand support for UCSBs economically disadvantaged students; program</b> may include but will not be limited to:</p> <ul style="list-style-type: none"> <li>○ Increasing AS Foodbank operations from 3 to 5 days per week with a capacity to serve the full needs of all food-insecure students;</li> <li>○ Creating and maintaining a career kick-off that provides services such as: loaned clothing for interviews, hairstyling vouchers, free headshots and resume printing for those who qualify;</li> <li>○ Providing free or discounted bikes to students who qualify;</li> <li>○ Exploring providing free or discounted computers, pads, phones, and other tech supplies to students who qualify;</li> <li>○ Ensuring the AS Community Financial Fund is funding is secure and growing and reconsidering maximums and eligibility annually.</li> </ul>	<ul style="list-style-type: none"> <li>○ 2014/15 Food Bank expanded fresh produce</li> <li>○ 2015/16 further expansion of fresh produce and toiletries</li> <li>○ 2015/16 WORMS with approval of UCSB Admin, planted fruit trees in underused areas of campus; harvest for Food Bank</li> <li>○ 2016/17 WORMS planted more trees on campus and built and planted raised and vertical beds for plants to harvest for Food Bank</li> <li>○ Unknown if career kick-off services</li> <li>○ 2016/17: Bike Committee sells bikes left on campus: \$50 buys a bike, light, helmet, tee, pizza</li> </ul> <p>Office of Controller provides:</p> <ul style="list-style-type: none"> <li>○ 2014/15: Borrow iClicker service beginning</li> <li>○ Tech rentals</li> <li>○ 2015/16: Portable charging stations</li> <li>○ CFF begins emergency loan program</li> <li>○ 2015/16 CFF begins financial literacy training</li> </ul>
3.	<p><b>Sponsor &amp; host Mental Health First Aid training</b> through one or both of the following:</p> <ul style="list-style-type: none"> <li>○ Provide training to anyone interested</li> <li>○ Target invitees (e.g., AS leaders, BCC chairs, AS staff, UCSB counselors &amp; student services employees, RAs and other dorm staff, Greeks, psych &amp; social work majors, athletic team captains, etc.)</li> </ul> <p><u>After the initial training(s):</u></p> <ul style="list-style-type: none"> <li>○ Determine whether to commit to hosting and determine how often</li> <li>○ Create a participation plan</li> <li>○ Consider whether to pay for a small number of UCSB staff (e.g., AS staff, counseling center, OSL) to become a certified trainer(s).</li> </ul> <p><a href="http://www.mentalhealthfirstaid.org/cs/">http://www.mentalhealthfirstaid.org/cs/</a></p>	<ul style="list-style-type: none"> <li>○ Mental Health First Aid training was held in 2014/15 and 2015/16 per conversation with former AS President Villareal (2015/16); may have happened subsequently as well. Was very well received, and was reported in local media.</li> <li>○ Mental Health First Aid trainings held every quarter</li> <li>○ 2019/20: first mental health town hall</li> <li>○ Unknown if follow-up occurred.</li> <li>○ Mental Health Services mentioned in future goals ideas</li> <li>○ AS COSWB, in collaboration with Health &amp; Wellness, has provided mental health first aid training for AS student leaders and student staff, as well as the general student population</li> <li>○ AS staff became part of the Green Dot Bystander Intervention program to support the campus and train students, staff, and faculty on consent and prevention of sexual assaults</li> </ul>
	<p>Also see the Resource Hub goal under Student Engagement.</p>	

Top advocacy priorities for Student Well-Being:	2020 Attainment Report
<ul style="list-style-type: none"> <li>Work with the administration, campus police, county sheriff and county supervisors to create reasonable expectations for IV community gatherings and promote public safety for those gatherings.</li> </ul>	<ul style="list-style-type: none"> <li>This happened. Did not find a source.</li> <li>The UCIV program, in collaboration with AS, promotes public safety in IV and serves as a mediator between law enforcement and the community in promoting safe gatherings</li> </ul>
<ul style="list-style-type: none"> <li>Work with the County Board of Supervisors to create a lighting plan to increase safety in IV. In 2006, the county approved a Five Year Implementation Plan for Isla Vista for 2007-2011. In that plan there is not a single word about lighting and safety. In a report summarizing public workshops held prior to the adoption of the IV Master Plan, there was one brief paragraph about lighting and safety. It is time to revisit IV planning with a focus on the safety of IV residents and visitors.</li> </ul>	<ul style="list-style-type: none"> <li>Pretty sure this happened, but did not find a source for it; it is listed among the ideas to pursue looking forward</li> <li>Every year Public Safety Commission and/or the Office of the EVPLA have conducted a Lighting Walk in IV to identify lighting and safety needs. That information has then been provided to the County and other elected officials</li> </ul>
<ul style="list-style-type: none"> <li>Work with administration to provide safe and affordable long-term parking areas for students who are living in their vehicles, and affordable student housing on- and off-campus such as ultra-small, kit, box car homes, as demoed at UCSB art museum, etc.</li> </ul>	<ul style="list-style-type: none"> <li>SB-area organizations have expanded the safe parking program, which the EVPLA has advocated for</li> </ul>
<ul style="list-style-type: none"> <li>Work with Health Center on reducing costs of some common equipment, such as crutches. Consider partnering with them to store used equipment for rental/reduced fee/free (depending in eligibility). Consider working with Santa Barbara Visiting Nurses who have a successful program.</li> </ul>	<ul style="list-style-type: none"> <li>CODE has engaged in conversations with Student Health to promote a "lending closet" for students.</li> </ul>

Other topics for specific BCCs in Student Well-Being:	2020 Attainment Report
<ul style="list-style-type: none"> <li>Ask CODE to explore creating a transportation program for students who are temporarily disabled, both as a service to those students as part of their awareness programs about the barriers the differently-abled face.</li> </ul>	<ul style="list-style-type: none"> <li>This project was started by CODE in 2015/16 and was to commence Fall 2016. It is in their 3-year plan. It is listed among the ideas to complete looking forward</li> <li>In collaboration with AS, the Alternative Transportation Project was established and works with DSP to provide reimbursement to disabled students who use a car share service to travel (to medical appointments) (Ed)</li> </ul>
<ul style="list-style-type: none"> <li>Ask IVTU to work closely with county affordable housing advocates to find housing solutions for economically disadvantaged students who need temporary or more permanent affordable housing options.</li> </ul>	<ul style="list-style-type: none"> <li>No information, though this seems likely to have occurred as it is an ongoing challenge and was mentioned as a goal moving forward</li> </ul>
<ul style="list-style-type: none"> <li>Convey survey results to COSWB: desired programs include: time management, yoga, healthy relationships, self-defense, meditation</li> </ul>	<ul style="list-style-type: none"> <li>Between 2014 and 2017, COSWB offered all of these classes except healthy relationships per Flashback.</li> </ul>

In addition to supporting the specific goals of the VISION 2020 Strategic Plan, AS entities and AS Staff collaborated with other organizations:

- The Beloved Community group was established in 2016 in the aftermath of the Isla Vista tragedy to help the community heal and pivot to a collective vision for the future and to change the narrative of IV to a rich, diverse, beloved community made up of children and families, in addition to students. Their work included distributing welcome bags to 5,000 residents of Isla Vista with good neighbor information.
- The UCIV volunteer program was established. The program sends out volunteers during major events like Halloween and Deltopia to support students in keeping Isla Vista safe and local (noise, parties, bystander intervention, referral to resources)
- AS established a travel training for all student leaders traveling to support them in making good decisions about alcohol, drugs, and other safety, health and wellness issues while traveling.
- AS established the Transfer Student Alliance, the Global Gaucho Commission, the Public and Mental Health Commission, and the Black Womyn's Health Collaborative to support the culturally and economically diverse voices and needs of our students
- AS has established required trainings for the AS Senate and BCU's to undergo trainings on implicit bias and cultural awareness.

**Implementing the VISION 2020 Student Experience Focus Area Goals**

Undergrads asked AS to commit to non-academic support, growth, and development; fun, enrichment, and connections.

*AS leaders adopted six Student Experience Focus Area goals in VISION 2020:*

**In your role with AS, have/had you worked on any of the following STUDENT EXPERIENCE goals, recommendations, and/or advocacy priorities which were included in the VISION 2020 plan? (Qs 19, 14)**

	Yes		No		Maybe, not sure		Not this, but something similar		N/A	
	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni
Create AS Resource Hub (go-to for all students to find resources, events & services)	12%	38%	41%	25%	18%	13%	15%	0%	15%	25%
Create transfer students orientation & mentorship	21%	25%	38%	38%	9%	25%	12%	0%	21%	13%
Support marginalized communities; examine retention	44%	38%	21%	13%	9%	25%	12%	13%	15%	13%
Create AS Spirit Hub: celebrate undergrad achievements - academic, athletic, philanthropic, artistic...	15%	13%	47%	50%	12%	13%	3%	13%	24%	13%
Support campus improvements (seating/gathering/multi-purpose/small performance areas)	35%	50%	35%	38%	6%	13%	9%	0%	15%	0%
Create businesses/services for unmet needs: evaluate existing & explore creating new; create a business ventures model	18%	50%	38%	38%	12%	13%	9%	0%	24%	0%
Services: Provide more diversity in AS events; improve service at Bike Shop & Ticket/Cashiers; tackle bike path/parking priorities	44%	38%	29%	38%	6%	13%	3%	0%	18%	13%

	Six Student Experience Goals	2020 Attainment Report
1.	<p><b>Be the go-to Resource Hub for students: Quick, comprehensive, accurate, easy access, broadly publicized listings (as well as helpful “how-tos” as needed) for all advice, support, clubs, etc. that are available on campus:</b> may include but will not be limited to the following:</p> <ul style="list-style-type: none"> <li>○ Academic &amp; career advice</li> <li>○ Entertainment, arts and other enrichment options &amp; how to find them</li> <li>○ Mental health support services</li> <li>○ Food support, tech support, student emergency loans and other support for low-income students</li> <li>○ Tech support</li> <li>○ Help with financial issues (understanding aid &amp; loans, preparing taxes)</li> <li>○ Clubs</li> <li>○ Legal advice</li> </ul>	<ul style="list-style-type: none"> <li>○ 2016/17: AS Events Calendar listed under AS Services. Unclear where the project originated within AS.</li> <li>○ 2016/17: Pardall Center adds IV Resource Guide on its website and includes information on IV entities and resources. This guide continues to be updated regularly.</li> </ul>
2.	<p><b>Spearhead a cohesive campus spirit program that celebrates all aspects of UCSB success.</b> The program will include:</p> <ul style="list-style-type: none"> <li>○ Shout outs for all campus successes –academic, athletic, philanthropic, artistic, etc.</li> <li>○ Recognition of dates in UCSB history</li> <li>○ Rallies/turn-outs for UCSB events—not just athletic, but artistic, academic...</li> </ul>	<ul style="list-style-type: none"> <li>○ 2015/16: There was follow-through on this from the president’s office, especially for rallies/turn outs for events. Possible it began 2014/15. No evidence of further efforts.</li> </ul>
3.	<p><b>Continue to provide and/or support business and services that fulfill unmet needs of students.</b> Program components include:</p> <ul style="list-style-type: none"> <li>○ Evaluate all existing AS businesses and services to ensure they are meeting the needs of students (and are providing quality services, effectively and efficiently).</li> <li>○ Explore creating new AS businesses such as a 24 hour café (or carts) on campus, using business ventures criteria described in Internal Operations goals</li> <li>○ Create a business ventures model for to enable AS to support student entrepreneurs (see Internal Operations, below)</li> </ul>	<ul style="list-style-type: none"> <li>○ Office of the Controller did a survey evaluating existing AS businesses in 2020/21.</li> <li>○ 2014/15: Office of the Controller looked at both 24-hour café and food carts as possible new AS business ventures. No conclusion listed in Flashback.</li> <li>○ Unknown if business ventures model was explored/created.</li> <li>○ AS’s Pardall Center provides a number of services in IV including free printing and computer access, meeting, study and event space, recycling and composting, charging stations, resource lists, self-help information and many other resources</li> </ul>
4.	<p><b>Work with campus to create, and, if necessary, fund campus improvements that encourage students to use and enjoy the campus environment.</b> These include: improved seating/gathering/multi-purpose areas around campus, and small performance areas around campus with AS sponsored programs (e.g., noon mini-concerts)</p>	<ul style="list-style-type: none"> <li>○ 2017/18: UCen initiative failed (though it is not the kind of smaller projects envisioned by VISION 2020)</li> <li>○ No other efforts known</li> </ul>
5.	<p><b>Create an orientation and mentorship program specifically</b></p>	<ul style="list-style-type: none"> <li>○ Transfer Student Alliance created: Not sourced in Flashback.</li> </ul>

Six Student Experience Goals		2020 Attainment Report
	<p><b>for transfer students</b>; it may include but will not be limited to:</p> <ul style="list-style-type: none"> <li>○ A focus on social integration with academic support as well.</li> <li>○ A transfer welcome social at the beginning of each quarter (sharing applicable AS components of Gaucho FYI and Beyond)</li> </ul>	<ul style="list-style-type: none"> <li>○ 2016/17, SIRRC: Transfer Orientation Program                             <ul style="list-style-type: none"> <li>○ 2016/17-SCORE: transfer student mentee training</li> <li>○ 2016/17- Food Bank: transfer student outreach</li> </ul> </li> <li>○ This is mentioned as desire to continue/expand efforts/space looking forward</li> </ul>
6.	<p><b>Be the leading champion for those with silenced voices and for respect on campus</b> as expressed through, but not limited to:</p> <ul style="list-style-type: none"> <li>○ AS' Gaucho FYI &amp; Beyond series (above under Student Well-Being)</li> <li>○ An examination of retention factors:                             <ul style="list-style-type: none"> <li>○ Who leaves or is thinking of leaving</li> <li>○ Why</li> <li>○ How might AS improve, change, or add to engagement or wellness programs to improve retention</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ 2014-2017, SCORE, Q-COMM, SIRRC generally</li> <li>○ No evidence of Gaucho-FYI (see Student Well-Being, above)</li> <li>○ Unknown if surveying occurred</li> <li>○ New BCUs created: Black Womyn's Health Collaborative, Global Gaucho Commission, Transfer Student Alliance</li> </ul>

Top advocacy priorities for Student Experience:	2020 Attainment Report
<ul style="list-style-type: none"> <li>○ Campus Improvements</li> </ul>	<ul style="list-style-type: none"> <li>○ Unknown</li> </ul>

Other topics for specific BCCs in Student Experience:	2020 Attainment Report
<p>Ask Program Board to:</p> <ul style="list-style-type: none"> <li>○ Provide more water at Extravaganza and other popular events</li> <li>○ Provide more diversity in programming</li> <li>○ Consider other comments, mostly additional events, such as adding a main winter quarter event</li> </ul>	<ul style="list-style-type: none"> <li>○ No information regarding water availability</li> <li>○ From 2014 to 2017 Program Board increased the number of events and diversity of acts significantly</li> <li>○ 2015/16/17 winters had many events, including annual events</li> </ul>
<p>Ask AS staff to examine and consider improvements in customer service experience in Bike Shop, Ticket/Cashiers Office</p>	<ul style="list-style-type: none"> <li>○ Unknown</li> </ul>
<p>Specific recommendations from survey for BIKES:</p> <ul style="list-style-type: none"> <li>○ Bike path improvements</li> <li>○ Bike parking area improvements, needs</li> </ul>	<ul style="list-style-type: none"> <li>○ Between 2014 and 2017, Bikes Committee supported many bike path and bike parking area improvements per Flashback.</li> <li>○ Must look at original report to see which paths were recommended— from memory, I don't think they were the ones that Bike Committee followed through on during those years.</li> </ul>

**Implementing the VISION 2020 Community, State, National & Global Issues Focus Area Goals**

Undergrads asked AS to focus on advocacy and activism, and work for positive change.

*AS leaders adopted three Community, State, National & Global Issues Focus Area goals in VISION 2020:*

**In your role with AS, have/had you worked on any of the following COMMUNITY & BEYOND goals, recommendations, and/or advocacy priorities which were included in the VISION 2020 plan? (Qs 20, 15)**

	Yes		No		Maybe, not sure		Not this, but something similar		N/A	
	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni
Make AS more sustainable	53%	63%	9%	25%	18%	13%	3%	0%	18%	0%
Establish the Pardall Center	18%	50%	38%	38%	15%	0%	3%	0%	26%	13%
Ensure ethical & sustainable AS investments	44%	38%	29%	13%	12%	25%	3%	0%	12%	25%
IV issues: Community orientation for students living off campus; expand campus sponsored events/activities to residents in IV; seek SBCC IV reps to work with AS on IV issues; revise community policing; adequate recycling/trash collection	35%	50%	26%	25%	12%	13%	9%	0%	18%	13%
Advocacy for climate change; zero waste campus; native plants on campus; UC ethical investing; human rights	41%	50%	21%	13%	18%	13%	6%	13%	15%	13%

	<b>Three Community, State, National &amp; Global Issues Goals</b>	<b>2020 Attainment Report</b>
1.	<p><b>Define a concrete, ambitious yet doable plan for AS environmental sustainability that exceeds campus-wide goals;</b> it may include but is not limited to:</p> <ul style="list-style-type: none"> <li>o Compostable paper products in all bathroom &amp; dining facilities</li> <li>o Technology supports which reduce paper use</li> <li>o Native and other water saving landscape</li> <li>o Continued composting in all food services and dining halls</li> <li>o Reducing AS and campus waste stream in other ways that take advantage of all available emerging sustainable technologies and options.</li> </ul>	<ul style="list-style-type: none"> <li>o Unknown</li> <li>o Unknown</li> <li>o Unknown</li> <li>o Composting has continued and is mentioned in looking forward comments</li> <li>o Unknown</li> <li>o Other:                             <ul style="list-style-type: none"> <li>o Electronic collection (Recycling-2016/17)</li> <li>o Fossil Free UCSB (EAB-2016/17)</li> </ul> </li> </ul>

Three Community, State, National & Global Issues Goals	2020 Attainment Report
	<ul style="list-style-type: none"> <li>○ Pop-Up Thrift Store (EAB-2016/17)</li> <li>○ Used Bike Sale (BIKES-2016/17)</li> <li>○ Waste Audits (Recycling-2016/17)</li> <li>○ Worn Wear Fest (Recycling-2016/17)</li> <li>○ Zero Waste 2020 membership (Recycling-2016/17)</li> <li>○ Zero Waste Fest (EAB-2016/17)</li> </ul>
2. <b>Ensure that all of AS' current and future investments meet a set of ethical and earth-friendly standards to be articulated by AS by 2016.</b>	<ul style="list-style-type: none"> <li>○ This was pursued in some capacity</li> </ul>
3. <b>Create a Community Center in IV</b> , either in a single AS-owned/leased space, or working with landlords for donated space and using existing campus and community spaces (and signs, color coordination, etc.) to create a cohesive set of community-centered services	<ul style="list-style-type: none"> <li>○ 2014/15: Pardall Center lock-in approved</li> <li>○ 2015/16 and beyond: Continued expansion of services available in the Pardall Center</li> <li>○ Advocacy and support for the establishment of the Isla Vista Community Center (opened in 2019)</li> </ul>

Top advocacy priorities for Community, State, National, Global:	2020 Attainment Report
Sustainability <ul style="list-style-type: none"> <li>○ Full recycling &amp; composting in IV</li> <li>○ Zero waste campus</li> <li>○ Native plants on campus</li> </ul>	<ul style="list-style-type: none"> <li>○ IV: unknown</li> <li>○ Zero Waste Campus 2020 initiative = priority, do not know if achieved yet</li> <li>○ 2016/17 Office of the President (Hechler) made Environment a top priority, but do not know details/accomplishments</li> <li>○ Native plants: unknown</li> </ul>
<ul style="list-style-type: none"> <li>○ UC ethical investing</li> </ul>	<ul style="list-style-type: none"> <li>○ Unknown</li> </ul>
<ul style="list-style-type: none"> <li>○ Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>○ 2015/16, SCORE, various</li> </ul>



**Implementing the VISION 2020 Internal Organization Focus Area Goals**

This focus area is a little different from the others. This reflects AS participants’ desire for AS to focus on improving the way AS works. *AS leaders adopted seven Internal Organization Focus Area goals in VISION 2020:*

**In your role with AS, have/had you worked on any of the following AS INTERNAL ORGANIZATION goals, recommendations, and/or advocacy priorities which were included in the VISION 2020 plan? (Qs 21, 16)**

	Yes		No		Maybe, not sure		Not this, but something similar		N/A	
	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni	Current AS Participants	AS Alumni
Improve orientation	29%	50%	32%	25%	24%	13%	3%	0%	12%	13%
Be transparent & accountable	71%	50%	3%	13%	15%	13%	3%	0%	9%	25%
Set priorities (BCU 3-year plans; AS org. structure review; appropriate workload-staffing ratio; plan for unforeseen issues that trigger re-prioritization, reallocation or addition of resources; revisit Strategic Plan)	24%	38%	33%	25%	27%	13%	0%	0%	15%	25%
Collaborate & communicate well	79%	63%	3%	13%	12%	0%	0%	13%	6%	13%
Outreach & publicity = effective, consistent	68%	50%	9%	13%	15%	13%	3%	13%	6%	13%
AS culture = participation, engagement, retention, satisfaction	50%	38%	18%	13%	15%	25%	3%	13%	15%	13%
Create a business ventures model	3%	38%	52%	38%	24%	0%	3%	13%	18%	13%

	Seven Internal Organization Goals	2020 Attainment Report
1.	<p><b>Establish a comprehensive, consistent, engaging &amp; efficient orientation (canned &amp; ready to go)</b> that includes, but is not limited to the following:</p> <ul style="list-style-type: none"> <li>o AS staff and returning students engaged as trainers in some capacity</li> <li>o Concentrated in the fall, but repeated as needed throughout the year as new students come into AS</li> <li>o Checklists/templates for transition from those who previously held position</li> <li>o Additional sections for specific interests (w/guidance for who</li> </ul>	<ul style="list-style-type: none"> <li>o Efforts unknown; mentioned in multiple looking forward comments</li> </ul>

	Seven Internal Organization Goals	2020 Attainment Report
	<p>should attend what)</p> <ul style="list-style-type: none"> <li>○ Guidelines for what to cover in BCC retreats</li> <li>○ Contact lists, org/decision chart, FAQs for finance, Legal Code, etc., templates for specific positions, event planning, meetings, record-keeping, publicity, etc.</li> </ul>	
2.	<p><b>Establish and implement a transparency and accountability program for all AS businesses, services, programs and lock-ins:</b> Track, measure and report on costs, activities and other resource use in a manner that is useful for determining efficiency and effectiveness, such as program budgeting; report those findings at least annually.</p>	<ul style="list-style-type: none"> <li>○ Efforts unknown; mentioned in multiple looking forward comments</li> <li>○ Required by law for non-profits</li> </ul>
3.	<p><b>Establish and implement criteria for setting priorities &amp; planning for year/multiple years.</b> Priority setting criteria may include, but not be limited to:</p> <ul style="list-style-type: none"> <li>○ Strategic plan contents</li> <li>○ Strategic planning for all BCCs by fall 2015</li> <li>○ Organizational structure (needs, implementation and review)</li> <li>○ Determining appropriate workload given available staffing levels—determining appropriate staffing (professional and student) to meet ongoing AS needs.</li> <li>○ Planning for and determining when special, unforeseen campus, community, state, national or global issues, (in that order) are important enough to trigger re-prioritization, reallocation or addition of resources</li> <li>○ Agree on the year’s priorities by the fifth meeting of each newly elected Senate</li> <li>○ Begin next Strategic Plan in 2019</li> </ul>	<ul style="list-style-type: none"> <li>○ Chief Operating Officer position added to Legal Code (Section 10) in 2014 and given responsibility for implementation. Not listed under any office. Not clear if position was ever filled.</li> <li>○ Office of the President created a Continuing Project position in 2018(?); however, position was unaware of Strategic Plan until VISION 2025</li> <li>○ CODE and IVTU created a 3-year plans</li> <li>○ Organization restructured 2013-2015</li> <li>○ Unknown</li> <li>○ Unknown</li> <li>○ Unknown</li> <li>○ New Strategic Plan initiated in Spring Q 2019/20</li> <li>○ Many of these issues are mentioned in multiple looking forward comments</li> </ul>
4.	<p><b>Establish and implement collaboration and communication methods, tools and protocols within AS:</b></p> <ul style="list-style-type: none"> <li>○ Methods for handing information over from year-to-year</li> <li>○ Consistent recordkeeping</li> <li>○ Processes and other documentation to avoid re-creating or duplicate efforts</li> </ul>	<ul style="list-style-type: none"> <li>○ Office of the President created a Continuing Project position in 2018(?); however, position only addresses president’s office projects</li> <li>○ Creative Media Unit implemented</li> <li>○ Unknown, but records were difficult to access for this effort. Loss of year-end reports is significant</li> <li>○ Many of these issues are mentioned in multiple looking forward comments</li> </ul>
5.	<p><b>Create consistent recruitment, outreach and publicity to ensure at least 70% of undergrads have heard of/attended/used AS services and businesses and participation in AS increases by 20%;</b> this may include but will not be limited to:</p> <ul style="list-style-type: none"> <li>○ A comprehensive publicity checklist for BCC use; include notes on the advantages/when to use each source.</li> <li>○ Publicize more of what AS does (also checklist)</li> </ul>	<ul style="list-style-type: none"> <li>○ Unknown, though it will be measured with this effort’s undergrad survey</li> <li>○ Many of these issues are mentioned in multiple looking forward comments</li> <li>○ Staff created and updates an AS Outreach &amp; Publicity document with resources, best practices, and guidelines for anyone in A.S to refer to: <a href="https://www.as.ucsb.edu/training/outreach_publicity/">https://www.as.ucsb.edu/training/outreach_publicity/</a></li> <li>○ Staff evolved the AS student planners typically distributed at New Student Convocation and to returning students into the AS Welcome Packets, which includes above-mentioned AS booklet, Passion Planner, campus map with president’s statement, wall calendar with some AS events</li> </ul>

Seven Internal Organization Goals	2020 Attainment Report
<ul style="list-style-type: none"> <li>○ AS student staff responsible for posting/ submitting publicity.</li> <li>○ AS sponsored endeavors credit AS (logo)</li> <li>○ Standard recruitment checklists and recruitment materials (ensuring open, expansive outreach to all students at UCSB)</li> <li>○ See AS Gaucho FYI and beyond: increase AS presence at student orientation. Create materials or otherwise convey to students the breadth of options for engagement and participation in AS</li> <li>○ Improved signage so students can find AS services (see AS staff external communication analysis).</li> </ul>	<ul style="list-style-type: none"> <li>included, AS SWAG, and more.</li> <li>○ Creative Media Unit created a Social Media Coordinator officer position who runs the AS Instagram.</li> <li>○ AS videographer (student staff) offers video services to entities like event coverage/promo videos, how-to videos (ex: How to use the Food Bank), day in the life videos, and more. These videos get posted to the AS YouTube channel and other social media.</li> <li>○ AS photographer (student staff) offers photography services to entities, primarily to document events for those entities and the department to use for marketing purposes. Also photographs for departmental marketing campaigns.</li> <li>○ Staff and student staff created and distributes a more comprehensive booklet/brochure about all the entities and how to get involved in AS (elections, employment, appointments, Pearman Fellowship, volunteering). Booklets are offered to entities each year to use at their own tabling and events, and distributed to AS locations, other offices on campus, and at New Student Convocation in the Welcome Packets (see above).</li> <li>○ Staff finally got Associated Students lettering added to the side of the building (facing UCEN Road) in 2014 or 2015</li> </ul>
<p>6. <b>AS has an environment/culture in which all students feel they can engage and find collaboration with the aim of increasing participation, retention and satisfaction;</b> this may include but is not limited to:</p> <ul style="list-style-type: none"> <li>○ Examining the party system (benefits/drawbacks) and related recruitment and diversity</li> <li>○ Considering a peer-to-peer mentor/ombuds/internal climate role to address conflicts that arise</li> </ul>	<ul style="list-style-type: none"> <li>○ Unknown</li> <li>○ Many of these issues are mentioned in multiple looking forward comments</li> </ul>
<p>7. <b>Create a business ventures model for AS</b> that may include, but is not limited to the following:</p> <ul style="list-style-type: none"> <li>○ Minimum criteria for student or staff proposed business venture</li> <li>○ Professional development and/or employment opportunities for students</li> <li>○ A business plan template</li> <li>○ A resource guide</li> <li>○ Possible short-term business testing opportunities</li> </ul>	<ul style="list-style-type: none"> <li>○ Unknown</li> </ul>

## AS Vision 2020 in Isla Vista

	Additional 2015 Goals Consideration for IV (Many goals VISION2020 goals already applied to IV)	
<b>Student Well-Being</b>	<ul style="list-style-type: none"> <li>o Bystander intervention training (pg 12)</li> <li>o Consent manuals (pg 12)</li> <li>o Party registration (pg 12)</li> <li>o Consider ways to make street and/or park fruit tree grove(s) work in an urban environment (pg 13).</li> <li>o During high-incident events, consider bringing in temporary lighting particularly on the streets mentioned in question 17 (pg 22)</li> <li>o Specific suggestions regarding lighting in IV: lower some light poles, trim some trees, use more directed lighting or replace single diffuse lights with multi-directional heads (pg 22)</li> </ul>	<ul style="list-style-type: none"> <li>o This is in looking forward comments as an item to complete</li> </ul>
<b>Student Experience</b>	<ul style="list-style-type: none"> <li>o Consider expanding the transfer students' orientation and mentorship to include SBCC students in the SBCC transfer program (pre-Gauchos). (pg 13)</li> <li>o Look at additional suggestions for bike path and signage improvements in IV</li> <li>o Expand bike safety training/awareness</li> </ul>	<ul style="list-style-type: none"> <li>o</li> </ul>
<b>Community, State, National &amp; Global Issues</b>	<ul style="list-style-type: none"> <li>o Ask the county to ensure that new or remodeled apartment buildings have designated space for recycling containers and require (by condition of approval) that owners provide adequately sized recycling containers (pg 10)</li> <li>o Ensure adequately sized and placed <i>public</i> collection containers (pg 10)</li> <li>o Spearhead community relations orientation efforts for students living off campus (see pg 10)</li> <li>o Explore opening campus sponsored events and activities to non-UCSB residents in IV (pg 13)</li> <li>o Ask AS' counterparts, SBCC's student leaders, to consider assigning/electing (from among SBCC student IV residents) some IV representatives to work with AS and the community to help resolve these and other issues as they arise (pg 13)</li> <li>o Consider revisions to community policing including possible residency (pg 25)</li> </ul>	<ul style="list-style-type: none"> <li>o</li> </ul>
<b>Academic Support</b> <i>Coursework, degree &amp; campus environment</i>	<ul style="list-style-type: none"> <li>o Expand and enhance study space in the Pardall Center</li> </ul>	<ul style="list-style-type: none"> <li>o Completed</li> </ul>
<b>Internal Organization</b> <i>The way AS works</i>	<ul style="list-style-type: none"> <li>o Expand efforts to effectively get the word out about contacts, available services, upcoming activities and events, areas of involvement, rules, policies, and more in IV</li> </ul>	<ul style="list-style-type: none"> <li>o</li> </ul>

## Attachment J1: Complete Goal Language including Supporting Materials

### Full VISION 2020 Academic Support Focus Area Goal Language:

<b>Three Academic Support Goals</b>	<b>Participation (publicity, recruitment, diversity)</b>	<b>Resources (money, people, sustainability)</b>	<b>Collaboration (within AS, outside AS)</b>	<b>Accountability (measure and report)</b>
<p><b><u>Establish an academic advising and mentoring program</u></b> that may include but not be limited to the following:</p> <ul style="list-style-type: none"> <li>○ Outreach to encourage students to seek academic advising</li> <li>○ Lists: what the student should bring to the meeting; questions the student might ask</li> <li>○ Mentor training and pairing</li> <li>○ Possible advising clinics with representatives from different departments (academic and career)available</li> <li>○ Career oriented materials available</li> </ul>	<p>Partner with departments Campus communication AS Social Media AS Website(s) Clubs and associations of under-represented groups</p>	<p><u>Money</u>- Set-up: Possible initial personnel cost Ongoing: <u>People</u>-work with AS BCCs and staff to work within existing resources once program is set up <u>Planet</u>-minimize impact by putting resources primarily online and using recycled, compostable paper for any print materials</p>	<p>AS Elected Leaders Chairs Academic Affairs Board SIRRC</p> <hr/> <p>Academic departments Career Services department</p>	<p>1<sup>st</sup> Measure: Is the program set up? Date. Ongoing measure: How many students are attending? Using resources? How many depts. are participating? Impact: Are students satisfied? Reporting: to Senate, and in Annual Report</p>
<p><b><u>Reduce overall text book costs for students</u></b> through a number of initiatives including but not limited to:</p> <ul style="list-style-type: none"> <li>○ Creating a textbook pricing plan to guide students in the purchase of their textbooks, and determine the cheapest and most fiscally viable option.</li> <li>○ Creating and developing the AS GauchoBooks online textbook trading website.</li> <li>○ Working with UCSB Bookstore to increase rentals and increase buyback prices to national college store reported average of 75%.</li> </ul>	<p>Campus communication Incl. info for new students AS Social Media AS Website(s) Radio &amp; newspaper Campus signs (esp at/near textbook locations &amp; at beginning/end of qtrs..) Clubs, associations to reach economically disadvantaged</p>	<p><u>Money</u>- Set-up: Ongoing: <u>People</u>-work with AS BCCs and staff to work within existing resources once program is set up <u>Planet</u>-minimal/positive impact—this is a reuse program</p>	<p>Academic Affairs Board Business Services Comm SIRRC</p> <hr/> <p>UCSB Bookstore</p>	<p>1<sup>st</sup> Measure: Different aspects of the program set up? Dates. Average current cost and buyback price of some key, common texts. Numbers of rentals available and cost of some key texts. Ongoing measure: How many students are using? Impact: Average reduction in cost/increase in buyback /increase in number of rentals/cost savings through rental for the measured key books. Have students noticed a difference? Reporting: to Senate, and in Annual Report</p>
<p><b><u>Work with campus to create, and, if necessary, fund outdoor study areas and other campus improvements that both enhance the academic experience and encourage student use of the campus environment.</u></b> These may include but are not limited to: providing multiple covered, solar lighted, inviting group study areas in or near the UCEN, Girvetz, North Hall, the Arbor, Phelps, Broida, and/or Life Sciences.</p>	<p>Campus communication AS Social Media AS Website(s) Work with student groups from all aspects of campus life to ensure design(s) meet student needs</p>	<p><u>Money</u>- Set-up: Cost dependent on design Ongoing: possible minor maintenance costs if campus will not maintain <u>People</u>-work with AS BCCs and staff to work within existing resources for space efforts <u>Planet</u>-minimal/positive impact materials; solar lighting</p>	<p>AS Elected Leaders Academic Affairs Board EAB</p> <hr/> <p>Campus Planning Department</p>	<p>1<sup>st</sup> Measure &amp; Report: cost &amp; design options. 2<sup>nd</sup> Measure &amp; Report: model test 3<sup>rd</sup> Measure: if proceeding, number, dates, cost Ongoing measure: How many students are using? Impact: Are students satisfied? Reporting: to Senate, and in Annual Report; student body pre-election if lock-in</p>
<p>Also see Resource Hub goal under Student Engagement.</p>				

**Full VISION 2020 Student Well-Being Focus Area Goal Language:**

<b>Three Student Well-Being Goals</b>	<i>Participation (publicity, recruitment, diversity)</i>	<i>Resources (money, people, sustainability)</i>	<i>Collaboration (within AS, outside AS)</i>	<i>Accountability (measure and report)</i>
<p><b><u>Create a prominent role in Gaucho FYI (&amp; Beyond) for AS</u></b> (with videos, audio, written and in-person components) with funny and engaging student-to-student communication on important issues from student leaders in various roles which shall include but not be limited to:</p> <ul style="list-style-type: none"> <li>o Alcohol and drug use</li> <li>o Consent and prevention of sexual assault</li> <li>o Time management</li> <li>o Bike &amp; pedestrian etiquette</li> <li>o Culturally and economically diverse voices &amp; sensitivities (incl examples of common micro-aggressions, bullying, disabilities awareness, social &amp; econ differences, and non-traditional or marginalized students )</li> <li>o Being good neighbors: noise &amp; party courtesy, etc.</li> <li>o Healthy relationships</li> <li>o Encourage CSO use</li> </ul>	<p>Create a video series students can watch anytime featuring students representing all the faces and voices of AS. Recruitment message at the end of the videos</p> <p>Promote through Gaucho FYI and engage students other times of year via social media, local papers, KCSB, AS Website</p> <p>Also see Transfer Orientation and Mentoring under Student Experience</p>	<p><u>Money</u>- Set-up: Possible initial personnel and equipment costs Ongoing: Media center priority</p> <p><u>People</u>-work with AS BCCs and staff to work within existing resources</p> <p><u>Planet</u>-minimal/positive impact few if any print materials</p>	<p>AS Bike shop AS BIKES AS CODE AS COSWB AS Media Center AS SCORE CAB TBTN</p> <hr/> <p>Office of Student Life</p>	<p>Measure 1: Completion, dates &amp; promotion Measure 2: Impact: Annual healthy school survey beginning with components of the survey AS used Strategic Plan (shorter and more focused). Reporting: to Senate, and in Annual Report; student body pre-election if lock-in</p>
<p><b><u>Expand support for UCSBs economically disadvantaged students;</u></b> program may include but will not be limited to:</p> <ul style="list-style-type: none"> <li>o Increasing AS Foodbank operations from 3 to 5 days per week with a capacity to serve the full needs of all food-insecure students;</li> <li>o Creating and maintaining a career kick-off that provides services such as: loaned clothing for interviews, hairstyling vouchers, free headshots and resume printing for those who qualify;</li> <li>o Providing free or discounted bikes to students who qualify;</li> <li>o Exploring providing free or discounted computers, pads, phones, and other tech supplies to students who qualify;</li> <li>o Ensuring the AS Community Financial Fund is funding is secure and growing and reconsidering maximums and eligibility annually.</li> </ul>	<p>Campus communication incl. info for new &amp; transfer students AS Social Media AS Website(s) Radio &amp; newspaper Clubs, associations to reach economically disadvantaged</p>	<p><u>Money</u>- Set-up: Possible initial personnel cost; attempt to secure donations of equipment, food, bikes, clothing, etc...</p> <p>Ongoing: Media center priority</p> <p><u>People</u>-work with AS BCCs and staff to work within existing resources</p> <p><u>Planet</u>-minimal/positive impact few if any print materials</p>	<p>AS Finance Board AS Foodbank AS Bike Shop AS Tech Comm Community Financial Fund</p>	<p>1<sup>st</sup> Measure: specifics regarding how each of the five aspects will be carried out and cost/benefit: how many in need and can be served by AS 2<sup>nd</sup> Measures specific to each program: e.g., for Foodbank measure number of students fed &amp; amts v number in need; measure number days open. Ongoing measure: Impact: How many students are using? Are students satisfied? Reporting: to Senate, and in Annual Report; student body pre-election if lock-in</p>

<b>Three Student Well-Being Goals</b>	<i>Participation (publicity, recruitment, diversity)</i>	<i>Resources (money, people, sustainability)</i>	<i>Collaboration (within AS, outside AS)</i>	<i>Accountability (measure and report)</i>
<p><b><u>Sponsor &amp; host Mental Health First Aid training</u></b> through one or both of the following:</p> <ul style="list-style-type: none"> <li>○ Provide training to anyone interested</li> <li>○ Target invitees (e.g., AS leaders, BCC chairs, AS staff, UCSB counselors &amp; student services employees, RAs and other dorm staff, Greeks, psych &amp; social work majors, athletic team captains, etc. )</li> </ul> <p><b><u>After the initial training(s):</u></b></p> <ul style="list-style-type: none"> <li>○ Determine whether to commit to hosting and determine how often</li> <li>○ Create a participation plan</li> <li>○ Consider whether to pay for a small number of UCSB staff (e.g., AS staff, counseling center, OSL) to become a certified trainer(s).</li> </ul> <p><a href="http://www.mentalhealthfirstaid.org/cs/">http://www.mentalhealthfirstaid.org/cs/</a></p>	<p>AS participant outreach Possibly campus communication Publicize for participation broadly. Also press-releases describing the program for AS publicity AS Social Media AS Website(s) Radio &amp; newspaper Clubs, associations with health and well-being related themes</p>	<p><u>Money-</u> Set-up: Possible initial personnel cost Ongoing: <u>People-</u>work with AS BCCs and staff to work within existing resources <u>Planet-</u>minimal/positive impact few if any print materials</p>	<p>AS elected leaders AS COSWB</p> <hr/> <p>CAPS</p>	<p>Track participants. Ask participants to evaluate the program immediately after the training and again in one month or more Within two months of the initial training, report to the Senate on the viability of the program:</p> <ul style="list-style-type: none"> <li>○ Number of participants</li> <li>○ Evaluation reports</li> <li>○ First hand experiences</li> <li>○ Cost</li> </ul> <p>Depending on results of reporting: repeat program, measures, reporting</p>
<p>Also see the Resource Hub goal under Student Engagement.</p>				

**Full VISION 2020 Student Experience Focus Area Goal Language:**

<b>Six Student Experience Goals</b>	<i>Participation (publicity, recruitment, diversity)</i>	<i>Resources (money, people, sustainability)</i>	<i>Collaboration (within AS, outside AS)</i>	<i>Accountability (measure and report)</i>
<p><b><u>Be the go-to Resource Hub for students:</u></b> Quick, comprehensive, accurate, easy access, broadly publicized listings (as well as helpful “how-tos” as needed) for all advice, support, clubs, etc. that are available on campus: may include but will not be limited to the following:</p> <ul style="list-style-type: none"> <li>o Academic &amp; career advice</li> <li>o Entertainment, arts and other enrichment options &amp; how to find them</li> <li>o Mental health support services</li> <li>o Food support, tech support, student emergency loans and other support for low-income students</li> <li>o Tech support</li> <li>o Help with financial issues (understanding aid &amp; loans, preparing taxes)</li> <li>o Clubs</li> <li>o Legal advice</li> </ul>	<p>Create video(s), written materials and distribute widely: Promote through Gaucho FYI and engage students other times of year via social media, local papers, KCSB, AS Website, campus communication sites</p> <p>Also see Transfer Orientation and Mentoring, below</p>	<p><u>Money</u>- Set-up: Possible initial personnel cost Ongoing: <u>People</u>-work with AS BCCs and staff to work within existing resources, though it will be an increase in effort to keep these updated. <u>Planet</u>-minimal/positive impact few if any print materials</p>	<p>All AS</p> <hr/> <p>Office of Student Life Academic Depts Administrative Depts</p>	<p>Measure: Annual healthy school survey beginning with components of the survey AS used for this analysis (shorter and more focused). Reporting: to Senate, and in Annual Report; student body pre-election if lock-in</p>
<p><b><u>Spearhead a cohesive campus spirit program that celebrates all aspects of UCSB success.</u></b> The program will include:</p> <ul style="list-style-type: none"> <li>o Shout outs for all campus successes –academic, athletic, philanthropic, artistic, etc</li> <li>o Recognition of dates in UCSB history</li> <li>o Rallies/turn-outs for UCSB events—not just athletic, but artistic, academic...</li> </ul>	<p>Mainly through campus communication sites, but also promote via social media, local papers, KCSB, AS Website...</p>	<p><u>Money</u>- Set-up: Possible initial personnel cost Ongoing: <u>People</u>-work with AS BCCs and staff to work within existing resources <u>Planet</u>-minimal/positive impact few if any print materials</p>	<p>AS Leadership Rally Comm Media Center KCSB</p> <hr/> <p>Office of Student Life</p>	<p>Measure 1: Baseline awareness of and attendance at events; Measure 2: Increased awareness of and attendance at events; annual healthy school survey beginning with components of the survey AS used for this analysis (shorter and more focused). Report: to Senate, &amp; in Annual Report</p>
<p><b><u>Continue to provide and/or support business and services that fulfill unmet needs of students.</u></b> Program components include:</p> <ul style="list-style-type: none"> <li>o Evaluate all existing AS businesses and services to ensure they are meeting the needs of students (and are providing quality services, effectively and efficiently).</li> <li>o Explore creating new AS businesses such as a 24 hour café (or carts) on campus, using business ventures criteria described in Internal Operations goals</li> <li>o Create a business ventures model for to enable AS to support student entrepreneurs (see Internal Operations, below)</li> </ul>	<p>3 foci: 1) Improve advertising of avail businesses, services, &amp; events; 2) determine unmet needs/demands; 3) recruit students with ideas Use Campus communications Info for new students AS Social Media AS Website(s) Radio &amp; newspaper Outreach to applicable academic depts, clubs and associations</p>	<p><u>Money</u>- Set-up: Ongoing: <u>People</u>-work with AS BCCs and staff to work within existing resources for set up; indiv business plans may req. resources which will be explored in indiv business plans. <u>Planet</u>-minimal/positive impact few if any print materials</p>	<p>Finance and Budget Comm Business Services KCSB TBL Program Board IVTU Legal Resource Center Recycling Foodbank Bike Shop, Print Shop Recycling, Cashiers</p> <hr/> <p>Applicable academic depts. Applicable clubs &amp; assoc.</p>	<p>Measure 1: Cost/benefit of existing AS businesses; Report: survey comments on each-- create plans for improvement; Measure 2: measure improvements and consistency in outreach, service. Has attendance/use increased? Assess needs/demands (using existing survey, other tools); Reporting: to Senate, applicable BCCs, and in Annual Report; student body pre-election if lock-in</p>



VISION·AS: UCSB Associated Students Strategic Plan 2020/21-2023/24

<b>Six Student Experience Goals</b>	<i>Participation (publicity, recruitment, diversity)</i>	<i>Resources (money, people, sustainability)</i>	<i>Collaboration (within AS, outside AS)</i>	<i>Accountability (measure and report)</i>
<p><b><u>Work with campus to create, and, if necessary, fund campus improvements that encourage students to use and enjoy the campus environment.</u></b> These include: improved seating/gathering/multi-purpose areas around campus, and small performance areas around campus with AS sponsored programs (e.g., noon mini-concerts)</p>	<p>Campus communication AS Social Media AS Website(s) Work with student groups from all aspects of campus life to ensure design(s) meet student needs</p>	<p><u>Money</u>- Set-up: Cost dependent on design Ongoing: possible minor maintenance costs if campus will not maintain <u>People</u>-work with AS BCCs and staff to work within existing resources for space efforts <u>Planet</u>-minimal/positive impact materials; solar lighting</p>	<p>AS Elected Leaders Academic Affairs Board EAB</p> <hr/> <p>Campus Planning Department</p>	<p>1<sup>st</sup> Measure &amp; Report: cost &amp; design options. 2<sup>nd</sup> Measure &amp; Report: model test 3<sup>rd</sup> Measure: if proceeding, number, dates, cost Ongoing measure: How many students are using? Impact: Are students satisfied? Reporting: to Senate, and in Annual Report; student body pre-election if lock-in</p>
<p><b><u>Create an orientation and mentorship program specifically for transfer students;</u></b> it may include but will not be limited to:</p> <ul style="list-style-type: none"> <li>○ A focus on social integration with academic support as well.</li> <li>○ A transfer welcome social at the beginning of each quarter (sharing applicable AS components of Gaucho FYI and Beyond)</li> </ul>	<p>Campus communication Incl. info for trans students AS Social Media AS Website(s) Radio &amp; newspaper Campus signs (esp at/near targeted locations (bookstore, Cheadle) &amp; at beginning of qtrs.)</p>	<p><u>Money</u>- Set-up: Ongoing: <u>People</u>-work with AS BCCs and staff to work within existing resources once program is set up <u>Planet</u>-minimal/positive impact—this is a reuse program</p>	<p>All AS Leadership (elected, appointed and BCC chairs)</p> <hr/> <p>Office of Student Life</p>	<p>1<sup>st</sup> Measure: Is the program set up? Date. Current retention rates. Ongoing measure: How many students are using? Impact: Are students satisfied? Reporting: to Senate, and in Annual Report; student body pre-election if lock-in</p>
<p><b><u>Be the leading champion for those with silenced voices and for respect on campus</u></b> as expressed through, but not limited to:</p> <ul style="list-style-type: none"> <li>○ AS' Gaucho FYI &amp; Beyond series (above under Student Well-Being)</li> <li>○ An examination of retention factors:             <ul style="list-style-type: none"> <li>○ Who leaves or is thinking of leaving</li> <li>○ Why</li> <li>○ How might AS improve, change or add to engagement or wellness programs to improve retention</li> </ul> </li> </ul>	<p>See Gaucho FYI under Student Well-Being; See transfer and non-normative student orientation and mentorship program under Student Experience; Reach out annually in Winter Q for surveys (may combine with other wellness and engagement surveys)</p>	<p><u>Money</u>- Set-up: Possible initial personnel and equipment costs Ongoing: Media center priority <u>People</u>-work with AS BCCs and staff to work within existing resources <u>Planet</u>-minimal/positive impact few if any print materials</p>	<p>CAB CODE COSWB Humyn Rights Board QComm SCORE SIRRC</p> <hr/> <p>Office of Student Life UC Admin (for dropout and retention info) El Congresso BSU Am. Indian Student Org NTSU Academic Depts: Feminist Studies, Black Studies, Asian Studies, Chicano Studies</p>	<p>Measure 1: Completion, dates &amp; promotion Measure 2: Impact: Annual healthy school survey beginning with components of the survey AS used Strategic Plan (shorter and more focused). Impact: Are students satisfied? After five years has retention improved? Reporting: to Senate, and in Annual Report; student body pre-election if lock-in</p>

**Full VISION 2020 Community, State, National & Global Issues Focus Area Goal Language:**

<b>Three Community, State, National &amp; Global Issues Goals</b>	<i>Participation (publicity, recruitment, diversity)</i>	<i>Resources (money, people, sustainability)</i>	<i>Collaboration (within AS, outside AS)</i>	<i>Accountability (measure and report)</i>
<p><b><u>Define a concrete, ambitious yet doable plan for AS environmental sustainability</u></b> that exceeds campus-wide goals; it may include but is not limited to:</p> <ul style="list-style-type: none"> <li>o Compostable paper products in all bathroom &amp; dining facilities</li> <li>o Technology supports which reduce paper use</li> <li>o Native and other water saving landscape</li> <li>o Continued composting in all food services and dining halls</li> <li>o Reducing AS and campus waste stream in other ways that take advantage of all available emerging sustainable technologies and options.</li> </ul>	<p>Campus communication Publicize for participation broadly. Also press-releases describing the program for AS publicity AS Social Media AS Website(s) Radio &amp; newspaper Clubs, associations with environmental themes</p>	<p><u>Money</u>- Set-up: Ongoing: Possible ongoing costs if AS, not UCSB supplements the cost of some products <u>People</u>-work with AS BCCs and staff to work within existing resources <u>Planet</u>-minimal/positive impact few if any print materials</p>	<p>AS Leadership Coastal Fund AS Recycling AS WORMS AS EAB</p> <hr/> <p>ECOalition Bren School</p>	<p>1<sup>st</sup> Measure: specifics regarding how each of the five aspects will be carried out. 2<sup>nd</sup> Measures specific to each program: e.g., for Compostable measure: areas of non-compostables now; report. Ongoing measure: Increased use of compostables-where, when Reporting: to Senate, and in Annual Report; student body pre-election if lock-in</p>
<p><b><u>Ensure that all of AS' current and future investments meet a set of ethical and earth-friendly standards</u></b> to be articulated by AS by 2016.</p>	<p>Press-releases describing the program for AS publicity AS Social Media AS Website(s) Recruitment materials Annual report</p>	<p><u>Money</u>- Set-up: Ongoing: <u>People</u>-work with AS BCCs and staff to work within existing resources <u>Planet</u>-minimal/positive impact few if any print materials</p>	<p>AS Leadership IAC</p>	<p>1<sup>st</sup> Measure: Are standards articulated? Where are AS funds currently invested 2<sup>nd</sup> Measure: changes to investment portfolio Ongoing measure: check against standards Reporting: to Senate, and in Annual Report</p>
<p><b><u>Create a Community Center in IV</u></b>, either in a single AS-owned/leased space, or working with landlords for donated space and using existing campus and community spaces (and signs, color coordination, etc.) to create a cohesive set of community-centered services</p>	<p>Publicize for student participation broadly. Campus communications AS Social Media AS Website(s) Recruitment materials Annual report Press-releases describing the program for AS publicity. Additional GTWO in IV: door-hangers, signs, partnerships with other service providers in IV, the county.</p>	<p><u>Money</u>- Set-up: Possible costs include space, signs, staff, equipment, depending on location Ongoing: Possible space, equipment and personnel costs <u>People</u>-work with AS BCCs and staff to work within existing resources <u>Planet</u>-minimal/positive impact few if any print materials</p>	<p>AS Leadership CAB IVTU IVCRC LRC COSWB SIRRC</p>	<p>1<sup>st</sup> Measure: space needed v space available; use 2011 and 2012 space surveys to identify BCCs with desire to locate services in IV 2<sup>nd</sup> Measures specific to findings of first Ongoing measure: Cost/benefit; use, satisfaction Reporting: to Senate, and in Annual Report; student body pre-election if lock-in</p>

**Full VISION 2020 Internal Organization Focus Area Goal Language:**

<b>Seven Internal Organization Goals</b>	<i>Participation (publicity, recruitment, diversity)</i>	<i>Resources (money, people, sustainability)</i>	<i>Collaboration (within AS, outside AS)</i>	<i>Accountability (measure and report)</i>
<p><b><u>Establish a comprehensive, consistent, engaging &amp; efficient orientation</u></b> (canned &amp; ready to go) that includes, but is not limited to the following:</p> <ul style="list-style-type: none"> <li>o AS staff and returning students engaged as trainers in some capacity</li> <li>o Concentrated in the fall, but repeated as needed throughout the year as new students come into AS</li> <li>o Checklists/templates for transition from those who previously held position</li> <li>o Additional sections for specific interests (w/guidance for who should attend what)</li> <li>o Guidelines for what to cover in BCC retreats</li> <li>o Contact lists, org/decision chart, FAQs for finance, Legal Code, etc., templates for specific positions, event planning, meetings, record-keeping, publicity, etc.,</li> </ul>	<p>Mandatory modules for all elected leaders, their critical staff, BCC chairs and co-chairs (at a minimum); other mandated modules depending on position.</p> <p>Use videos: AS 101 video series, for those who cannot make it, for those who join later, for aspects that need to be more in-depth (procedures, etc.)</p>	<p><u>Money</u>- Set-up: Ongoing: <u>People</u>-possible personnel cost during setup; work with AS BCCs and staff to work within existing resources <u>Planet</u>-minimal/positive impact few if any print materials</p>	<p>All AS</p>	<p>1<sup>st</sup> Measure: assess existing program and determine and assign new needs; assess effectiveness of student employee orientation as well 2<sup>nd</sup> Measures: complete new program, modules and videos Ongoing measure: Impact: attendance, satisfaction; and for employees, understanding and performance. Reporting: to Senate, and in Annual Report</p>
<p><b><u>Establish and implement a transparency and accountability program for all AS businesses, services, programs and lock-ins:</u></b> Track, measure and report on costs, activities and other resource use in a manner that is useful for determining efficiency and effectiveness, such as program budgeting; report those findings at least annually.</p>	<p>All AS will participate in accountability. Ensure it is neither onerous nor overly bureaucratic but is a positive experience</p>	<p><u>Money</u>- Set-up: Ongoing: <u>People</u>-possible personnel cost during setup; work with AS BCCs and staff to work within existing resources <u>Planet</u>-minimal/positive impact few if any print materials</p>	<p>All AS</p>	<p>1<sup>st</sup> Measure: assess existing program and determine and assign new needs 2<sup>nd</sup> Measure: complete new program, Ongoing measures: determined by program content; Reporting: to Senate, and in Annual Report; student body pre-election for all lock-ins</p>
<p><b><u>Establish and implement criteria for setting priorities &amp; planning for year/multiple years.</u></b> Priority setting criteria may include, but not be limited to:</p> <ul style="list-style-type: none"> <li>o Strategic plan contents</li> <li>o Strategic planning for all BCCs by fall 2015</li> <li>o Organizational structure (needs, implementation and review)</li> <li>o Determining appropriate workload given available staffing levels—determining appropriate staffing (professional and student) to meet ongoing AS needs.</li> <li>o Planning for and determining when special, unforeseen campus, community, state, national or global issues, (in that order) are important enough to trigger re-prioritization, reallocation or addition of resources</li> <li>o Agree on the year’s priorities by the fifth meeting of</li> </ul>	<p>Encourage all AS participants to engage in establishing criteria; Publicize priority selection through regular Senate noticing processes.</p>	<p><u>Money</u>- Set-up: Ongoing: <u>People</u>-possible personnel cost during setup; work with AS BCCs and staff to work within existing resources <u>Planet</u>-minimal/positive impact few if any print materials</p>	<p>All AS-for BCC strategic planning, divide the AS entities into 3 or 4 groups and assign them a quarter to deliver their Strategic Plan. Ask that they consider the content of the Strategic Plan surveys and forum in their decision-making.</p>	<p>1<sup>st</sup> Measure: criteria agreed to, date 2<sup>nd</sup> Measures: completion of BCC strategic plans; Ongoing measure: adherence to priority setting; Impact measure: longer term projects getting completed, fewer surprises during the year, more accomplished; resources balanced, improved AS participant and staff satisfaction Reporting: to Senate, and in Annual Report</p>

VISION·AS: UCSB Associated Students Strategic Plan 2020/21-2023/24

<b>Seven Internal Organization Goals</b>	<i>Participation (publicity, recruitment, diversity)</i>	<i>Resources (money, people, sustainability)</i>	<i>Collaboration (within AS, outside AS)</i>	<i>Accountability (measure and report)</i>
<ul style="list-style-type: none"> <li>each newly elected Senate</li> <li>o Begin next Strategic Plan in 2019</li> </ul>				
<p><b><u>Establish and implement collaboration and communication methods, tools and protocols within AS:</u></b></p> <ul style="list-style-type: none"> <li>o Methods for handing information over from year-to-year</li> <li>o Consistent recordkeeping</li> <li>o Processes and other documentation to avoid re-creating or duplicate efforts</li> </ul>	<p>Encourage all AS to contribute ideas (in addition to those from survey and workshop); look at AS staff Internal Communication tools for some ideas</p>	<p><u>Money</u>-Set-up &amp; Ongoing: <u>People</u>-possible personnel cost during setup; work with AS BCCs and staff to work within existing resources <u>Planet</u>-minimal/positive impact few if any print materials</p>	<p>All AS</p>	<p>1<sup>st</sup> Measure: program work completed? Ongoing measure: Impact: satisfaction? Use surveys (see above for several well-being and engagement goals as well as employee survey) Reporting: to Senate, and in Annual Report</p>
<p><b><u>Create consistent recruitment, outreach and publicity to ensure at least 70% of undergrads have heard of/attended/used AS services and businesses and participation in AS increases by 20%;</u></b> this may include but will not be limited to:</p> <ul style="list-style-type: none"> <li>o A comprehensive publicity checklist for BCC use; include notes on the advantages/when to use each source.</li> <li>o Publicize more of what AS does (also checklist)</li> <li>o AS student staff responsible for posting/ submitting publicity.</li> <li>o AS sponsored endeavors credit AS (logo)</li> <li>o Standard recruitment checklists and recruitment materials (ensuring open, expansive outreach to all students at UCSB)</li> <li>o See AS Gaucho FYI and beyond: increase AS presence at student orientation. Create materials or otherwise convey to students the breadth of options for engagement and participation in AS</li> <li>o Improved signage so students can find AS services (see AS staff external communication analysis).</li> </ul>	<p>Create video(s), written materials and distribute widely: Checklists include: Gaucho FYI and other orienting activities and communications; social media, local papers, KCSB, AS Website, other websites, campus communication sites; signage, posters, rallies, etc. and when it is beneficial/appropriate to use each</p> <p>Also see Transfer Orientation and Mentoring; Gaucho FYI and Resource Hub goals, above</p>	<p>Money-possible cost for student staff, though possibly absorbed by existing staffing</p>	<p>All AS</p>	<p>1<sup>st</sup> Measure: program in place 2<sup>nd</sup> Measures: use surveys to measure success (baseline in existing survey) Ongoing measure: adherence, attendance, awareness, satisfaction, participation Reporting: to Senate, and in Annual Report</p>
<p><b><u>AS has an environment/culture in which all students feel they can engage and find collaboration with the aim of increasing participation, retention and satisfaction;</u></b> this may include but is not limited to:</p> <ul style="list-style-type: none"> <li>o Examining the party system (benefits/drawbacks) and related recruitment and diversity</li> <li>o Considering a peer-to-peer mentor/ombuds/internal climate role to address conflicts that arise</li> </ul>	<p>Encourage all AS participants to engage in establishing criteria (in addition to those from survey and workshop).</p>	<p><u>Money</u>-Set-up: Ongoing: <u>People</u>-possible personnel cost during setup; work with AS BCCs and staff to work within existing resources <u>Planet</u>-minimal/positive impact few if any print materials</p>	<p>All AS</p>	<p>1<sup>st</sup> Measure: program work completed? Ongoing measure: Impact: participant and student employee, and career staff satisfaction, performance? Use surveys (see above for several well-being and engagement goals, as well as employee survey) Reporting: to Senate, and in Annual Report</p>

<b>Seven Internal Organization Goals</b>	<i>Participation (publicity, recruitment, diversity)</i>	<i>Resources (money, people, sustainability)</i>	<i>Collaboration (within AS, outside AS)</i>	<i>Accountability (measure and report)</i>
<p><b>Create a business ventures model for AS</b> that may include, but is not limited to the following:</p> <ul style="list-style-type: none"> <li>○ Minimum criteria for student or staff proposed a business venture</li> <li>○ Professional development and/or employment opportunities for students</li> <li>○ A business plan template</li> <li>○ A resource guide</li> <li>○ Possible short-term business testing opportunities</li> </ul>	<p>1) Determine unmet needs/demands; 2) recruit students with ideas Use : Campus communications Info for new students AS Social Media AS Website(s) Radio &amp; newspaper Outreach to applicable academic depts, clubs and associations</p>	<p><u>Money</u>- Set-up: Ongoing: <u>People</u>-work with AS BCCs and staff to work within existing resources for set up; indiv business plans may req. resources which will be explored in indiv business plans. <u>Planet</u>-minimal/positive impact few if any print materials</p>	<p>Business Services KCSB TBL Program Board IVTU Legal Resource Center Recycling Foodbank Bike Shop, Print Shop Recycling, Cashiers</p> <hr/> <p>Applicable academic depts. Applicable clubs and associations</p>	<p>Measure 1: Program pieces in place? Measure 2: How many students use it? How useful did they find the tools? How successful are the ventures? Reporting: to Senate, applicable BCCs, and in Annual Report; student body pre-election if lock-in</p>

## Attachment J2: Complete AS Vision in Isla Vista Recommendations

### AS Vision 2020 in Isla Vista

Below is a table of only those VISION 2020 goals, advocacy priorities, and BCC recommendations that apply to UCSB students or others living in IV. The last column includes ideas recommended from this new survey analysis. This is not the complete AS VISION 2020 strategic plan. See Appendix A for all VISION 2020 Goals, Advocacy Priorities, and BCC recommendations adopted May 2014, and/or see <https://plan.as.ucsb.edu/>. It is also not a complete list of suggestions for Isla Vista. A complete list for Isla Vista will include policy for working with local governments and the university and budget priorities. AS might adopt these suggestions and more, or decide not to adopt some or all of these suggestions.

AS VISION 2020 Strategic Plan-Isla Vista				
	✓ GOALS for UCSB STUDENTS	✓ Advocacy Priorities	✓ BCC Recommendations	For Consideration for IV
	ALL of these items from Vision 2020 apply to UCSB students living in IV; many of the advocacy priorities apply to communities beyond UCSB students. AS may want to consider expanding some of the student-centered goals to include non-student Isla Vista residents.			
<b>Student Well-Being</b> <i>Safety, physical, mental, emotional, spiritual well-being, food, sleep, shelter</i>	<ul style="list-style-type: none"> <li>Gaucha FYI and beyond—student-to-student communication about important issues, in person and online</li> <li>Economically disadvantaged—expand support through several programs</li> <li>Mental health first aid—learn &amp; sponsor</li> </ul>	<ul style="list-style-type: none"> <li>Public safety for IV community gatherings</li> <li>Lighting to increase safety in IV</li> <li>Affordable housing solutions and safe parking areas for students living in vehicles</li> <li>Work with Health Center to reduce costs/rent/loan/store items such as crutches</li> </ul>	<ul style="list-style-type: none"> <li>CODE: transportation program for temporarily disabled students</li> <li>IVTU: solutions for students who need temporary/permanent housing</li> <li>COSWB: time management, yoga, healthy relationships, self-defense, meditation</li> </ul>	<ul style="list-style-type: none"> <li>Bystander intervention training (pg 12)</li> <li>Consent manuals (pg 12)</li> <li>Party registration (pg 12)                             <ul style="list-style-type: none"> <li>The SBSO has created a party registration program</li> </ul> </li> <li>Consider ways to make street and/or park fruit tree grove(s) work in an urban environment (pg 13).</li> <li>During high-incident events, consider bringing in temporary lighting, particularly on the streets mentioned in question 17 (pg 22)</li> <li>Specific suggestions regarding lighting in IV: lower some light poles, trim some trees, use more directed lighting or replace single diffuse lights with multi-directional heads (pg 22)</li> </ul>

<b>AS VISION 2020 Strategic Plan-Isla Vista</b>				
	✓ GOALS for UCSB STUDENTS	✓ Advocacy Priorities	✓ BCC Recommendations	For Consideration for IV
	ALL of these items from Vision 2020 apply to UCSB students living in IV; many of the advocacy priorities apply to communities beyond UCSB students. AS may want to consider expanding some of the student-centered goals to include non-student Isla Vista residents.			
<b>Student Experience</b> <i>Non-academic support, growth, and development as well as fun, enrichment, and connections</i>	<ul style="list-style-type: none"> <li>○ Resource Hub—go-to for student resources, event &amp; services, etc.</li> <li>○ Spirit!</li> <li>○ Businesses &amp; services that students need/want</li> <li>○ Campus improvements for better enjoyment</li> <li>○ Transfer students orientation &amp; mentorship</li> <li>○ Champions for respect &amp; for those with silenced voices</li> </ul>	<ul style="list-style-type: none"> <li>○ Campus Improvements</li> </ul>	<ul style="list-style-type: none"> <li>○ Ask Program Board to:                             <ul style="list-style-type: none"> <li>○ water at events</li> <li>○ more diversity in programming</li> <li>○ additional events, esp. winter quarter event</li> </ul> </li> <li>○ Customer service in Bike Shop, Ticket/Cashiers Office</li> <li>○ BIKES:                             <ul style="list-style-type: none"> <li>○ Bike path imp. (list)</li> <li>○ Bike parking imp. (list)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Consider expanding the transfer students' orientation and mentorship to include SBCC students in the SBCC transfer program (pre-Gauchos) (pg 13)</li> <li>○ Look at additional suggestions for bike path and signage improvements in IV</li> <li>○ Expand bike safety training/awareness</li> </ul>
<b>Community, State, National &amp; Global Issues</b> <i>Advocacy and activism: Working for positive change</i>	<ul style="list-style-type: none"> <li>○ Sustainability—within AS , on campus and beyond</li> <li>○ Invest ethically and sustainably</li> <li>○ Community center in IV</li> </ul>	<ul style="list-style-type: none"> <li>○ Climate change</li> <li>○ Sustainability                             <ul style="list-style-type: none"> <li>○ Full recycling &amp; composting in IV</li> <li>○ Zero waste campus</li> <li>○ Native plants on campus</li> </ul> </li> <li>○ UC ethical investing</li> <li>○ Human Rights</li> </ul>		<ul style="list-style-type: none"> <li>○ Ask the county to ensure that new or remodeled apartment buildings have designated space for recycling containers and require (by condition of approval) that owners provide adequately sized recycling containers (pg 10)</li> <li>○ Ensure adequately sized and placed <i>public</i> collection containers (pg 10)                             <ul style="list-style-type: none"> <li>○ Publicly available recycling and compost bins were set up at the Pardall Center in collaboration with EAB</li> <li>○ EAB has advocated for an IV composting program (which has since been established)</li> </ul> </li> <li>○ Spearhead community relations orientation efforts for students living off campus (see pg 10)                             <ul style="list-style-type: none"> <li>○ See Beloved Community</li> </ul> </li> <li>○ Explore opening campus</li> </ul>

<b>AS VISION 2020 Strategic Plan-Isla Vista</b>				
	✓ GOALS for UCSB STUDENTS	✓ Advocacy Priorities	✓ BCC Recommendations	For Consideration for IV
	ALL of these items from Vision 2020 apply to UCSB students living in IV; many of the advocacy priorities apply to communities beyond UCSB students. AS may want to consider expanding some of the student-centered goals to include non-student Isla Vista residents.			
				<ul style="list-style-type: none"> <li>sponsored events and activities to non-UCSB residents in IV (pg 13)</li> <li>○ Ask AS' counterparts, SBCC's student leaders, to consider assigning/electing (from among SBCC student IV residents) some IV representatives to work with AS and the community to help resolve these and other issues as they arise (pg 13)                             <ul style="list-style-type: none"> <li>○ IVTU created an SBCC position on its board to encourage participation by SBCC students</li> </ul> </li> <li>○ Consider revisions to community policing including possible residency (pg 25)                             <ul style="list-style-type: none"> <li>○ See UCSB Foundation Trustees Report (2015) for recommendations to community policing</li> </ul> </li> </ul>
<b>Academic Support Coursework, degree &amp; campus environment</b>	<ul style="list-style-type: none"> <li>○ Academic advising &amp; mentoring –encourage, facilitate, partner</li> <li>○ Textbook exchange &amp; other book price relief</li> <li>○ Outdoor study spaces</li> </ul>	<ul style="list-style-type: none"> <li>○ Tuition control/reduction</li> <li>○ Class availability</li> <li>○ Diversity: staff &amp; students</li> <li>○ Textbook pricing: (COSTP)</li> <li>○ Gaucho Space &amp; other apps/Gaucho Gold</li> </ul>		<ul style="list-style-type: none"> <li>○ Expand and enhance study space in the Pardall Center</li> </ul>
<b>Internal Organization The way AS works</b>	<ul style="list-style-type: none"> <li>○ Set priorities</li> <li>○ Outreach &amp; publicity—effective, consistent</li> <li>○ Business ventures model</li> </ul>			<ul style="list-style-type: none"> <li>○ Expand efforts to effectively get the word out about contacts, available services, upcoming activities and events, areas of involvement, rules, policies, and more in IV</li> </ul>



**Attachment J3: Full text of open responses to the AS Participant, AS Alumni and AS Professional Staff survey questions used in the analysis, above.**

**AS PARTICIPANTS**

**Q14. (Had you heard of the AS VISION 2020 Strategic Plan before this survey?) If yes, please tell us when and how you learned about the AS Vision 2020 Strategic Plan: Full Responses**

1	I am currently on the Strategic Plan committee. I also briefly heard about it as a Senator in the 2019-2020 year.
2	Freshman year as a fellow on the AS Office of the President
3	During my time in AS
4	Hayley Slater
5	When I was COS of ASOP
6	When Allison Sir was having her office work on reading over the plan.
7	During senate
8	In senate, we talked about a yearly group project, and I heard about this AS Vision 2020 plan as a template of sorts.
9	PART OF COMMITTEE

**AS ALUMNI**

**Q9. (Had you heard of the AS VISION 2020 Strategic Plan before this survey?) If yes, please tell us when and how you learned about the AS Vision 2020 Strategic Plan: Full Responses**

1	Internal discussions
2	From Jonathan (obvs) when I was a senator and he was president.
3	Facebook. I remember this initiative being discussed in 2014! Super awesome to see it alive!
4	The Executive committee laid out this plan for the Senate
5	I initiated its creation.
6	It tries to address different goals and areas of what we can do

**AS PROFESSIONAL STAFF**

**Q7. (Had you heard of the AS VISION 2020 Strategic Plan before this survey?) If yes or maybe, please tell us how learned about the AS VISION 2020 Strategic Plan:**

**Full Responses**

1	I participated with the task force appointed by the AS President and with every President since then on the strategic plan.
2	staff and unit meetings
3	During a professional staff retreat
4	AS Staff meetings
5	I was made aware by my supervisor when I first started working in AS in 2014.
6	I sat in on those early meetings for the plan itself.
7	Through several staff meetings and retreats
8	Marisela shared the plan with staff at one point.
9	Through the Executive Director, Marisela Marquez
10	There were a few presentations in staff meetings and a retreat done by the AS president(s).
11	I was a staff member at the time and remember it being discussed then. I just knew it as the student strategic plan, I don't remember VISION 2020 specifically.
12	at an AS staff or advisors meeting
13	I've been AS staff for many years.
14	I learned about the Strategic Plan early on and was also involved in developing the AS in IV Plan.
15	Staff retreat
16	I made the website
17	I've only been here for a little over a year and it never came up.

**AS Alumni**

**Q11. Has/did your AS BCU create its own three-year strategic plan?**

(Use this space to tell us if you worked with more than one AS entity that created a three-year plan.)

I really hope they all did... also BCU as a term totally flies in the face of everything that was done to restructure AS in 2014. There shouldn't be a term like that.

**AS Professional Staff**

**Q14/15. (Did you and/or students/BCUs you advise work on any VISION 2020 goals?) If yes or maybe, please tell us about your experience working on VISION 2020 goals. (E.g., how did the effort unfold? Was it completed/not completed; un/successful? Was it a good exercise? Was it passed along for staff to complete/maintain?)**

I've described several tangible efforts above that have all been instituted since the strategic plan was researched, developed, written and implemented.

The intangible efforts of strategic plans are harder to quantify, though equally important and equally influential. That is, I've witnessed a change in the culture of the work of the association which has been more open to change, and more instrumentally inclusive. These efforts, of being more responsive to student populations such as transfer students were first documented in the strategic plan. Now, at the conclusion of its scope of influence, additional populations of students have access to the association.

A lot of what we did was figure out what the heck goals even meant, then wordsmith them into something that made sense...it was a lot of busy work, with little pay off.

Staff and I tried to reference the plan every once in a while to see if our work was aligning with the student plan, and what we mostly learned from it were the external and internal communication goals we worked to improve upon in AS Most of Creative Media Unit's mission/goals aligned with the plan already.

It was a matter of working on things that also tied into the AS Staff Strategic Plan. Some things were necessarily staff driven. Since students were not briefed on the plan, and many wanted to put their own stamp on their time with AS, adoption was low. This decreased the amount of institutional continuity, so it fell upon staff to keep some things going.

it's possible other advisors in my department worked with our student leadership on these goals.

One of the biggest challenges is transitioning from one year to the next. I think including a process for how it will be presented to incoming student leaders/staff and having a reiterative process for reviewing it regularly would be very helpful. (IMPLEMENTATION)

I don't believe the three-year planning document has been /presented used very extensively by BCU's, but I think it's a good tool to bridge the broader vision with the short term work of the Association.

**AS Professional Staff**

**Q16/17. (Did you work with any BCU(s) on their three-year plan?) If yes or maybe, please tell us which BCU(s), and tell us about your experience working on BCU three-year plans. (E.g., how did the effort unfold? Was it un/successful? Was it a good exercise? Did it yield positive results as a planning tool? Was it looked at/used in subsequent years?)**

I supported students in their efforts to update the KCSB Bylaws.

I worked with all my entities on three-year plans. IVTU is probably the best example of a successful engagement with it as a planning tool which they have carried over from year to year.