1. Support Services Report Template

**Report Info**
- Service: Government and Community Relations
- Name of the person completing this report: Derek J Aitken
- Title of the person completing this report: Director of Government and Community Relations
- Supervisor/dean reviewing report: Derek J Aitken
- Division/College: Office of the President

3. Mandated Service

**Link to Scoring Rubric**

1.1 Please indicate below if any aspect of the service is legally mandated by any of the following and provide the relevant reference.

Any other: Chancellor's Office

**Provide a brief explanation, if necessary, in < 60 words.**

The Chancellor's Office has created a scoring metric for Presidents based on tasks to be performed with the interest of Advocacy for the CSU.

4. Importance of Service

**Briefly describe the service in terms of its primary function(s) and purpose(s) using <120 words**

The Office of Government and Community Relations represents and advocates for CSUEB and CSU interests with the federal and state governments and community organizations through effective advocacy, outreach and communication and relations with the Legislature, agencies and other external entities with the support of the system office, faculty, staff, students, other campuses, alumni and other supporters.

**Link to Scoring Rubric**

2.1 Who are the primary receivers of this service? (Please enter the percentage of each user group that is relevant)

- Students: 60%
- Faculty: 10%
- Administrators/staff: 10%
- Colleges/Departments: 3%
- Academic Senate and/or committees: 2%
- Alumni: 5%
- Community outside University: 10%
- Total: 100%

**Link to Scoring Rubric**
2.2 Please indicate the direct or indirect impact of the service on students for each of the three University Action/Student Impact Areas listed below (for example processing financial aid applications would be direct impact on students while managing utility services would be indirect).

<table>
<thead>
<tr>
<th>Pre-college (helping students to enter the system)</th>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Provide a brief narrative (<60 words each) explaining your selection for each area.

<table>
<thead>
<tr>
<th>Pre-college (helping students to enter the system)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>As the CSU is an entity controlled by the state, the Government Relations office works with the legislature (A-G Requirements) and the Community (campus outreach) to make certain students and advisers understand what it takes to get into college and to make certain the resources are available to them.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student success is an ongoing interest from the Government at all levels. Both the Federal and the State Government are imposing their own interpretations of what makes a student successful and it's the GR Office that monitors that on behalf of the University.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indirectly, the GR Office mentors students who are interested in politics, elections, advocacy and the legislative process through out the school year. Some make a career of it and we're in contact with them as their career progresses.</td>
<td></td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

2.3 Applying the four choices presented below, please indicate the consequence of NOT having this service on each of the actions in the left hand column.

<table>
<thead>
<tr>
<th></th>
<th>4 - Service provides evidence of direct impact in more than one area</th>
<th>3 - Service provides evidence of direct impact in one area</th>
<th>2 - Service provides evidence of indirect impact in more than one area</th>
<th>1 - Service provides evidence of indirect impact in one area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
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<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td></td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

Provide a brief narrative (<60 words each) explaining your choice.

| Evidence submitted to support the chosen selection (<60 words for each selection) |
| Pre-college (helping students to enter the system) | Trusting the legislature and the Governor to make their own decisions on how the higher education should operate without the input of the campus is a dangerous proposition. Leaving it solely to the Chancellor's Office is also not advised, although much less so. Having people from campuses provide real world examples (and consequences) is a major advantage to policy setting. |
| During college (helping students succeed while they are at Cal State East Bay) | Trusting the legislature and the Governor to make their own decisions on how the higher education should operate without the input of the campus is a dangerous proposition. Leaving it solely to the Chancellor's Office is also not advised, although much less so. Having people from campuses provide real world examples (and consequences) is a major advantage to policy setting. |
| After college (helping students establish meaningful lifework and be socially responsible contributors to society) | Unfortunately, limited schedules preclude a full strategy from being developed when students graduate, however, the office is working on a strategy to further involve influential alumni in the efforts of higher education advocacy. |

**Link to Scoring Rubric**

2.4 Alignment with Shared Strategic Commitments

How does this service contribute to or align with any of the eight Shared Strategic Commitments (SSC) listed below?

<table>
<thead>
<tr>
<th>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</th>
<th>If aligned or contributing, provide a description. (&lt;60 words for each SSC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development</td>
<td>The office of Community Relations maintains strong ties to the diverse community groups and assists in making the campus a resource to them. These relationships become mutually beneficial over time and only strengthen our reputation as a diverse campus, welcoming to all.</td>
</tr>
<tr>
<td>Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner</td>
<td>Access is the paramount goal of our advocacy strategy - informing the CA public about the dangers of political decisions that limit access.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>Engaging students in the political process, particularly when outcomes can effect them in a negative way, is a vital strategy in our Advocacy plan.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>The office has primary responsibility for managing the relationships with the civic, cultural and business entities in our service area. Many mornings, lunches and evenings are spent maintaining these relationships on behalf of the University.</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td></td>
</tr>
<tr>
<td>Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility</td>
<td></td>
</tr>
<tr>
<td>Demonstrate our continuing record of leadership and innovation in higher</td>
<td>STEM has been an area of interest for the business organizations and government officials who rely on input from</td>
</tr>
</tbody>
</table>
education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM) the GR office before making decisions. In partnership with the STEM Institute, the GR Office provides research and input to decision makers.

**Link to Scoring Rubric**

2.5 How might the demand for this service change over the next five years? (Please choose one category below).

Likely to increase

Provide a rationale for your choice (assumptions, impact of new policy, etc.) in <120 words.

While the last two years have been better for the CSU Budget, the volatility of the revenue stream the Government relies on to fund the system would predict that in only a handful of years, we'll be in the same dire need for advocacy in Sacramento as we were in 2009-2012. If each dip continues to get worse than the previous one, the requests for organizing the campus advocacy will only be increased.

In addition, as organizations continue to work together to deal with these limitations on resources, the demands on the community relations portion will also increase. It has proven to be an effective strategy in these trying times.

**5. Quality of Service**

**Link to Scoring Rubric**

3.1 Do you assess the quality of the service you provide?

Yes

If “Yes”, what benchmarks, best practices or measures of success, either internal or external, do you use to measure service quality (e.g., timeliness, accuracy, adequacy, meeting deadlines, satisfactory completion of assignment, etc.)? Please describe in <120 words. If no, please explain.

The Chancellor's Office requires the Legislative Liaisons for each campus to complete a scoring metric on a quarterly basis using the Chancellor's Office's Sharepoint Service. Those measures are then tallied, compared with other campuses and shared with the Presidents. They include campus-legislator relationship surveys, building campus advocacy teams by election season, increasing the intra-higher education partnerships with community colleges and the UC, seek multiple endorsements and pledges of sponsored legislation, hosting public education forums, cultivate relationships with key staffers, campus and regionwide briefings on issues by the President, use the Chancellor's Office eAdvocacy system to disseminate key messages to multiple constituencies, develop Public Relations strategies and place targeted messages in regional newspapers and blogs.

**Link to Scoring Rubric**

3.2 During the last three years, have you adopted any measures to improve the quality of this service? Please describe in <120 words.

The above metrics described in 3.1 were all created in the last 3 years.

**Link to Scoring Rubric**

3.3 What idea(s) do you have for improving the quality of this service within existing resources (e.g. development of benchmarks, surveys, feedback, etc.)? Please describe your plan(s) in < 120 words.
In attempting to achieve all of the metrics provided in 3.1, we have spread ourselves a bit too thin. We are now working to streamline some of the services and better utilizing our partners to achieve some of these ends.

**3.4** What ideas do you have for improving the quality of the service *if additional resources were provided*. Please describe your idea(s) in <120 words.

One or two more associates would really expand our reach in the community and, especially during election season, increase the number of people who can provide the higher education message to the public.

**3.5** Do you use any formal or informal process to assess the level of satisfaction of the service users?

Yes

*If yes, describe the process and most recent results in <120 words. If no, please explain.*

The Chancellor's Office surveys the legislature every few years to assess how they and the campuses are keeping the legislature informed on what's happening in higher education and the campus.

**3.6** The university recently conducted a customer satisfaction survey for some services (results for this service are attached, if applicable). Do you have any comment or response to the results? Please describe in <120 words.

The Office had been closed for sometime, but it was encouraging to see that they are responding to the work of the recently re-opened office. It was also clear that the office had not yet met with enough folks on campus, but it was only in its first year.

**3.7** Do you have any formal or informal guidelines for personnel in your department regarding how to treat/interact with receivers of this service?

No

*If yes, please describe in <120 words. If no, please explain*

**3.8** Does your service have annual goals (targets) of achievement regarding the quality of the service provided?

Yes

*If yes, describe the annual quality goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.*

The Chancellor's Office metrics combined with the survey of legislators and their staff gives our office an unscientific but reasonable understanding of how our office is doing, combined with vote tallies to see if our representatives side with higher education on many issues.
3.9 Does your service have annual goals (targets) of achievement regarding the quantity of service provided?

Yes

If yes, describe the annual quantity goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in < 120 words. If no, please explain.

The Chancellor's Office metrics provide targets for each campus, including numbers of meetings held with legislators both locally and in their office in the capital, advocacy messages sent to constituents messages sent and subsequent actions taken (including messages sent to the legislature/governor), stories written, election rallies and public forums attended.

6. Efficiency of Service (cost effectiveness)

Link to Scoring Rubric

4.1 Using the spreadsheet provided for all employees in your department, please distribute salaries of individuals across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

115363.00

Attach your allocated spreadsheet here.

Link to Scoring Rubric

4.2 Using the spreadsheet provided, please distribute your department’s annual operating expenses across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

59678.411

Link to Scoring Rubric

4.3 Using the spreadsheet provided, please distribute the square footage of work space across all services provided to reach an educated or reasonable estimate of the use of this resource.

111

Attach your allocated spreadsheet here.

Link to Scoring Rubric

4.4 During the last three years, have you adopted any measures to improve the efficiency (cost effectiveness) of providing this service (e.g. reducing salary costs, operating expenses or use of space, or increased output without increasing cost. Etc.)?

No

If yes, please describe the measures in <120 words. If this is a new service introduced over the past three years, please indicate. If no, please explain.

It's only been one year.
4.5 What idea(s) do you have for improving the efficiency (cost effectiveness) of this service within existing resources (e.g. restructuring, merging, outsourcing, ways to cut costs, technology, etc.)? Please describe those ideas in <120 words.

In lieu of new staff, we have utilized existing relationships across campus to help spread out across the vast number of organizations in the Bay Area. For example, staff at the Concord Campus participate on boards for that area.

4.6 What idea(s) do you have for improving the efficiency (cost effectiveness) of the service if additional resources were provided. Please describe your idea(s) in <120 words.

4.7 Do you have any plan(s) to improve the efficiency (cost effectiveness) of this service in the next 1-2 years (e.g. reducing costs, increasing productivity, etc.)?

Yes

If yes, please specify whether these plan(s) involve reducing salary costs, operating expenses and/or use of space. Please describe your plan(s) in <120 words. If no, please explain.

There has been some talk of moving Government Relations into the Presidents Office and combining the position with existing tasks and duties in that office.

4.8 Please describe the estimated output for this service for fiscal year 2011-12, quantify if possible (e.g. volume, service tickets resolved, people serviced, appointments, etc.) in <120 words.

Over 25 visits with state legislative officials, approximately 15 visits with federal legislative officials, over 70,000 advocacy messages sent to alumni and interested friends of CSUEB, and nearly 2000 messages to the legislature. Attended at least 35 meetings with business groups in Alameda and Contra Costa County, and attended 3 debates, 9 political rallies and approximately 20 community events.

7. Other

5.1 Are you aware of services similar to this one that are being provided by another department at CSU East Bay?

No

If yes, please provide a list of those departments. How are the services described here similar or different? Please describe in < 60 words.

5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.
There is no other department or person on campus that provides this service; therefore, it is definitely unique.

5.3 Are there any additional things about this service that you would like the task group to know? Please describe/explain in <250 words.