1. Support Services Report Template

Report Info

Supervisor/dean reviewing report: Derek Aitken
Service: Serves as the Chief Executive Officer of the University
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.

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

4. Importance of Service

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

The President’s scope of responsibilities as the CEO is broad and extensive, serving as the primary liaison between the University and the greater community, and the public face of the University. President maintains close working relationships with the CSU’s system-wide offices and personnel, regional legislators, clergy, civic, business and educational leaders. President reports directly to the Chancellor, represents the institution on the President’s Council, and CSU Board of Trustees meetings. Provides strategic operational guidance and leadership to the institutions faculty, staff, students, alumni, donors and friends; manages institutional operations, strategically plans for future needs; sets campus priorities and policy working with stake-holders and public; and oversees the hiring and development of the workforce; administration, staff and teaching faculty.

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: 50%
Faculty: 10%
Administrators/staff: 20%
Colleges/departments: 5%
Academic Senate and/or committees: 5%
Alumni: 5%
Community outside University: 5%
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></th>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</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>Area</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-college (helping students to enter the system)</strong></td>
<td>CSUEB provides for the public higher education needs of the East Bay regional community as expressed in the University’s Mission Statement, SC’s and ILO’s. The service of strategic operational guidance and leadership, and resource allocation is indirect to the services provided by those administrators, staff and faculty whose functions are in student outreach, recruitment and enrollment of qualified students.</td>
</tr>
<tr>
<td><strong>During college (helping students succeed while they are at Cal State East Bay)</strong></td>
<td>The quality of the educational experience for students is the direct result of the service provided by the instructional faculty within degree programs, and those staff and administrators who provide support services and resources to enhance student success in an environment that is attractive, safe and welcoming. Strategic operational guidance and leadership and resource allocation is indirect to these services.</td>
</tr>
<tr>
<td><strong>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</strong></td>
<td>Indirect to the work of faculty, staff and administrators who regularly maintain contact with students after graduation, and provide networking and contacts with other alumni and university sponsored programs in support of the University’s Mission, SC’s and ILO’s.</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>Area</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>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-college (helping students to enter the system)</strong></td>
<td>Institutional performance in outreach, recruitment and enrollment of qualified students is essential to the continuing success of the University. Strategic operational guidance and leadership and the allocation of resources, establishing priorities and policy, and planning for future needs is critical to attaining positive outcomes in these areas.</td>
</tr>
<tr>
<td><strong>During college (helping students succeed while they are at Cal State East Bay)</strong></td>
<td>Quality educational experience for students results from the service provided by the instructional faculty, and those staff and administrators who provide support services and resources to enhance student success in an environment that is attractive, safe and welcoming. Actions would be impacted without strategic operational guidance and leadership, resource allocation, establishing priorities and policy, and planning for future needs.</td>
</tr>
<tr>
<td><strong>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</strong></td>
<td>Critical to the University Mission, SC’s and ILO’s is the work of faculty, staff and administrators who</td>
</tr>
<tr>
<td>students establish meaningful lifework and be socially responsible contributors to society</td>
<td>regularly maintain contact with students after graduation, provide networking and contacts with other alumni and university sponsored programs. Actions would be impacted without strategic operational guidance and leadership, resource allocation, establishing priorities and policy, and planning for future needs in this important work.</td>
</tr>
</tbody>
</table>

**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>Administration working with faculty in shared governance provide educational opportunities in high quality degree programs that meet both student's educational and professional goals and the workforce needs of the region. Strategic operational guidance and leadership and the allocation of resources, establishing priorities and policy, and planning for future needs is critical to attaining positive outcomes in this commitment.</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>CEO responsibilities include oversight of the hiring and development of the workforce. Strategic operational guidance and leadership, allocation of resources, establishing priorities and policy, and planning for future needs is critical to ensuring the University is comprised of a highly diverse population of students, faculty, staff and administrators in an environment that is safe, welcoming and inclusive in nature.</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>Strategic operational guidance and leadership, allocation of resources, establishing priorities and policy, and planning for future needs helps to ensure the University ethos is students first. Performance evaluations ensure that University services are supportive and welcoming for those seeking help. Enhanced retention and graduation rates are related to the level of engagement and positive contact with faculty, staff and administrators.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>Strategic operational guidance and leadership, allocation of resources, establishing priorities and policy, planning for future needs is critical to ensuring the University programming continues to enhance a vibrant university community that is inclusive and provides a positive experience for students, their family and friends, students-faculty, administrators and staff, and community members through activities sponsored and directed by the various Divisions.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>Ensuring University academic programs, university operations and individuals work to contribute and support a sustainable planet is dependent upon strategic operational guidance and leadership, allocation of resources, establishing priorities and policy, and planning for future needs. Working closely with constituent groups, the University continues to establish policy, structures and processes to ensure continuing advancement on this important shared commitment.</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>CSUEB demands ethical behavior and holds University personnel and students to the highest standards of personal conduct and integrity. Exemplary behavior demonstrating collaboration, respect for the dignity of others, and the community at large is imperative. These are core institutional values and principles fostered by strategic operational guidance/leadership, allocation of resources, establishing priorities and policy, and planning for future needs.</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>A model for regionally engaged learning in the communities we serve, CSUEB enjoys a long and rich history of partnerships with business, educational, public and non-profit community agencies in providing students engaged learning opportunities addressing workforce needs and social justice issues of the region. This SC is reinforced by strategic operational guidance and leadership.</td>
</tr>
<tr>
<td>Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics</td>
<td>Providing educational experience that responds to the needs of communities and prepares students for a 21st century global workplace requires us to be an innovative and creative leader in higher education. This SC is supported by strategic operational guidance and leadership. We must strengthen our efforts in STEM and provide a strong infrastructure for the humanities, arts, and social sciences.</td>
</tr>
</tbody>
</table>
2.5 How might the demand for this service change over the next five years? (Please choose one category below).

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

Recent trends in higher education, legislative oversight, and CSU call for increased accountability and transparency. Changing rules and regulations regarding institutional outputs rather than inputs will require new activities to respond to new demands, especially student outcomes. Increased focus on performance outputs will require strategic guidance and leadership and new strategies and initiatives for planning for future needs.

5. Quality of Service

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 quality of strategic guidance and leadership is measured both informally and formally. Formal meeting with the VP for each division regarding: institutional operations; strategically planning for future needs; identifying campus priorities and reviewing policies and hiring and development of the workforce, staff and teaching faculty. President’s Cabinet meets weekly to address institutional performance and quality of service.

Monthly, quarterly, and annual reports to the CSU are required. These reports provide evidence of institutional performance. Reports required include compliance to federal, state, Title 5, rules and regulations, as well as programmatic, financial, personnel, and facilities reports and audits. Signoff of audits and reports by appropriate administrators and President identify actions, if any, required to improve quality of service.

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

Formal meetings with the University’s constituents have articulated broadly the University revised Mission, SC’s, and ILO’s. Increased access to the CEO by direct reports enhanced communication regarding Division oversight and performance expectations. University organizational structure has been assessed and realigned to provide higher quality and timely service to students. New positions have been added (University Diversity Officer, Vice President Student Affairs) to help improve quality service of strategic operational guidance and leadership. All position descriptions within the OP have been reviewed. Within the last three years, position descriptions have been rewritten to accurately describe service level expectations and reduce redundancies. Personnel have been moved to new roles based on their skills, interests and competencies.

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.

As part of our continuous improvement, the OP is presently assessing the scope and quality of the service provided, including goals and objectives, metrics and benchmarks to measure service levels within the OP, and the Divisions. While the OP currently has an array of required reports to the CSU, monthly, quarterly and annually, we plan to implement internal dashboard indicators...
that will help assess divisional service level performances. Based upon these metrics the Divisions and ultimately the University will be able to respond more quickly to implement actions that will enhance service levels and most importantly, student outcomes of retention and graduation. CSUEB Planning for Distinction process will result in improved quality of service across the University.

Link to Scoring Rubric

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.

While there has been an increase in the number of individuals reporting in the OP, concomitantly, there has been an increased need for one additional clerical support position to restore it to its former staffing level. With the addition of SA Division, University Diversity Officer, and shifting of the reporting of the Director of Government and Community Relations to the OP, and the increased demand for accountability and transparency noted earlier, the need for this clerical position has become increasingly apparent. The use of mentoring and professional development activities and opportunities, if additional resources were available for staff, has been found to be cost effective and increase quality of service.

Link to Scoring Rubric

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.

Informal mechanisms include weekly direct-report meetings with Division VPs and direct reports, weekly Cabinet meetings, monthly meetings with either executive council or CSU Trustees, as well as meetings with Educational Foundation Board, Academic Senate, Senate Chair, Associated Student Inc., Board members, Alumni, business, education and community leaders, clergy and legislators. Formal evaluations include annual MPP performance reviews, annual staff evaluation process, Senate Review Process, and annual closed meeting with the Executive Board of the Academic Senate, and CSU Tri-Annual Review of Presidents.

The reassessment of roles and responsibilities and the addition of new personnel within the OP has resulted in timely increased level of service to constituents.

Link to Scoring Rubric

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.

n/a

Link to Scoring Rubric

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?

Yes

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

Formal guidelines are provided during annual evaluations and informal guidelines are provided during one-on-one meetings, staff meetings, and all hands meetings of the OP. An extensive array of documents articulates guiding principles and values for the OP (Fall Convocation Addresses, Investiture Address, Communiques, and Publications). Further, federal, state, CBA and CSU rules and guidelines are very prescriptive regarding conduct with University personnel and students. While striving for excellence we hold all University personnel and students to the highest standards of personal conduct and integrity. Exemplary behavior demonstrating respect for the dignity of others and the community at large is imperative. In all cases, civility, professionalism, integrity, and respect and support for others are required of all OP personnel.
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.

Annual quality goals include student enrollment targets that determine State allocation and student fees which comprise the University budget. Enrollment management including the mix of students is a critical university function. Another important annual quality goal is student success (retention and graduation rates) as well as, diversity goals for students', faculty and staff. The CEO is responsible for ensuring CSUEB operates within budget. Division accountability for meeting service functions within budget is the responsibility of VP’s. Metrics and accountability measures for enrollment management, academic program delivery, student outcomes, support and services to students, financial management, operation, and the hiring of the workforce, all help to determine the efficacy of the service provided in achieving CSUEB targets and goals.

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.

Strategic operational guidance and leadership quantity is difficult to assess and measure. One indication of the quantity is whether critical tasks are completed on time, and whether the goals have been achieved. In regard to institutional student enrollment, diversity, student success, and financial management goals have been achieved or are improving during the last three years. These functions have been both formally and informally reviewed, and the development of dashboard indicators as part of the strategic planning process will help identify not only the quantity to level of service but also the quality of service levels beyond reporting requirements. Path analysis of these functions will also help assess quantity of service provide, as will the Planning for Distinction process.

6. Efficiency of Service (cost effectiveness)

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.

819163.863

Attach your allocated spreadsheet here.

[OP - 2011-12 Expenses EDITED.xlsx](OP - 2011-12 Expenses EDITED.xlsx)

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.

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.

Attach your allocated spreadsheet here.

Space OP EDited.xlsx

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.)?

Yes

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.

As part of the CEO’s service responsibilities over the last several years, the University’s organizational structure has been assessed and realigned to provide higher efficiency, quality and timely service. VP portfolios and positions reporting to the President have been reviewed, and responsibilities have been adjusted to improve efficiency and service level expectations and to reduce redundancies. Several personnel have been moved to new roles to gain benefit from their skills, interests and competencies.

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.

First, the level of staffing in the OP service area, operating costs, and space requirements are at a minimum level required to achieve the required and expected outcomes. However, more efficient oversight can be and has been provided. Additionally, resources and support services provided to students have been realigned and centralized to provide improved efficiency. This has minimized or eliminated duplication of service and redundancy. Continuing to evaluate present policy and practices, and strategically planning for future needs with attention to assessing and mapping critical path for services provided to students will ensure timely response in both quality and quantity of service, all outcomes of the Planning for Distinction process.

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.

As new VP and managers have assumed new roles or current managers responsibilities adjusted, professional development activities could have a large impact on the quality and quantity of oversight and strategic institutional management and leadership. Providing mentoring and or other professional development activities to increase skills and competencies for managers and workforce would have a positive impact on efficiency of oversight and leadership in University services. Further, additional resources for audit functions within the institution would also assist VP’s and managers in compliance responsibilities. Finally, the utilization of technology, dashboard indicators where possible, to assist in compliance and assessment of services for institutional quality and quantity targets would enhance the University’s ability to respond timely and effectively as needed.

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
Participation by managers in mentoring programs has provided increased efficiency and improved strategic institutional management and leadership. Expansion of a staff development program and professional development activities for managers will enhance both quality and quantity of services provided.

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.

While it is difficult to quantify the output of those services provided by the CEO over the last two years, a review of calendared events listed 1,925 entries for the 2011-12 year, and 2,347 listed events for the 2012-13 year. This included over 275 weekly one-on-one meetings with direct reports and over 40 weekly meetings with President Cabinet. The service provided by the CEO is onerous, and understood to be 7/24/365.

7. Other

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

Yes

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

All managers on campus have similar responsibilities related to oversight, leadership, and supervision of services within their respective areas. However, while the oversight responsibilities are similar, the regulatory and legal requirements imposed by Federal, State, Title 5, CSU, CBA rules and regulations for the President are notable and onerous. Importantly, the CEO is ultimately responsible for institutional actions.

5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.

President’s scope of responsibilities as the CEO is broad and extensive and identified earlier. What is unique and distinctive is providing service in a manner that upholds the values and principles that the University community has identified in our Mission, SC’s and ILO’s, and which are the foundation to public higher education and democratic ideals: shared governance, access-diversity-inclusion, free-speech, accountability and transparency.

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.

If we are to become a model institution for Regionally Engaged Learning in the 21st century, --our challenge ahead is to marshal the resources necessary to attract and retain high quality faculty and staff, and provide the support needed in attracting, retaining and graduating our students at increasing rates. CSUEB resides in an environment rich with outstanding opportunities. If we are to be an innovative and creative leader in public higher education, we must move to the leading edge. Our teaching, in addition to being infused with science, technology, engineering and math across the curriculum, must also integrate current and future pedagogies and technologies into our classrooms, and our support services must respond to the changing needs and expectations for ensuring success for today’s students. We must prepare our graduates for a more complex, diverse, and globally interdependent and instantaneously-connected world and marketplace. Our ability to contribute to enhancing the quality of life for our region’s citizens will depend greatly upon our
ability to become the University of choice for our students, the University engaged with our regional community – indeed, the University that serves as the intellectual, social, cultural, and economic heart of the East Bay.