We Value...

People of all races, ethnicities, and nationalities
People of all gender identities and expressions
People of all religions and spiritualities, and people who are not religious
People from all socio-economic backgrounds
People who speak any languages
People of all political affiliations
People of all family structures
People with diverse abilities
People who are veterans
People of all body types
People of all sexualities
People of all ages

...You!

Dylan Saake: Title IX and Labor Relations
Eddie Vela: College of Behavioral and Social Sciences
Joe Wills, Public Affairs
Michelle Morris, Office of the President and Nutrition and Food Science
Tray Robinson, Office of Diversity and Inclusion and Multicultural and Gender Studies
Diversity is dynamic and ubiquitous and encompasses the richness of differences among people. Our understanding of diversity continues to unfold as we learn and grow in our efforts to form a more inclusive community. It extends beyond traditional considerations—such as those based on ability, age, culture, disability, race/ethnicity, gender identity and expression, sexuality, regional and national origin, political affiliation, religion and socio-economic background—to include the intellectual diversity that is a hallmark of a great university. We actively and intentionally engage with this diversity to increase our awareness, knowledge, and appreciation of the ways in which we interact and to achieve the benefits of inclusive excellence for all our community members as we pursue pluralism and unity.

~ Chico State Diversity Action Plan
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Message from the University Diversity Council

President Zingg announced the formation of the University Diversity Council (UDC) in his fall 2014 convocation address, reiterating CSU Chico’s commitment to equity, diversity, and inclusion. In order to advance the priorities outlined in the Chico State 2011-2016 Diversity Action Plan (DAP), President Zingg charged the UDC with the following priorities:

**Priorities**

1. DAP Stewardship
2. Hispanic Serving Institution (HSI) Status Considerations
3. Add Diversity as a 7th Priority to the University Strategic Plan
4. Increase Workforce Gap
5. Funding for UDC Priorities & KPIs
6. UDC Communication Plan

Please click on the following to see progress made on the priorities: [http://www.csuchico.edu/diversity/university-diversity-council/index.shtml](http://www.csuchico.edu/diversity/university-diversity-council/index.shtml)

This report represents the University Diversity Council’s first priority to steward the Diversity Action Plan.
The Diversity Annual Report is an outgrowth of California State University, Chico’s Diversity Action Plan 2011-16. Priority 8 of the Plan states: “Design and implement a comprehensive system of accountability and recognition for increasing campus diversity and forming a more inclusive learning environment.”

The goal for accountability in the area of diversity connects with the WASC (Western Association of Schools and Colleges) reaccreditation report in 2009, which recommended that CSU, Chico’s diversity efforts be more “intentional and strategic.” President Paul Zingg charged the Diversity Scorecard Committee, chaired by then-College of Behavioral and Social Sciences Dean Gayle Hutchinson, to write the Diversity Action Plan. In January 2011, in an introduction to the Plan, Zingg wrote that the Plan “aimed at building greater institutional capacity in diversity planning, implementation, and reporting.”

The purpose of this report is to review progress on the 8 Priorities and 33 Tasks in the Diversity Action Plan and in so doing identify opportunities to strengthen the University’s commitment to diversity and inclusive excellence. The report is intended to be both a candid assessment of progress to date and an occasion to highlight and benchmark work that is successful and promising for the future. In addition, the report aims to identify new or refined objectives relating to diversity that will inform the next diversity plan for campus. Unless otherwise indicated, all data are based on information provided by CSU, Chico Institutional Research.

While it is vital that the Diversity Annual Report rate the University’s progress in diversity areas, this first year of the report is a compilation of efforts, and does not in most cases evaluate those efforts. The Report also identifies observations and comments for certain priorities and tasks. Finally, it is critical to note that in the evaluation of priorities and tasks it is likely that important activities have been inadvertently omitted. We invite readers to provide the committee feedback on any portion of this document, but especially as it pertains to activities, events, and progress that may have been overlooked.
Performance Key

The following rating key provides the reader a global evaluation of the current status of campus diversity progress. Indicators like these have been used in reports created by other campuses. The global ratings assigned to each of the goals and priorities are not meant to capture nuances that characterize actual progress on individual priorities and tasks.

A Wildcat wink indicates significant progress on this priority.

A neutral Wildcat face indicates some progress on this priority.

A sad Wildcat face indicates very little progress on this priority.

To form a more inclusive learning, teaching, and working community represents the core values of the California State University, Chico 2011-2016 diversity action plan. The Plan provides a roadmap for achieving its inclusiveness and excellence goals. It posits eight Priorities within the four dimensions of diversity adopted by the campus as a means to bring about further institutional awareness, understanding and action. These eight priorities and associated tasks are the bases by which this report evaluates progress toward diversity and inclusion on our campus.

Access and Success
Priority 1:
Increase university access for underrepresented student groups; especially from our service region

Priority 2:
Improve the success of students from underrepresented populations in learning, engagement, persistence, and graduation

Education and Scholarship
Priority 3:
Ensure that all curricular and co-curricular programs foster diversity competencies and engagement

Priority 4:
Engage and support faculty, staff and student scholarship, creativity, and research on diversity

Intergroup Relations and Campus Climate
Priority 5:
Develop and realize a shared understanding of ‘inclusive community’

Priority 6:
Develop, implement and assess policies, programs and activities that create and sustain a more inclusive campus climate

Institutional Vitality and Viability
Priority 7:
Increase and enhance the diversity in faculty, staff and administration at all levels of the University

Priority 8:
Design and implement a comprehensive system of accountability and recognition for increasing campus diversity and forming a more inclusive learning environment.
ACCESS AND SCHOLARSHIP

Increase university access for underrepresented student groups; especially from our service region – Priority 1

Task 1.1 Develop and implement a multiyear student recruitment plan that increases the diversity of both undergraduate and graduate student populations

The Office of Admissions has continued to advance diversity priorities and tasks. For example, the number of applications processed for under-represented students have almost tripled since 2010. In addition, the visitor program has conducted tours and presentations to 5000+ students from underrepresented schools.

While there has been progress in successfully recruiting ethnically diverse students, an explicit multi-year recruitment plan has not yet been articulated.

Task 1.2 Enroll students in freshman and transfer classes that are more reflective of California demographics (see charts below).

With respect to ethnic diversity, the goal is that student ethnic demographics reflect those of high school graduating seniors who are CSU/UC eligible (see CSU/UC eligible ethnic distribution chart below, based on data provided by the California Department of Education). These targets are in flux and we acknowledge the challenges associated with attracting a diverse student body not only to a rural service area, but from a rural service area.

![High School Graduates that are CSU/UC Eligible]
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decline</td>
<td>0.33%</td>
</tr>
<tr>
<td>Native</td>
<td>0.45%</td>
</tr>
<tr>
<td>Asian</td>
<td>16.20%</td>
</tr>
<tr>
<td>Pac. Islander</td>
<td>0.45%</td>
</tr>
<tr>
<td>Filipino</td>
<td>4.40%</td>
</tr>
<tr>
<td>Hispanic/Lat.</td>
<td>39.60%</td>
</tr>
<tr>
<td>Afr. American</td>
<td>4.70%</td>
</tr>
<tr>
<td>White</td>
<td>31.40%</td>
</tr>
<tr>
<td>2+</td>
<td>2.50%</td>
</tr>
</tbody>
</table>

**STUDENT COMPOSITION BY ETHNICITY**
*(FIRST-TIME FRESHMEN)*

[Bar chart showing student composition by ethnicity with percentages for each group. The chart includes categories such as American Indian/Alaskan Native, Asian, Black/African American, Decline to State, Hispanic/Latino, Native Hawaiian/Pacific Islander, Nonresident Aliens, Two or More Race/Ethnicities, and White. The chart compares data for 2015 and 2016.]
With respect to CSU/UC high school eligible students, enrollment of first-time freshmen is in better alignment with high school eligible students than enrollment of transfer students. Note that transfer students represent a much smaller number of overall enrollments, and the majority of CSUC transfer students come from one of four community college feeder schools, reflecting North State demographics.

Task 1.3 Continue progress toward achieving the designation of ‘Hispanic Serving Institution’

**HSI Accomplishments, AY 2015-2016**

- Established an HSI steering committee as part of the University Diversity Council
- Dedicated a full-time staff person to coordinate HSI efforts
- Established HSI eligibility designation for U.S. Department of Education’s Title III/V HSI grant programs
- Launched campus HSI awareness campaign, including HSI website
- Facilitated an HSI Faculty Learning Community with Office of Faculty Affairs
- Hired an HSI grant writer; on track to submit a Title III HSI Science, Technology, Engineering, or Mathematics (STEM) grant proposal to U.S. Department of Education in May 2016
- Conducted HSI benchmarking with other HSI campuses, in and outside of CSU system
- Continued engaging with off-campus HSI community through conferences, trainings and collaboration meetings

- **Moving Forward**
  - Conduct HSI focus groups with students, faculty, staff and off-campus partners
  - Convene Title V HSI grant planning taskforce
  - Conduct campus HSI needs and data analysis
  - Continue with HSI awareness activities, esp. to keep campus community apprised of progress
  - Facilitate HSI Learning Communities for a variety of campus constituents
  - Collaborate in the implementation of successfully secured Title III HSI STEM grant.
In 2016 CSU, Chico received federal HSI designation, following qualifying for HSI status and committing funding toward an office to coordinate HSI programs. As a consequence, the campus successfully secured its first HSI STEM grant for ~$4.2 million.

![Graph showing HSI Threshold and enrollment percentage from 2011 to 2015]

**Task 1.4** Orient / advise new students toward success

The following programs and efforts support our goal to orient/advise new students toward success on our Chico State Campus:

**Additional Hire**
An additional advisor was hired in the Office of Academic Advising to better support our 1st Generation Student Population.

**Chico Student Success Center**
The Chico Student Success Center (CSSC) is a connective, outreach and student development program with a mission to serve low income and first generation college students.

**PATH Scholars**
Offers a comprehensive network program, called PATH Scholars, to support the educational goals of current and former foster youth students. PATH is an acronym for Promoting Achievement Through Hope.

Raising Educational Achievement in Collaborative Hubs (REACH) is a program created under the Chico Student Success Center at CSU, Chico in efforts to increase academic achievement amongst first-year students.
Educational Opportunity Program
The Educational Opportunity Program (EOP) is designed to improve the access and retention of low-income and first-generation college students at CSU, Chico. EOP applicants must have the motivation to succeed and have the potential to perform satisfactorily at CSU, Chico, but may not have been previously able to realize their potential because of their economic or educational background.

The EOP Summer Bridge program is a transition program for invited EOP first-time freshmen. The program is designed to help students acquire the skills and knowledge necessary to build a bridge from high school to a successful college experience.

International Student Support
The Office of International Education provides international students a 3-day new student orientation program. The program includes information to promote their academic success, their cultural adjustment, immigration compliance, and university resources available for them.

Louis Stokes Alliance for Minority Participation
LSAMP is a support program to increase the number of underrepresented students who receive bachelors degrees in science, engineering, or mathematics

Minority Engineering Program
MEP creates a smooth and thorough transition from the time a student is admitted to the University until classes begin. To facilitate this transition, called "matriculation," the program provides help with such necessities as financial aid, placement tests, housing, academic advising, and registration.

The MESA Schools Program (MSP) is an academic preparation and math/science enrichment program that partners with schools to provide educationally disadvantaged students with a variety of innovative services and opportunities.

Multicultural Welcome Receptions
Provide our new and current students with an opportunity to network and build alliances with faculty, staff, alumni, community members and their peers. We facilitate the following receptions (Asian and Pacific Islander, Black, Bienvenida, Dreamers, Foster Youth, Native American, Re-entry, Religious and Cultural, LGBTQ+, and Veterans).

Spanish Orientation
The Spanish Language Parent/Guest Program runs concurrently with our Student Program. It includes separate activities, workshops, and presentations which provide information and resources that will enable you to help your son or daughter throughout his or her years at CSU, Chico. We encourage you to support your student and share in their discovery of Chico by attending the Spanish Language Parent/Guest Program at Summer Orientation. We look forward to welcoming you!

Student Support Services Program
The Student Support Services (SSS) program is one of three TRIO programs originally funded under the Higher Education Act of 1965, whose objective is to help students overcome class, social and cultural barriers towards the successful completion of their postsecondary education.

Comments and Observations:
As noted in our overall evaluation of this area of activity, the campus has made significant progress. However, the programs and activities listed above should be expanded in order to address actual need. There also remain 1st generation students and URMs who do not qualify for existing programs yet are in need of campus resources.

In addition to expanding existing campus programs, it is suggested that colleges initiate and/or continue efforts that focus on student success relevant to their particular programs of study, and that these efforts are reflected at all college, department, and course levels. These include, but are not limited to, intentional mentoring programs, proactive advising outreach, and the availability of co-curricular support for courses characterized with high DFW rates or otherwise pose exceptional challenges for students who may not be as prepared as others to meet course challenges.

Finally, a formalized multiyear student recruitment plan to increase the diversity of both undergraduate and graduate student populations should be developed and implemented.
Task 2.1  Improve retention and progress-to-degree rates of underrepresented student populations.

Chico State is committed to the CSU mission of educational access and inclusive excellence. Our campus attracts an increasingly diverse student body that graduates in a timely manner. Several student success strategies have been implemented or strengthened since the Diversity Action Plan was written. These include but are not limited to:

**Graduation Initiative**
Coordinates campus efforts to increase four and six-year graduation rates. Chico State achieved system-wide targets for 2015 and is now focused on 2025 four-year targets and two-year transfer student targets.

**First-Year Experience**
Town Hall, U-Course, and other initiatives increase first-to second-year retention for all students.

**Associates Degree for Transfer (ADTs)**
Chico State accepts 62 out of 64 ADTs, facilitating timely graduation of transfer students.

**Summer Bridge**
Expanded Summer Bridge programs have been implemented for first-generation and underserved students, as well as special Bridge programs for STEM majors.

**Mentor Programs**
Chico State provides a variety of peer and faculty mentoring programs for underserved students (e.g., REACH, MEP); programs have documented effects on student success.

**Course Redesign**
Eleven bottleneck courses were redesigned in a system-wide effort to improve outcomes and many more were redesigned in campus-based Academy e-Learning.

**Online Instruction**
Chico State is a leader in quality online learning and teaching, has demonstrated broad participation in Course Match and other CSU online efforts, and offers six online degree programs including nursing (RN to BSN and MS), agricultural education (MS), social sciences and liberal studies.

Retention/persistence and graduation rate trends for Chico State are included in the CSU Undergraduate Outcomes Report (http://asd.calstate.edu/doc/CSU-Undergraduate-Outcomes-Report_FINAL.pdf). Chico State specific data are included in the two report tables below. The fall 2009 and 2011 Chico State cohorts exceed all persistence and graduation rates compared to the system-wide average for those years.
Table A17.3: First-Time Full-Time Freshmen Cohort, Persistence and Graduation Rate Trend by Campus - Chico.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Count</th>
<th>Mean HS GPA</th>
<th>Mean SAT</th>
<th>One-Year Persistence</th>
<th>Two-Year Persistence</th>
<th>Graduated in 4 Years or Less</th>
<th>Graduated in 5 Years or Less</th>
<th>Graduated in 6 Years or Less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>2,198</td>
<td>3.27</td>
<td>1048</td>
<td>84.7%</td>
<td>74.8%</td>
<td>19.6%</td>
<td>51.9%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>2,300</td>
<td>3.18</td>
<td>1042</td>
<td>81.9%</td>
<td>73.3%</td>
<td>19.1%</td>
<td>49.3%</td>
<td>59.0%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>2,430</td>
<td>3.14</td>
<td>1025</td>
<td>80.1%</td>
<td>70.9%</td>
<td>17.3%</td>
<td>47.1%</td>
<td>57.2%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>2,710</td>
<td>3.13</td>
<td>1021</td>
<td>79.5%</td>
<td>69.9%</td>
<td>16.8%</td>
<td>47.3%</td>
<td>56.1%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>2,727</td>
<td>3.12</td>
<td>1025</td>
<td>82.3%</td>
<td>73.9%</td>
<td>19.7%</td>
<td>51.0%</td>
<td>59.3%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>2,468</td>
<td>3.11</td>
<td>1021</td>
<td>86.2%</td>
<td>76.9%</td>
<td>22.7%</td>
<td>54.9%</td>
<td>63.7%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>1,880</td>
<td>3.27</td>
<td>1041</td>
<td>87.6%</td>
<td>80.9%</td>
<td>25.7%</td>
<td>60.2%</td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>2,396</td>
<td>3.22</td>
<td>1028</td>
<td>86.7%</td>
<td>78.8%</td>
<td>26.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>2,656</td>
<td>3.21</td>
<td>1033</td>
<td>86.6%</td>
<td>75.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2013</td>
<td>2,316</td>
<td>3.27</td>
<td>1023</td>
<td>87.4%</td>
<td>76.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2014</td>
<td>2,907</td>
<td>3.26</td>
<td>1008</td>
<td>83.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table A29.3: California Community College Transfer Cohort, Persistence and Graduation Rate Trend by Campus - Chico.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Count</th>
<th>One-Year Persistence</th>
<th>Two-Year Persistence</th>
<th>Graduated in 2 Years or Less</th>
<th>Graduated in 3 Years or Less</th>
<th>Graduated in 4 Years or Less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>1,206</td>
<td>81.6%</td>
<td>73.9%</td>
<td>18.9%</td>
<td>50.2%</td>
<td>63.0%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>1,134</td>
<td>79.0%</td>
<td>71.2%</td>
<td>17.1%</td>
<td>48.6%</td>
<td>62.0%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>1,283</td>
<td>84.1%</td>
<td>74.5%</td>
<td>17.9%</td>
<td>50.0%</td>
<td>65.2%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>1,204</td>
<td>80.8%</td>
<td>73.6%</td>
<td>19.4%</td>
<td>51.5%</td>
<td>64.4%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>1,125</td>
<td>84.7%</td>
<td>77.2%</td>
<td>21.3%</td>
<td>52.9%</td>
<td>66.6%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>1,187</td>
<td>88.0%</td>
<td>80.7%</td>
<td>23.2%</td>
<td>62.6%</td>
<td>73.8%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>1,161</td>
<td>88.7%</td>
<td>82.9%</td>
<td>24.4%</td>
<td>62.6%</td>
<td>73.8%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>1,196</td>
<td>90.2%</td>
<td>83.9%</td>
<td>28.0%</td>
<td>63.4%</td>
<td>76.6%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>1,208</td>
<td>89.1%</td>
<td>82.9%</td>
<td>27.3%</td>
<td>68.4%</td>
<td></td>
</tr>
<tr>
<td>Fall 2013</td>
<td>1,414</td>
<td>89.6%</td>
<td>84.1%</td>
<td>30.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2014</td>
<td>1,293</td>
<td>89.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Persistence rates include the share of students who graduated or returned the following fall term.

Task 2.2: Improve six-year graduation rates of underrepresented student populations.
Task 2.3 Reduce the existing achievement gaps between underrepresented and non-underrepresented students

The six-year graduation rate gap between Underrepresented Minorities (URMs) and Non-URMs was reduced from 21% to 10%, resulting in an overall reduction of 11%.

CSU, Chico
First-time, Full-time Freshmen
Six-Year Graduation Rates Underrepresented Minorities (URMs) vs Non-URMs
Task 2.4: Develop a comprehensive, longitudinal, web-based student monitoring system

The campus is in process of acquiring and implementing advanced web-based tools that will allow administrators and faculty to monitor student progress and provide intervention in a real-time context. These include Tableau and Smart Planner.

Comments and Observations:

Campus efforts must implement strategies that will enable the University to achieve the new 2016 CSU Graduation Initiative targets for 2025. These strategies must also completely close the achievement gap between URMs and non-URMs by 2025.

Development, implement, and evaluate programs and policies related to second year and third year student retention.

Collaborate with Institutional Research to disaggregate persistence and graduation rate data by gender, first generation collegiate, race, ethnicity, High School Index (GPA and SAT/ACT scores) and low-income student status. Male URM students may be at particular risk in terms of persistence and graduation rates.

In addition to the student success initiatives noted in Task 2.1, roadblocks related to student progress such as timely financial aid disbursement, affordable on-campus housing, food insecurity, and textbook/course supply costs must be addressed. Campus conversations are needed to address potentially conflicting goals of promoting high impact practices (e.g., undergraduate research experience, civic engagement/service learning, study abroad) and CSU Graduation Initiative 2025 four-year targets, especially among URM and other under
EDUCATION AND SCHOLARSHIP

Ensure that all curricular and co-curricular programs foster diversity competencies and engagement – Priority 3

Task 3.1  Integrate diversity and multiculturalism into courses and other educational offerings

The implementation of General Education Pathways has served as a vehicle to integrate diversity and multiculturalism in a variety of courses across disciplines.

Additional opportunities exist to foster diversity in curricular and co-curricular spaces.

The General Education Redesign led to several pathways related to issues of diversity, equity and inclusion. These include:

- Diversity Studies
- International Studies
- Gender and Sexuality Studies
- Global Development Studies

*Student completing course work in these Pathways can earn a minor*

Academic E-Learning
Academy e-Learning promotes excellence in learning and teaching by providing faculty with intensive, collaborative, and innovative course (re)design institutes.

CELT
The Center for Excellence in Learning and Teaching at California State University, Chico is committed to rewarding and promoting the ability of our faculty to teach well, to finding ways to improve the learning process, and to providing support, training, and mentoring.

Center for Multicultural and Gender Studies
An interdisciplinary program in Women’s, Ethnic, and Sexual Diversity Studies that offers courses which draw from a variety of disciplines such as History, Sociology, Political Science, English, Religious Studies, Communications, Foreign Languages and Literatures, Anthropology, Nursing, Philosophy, and Management.

Comments and Observations:

Specific targets need to be articulated in order to assess progress with regard to student learning outcomes in GE and in major programs. In addition, number of diversity-related courses and frequency as measures of progress on this task is problematic as they do not address the fundamental issue of integration.

In addition to the systematic evaluation of student learning outcomes, one concrete suggestion to encourage integration of diversity in coursework is to have the course change
template (CPCR) include language about the degree to which diversity is addressed or reflected in the course.

The CSU Task Force Report on the Advancement of Ethnic Studies, in addition to recommendations made by faculty on our own campus, should guide the development of a robust MCGS Program.

Task 3.2  Integrate diversity and multiculturalism into co-curricular activities

The current CSU, Chico Student Organization recognition guidelines include a provision that require as a condition of recognition a signed non-discrimination statement regarding membership. Moreover, EO 1068 states that

No campus shall recognize any fraternity, sorority, living group, honor society, or other student organization unless its membership and leadership are open to all currently enrolled students at that campus, except that a social fraternity or sorority or other university living group may impose a gender limitation as permitted by Title 5, California Code of Regulations, Section 41500.

Chico State offers many multicultural student organizations, as an opportunity to support co-curricular experiences. These include:

- Student Veteran Organization
- Religious Diversity Student Organization
- Embodied: Living the Health at Every Size Way
- Leaders Educating for the Advancement of Dreamers (LEAD)
- Movimiento Estudiantil Chicano/a de Aztlan (MEChA)

Chico State offers various diversity related activities, as an opportunity to support co-curricular experiences. These include:

- Safe Zone Ally Training
- Events through Chico Performances
- Hispanic Heritage Month
- Stop Trafficking of Persons
- Grilling on the Grass
- Wildcat Vibe
Several efforts have been underway to promote this task. These campus activities include workshop and presentation offerings:

**Conversations on Diversity and Inclusion**
Conversations on Diversity and Inclusion series (CODI) focuses on the complexities of group and individual identities and how they influence one another. The gatherings provide a safe space for members of the campus community to consider the often sensitive issues surrounding identity. CODI has been the committee's attempt to expose and treat the various ills we see reflected on our campus and in our community—xenophobia, homophobia, racism, sexism, classism, ignorance, apathy, etc., as well as celebrate our differences.

**Diversity Academy**
An intensive two-week seminar aimed at bringing together faculty and staff to develop shared understanding of diversity and increase competencies in our educational offerings and diversity efforts.

**Confronting our Bias Workshop**
Confront and challenge the cultural and institutional biases that influence the ways we think, act, and navigate our lives. We will explore an exercise designed to make visible our invisible prejudices, and learn to empower each of us to build a stronger, more inclusive campus community.

**Diversity Certificate Program**
Designed to help participants develop the necessary tools and resources to better serve the diverse members of our campus. The program is open to all Chico State Faculty, regardless of job classification.

**STOP!**
(Stop Trafficking Of Persons!) is committed to bringing awareness of global human trafficking and modern-day slavery to California State University, Chico and the community at large. We will encourage and practice nonviolence to establish a sustainable anti-human trafficking movement.

**Queer Conference**
Annual conference that focuses on issues surrounding the LGBTQ+ Community.
Task 3.4 Recognize ‘best practice’ and ‘best outcomes’ in enhancement of inclusive, excellent learning communities

There have been no systematic efforts in addressing this task.

Comments and Observations:

Existing policies and procedures regarding recognized student groups provide guidelines regarding inclusion and non-discrimination. It is suggested that current campus guidelines include language that explicitly encourages students to form groups who otherwise do not see co-curricular outlets that represent their perspective and identities. Similarly, increased efforts by the university to highlight, support, promote and sponsor diverse co-curricular activities would act synergistically to help create, nurture and sustain diverse the formation of diverse student groups.

It is also suggested that existing university-wide recognition awards include in their criteria the degree to which candidate activities and achievements support and/or promote diversity.
Engage and support faculty, staff and student scholarship, creativity, and research on diversity – Priority 4

Task 4.1  Conduct University-wide colloquia on faculty, staff and student research on diversity-related subject matter

**The MCGS Symposium** is an annual event where students enrolled in the Senior Seminar (MCGS 495) present their research to the community. All majors and minors in the Program are required to take the course, and each student is responsible for writing a 3500-word essay on a subject of their choosing using scholarly/peer reviewed articles.

**HSI Faculty Learning Community** (FLC) designed to introduce faculty members to what it means to work at a Hispanic Serving Institution (HSI) and how we can better serve the students and the region in light of these developments.

Task 4.2  Award support for faculty, staff and students conducting research on issues related to diversity

There currently exists no university-sponsored award or recognition regarding research conducted on diversity-related issues.

Task 4.3  Establish University-wide awards for outstanding diversity-related research, teaching and service

**Conversations on Diversity and Inclusion Awards**
A celebration to honor the outstanding diversity work of our campus community.

There currently exists no university-sponsored award or recognition regarding research conducted on diversity research, teaching and service.
Task 4.4 Create a ‘Scholar in Residence’ Program encouraging interdisciplinary and cross cultural lines of research that focuses on scholarship in diversity-related topics

There currently exists no formal ‘Scholar in Residence’ Program. However, colleges do sponsor “Visiting Scholars” every year, many from China.

Comments and Observations:

The MCGS symposium has been relatively long-standing, but it is not a university sponsored event. In addition, the HSI FLC is a new effort designed to help faculty be better prepared to serve an increasingly diverse student population.

To date there have been no university-sponsored colloquia on research specifically focused on diversity-related issues. More generally there has yet to be developed university-wide formal recognition and/or awards regarding diversity-related teaching or research.
INTERGROUP RELATIONS AND CAMPUS CLIMATE

Develop and realize a shared understanding of inclusive Community – Priority 5

Task 5.1 Foster a shared understanding of diversity as a process toward a high quality learning environment

Formation of the University Diversity Council Sub Committees to address diversity priorities, creating specific timelines, goals, and key performance indicators.

One example of progress in this area is the adoption of the latest University Strategic Plan Priority on Diversity, Equity, and Inclusion.

Task 5.2 Engage local and regional organizations in a shared commitment to fulfill the promise of a more just and democratic society.

Great Debate
The purpose of the Chico Great Debate is to bring together members of the campus and community to investigate and engage in dialogue around a “hot topic” that has the potential to divide us. The entire day of presentations and debates stresses active listening, respectful exchange, and collaborative civic learning through civil discourse.

Town Hall
Embedded in the first-year Political Science course on American Government, the bi-annual CSU, Chico Town Hall Meeting provides students with a public arena for discussing current policy issues with other students, faculty, administrators, and community members.

Book in Common
The Book in Common is a shared, community read, designed to promote discussion and understanding of important issues facing the broader community. The Book in Common is chosen each year by a group of university faculty and staff and community members.
Task 5.3: Use multiple communication formats to share information on diversity support, efforts and accomplishments

**Building Bridges**
A biannual newsletter celebrates diversity at CSU, Chico and us all. This newsletter aims to showcase the diverse campus and Chico State community. It features everything from prominent leaders in the Chico community to coverage of campus sponsored events.

**Did you know campaign?**
A series of brief, weekly e-mails called “Did You Know?” that share information about diversity work on campus, as well as important issues that impact our understanding of diversity.

**Office of Diversity and Inclusion Website**
Central location to serve as a space to house, promote, and provide education surrounding diversity, inclusion and equity issues and initiatives.

**Observations and Comments**
Develop more mechanisms to communicate diversity related efforts to our campus community.
Develop, implement and assess policies, program and activities that create and sustain a more inclusive campus climate – Priority 6

Task 6.1 Conduct programs and activities that improve the campus climate for all students, faculty and staff

**Multicultural Welcome**
Receptions provide our new and current students with an opportunity to network and build alliances with the diverse members of our campus community.

**Safe Zone**
To reduce homophobia and heterosexism on our campus and thereby make our campus a safer and freer environment for all members of our community. The Safe Zone project identifies individuals in the campus faculty, staff and student body to become safe zone allies.

**Cesar Chavez Day Educational Campaign**
The Cesar Chavez Day Educational Campaign educates members of our campus community about the life and legacy of Cesar Chavez, as well as deter negative behavior surrounding the holiday.

**End to Stereotyping Campaign**
During the Halloween season the campus participates in an educational campaign to end stereotyping and illustrate its harm to others in our campus community. Posters promote the campaign are distributed throughout campus, as well as the showing of a video.

Task 6.2 Implement programs that increase the diversity competencies of faculty, staff and administration

**Confronting Our Biases Workshop**
Confront and challenge the cultural and institutional biases that influence the ways we think, act, and navigate our lives. We will explore an exercise designed to make visible our invisible prejudices, and learn to empower each of us to build a stronger, more inclusive campus community.

**Conversations on Diversity and Inclusion**
Focuses on the complexities of group and individual identities and how they influence one another. The gatherings provide a safe space for members of the campus community to consider the often sensitive issues surrounding identity. CODI has been the committee's attempt to expose and treat the various ills we see reflected on our campus and in our
community—xenophobia, homophobia, racism, sexism, classism, ignorance, apathy, etc., as well as celebrate our differences.

**Diversity Academy**
An intensive two-week seminar aimed at bringing together faculty and staff to develop shared understanding of diversity and increase competencies in our educational offerings and diversity efforts.

**Diversity Certificate Program**
Designed to help participants develop the necessary tools and resources to better serve the diverse members of our campus. The program is open to all Chico State Faculty, regardless of job classification.

**HSI Faculty Learning Community**
Designed to introduce faculty members to what it means to work at a Hispanic Serving Institution (HSI) and how we can better serve the students and the region in light of these developments.

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**Task 6.3**
Insure consistent informational resources and coordinated campus and community support in cases of discrimination, hate crimes, sexual assaults, harassment and violence

**Title IX Oversight Committee**
The Title IX Oversight Committee brings awareness of, provide information on, and recommend resources for, prevention of all forms of sexual misconduct to students, faculty, and staff in order to promote a safer campus environment, and facilitate the goal of physical and programmatic access and equal opportunity for all persons in University educational programs, sponsored activities, employment, campus facilities and events.

**Task 6.4**
Conduct Annual Campus Climate Survey

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**Spring 2015 CSU, Chico Campus Climate Survey**
In May of 2014, President Zingg and the Cabinet, in conjunction with Academic Senate, administered a Campus Climate Questionnaire to the campus community. The purpose of the questionnaire was to gauge the work environment here at CSU, Chico, and to see whether a lengthier climate survey was warranted.

The two surveys collected 1,033 valid responses. Staff & administrators consisted of 59.15% of the respondents, and faculty consisted of 40.85% of the responses. The staff &
The administrator survey consisted of 611 valid responses. The faculty survey consisted of 422 valid responses. The response rate for the survey was 55%.

- Faculty, staff, and administrators are in general agreement that the university is committed to diversity, with faculty at 62.9% and staff & administrators at 78.2%. In addition, 56.8% of faculty and 63.6% of staff & administrators either agreed or strongly agreed with the statement “I believe diversity is valued” at CSU, Chico.

- A majority of staff & administrators (64.1%) feel the university is succeeding at prioritizing diversity issues, and fewer than half of the faculty (43.9%) report that the university is succeeding at prioritizing diversity issues.

- Majorities of both sets of respondents (51.2% of faculty and 62.3% of staff & administrators) indicate that all people are valued at CSU, Chico, and over a quarter of faculty disagree that all people are valued on campus.

- Over a third of faculty, and almost a third of staff & administrators, report that they have not always received fair and equal treatment. Similar percentages (32.9% of faculty and 33.5% of staff & administrators) disagreed or strongly disagreed with the statement, “Administration, faculty, and staff model collegiality, respect, tolerance, and civility toward other members of the campus community and each other.”

- Awareness of 7 programs and plans related to diversity on campus ranges from the University Diversity Action Plan (72.9% faculty; 78.7% staff & administrators), which had the lowest level of awareness, to the University Policy on Sexual Harassment (91.5% faculty; 97.2% staff & administrators), which had the highest.

Task 6.5 Use assessment data to develop, evaluate and redesign programs to improve the campus climate

Following the first two campus climate surveys, some assessment data are available, and are expected to be analyzed in the future.

Comments and Observations:

Expand our programs and trainings to meet the needs of our entire diverse campus population.
Institution Vitality and Viability

Increase and enhance the diversity in faculty, staff and administration at all levels of the University – Priority 7

The University still has much progress to make with respect to diversifying its workforce, and we have secured tools that can be used to better assess our progress going forward. Of note, both staff and faculty recruitments now use online databases for soliciting applications and tracking recruitments. With these tools, our assessment of recruiting efforts can become more refined and better guide us towards our goals. The fact remains that to date few gains have been made toward achieving the tasks included under this priority area.

We recognize that standard demographic categories do not provide a comprehensive picture of diversity and the values the ideal encompasses, but it is a starting point for our evaluation. For instance, the University does not collect data that recognizes finer variations within ethnic or racial categories, nor does it gather data on the diversity of religion, country of origin, or the many other aspects that more broadly define the concept of diversity. The information relied on to evaluate our progress in this priority area is the simple ethnic and racial categories provided in census data and used by the campus to comply with government requirements.

As an introduction to this particular priority area, and as a way to help evaluate our progress, we identified potential workforce targets related to diversity and then compared that data to the actual workforce demographics. The data below is a useful reference point when evaluating what progress we have made as a campus at accomplishing the subtasks within this Priority area. The specific tasks from the Diversity Action Plan are evaluated following this demographic data.

One such target the University uses in its efforts to represent diversity is the goal that the workforce keep pace with the changing demographics of our student body. Our actual student demographic data as of Fall 2016 is below.

<table>
<thead>
<tr>
<th>Student Demographics</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>5.6%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>2.4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>30.1%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.2%</td>
</tr>
<tr>
<td>White</td>
<td>44.0%</td>
</tr>
<tr>
<td>Two or More Races/ethnicities</td>
<td>5.3%</td>
</tr>
<tr>
<td>Declined to State</td>
<td>7.9%</td>
</tr>
</tbody>
</table>
STAFF DEMOGRAPHICS

The vast majority of our staff positions are filled with individuals who live in the North State area. The demographics of this area, based on data from the U.S. Census, offer an idea of what our staff demographics should look like. The charts below compare the North State data with our actual staff demographics as captured by Institutional Research for fall 2016 census.

<table>
<thead>
<tr>
<th>12 County North State Service Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.5%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>1.6%</td>
</tr>
<tr>
<td>Hispanic Latino</td>
<td>18.5%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.2%</td>
</tr>
<tr>
<td>White</td>
<td>69.7%</td>
</tr>
<tr>
<td>Two or More Races/Ethnicities</td>
<td>3.8%</td>
</tr>
</tbody>
</table>
Based on applicant pools for completed recruitments, the geographic reach for the recruitment of management positions is broader than that for our staff positions. Each year, as the campus develops its Affirmative Action Plan, it establishes an availability estimate. This estimate is derived by setting an anticipated geographic reach, and then combining that information with work experience (as reported in the American Community Survey conducted by the U.S. Census Bureau). The charts below compare availability with actual management demographics as captured by Institutional Research for fall 2016 census.

<table>
<thead>
<tr>
<th>Management Availability per AAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Black/African American</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Two or More Races/Ethnicities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actual Management Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Black/African American</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Two or More Races/Ethnicities</td>
</tr>
<tr>
<td>Unknown/Declined to State</td>
</tr>
</tbody>
</table>
Faculty Demographics

Faculty recruitment efforts reach an even broader geographic region than our management recruitments. As with our management positions, each year when we compile our Affirmative Action Plan, we determine availability of faculty. In addition to looking at geographic reach of recruitments, and the demographics of people currently working in faculty/instructional positions (as reported in the American Community Survey conducted by the U.S. Census Bureau), faculty availability also factors in the demographics of individuals to whom doctoral degrees are awarded. Faculty includes both tenure-track and adjunct positions. The charts below compare availability with actual faculty demographics as captured by Institutional Research for fall 2016 census.

### Faculty Availability per AAP

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>21.0%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>5.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>6.4%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.1%</td>
</tr>
<tr>
<td>White</td>
<td>65.3%</td>
</tr>
<tr>
<td>Two or More Races/Ethnicities</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

### Actual Faculty Demographics

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>6.4%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>0.8%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>4.4%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>76.8%</td>
</tr>
<tr>
<td>Two or More Races/Ethnicities</td>
<td>2.8%</td>
</tr>
<tr>
<td>Unknown/Decline to State</td>
<td>8.2%</td>
</tr>
</tbody>
</table>
Task 7.1  Enhance the diversity of candidate pools in the recruitment of faculty, staff and administration.

Increasing the diversity of our workforce requires that we solicit applications from a diverse pool of candidates. In order to increase the diversity of our applicant pools, and promote hiring of the best possible candidates, the campus has taken the following steps to increase our diversity:

*Expanded job posting efforts.* Human Resources & Faculty Affairs advertise openings on the following job boards, as an opportunity to recruit diverse staff and faculty to apply to our campus positions.

- Womenandhighered.com
- indeed.com
- Blacksinhighered.com
- VeteransinHigherEd.com
- HispanicsinHigherEd.com
- NorCalHERC.org
- AsiansInHigherEd.com
- Nativeamericansinhighered.com
- Disabledinhighered.com
- LGBTinHigherEd.com
- CalJobs.ca.gov

**Avoiding Bias in Hiring**
*The campus regularly offers “Avoiding Bias in Hiring.”* This two-hour in-person training provides tools and strategies for ensuring that the best candidates apply and are hired for open positions on our Chico State Campus. Currently required for chairs of faculty hiring committees, and completed voluntarily for others, the campus looks to expand this requirement to include a larger portion of the members of all campus hiring committees. As of October 31, 2016, the training has been presented to 272 people.

**Confronting Our Bias**
*The campus offers “Confronting Our Bias.”* Utilizing the Harvard Implicit Association Test (IAT), this two-hour in-person training goes into details about the ways in which implicit bias affects people in their daily lives. It provides methods for recognizing and combatting implicit bias, and gives participants an opportunity to work through their own experiences and results of the IAT. As of October 31, 2016, the training has been presented to 91 people.
These efforts have produced mixed results as indicated by the demographics of our applicant pools illustrated below. The graphs depict demographics over time, and are the basis of our rating for this category. The graphs below change scale at the dotted line. If the scale were unchanged, the different racial and ethnic groups would be clustered along the bottom of the graph, making differences between them undecipherable. Note, that the Minority category is the total percentage of individuals self-identifying as something other than white or decline to state.
STAFF APPLICANT POOLS

The staff and management recruitment systems allow the campus to pull data based on every application received during a fiscal year. There has been minimal change in the makeup of the pool of individuals who apply for staff positions on campus. While there has been some degree of fluctuation, no notable specific trends have emerged. Graphs showing those pools over time are included below. The graphs below change scale at the dotted line. If the scale were unchanged, the different racial and ethnic groups would be clustered along the bottom of the graph, making differences between them undecipherable. Note, that the Minority category is the total percentage of individuals self-identifying as something other than white or decline to state.
MANAGEMENT APPLICANT POOLS

While the diversity of the applicant pools seeking management positions has fluctuated, there are some signs of positive progress. In the below chart we see that the pool of applicants who identify as belonging to a minority group, has increased by more than 9% since the 2012-13 recruitment cycle. The graphs below change scale at the dotted line. If the scale were unchanged, the different racial and ethnic groups would be clustered along the bottom of the graph, making differences between them undecipherable. Note, that the Minority category is the total percentage of individuals self-identifying as something other than white or decline to state.
FACULTY APPLICANT POOLS

In the past year Faculty Affairs adopted a new application system that will help better track applicant pool data over time and allow for improved reporting. Currently, the Affirmative Action Plan reports applicant data. The diversity of the pools as reported in the AAP over time is reflected in the charts and graphs below. While there was a significant decrease in the overall diversity of applicant pools between 2011-12 and 2014-15, the recruitment cycle of 2015-16 saw a sharp increase in the overall diversity of the pools. A noted distinction of this data from the staff and management is the absence of Blank/Declined to State category. The data is not reported in the AAP, and thus could not be tracked over time. Based on the data pulled from the newly installed online application system, the decline to state rate was approximately 9.7% for 2015-16 recruitment year. The graphs below change scale at the dotted line. If the scale were unchanged, the different racial and ethnic groups would be clustered along the bottom of the graph, making differences between them undecipherable. Note, that the Minority category is the total percentage of individuals self-identifying as something other than white or decline to state.
To evaluate our retention efforts we reviewed demographics over time. While this may not truly capture retention as it applies to individuals, it can be used to measure whether the University is retaining any progress made on diversifying its workforce, as well as whether we are gaining diverse members of our workforce as compared to what is being lost.

In order to capture staff and management demographics over time, a report was generated that looks at the demographic information of the person filling each position on campus. Because some people have more than one position, some individuals are counted more than once. While this approach creates a distinct data set that may not be a perfect representation of our makeup, it is a consistent method that can be used over time to paint a picture about change, which is what we are using to evaluate this criterion.

To capture faculty demographics over time, we relied on a report that was generated through Institutional Research. This report captures a snapshot of faculty on the fall census date, and is the same report used to identify our Actual Faculty Demographics, supra. The Institutional Research report distinguishes between faculty and staff, but until this years report, staff included both management and non-management personnel. Chico State’s office of Public Affairs uses this report when posting “Chico Facts.”

Over the five-year period reviewed, for individuals who self-identify as belonging to a minority group, we saw a 2.9% increase among staff, a 1.0% increase among management, and 0.1% increase among faculty. As a point of comparison, between 2011 and 2015, the Comparative Demographics Estimates published by The American Community Survey estimated that California saw a 1.7% increase in the percentage of people who self-identify as belonging to a minority group.

With the exception of staff positions, for which diversity has continued to grow, both management and faculty demographics showed declines in overall minority percentages indicating failures of retention. While we are glad to see the campus once again moving in an upward direction for all three areas of employees, the overall evaluation determined that there has been minimal progress with this task.
The total minority counts for our staff have increased by 2.9% over the past five years. These increases are largely connected to staff members who identify as Hispanic/Latino or Asian. Most other groups have remained flat. Staff is the one group seeing a steady increase in the total percentage of employees who identify as belonging to a minority group. The data does not indicate where these gains have been achieved. Staff includes both entry-level positions as well as high-level positions requiring advanced educational attainment and experience. Further breaking down the data into division and department levels will help inform the campus of where additional resources should be focused.

The graphs below change scale at the dotted line. If the scale were unchanged, the different racial and ethnic groups would be clustered along the bottom of the graph, making differences between them undecipherable. Note, that the Minority category is the total percentage of individuals self-identifying as something other than white or decline to state.
The demographics of individuals in management or MPP positions has seen the most fluctuation over the five-year period under reviewed. While, the total minority counts for management employees have increased a single percentage point over the five-year period, the data demonstrates that we are currently at the same point we were four years ago. We actually saw an overall decrease in the minority counts from 2013-2015, but then saw that trend reversed in the past year. As with staff, the majority of these gains are among individuals who identify as Hispanic/Latino.

The graphs below change scale at the dotted line. If the scale were unchanged, the different racial and ethnic groups would be clustered along the bottom of the graph, making differences between them undecipherable. Note, that the Minority category is the total percentage of individuals self-identifying as something other than white or decline to state.
The overall representation within the various demographic groups has changed very little over the past five-year comparison period. It should be noted that for most categories there was a downward trend in the percentages over time, with a promising shift in the most recent year marking a recovery of what was lost in the previous years. Notable exceptions to this trend include those who identify as two or more for which there was a slight but steady increase, and for those who declined to specify their race or ethnicity, which climbed from 4.6% to 8.5%. Overall, the percentage of minority faculty is virtually unchanged over a five-year period.

The graphs below change scale at the dotted line. If the scale were unchanged, the different racial and ethnic groups would be clustered along the bottom of the graph, making differences between them undecipherable. Note, that the Minority category is the total percentage of individuals self-identifying as something other than white or decline to state.
Task 7.3 Disseminate and utilize Chancellor's Office Affirmative Action Plans as planning and assessment tools

The campus has published an annual Affirmative Action Plan (AAP), but the use and circulation of the report has been limited. In the most recent school year, a presentation of the AAP was made to the University Diversity Council, but the AAP should be promoted and utilized at a much greater level if the information is going to be useful and offer guidance to the campus. In addition to publishing the Plan on the web, other measures must be taken to advise the campus of its existence, the value of its content, and the guidance that it offers to the campus in its efforts towards increased diversity. The overall evaluation determined that there has been minimal progress with this task.

Observations and Comments
Considered collectively the data indicate that little progress has been made in the diversity of pools across units. However, the most recent year does show an increase in faculty diversity. While encouraging, it is not clear whether this increase represents an emerging trend. Systematic and intentional efforts will be required to increase workforce diversity. With regard to diversity among staff and administration, it will be important to disaggregate the data in order to better evaluate the degree to which diversity is represented across positions.
Task 8.1  Appoint a Chief Diversity Officer to lead, guide and coordinate the diversity and inclusion efforts at California State University, Chico

An Interim Chief Diversity Officer was appointed in 2011 and served in that position for a year. Following the unsuccessful search for a full time CDO in Fall 2013, The University Diversity Council currently acts in place of that position in a collaborative approach led by an executive team of the University President, Director of the Office of Diversity and Inclusion, and Faculty Diversity Officer.

Task 8.2  Establish the President’s Diversity Council to support the of the CSU, Chico 2011-2016 Diversity Action Plan

The President’s Diversity Council (PDC) was established to support the implementation of the CSU, Chico 2011-2016 Diversity Action Plan (Task 8.2). In conjunction with the Interim Chief Diversity Officer (CDO), the PDC was to coordinate the development and implementation of unit delivery plans, collect data and assess our diversity efforts, establish benchmarks for success, monitor the University’s progress for continuous improvement, and communicate our diversity efforts and accomplishments. The PDC served as an advisory body to the President, Cabinet, and the CSU, Chico community, identifying and communicating diversity issues and providing recommendations regarding our diversity and inclusion efforts.

After a failed search for a full time Chief Diversity Officer, President Zingg announced the formation of the University Diversity Council (UDC) in his fall 2014 convocation address, reiterating CSU Chico’s commitment to equity, diversity, and inclusion. To ensure that the advancement in diversity garners broad-based endorsement at Chico State, the UDC is staffed by faculty, students, staff and administrators from key diversity groups and across campus divisions and disciplines.

Observations and Comments

Though the University Diversity Council was created as a response of a failed search for a full time Chief Diversity Officer, the consequence was the creation of a broad constituency of administrators, faculty, staff, and students, and across all divisions. While this is a
positive development, the issues of resources and accountability are critical to ensure continued progress, irrespective of the organizational structure in place.
Comments, feedback, questions and suggestion on any part of this report are welcome. Please direct comments to Tray Robinson at trobinson@csuchico.edu