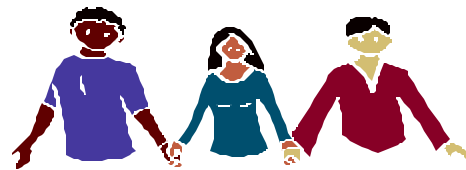


California State University, Chico



FACULTY AND STAFF

MINORITY

RECRUITMENT AND

RETENTION

Gayle Hutchinson, Chair, Sarah Blackstone, Ingrid Cordes, Lori Fuentes,
Carol Huston, Bill Rich and Chuck Worth

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Faculty/Staff Minority Recruitment and Retention Work Group Report

Executive Summary **Gayle Hutchinson, Chair**

The Faculty and Staff Minority Recruitment and Retention (FSMRR) Work Group is a subcommittee of the Minority Recruitment and Retention Task Force (MRRTF) that convened on February 17, 2004. FSMRR used the following steps to initiate their work:

1. Describe what we know about diversity at CSU, Chico.
2. Identify what we do well with regard diversity and why.
3. Identify areas for growth. Explain why and provide suggestions for how to achieve growth.
4. Determine effective ways to use existing data to improve our practice.
5. Determine implementation strategies.
6. Assess our progress regularly, refine and continue to implement
7. Create a sustainable structure to improve recruitment and retention of minority students, faculty and staff.

FSMRR met weekly during the spring semester and summer months. After several meetings the Work Group determined their purpose as: “examine existing practices for faculty and staff recruitment and retention on campus, make recommendations to improve, and offer strategies for increasing faculty and staff diversity.” Members of FSMRR, then defined diversity as all differences “among groups and between individuals, and not limited to differences of culture, ethnicity and skin color (Huston, 2006, p. 1) “

This report is considered a first draft to be presented to administrators, faculty and staff for feedback. Constructive feedback will be examined and when appropriate incorporated into the document creating a final draft to be presented to the Academic Senate.

Based on data collection and analysis, survey of scholarship on diversity and extensive discussions about the needs of CSU, Chico, the FSMRR has developed recommendations for Staff Recruitment and Retention, and Faculty Recruitment and Retention, along with suggestions deemed critical to improving diversity on campus and issues related to it.

Included in the report is an overview of Faculty/Staff Work Group data. In order to gauge the trend of female and minority percentages in the campus workforce over the past ten years, a summary of data by bargaining unit and

MPP employees was prepared. Data showed that the proportion of females to minorities in the faculty and staff work force over time has remained stable (See Table 1). The percentage of females and minorities in each job group during 2002 was compared to percentages in 2003 (See Table 2). Again, the percentages of females to minorities in the current CSU, Chico workforce are compared to the availability as provided by the Census data. CSU, Chico must decide whether one goal of diversity will be achieved when the workforce percentages reach parity with the Census data availability percentages, or whether other goals need to be identified.

The FSMRR Work Group also examined faculty promotion and tenure rates (See Table 3). Findings were that during four out of the past five years the minority rate of promotions met or exceeded the rate of promotions of white males. In three of the past five years, the rate of female promotions met or exceeded the rate of promotions of white males. Four out of the past five years, the tenure rate of minority and female faculty met or exceeded the rate of the male faculty receiving tenure. It is clear to FSMRR that these data show room for improvement.

Recruiting diverse pools of applicants for university faculty and staff positions is a high priority for CSU, Chico. FSMRR provides a set of strategies for increasing diversity in the staff and faculty hiring processes. Once applicants successfully complete the hiring process, the university is faced with another set of challenges associated with faculty and staff retention. One of the most effective ways to help retain productive faculty and staff is through an established environment of support and inclusion. A climate of support can be built through effective mentoring which should include some or all of the following points:

- Establish positive and inclusive work conditions with the understanding that such conditions foster healthy collegiality
- Examine existing mentoring programs and improve them
- Senior faculty and staff should be encouraged to mentor junior faculty and staff respectively
- Group projects and scholarship among faculty should be encouraged.

In closing, the FSMRR strongly urges the campus community to adopt the following list of recommendations as a means of improving diversity on campus:

- Develop a university-wide plan with goals for improving campus diversity and issues related to it
- Acknowledge that the CSU, Chico campus has significant programs, events, and work groups in place to work on issues of diversity

- Create an integrated infrastructure to support diversity and efforts to address it. An integrated infrastructure would include leadership, resources, implementation and annual assessment
- Strive to build diversity numbers among faculty and staff that are equal to or greater than census data
- Provide opportunities for administrators, students, faculty and staff to develop their own cultural competences
- Provide opportunities for administrators, students, faculty and staff to develop awareness about their own prejudices and discriminations
- Provide opportunities for administrators, students, faculty and staff to develop strategies for interrupting discriminatory behaviors and develop strategies that foster inclusion
- Improve the physical spaces and programs that support diverse communities and provide a welcoming environment
- Expand the number of opportunities that constituent groups and the local community can be supportive of and connected to the university community
- Improve responsiveness to issues challenging the campus's cohesiveness
- Evaluate campus climate through periodic surveys, data collection and assessment and implementation of compelling recommendations
- Determine a public commitment to issues of diversity and inclusion and express that commitment through a number of medium and venues
- Establish cohesive hiring practices that are inclusive
- Establish a collaborative mentoring program for faculty and staff
- Explore the possibility of spousal placement and its impact on the recruitment and retention of a diverse work force
- Provide an annual report on the status of and achievement toward diversity on campus and present this annual report to the President, Provost, and Academic Senate at the conclusion of each academic year

Our Commitment to Diversity

The California State University, Chico is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

We affirm the inherent dignity in all of us, and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster mutual understanding among the many parts of our whole.

We affirm the right of freedom of expression within our community and also affirm our commitment to the highest standards of civility and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another's point of view, limited only by university regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.

*Adapted from the University of California, Davis' "Principles of Community", April 20, 1990. (We must **SEEK PERMISSION** before we use this in our final copy)*

Preamble

During the fall semester, 2003, Provost and Interim President Scott G. McNall called upon the Educational Policy and Programs Committee (EPPC) and the Faculty and Student Policies Committee (FASP), the two standing committees of the Academic Senate, to form an Ad Hoc committee that would examine the barriers to successful minority recruitment and retention among students, faculty and staff and identify strategies to break down those barriers and improve diversity on campus. Gayle Hutchinson, chair of EPPC at the time, convened several members of the university community to assist with the development of the Minority Recruitment and Retention Task Force (MRRTF). Members of this leadership team included: Dennis Rothermel, Bob Hannigan, Gary McMahan, Chuck Worth and Jennifer Meadows. The leadership team determined several questions to initially guide the efforts of the soon to be formed MRRTF (See Appendix A). The leadership team also compiled demographic data regarding student, faculty, and staff diversity. Those data were organized into a short presentation that was delivered to invited members of the MRRTF.

On February 17, 2004, seventeen of 23 invited individuals from many aspects of university life attended the initial meeting of the MRRTF. Membership to this initial group was considered preliminary. At the meeting, data about the success of recruitment and retention of minority students, faculty and staff were shared. Later, the newly formed MRRTF membership was divided into four work groups: Student Recruitment, Faculty and Staff, Curriculum and Assessment, and Student Services. A member of the leadership team served as a facilitator to one work group. Each work group was strongly encouraged to increase the number of participants and improve its own membership diversity.

Participants of this initial meeting generated several steps to guide their work in each work group:

1. Describe what we know about diversity at CSU, Chico
2. Identify what we do well with regard to diversity and why.
3. Identify areas for growth. Explain why and provide suggestions for how to achieve growth.
4. Determine effective ways to use existing data to improve our practice.
5. Determine implementation strategies.
6. Assess our progress regularly, refine and continue to implement
7. Create a sustainable structure to improve recruitment and retention of minority students, faculty and staff.

Each work group has worked on its charge over the course of AY 03/04 and through the summer of 2004. Each work group has been encouraged to file its own report with the Academic Senate. This document is the report of the Faculty and Staff Minority Recruitment and Retention Work Group (FSMRR). Members of FSMRR include: Sarah Blackstone, Ingrid Cordes, Lori Fuentes, Carol Huston, Gayle Hutchinson (Chair), Bill Rich and Chuck Worth. The FSMRR Work Group met weekly during the spring semester and over the summer months. Early meetings were spent examining existing faculty and staff data from campus, the CSU and other institutions of higher education. Time was also spent reviewing research and academic literature on faculty and staff recruitment and retention.

The purpose of the FSMRR Work Group was to examine existing practices for faculty and staff recruitment and retention on campus, make recommendations to improve, and offer strategies for increasing faculty and staff diversity. This report is considered a first draft to be presented to a number of faculty and staff for feedback. Constructive criticism will be examined and when appropriate incorporated into the document creating a final draft to be presented to the Academic Senate.

It is the hope of committee members that an effective set of strategies for improving diversity of faculty and staff will emerge from this process. That being the case, it is the intent of the FSMRR Work Group that a final report that emerges from this process serve as impetus for change as well as documentation for the upcoming WASC review on our campus.

Work Group Findings

Members of FSMRR, began work by gathering together information from many sources. Human Resources provided data on the current composition of our faculty and staff, both at the time of our last WASC review, and the most recent figures available. Human Resources also provided data showing how the composition of our faculty and staff compares with the diversity of the available labor market (See Appendix A). Various members of the group did library and web searches for the most recent studies and reports on diversity and shared them with other members of the group. Members read and discussed information about how campuses across the country have approached the issues surrounding diversity, and compared our data with national figures. FSMRR also looked at all the web pages within the CSU to see how other campuses were dealing with these issues. The Work Group studied local efforts to establish mentoring programs, read and discussed recent articles by President Zingg on diversity and Provost McNall's white paper (See Appendix C). A mountain of material exists on the topic of diversity, and the process of information gathering rather than planning could become the focus of any effort to improve our campus record in this area. To combat information overload FSMRR met

together regularly throughout the year to discuss findings, brainstorm about how to bring the best research and ideas to the campus, and set new tasks for the Work Group.

FSMRR found that the on-going effort of the academy to diversify its faculty and staff has helped to identify both challenges that must be overcome by any campus serious about the task and successful techniques to bring to bear on the effort. There is strong agreement among scholars that the process of encouraging diversity has three components: creating a welcoming and supportive environment on the campus, conducting a wide and inclusive search, and supporting new hires once they arrive on campus. There is also agreement that a diverse faculty and staff help attract a diverse student population, and that recruitment and retention are inter-related and inseparable. The following literature review provides an overview of the problem.

Literature Review

Diversity is not limited to differences of culture, ethnicity and skin color. Diversity is defined as all differences “among groups and between individuals (Huston, 2004, p. 1).” For the purpose of this paper, diversity includes culture, ethnicity, race, age, religion, sex, sexual orientation, and cognitive abilities and disabilities.

Undergraduate student bodies at American colleges and universities are becoming larger and more diverse than ever before. A study on ethnic diversity by the Educational Testing Service as reported by Turner (2002) found that by 2015 approximately “80 percent of the anticipated 2.6 million new college students will be African American, Hispanic, Asian/Pacific Islander, or American Indian.” The growth of ethnic minority undergraduates will increase from 29.4 percent to 37.2 percent nationwide. Further, minority students attending colleges and universities in the District of Columbia, California, Hawaii and New Mexico will exceed the number of white students attending (Turner, 2002, p. 1). Females are beginning to outnumber males on many campuses around the country. The growing number of women undergraduates ends an era that a college education is primarily an opportunity for young men (<http://nces.ed.gov/pubs2004/2004076.pdf>). Other statistics show increasing numbers of openly gay, bisexual, and transgender students making progress toward degrees. Older students are returning to higher education disbanding the notion that college students range in age from 18 – 24 (<http://nces.ed.gov/pubs2001/proj01/chapter2.asp#4>). And, with the American Disabilities Act (1972) individuals with physical and cognitive disabilities are finding improved access to both college campuses and college education.

The demonstrated increase in the percentage of diversity among students attending colleges and universities marks the improvement of collegiate

campuses to mirror the diversity that exists in the American population. However, a similar display of diversity among college and university faculty is not evident. Faculty remain predominately white male. Racial and ethnic minorities are grossly underrepresented, making up approximately 13.8 percent of faculty nationwide (Turner, 2002, p. 1). A report by Minorities in Higher Education found that diversity among the nation's professoriate was comprised of Asian Americans (5.7%), African Americans (5 %), Hispanic (2.7%) and American Indians (.4%) (Harvey, 2001; Turner, 2002). Moreover, as reported by Turner (2002, p. 1) "faculty of color are not evenly distributed across institutional types, disciplines, or academic ranks. For instance, a larger number of Hispanic faculty are employed at two year institutions. African Americans, American Indians and Hispanics are most acutely underrepresented in the fields of science and engineering. Across ranks, Asian Americans comprise only 1.8 percent of academic administrators (Turner and Meyers 2000; Harvey 2001)."

Although research literature is limited on the number of women, gays, lesbians, transgender and individuals with disabilities making up college and university faculty, several articles in the Chronicle of Higher Education as well as in national newspapers that address this issue were found. Former CSUC President Robin Wilson described how Duke and Princeton announced increased efforts to attract and retain women faculty. The article went on to report that women faculty members remain a minority particularly in the areas of science and engineering (Wilson, Oct. 10, 2003, The Chronicle of Higher Education). Gay, Lesbian and Transgender faculty hires range from small to invisible. While Amy Waddell Syracuse New York reported in the Daily Orange that the percentage of faculty with disabilities hired each year appears to be less pressing than the hire of other underrepresented groups and that national statistics describing the hire of professors with disabilities remains virtually unknown.

Based on our data collection and analysis, survey of scholarship on diversity, and extensive discussions about the needs of CSU Chico, the FSMRR Work Group has developed the set of recommendations that follow. These recommendations are divided into the categories Staff Recruitment and Retention followed by Faculty Recruitment and Retention for ease of reference, but the committee cautions the reader that the suggestions are presented as a complete and interrelated package and that implementing only some of them reduces the effectiveness of all of them. It should also be noted that other work groups are working on recommendations for Student Recruitment, Curriculum and Assessment, and Student Services and it is important that all these recommendations be brought together into a single, coherent plan for addressing diversity issues across the campus.

Overview of Faculty/Staff Work Group Data

In order to gauge the trend of female and minority percentages in the campus workforce over the past ten years, a summary of that data by bargaining unit and MPP employees was prepared based on reports available through the Campus Information Retrieval System (CIRS). What these data showed is that the proportion of females and minorities in the faculty and staff work force over the past ten years has remained stable. See Table 1 below.

**Table 1 - Gender/Minority Breakdown by CBID 1994 thru 2003
Based on A86 Reports**

	Management - M80			Faculty - R03			Clerical & Administrative Support - R07			Academic Support - R04														
	Male	Female	Minority	Male	Female	Minority	Male	Female	Minority	Male	Female	Minority												
1994	66	63%	39	37%	11	10%	526	65%	289	35%	88	11%	33	10%	294	90%	42	13%	24	33%	48	67%	19	26%
1995	72	64%	41	36%	10	9%	521	63%	303	37%	95	12%	27	9%	288	91%	39	12%	25	32%	52	68%	21	27%
1996	74	67%	36	33%	10	9%	520	61%	328	39%	101	12%	27	9%	275	91%	38	13%	23	31%	51	69%	20	27%
1997	73	65%	40	35%	12	11%	538	59%	371	41%	104	11%	28	9%	280	91%	39	13%	25	32%	54	68%	22	28%
1998	74	64%	42	36%	12	10%	555	59%	387	41%	107	11%	28	9%	277	91%	39	13%	27	32%	57	68%	26	31%
1999	80	63%	47	37%	13	10%	553	58%	403	42%	121	13%	27	9%	284	91%	40	13%	26	31%	58	69%	25	30%
2000	70	56%	55	44%	12	10%	572	59%	401	41%	118	12%	33	10%	285	90%	44	14%	26	29%	63	71%	26	29%
2001	71	55%	59	45%	15	12%	598	58%	432	42%	127	12%	29	9%	290	91%	43	13%	26	29%	65	71%	26	29%
2002	72	54%	62	46%	14	10%	579	58%	417	42%	131	13%	29	9%	297	91%	45	14%	24	29%	59	71%	26	31%
2003	71	54%	61	46%	13	10%	549	58%	400	42%	125	13%	27	9%	285	91%	45	14%	25	30%	58	70%	23	28%
	Operations & Support Svcs - R05			Skilled Crafts - R06			Public Safety - R08			Physicians - R01														
	Male	Female	Minority	Male	Female	Minority	Male	Female	Minority	Male	Female	Minority												
1994	72	89%	9	11%	14	17%	48	100%	0	0%	7	15%	8	89%	1	11%	2	22%	3	50%	3	50%	1	17%
1995	70	88%	10	13%	14	18%	49	100%	0	0%	7	14%	8	89%	1	11%	2	22%	2	40%	3	60%	1	20%
1996	74	88%	10	12%	14	17%	48	100%	0	0%	7	15%	7	78%	2	22%	1	11%	2	40%	3	60%	1	20%
1997	78	88%	11	12%	16	18%	50	100%	0	0%	7	14%	7	78%	2	22%	1	11%	3	50%	3	50%	1	17%
1998	80	87%	12	13%	17	18%	50	100%	0	0%	7	14%	7	78%	2	22%	2	22%	3	50%	3	50%	1	17%
1999	76	86%	12	14%	17	19%	48	100%	0	0%	8	17%	5	71%	2	29%	1	14%	3	50%	3	50%	1	17%
2000	75	86%	12	14%	17	20%	48	100%	0	0%	7	15%	7	78%	2	22%	2	22%	3	50%	3	50%	1	17%
2001	85	88%	12	12%	17	18%	52	98%	1	2%	7	13%	7	78%	2	22%	2	22%	4	57%	3	43%	1	14%
2002	86	88%	12	12%	18	18%	51	98%	1	2%	8	15%	7	78%	2	22%	2	22%	3	50%	3	50%	1	17%
2003	83	88%	11	12%	19	20%	51	98%	1	2%	8	15%	8	80%	2	20%	2	20%	2	40%	3	60%	1	20%
	Staff			Faculty			Technical & Support Services - R09			Health Care Support - R02														
	All	Female	Minority	All	Female	Minority	Male	Female	Minority	Male	Female	Minority												
1994	842	488	58%	110	13%	815	289	35%	88	11%	97	57%	74	43%	13	8%	3	13%	20	95%	1	4%		
1995	845	494	58%	108	13%	824	303	37%	95	12%	96	55%	78	45%	13	7%	2	9%	21	95%	1	4%		
1996	834	484	58%	108	13%	848	328	39%	101	12%	93	52%	87	48%	16	9%	2	9%	20	95%	1	5%		
1997	856	487	57%	114	13%	909	371	41%	104	11%	102	56%	79	44%	15	8%	3	14%	18	95%	1	5%		
1998	879	496	56%	121	14%	942	387	41%	107	11%	111	57%	85	43%	15	8%	3	14%	18	90%	2	10%		
1999	900	510	57%	125	14%	956	403	42%	121	13%	122	58%	87	42%	18	9%	3	15%	17	89%	2	10%		
2000	914	527	58%	131	14%	973	401	41%	118	12%	122	57%	91	43%	19	9%	3	16%	16	84%	3	16%		
2001	949	539	57%	134	14%	1030	432	42%	127	12%	132	59%	90	41%	20	9%	4	19%	17	85%	3	14%		
2002	946	544	58%	134	14%	996	417	42%	131	13%	126	58%	91	42%	18	8%	4	19%	17	89%	2	10%		
2003	930	529	57%	133	14%	949	400	42%	125	13%	130	59%	89	41%	20	9%	4	17%	19	90%	2	9%		

As a function of developing the annual CSU, Chico Affirmative Action Plan, the Director of Employment Practices compared the percentage of females and minorities in each job group, with the availability of basically qualified persons in the relevant labor market as provided by Census data¹.

¹ The data selected for each job group was taken from 511 Census occupations available. A study was made of the types of jobs the Census included in each occupation in order to most closely match the titles in our job groups. In some cases, the occupations were a very close match; in other cases, they were not. Usually, it was necessary to aggregate two or more Census occupations in order to match all the job titles in a job group. When two or more occupations were selected, they were weighted. Weights were identified based on the percentage of positions in the job group to which each occupation applied.

Table 2 represents a comparison of the percentage of females and minorities (Black, Asian, Latino, Native American) in each job group during 2002 and 2003 with 1990 Census data. Under-representation in each job group for females, and minorities in the aggregate, was identified if the percentage employed is less than the percentage available to the extent that the difference constitutes at least one whole person.

Table 2 – Summary of Comparisons

	Total EEs		Total Minorities					Women				
	2002	2003	2002	Avail	2003	2002	Avail	2003	2002	Avail	2003	
C-1	82	89	10	12.2%	14.8%	11	12.4%	81	98.8%	90.6%	88	98.9%
C-2	164	147	23	14.0%	8.7%	22	15.0%	155	94.5%	91.3%	137	93.2%
E-1	51	49	7	13.7%	11.0%	5	10.2%	15	29.4%	32.8%	15	30.6%
E-2	52	55	5	9.6%	8.2%	5	9.1%	27	51.9%	45.4%	26	47.3%
E-3	28	28	3	10.7%	8.9%	4	14.3%	17	60.7%	41.5%	17	60.7%
F-1	613	624	78	12.7%	15.9%	83	13.3%	216	35.2%	40.8%	220	35.3%
F-2	450	394	46	10.2%	17.0%	34	8.6%	218	48.4%	39.7%	195	49.5%
F-3	28	21	5	17.9%	25.0%	4	19.0%	8	28.6%	53.4%	6	28.6%
F-4	23	16	1	4.3%	25.1%	0	0.0%	13	56.5%	92.5%	9	56.3%
M-1	23	21	3	13.0%	23.7%	4	19.0%	2	8.7%	11.5%	2	9.5%
M-2	73	78	13	17.8%	29.7%	15	19.2%	11	15.1%	28.5%	10	12.8%
P-1	71	71	5	7.0%	15.3%	4	5.6%	48	67.6%	64.9%	51	71.8%
P-2	73	73	12	16.4%	19.3%	12	16.4%	19	26.0%	29.6%	14	19.2%
P-3	25	24	2	8.0%	23.0%	2	8.3%	17	68.0%	62.8%	17	70.8%
P-4	74	70	24	32.4%	23.9%	22	31.4%	48	64.9%	60.9%	46	65.7%
S-1	27	22	6	22.2%	19.6%	5	22.7%	1	3.7%	6.3%	1	4.5%
S-2	35	33	2	5.7%	13.2%	2	6.1%	0	0.0%	3.0%	0	0.0%
T-1	54	52	6	11.1%	28.5%	5	9.6%	22	40.7%	59.4%	28	53.8%
T-2	32	27	5	15.6%	0.7%	3	11.1%	27	84.4%	73.2%	23	85.2%
T-3	73	70	3	4.1%	19.8%	3	4.3%	27	37.0%	40.4%	26	37.1%
T-4	42	42	8	19.0%	13.2%	6	14.3%	38	90.5%	87.1%	39	92.9%
	2093	2006	267			251		1010			970	

- C-1 ASC
- C-2 General Clerical
- E-1 Admin III, IV Pres
- E-2 Admin II
- E-3 Admin I
- F-1 T or TT Faculty
- F-2 Temp Lect
- F-3 Athletic Supprt
- F-4 Librarians
- M-1 Grounds & Equip
- M-2 Custodians
- P-1 AA/S, Police
- P-2 An/Prg, Equip Sys, ITC
- P-3 Medical
- P-4 SSPs
- S-1 Carpenter, Painter, Mason
- S-2 Electrician, Plumber, Mech
- T-1 Buyer, Eq Tech
- T-2 Library Assistants
- T-3 Athl Eq, Crop ISA, IST
- T-4 Acct, Payr Tech

The 2004/2005 Affirmative Action Plan will compare the campus workforce by job group as of April 30, 2004 with 2000 Census data. These new figures will be available by the beginning of the new academic year. It will be very interesting to see how the new availability figures provided by the new Census data compare with our workforce data.

As explained, for the purposes of the campus Affirmative Action Plan, the percentage of females and minorities in the current work force is compared to the availability as provided by Census data. CSU, Chico needs to decide whether the goal of diversity will have been achieved when the workforce

percentages reach parity with the Census data availability percentages, or whether other goals need to be identified.

Where under-representation has been identified, and where employees within those under-represented job groups are employed in more than one organizational unit on campus, analyses that identify the organizational units in which the low representations exist are provided.

Classifying a department as an area of high or low minority or female representation requires at least ten or more employees within the department, and more than a 20% difference between female or minority utilization and their corresponding availability.

Table 3

Faculty - Tenured or Tenure Track F-1 (including Counselors)

Utilization Analyses

<i>Representation as of: 04/30/2003</i>		<i>Availability</i>
Female:	35.3	42.0
Minorities:	13.3	14.5

Personnel Activities

06/01/2002 through 05/31/2003

Hires: Thirty-Four hires were made into this job group. Of those, 35.3% were women (compared to 42.0% availability), and 11.8% were minorities (compared to 14.5% availability), and

Promotions: Eight people were promoted into this job group. Of those, 62.5% were women (compared to 49.5% internal availability), and 0.0% were minorities (compared to 8.6% internal availability).

Terminations: One employee was involuntarily terminated from this job group. The retention rate of women (100.0%) was greater than that of men (99.8%) and the retention rate of minorities (100.0%) was greater than that of whites (99.8%).

Analyses by Organizational Unit

Female	Minorities
<p style="text-align: center;">High Representations</p> <ul style="list-style-type: none"> · School of Social Work · Professional Studies in Education · Foreign Language & Literature · School of Nursing <p style="text-align: center;">Low Representations</p> <ul style="list-style-type: none"> · Physical Ed & Exercise Science · Recreation & Parks Management · Music Department · Philosophy Department · Department of Finance & Marketing · Physics Department · Computer Science Department · Electrical & Computer Engineering · College of Agriculture · Economics Department · Department of Accounting & Mgmt · Department of Management · Communication Design Department · Chemistry Department · Geological & Environmental Sciences · Math & Statistics Department · History Department · Religious Studies 	<p style="text-align: center;">High Representations</p> <ul style="list-style-type: none"> · Anthropology Department · Political Science Department · Psychology Department · Art Department · School of Social Work · Professional Studies in Education · Foreign Language & Literature · Department of Finance & Marketing · Physics Department. · Computer Science Department · Electrical & Computer Engineer <p style="text-align: center;">Low Representations</p> <ul style="list-style-type: none"> · Geography & Planning Department · Health & Community Services · Communication Arts & Science · Biological Sciences Department · English Department · School of Nursing · College of Agriculture · Economics Department · Department of Accounting & Mgmt · Department of Management · Communication Design Department <p style="text-align: center;">Low Minority Representations in F-1 Job Group (cont'd)</p> <ul style="list-style-type: none"> · Chemistry Department · Geological & Environment · Math & Statistics Department · History Department · Religious Studies

Faculty - Temporary Lecturers F-2

Utilization Analyses

<i>Representation as of: 04/30/2003</i>	<i>Availability</i>
Female: 49.5	39.7
Minorities: 8.6	17.0

Personnel Activities

06/01/2002 through 05/31/2003

Hires: Five hundred ten hires were made into this job group. Of those, 51.0% were women (compared to 39.7% availability), and 8.4% were minorities (compared to 17.0% availability).

Promotions: There were no promotions into this job group.

Terminations: There were no involuntary terminations from this job group.

Analyses by Organizational Unit

Female	Minorities
High Representations	High Representations
<ul style="list-style-type: none">· Undergraduate Ed & General Studies· Physical Ed & Exercise Science· Communication Arts & Sciences· Education Department· Professional Studies in Education· School of Nursing· English Department	<ul style="list-style-type: none">· Physical Ed & Exercise Science
Low Representations	Low Representations
<ul style="list-style-type: none">· College of Agriculture· Department of Finance & Marketing· Department of Management· Communication Design Department· Recreation & Parks Management	<ul style="list-style-type: none">· Political Science Department· Psychology Department· Art Department· Music Department· Communication Arts & Sciences· Education Department· Professional Studies in Education· School of Nursing· English Department· College of Agriculture· Department of Finance & Marketing· Department of Management· Communication Design Department· Recreation & Parks Management

Faculty - Athletic Support F-3

Utilization Analyses

<i>Representation as of: 04/30/2003</i>		<i>Availability</i>
Female:	28.6	53.3
Minorities:	19.0	24.7

Personnel Activities

06/01/2002 through 05/31/2003

Hires: Four hires were made into this job group. Of those, 0.0% were women (compared to 53.3% availability), and 0.0% were minorities (compared to 24.7% availability).

Promotions: There were no promotions into this job group.

Terminations: There were no involuntary terminations from this job group.

Analyses by Organizational Unit

Female	Minorities
High Representations There are no high representations of women in any department.	High Representations There are no high representations of minorities in any department.
Low Representations · Intercollegiate Athletics & Recreation	Low Representations · Intercollegiate Athletics & Recreation

Professional - Student Services Professionals P-4

Utilization Analyses

<i>Representation as of: 04/30/2003</i>	<i>Availability</i>
Female: 65.7	60.9
Minorities: 31.4	24.2

Personnel Activities

06/01/2002 through 05/31/2003

Hires: Ten hires were made into this job group. Of those, 70.0% were women (compared to 60.9% availability), and 10.0% were minorities (compared to 24.2% availability).

Promotions: There were no promotions into this job group.

Terminations: Two employees were involuntarily terminated from this job group. The retention rate of women (95.8%) was less than that of men (100.0%) and the retention rate of minorities (91.7%) was less than that of whites (100.0%).

Analyses by Organizational Unit

Female	Minorities
High Representations	High Representations
· Financial Aid	· Financial Aid
	· Educational Support Programs
Low Representations	Low Representations
· Educational Support Programs	· Housing & Food Service

The FSMRR Work Group also examined faculty promotion and tenure rates. The pools for both of these actions have been small, however, the findings were that during four out of the past five years the minority rate of promotions met or exceeded the rate of promotions of white males. In three of the past five years the rate of female promotions met or exceeded the rate of promotions of white males. During four out of the past five years, the tenure rate of minority and female faculty met or exceeded the rate of male faculty receiving tenure. (See Table 3 below)

It is clear to the FSMRR Work Group that these data show room for improvement. As stated above the university community must decide whether

or not the goal of diversity is achieved when the campus workforce percentages match the Census data on availability percentages. We, FSMRR recommend that the university set goals for recruitment and retention that exceed Census availability data. The following are suggestions and strategies for how to accomplish improved diversity on campus.

Increasing Diversity in the Staff Hiring Process

Increasing the diversity of the University staff is one of the objectives at CSU, Chico. Increasing diversity should be a significant part of each step of the hiring process. This document outlines methods a department can use to increase diversity in their hiring process.

The Search Process

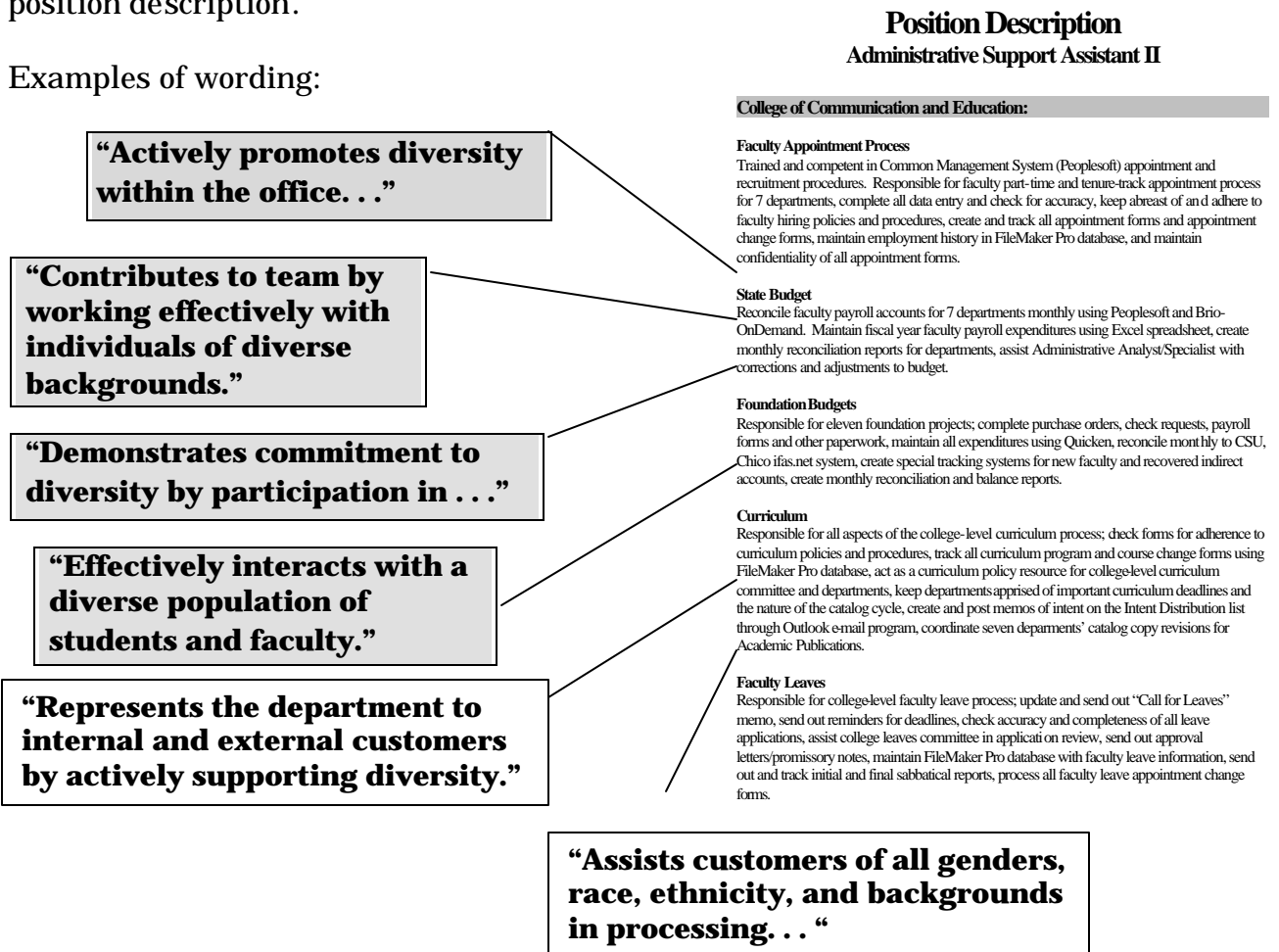
It is absolutely essential (per CSEA) that all applicants be treated equally in each step of the hiring process.

Step 1 – Position Description

A position description is the foundation of the hiring process. It is the document that tells applicants what will be expected of them and what is important about the position.

Be sure to articulate diversity expectations as they relate to the job duties in the position description.

Examples of wording:



Step 2 - Establish the Search Committee

Establish a committee that is as diverse as possible--consider staff from other departments to increase diversity (beware of overworking our minority colleagues). Be sure the committee is aware of:

- The department's commitment to diversity (this should be discussed openly and understood by the entire department/committee)
- All committee members need to understand all campus rules and expectations
- Educate the search committee on issues of diversity including their own individual biases. Each member of the committee should complete the 10 minute test of biases at <http://www.understandingprejudice.org/iat/>
- The need to gather a list of local resources to assure a widely based search

Step 3 - Vacancy Announcement

Include diversity statements in the vacancy announcement when advertising the position. This serves to inform candidates of the diversity expectations and sets the tone of the advertisement.

- Include expectations for diversity throughout the vacancy announcement. These can include such things as commitment to serving a diverse student and faculty population, interaction with diverse student and faculty, etc.
- A broad description is better than a narrow one-- be specific about what is required and preferred--these should include commitment to diversity issues.

Step 4 - Advertise the Position

Work beyond the usual and obvious outlets--be sure to use local listservs and bulletin boards dedicated particularly to those who serve minority or underserved populations. Use the resources the search committee has gathered and include networking (internally and externally). Remember that a departmental web site can be an effective recruiting tool. Make sure to include pictures of people with diverse backgrounds in varying activities, update news on a regular basis and include your mission statement (which should include diversity).

Step 5 - Short-list the Candidates

- Establish a clear list of criteria for evaluating candidates that does not disadvantage candidates based on job-related criteria.
- Apply the criteria established above to all applications. An applicant rating sheet or matrix is required.
- Question whether you have been fair to all applicants in the evaluation process. Did you give careful consideration to candidates who have not followed a traditional academic track, but have equivalent or better qualifications due to work background, service in non-profit sector, etc?
- Provide a packet of information about the community, University, and department that includes information about diversity--might include a diverse list of churches, restaurants, organizations, etc.
- Be clear about the expectations for the interview. Be sure all candidates are given an opportunity to show their strengths in these sessions.

Step 6 - Interviewing

- It is required that interview questions be job related. Questions must be developed before the interviews start and should be reviewed for fairness. All questions should be asked of all candidates interviewed.
- Include questions about experience and commitment to diversity w/all candidates. These might include questions about experience with diverse populations, foreign travel and foreign language proficiency, etc. The answers to these questions should be given appropriate weight in the final hiring decision.
- Be sure all candidates are made aware of any incentives that are available for staff.
- Evaluate all candidates using identical criteria. Developing a form for this purpose is required.
- Verify references carefully. Ask all referees the same set of questions. Staff applicants sign a reference letter authorizing committee to contact people for references—however, sometimes they do request specific persons NOT be contacted.
- Be sure to ask one diversity related question during reference checking, such as:
 - Are you aware of any diversity events or organizations in which this applicant participated?
 - What kind of leadership efforts did this applicant initiate to encourage a commitment to diversity in his/her previous job?

- Tell me about a time when this employee had a problem with a coworker or customer of a difference race, gender, etc. and how he/she handled the situation.

Step 7 - Making the Hiring Decision

Because experience with diverse populations has been associated with the job duties, factors on diversity experience should be included in the criteria for hiring.

Step 8 - Make the Offer

- Honor what was said/promised in the interview
- Be sure that any additional responsibilities/opportunities are required/offered because of the candidate's demonstrated skills and interests.

Step 9 - Assess the Hiring Effort at the End of the Process

- Review data on number of applications, acceptances and so forth by diversity group. (This may form part of the data for Diversity Scorecard.)
- Evaluate the process. Which steps (above) were followed? Which were not? What worked? Suggestions for improvement.
- Committee Chair should be required to submit this data after the hire has been completed, but before the employee arrives.
- Ask new employees about their perceptions of the hiring process.
- Collect/collate all of the above. The basic problem we are trying to solve is how to build a body of institutional knowledge that will improve our hiring processes and the quality/diversity of our staff. How can we learn to do this better over time.

Step 10 - Long Term Plans

A long-term program must be created to retain good employees and to enhance future recruitment. Some long-term plans to consider include:

- Annual performance evaluations which refer to the position description
- Include diverse representation on assignments and team projects

- Develop mentoring programs within departments
- Demonstrate sensitivity to differences
- Provide professional development for all employees
- Make accommodations for people with special needs
- On-going personal contact with qualified candidates who apply but are not hired. Recruitment is an on-going process that does not stop when a position is filled.
- A welcoming environment and a commitment to retention
- Avoid emergency hires. Last minute hires encourage the cutting of corners and may produce unfair or biased hiring.

Increasing Diversity in the Faculty Hiring Process

Increasing the diversity of the University Faculty is one of CSU, Chico's objectives. Increasing diversity should be a significant part of each step of the hiring process. This document outlines methods a department can use to increase diversity in their hiring process.

The Search Process

It is absolutely essential that all applicants be treated equally in each step of the hiring process.

Step 1 - Establish the Search Committee

- Establish department commitment to diversity in the particular position, in the curriculum, and in future hiring plans (this should be discussed openly and understood by the entire department)
- Review University commitment to diversity--understand the rules and expectations
- Establish a committee that is as diverse as possible--consider colleagues from other departments to increase diversity (beware overworking our minority colleagues)
- Educate the search committee on issues of diversity including their own individual biases. Committee members should review material from Women in Science and Engineering Leadership Institute at the University of Wisconsin, Madison at http://wiseli.engr.wisc.edu/initiatives/interactions/training_hiring.html ,

and each member of the committee should complete the 10 minute test of biases at <http://www.understandingprejudice.org/iat/>

- Gather a list of resources to assure a widely based search.
- Establish a clear list of criteria for evaluating candidates that does not disadvantage candidates based on non job-related criteria (standard things we traditionally fall back on like quality of journals where the candidate has published, reputation of graduate school, time out of school or the teaching profession, must be carefully examined for bias)

Step 2 - Write the Job Description

- Include expectations for diversity throughout. This can include such things as commitment to serving a diverse student population, inclusion of multicultural material in course materials, etc.
- A broad description is better than a narrow one--but be specific about what is required and preferred--these should include commitment to diversity issues (Note: we can append specific examples from the handbook if you'd like)
- Be sure the boilerplate section dealing with the campus and community includes diversity information including demographics, but going beyond this to a clear statement of commitment to diversity



California State University, Chico
Today Decides Tomorrow

COMMUNICATION SCIENCES AND DISORDERS DEPARTMENT OF COMMUNICATION ARTS & SCIENCES

The University
California State University, Chico is a fully accredited, state-supported member of a 23-campus CSU system. The university is a residential campus serving a diverse student body of approximately 16,000.

Founded in 1887, CSU, Chico offers undergraduate and graduate programs in the Colleges of Behavioral and Social Sciences; Communication and Education; Computer Science, Engineering and Technology; Humanities and Fine Arts; Natural Sciences; Business; and, Agriculture.

As a comprehensive university serving Northern California and other regions nationally and internationally, our first priority is the education of our students. We support the exploration of knowledge, the integration of ideas, the connecting of thought to action, and the inspiring of students. (Excerpted from the Mission Statement, 1999-2001, University Catalog.)

The Community
With a population of nearly 98,000, Chico is located in the Sacramento Valley near the foothills of the Sierra Nevada Mountains. It is 180 miles northeast of San Francisco and 90 miles north of Sacramento and offers a reasonable cost of living compared to metropolitan areas.

Chico retains the charm of a small town while offering excellent medical services, public and private schools, and many cultural and recreational activities. The city's Bidwell Park, second largest municipal park west of the Mississippi, extends from the city center along a creek deep into the foothills and surrounding canyons.

The Position: The Department of Communication Arts and Sciences at California State University, Chico announces a tenure-track position as an Assistant Professor beginning August 2005. Salary competitive depending on experience and qualifications.

As a university that educates students of various ethnic and cultural backgrounds, we value a diverse faculty and staff. CSU, Chico welcomes applicants who are knowledgeable about and interested in working within a crosscultural learning environment.

Minimum Qualifications: Ph.D. in Communication Sciences and Disorders (by 8/05) and CCC-SLP. Eligibility for California licensure required.

Preferred Qualifications: Demonstrated ability in teaching and clinical supervision is preferred along with research and grant writing experience. Interest in phonology, child language and literacy preferred. Experience working with diverse populations desirable.

Responsibilities: This is a tenure-track position with both teaching and clinical supervision responsibilities. Teaching assignments may include undergraduate and graduate courses in phonology, phonetics, child language, and literacy. Research is expected. Opportunities for these directions are available.

Salary: Salary is competitive and depends upon qualifications. An attractive benefits package is provided.

The Department: Communication Sciences and Disorders (CMSD) is in the Department of Communication Arts and Sciences, one of seven departments in the College of Communication and Education. ASHA's Council on Academic Accreditation accredits the Communication Sciences and Disorders program. Out of five tenured, tenure-track positions, there are currently four tenure/tenure track faculty as well as several part time faculty for approximately 70 undergraduate and 40 graduate students in the CMSD program.

Closing Date: Review will begin **January 15, 2005**. Applications received after that date may be considered.

How to Apply: Send detailed vita, all transcripts, evidence of professional achievement and at least three letters of recommendation to:

Suzanne B. Miller, Search Committee Chair
Department of Communication Arts and Sciences
California State University, Chico
Chico CA 95929-0502
e-mail: sbmiller@csuchico.edu
Phone: 530-898-5751, TDD 530-898-5949

For more information about the university, college, and department, you may visit our website at: www.csuchico.edu/cmas/cmsd.html

California State University, Chico is equal opportunity employer and only employs individuals lawfully authorized to work in the U.S.

Step 3 - Advertise the Position

- Work beyond the usual and obvious outlets--be sure to include listservs and bulletin boards dedicated particularly to those who serve minority or underserved populations (use the resources the search committee has gathered), and be sure to advertise beyond the academic circles to include professionals with the proper degrees or experience.

- Contact those who have visited the University to give presentations on diversity to see if they know of qualified candidates

Step 4 - Short-list the Candidates

- Apply the criteria established above to all applications. An applicant rating sheet or matrix is highly suggested.
- Question whether you have been fair to minority applicants in the evaluation process. Did you allow for interruptions in schooling or career that might be attributed to barriers such as poverty or discrimination? Did you give careful consideration to candidates who have not followed a traditional academic track, but have equivalent or better qualifications due to work background, service in non-profit sector, etc.?
- Provide a packet of information about the community, University, and department that includes information about diversity--might include a list of ethnic churches, restaurants, organizations
- Maintain close **personal** contact with all candidates to ensure continued interest
- Be clear about the expectations for the interview--teaching sessions and topics, etc. Be sure those candidates who have followed non-traditional paths in their employment and/or research and pedagogy are given an opportunity to show their strengths in these sessions.

Step 5 - Conduct the interview

- It is very important that interview questions be job related. Questions must be developed before the interviews start and should be reviewed for fairness. All questions should be asked of all candidates interviewed.
- Include questions about experience and commitment to diversity w/all candidates. These might include questions about experience teaching multi-cultural material, serving diverse student populations, foreign travel and foreign language proficiency, ability to teach a broad range of courses, diversity issues that have occurred in on-going research, etc. The answers to these questions should be given appropriate weight in the final hiring decision.
- Offer contact w/Ingrid Cortes in Human Resources. She can discuss the quality of life in Chico and answer more specific questions about services, cultural climate, etc.
- Expect some evidence of ability to teach multi-cultural material in teaching or research presentation.

- Be sure all candidates are made aware of any start-up funds, release time, or other incentives that are available for new hires.
- Evaluate all candidates using identical criteria. Developing a form for this purpose is recommended
- Verify references carefully. Ask all referees the same set of questions. Do not interview references that the candidate has not authorized.

Step 6 - Make the Offer

- Honor what you said/promised in the interview
- Discuss RTP expectations frankly, including any additional (beyond the published job description) opportunities/expectations for advising student groups, serving on committees, etc.
- Be sure that any additional responsibilities/opportunities are required/offered because of the candidate's demonstrated skills and interests, not as a matter of race or gender.

Step 7 - Assess the Hiring Effort at the End of the Process

- Review data on number of applications, acceptances and so forth by diversity group. (This may form part of the data for Diversity Scorecard.)
- Evaluate the process. Which steps (above) were followed? Which were not? What worked? Suggestions for improvement.
- Committee Chair should be required to submit this data after the hire has been completed, but before the employee arrives.
- Ask new employees about their perceptions of the hiring process.
- Collect/collate all of the above. The basic problem we are trying to solve is how to build a body of institutional knowledge that will improve our hiring processes and the quality/diversity of our staff. How can we learn to do this better?

Step 8 - Long Term Plans

- On-going personal contact with qualified candidates who apply but are not hired. Recruitment is an on-going process that does not stop when a position is filled.
- A welcoming environment and a commitment to retention

- Avoid emergency hires if at all possible. Last minute hires encourage the cutting of corners and may produce unfair or biased hiring.
- Develop mentoring programs.
- Demonstrate sensitivity to differences.
- Provide professional development for all employees.
- Make accommodations for people with special needs.

Strategies for Retaining Faculty and Staff

Recruiting diverse pools of applicants for university faculty and staff positions is a high priority for CSU, Chico. Once applicants successfully complete the hiring process, the university is faced with another set of challenges associated with faculty and staff retention. In this section, strategies for assisting faculty through the RTP process are identified along with suggestions to enable the retention of productive staff members.

Campus Commitment

One of the most effective ways to help retain productive faculty and staff is through an environment of support and inclusion. Cultivating such an environment requires buy-in from the entire campus along with support from the surrounding community. CSU, Chico may show more evidence of an inclusive and supportive environment as well as evidence of strengthening its commitment to diversity by:

- Including commitment to diversity language in the university, colleges and departments
 - vision and mission statements,
 - goals and strategic plans,
 - publications and web pages
 - curricula
 - public events
 - all intra and extra curricular activities
- Demonstrating a commitment to diversity through the actions of high ranking administrators
- Demonstrating a commitment to diversity through the actions of all administrators, staff, students, and faculty.
- Cultivate a climate of inclusion, support, appreciation and acceptance through:
 - Curriculum
 - Special events (e.g. Building Bridges)

- Presentations
- Workshops
- Professional development opportunities for administrators, faculty and staff

Building Morale

Cultivating an inclusive and supportive environment sets the stage for positive morale among faculty and staff. Studies have demonstrated that strong worker morale leads to higher levels of productivity, feelings of satisfaction in the work place and higher percentages of retention (Marquis and Huston, 2003).

According to Fields (1996) universities can build or bust faculty morale:

▪ **Morale Builders:**

- Help faculty/staff develop a sense of purpose
- Provide adequate financial compensation.
 - Make sure women and minorities are paid equal to white male counterparts with similar experience
- Create research and scholarship opportunities
 - Provide professional development grants for junior faculty
 - Provide grants for teaching or researching multicultural issues
 - Garner resources necessary for work, teaching and scholarship
 - Provide adequate campus facilities

▪ **Morale Busters:**

- Isolation and marginalization
- Threats to tenure and financial security
- Disparity of workload
- Tensions over affirmative action
 - Minority candidates sometimes fight the perceptions of others that they were hired for purposes of affirmative action and not because they were the most qualified individual for the position.
- Limited access to research and teaching resources
- Poor facilities

Mentoring

Many faculty and staff have reported that once on the job, they were virtually left alone to do their work, teaching and scholarship. Staff may work alone in offices. Often staff work with other staff members, but must stay focused on job tasks leaving little time for professional development around issues of diversity. Faculty, in particular, may be isolated or separated from colleagues for days on end. Separation and isolation from others is inherent to the physical structure of academe. Offices are small cubicles lining a narrow hallway. Classrooms are

of similar design only larger. Faculty work hours on end alone in their offices with an occasional break during open door office hours or an occasional hallway chat with colleagues. When they are not in their offices, faculty are found in classrooms and laboratories teaching and researching with students, but still isolated from colleagues.

Mentoring is an effective strategy used to help both faculty and staff navigate through performance evaluation. For faculty, mentoring assists new hires with the tenure and promotion process as well as helps them successfully build a productive career in higher education.

Traditionally, mentoring is thought to be a relationship between a veteran faculty member and a junior faculty member. We tend to envision a mentor as an older wise individual willing to selflessly donate time, interest and emotional support over a long period of time in effort to help a junior faculty member or protégé further his/her academic career (Peluchette, J.V.E., Jeanquart, S. (2000). Research on mentoring has grown along with its definition. Today, mentoring is perceived as a constellation of relationships from a variety of sources, both within the organization and outside the workplace (Peluchette, J.V.E., Jeanquart, S. (2000).

The campus community should work to embrace effective models of mentoring which should include some or all of the following points.

- Establish positive and inclusive work conditions with the understanding that such conditions foster healthy collegiality
- Examine carefully existing mentoring programs and improve them.
- Senior faculty and senior staff should be encouraged to mentor junior faculty and staff respectively.
- Group projects and scholarship among faculty should be encouraged.

Traditional institutional practices of separation and exploitation prevail at many universities across the land (Mullen, C.A. 2000, p. 2). Collaborative models of mentoring break down the barriers associated with these traditional institutional practices and encourage inclusion and collegiality. Collaborative models of mentoring move beyond one mentor – one protégée and into the possibilities of numerous mentors with stronger professional relationships in and outside of one's own discipline. The FSMRR Work Group recognizes the importance of effective collaborative mentoring models and its potential for moving our campus toward becoming more diverse and inclusive.

Recommendations for Success

The FSMRR Work Group encourages the campus community to adopt the recommendations for increasing diversity among faculty and staff stated above. In addition, the Work Group strongly urges the campus to develop indicators that may be used to measure improvement of diversity among faculty and staff, and that may be used to measure improvement in the campus climate regarding inclusion and diversity. To begin the process of determining indicators, the Work Group makes the following recommendations:

- Develop a university-wide plan with goals for improving campus diversity and issues related to it
- Acknowledge that the CSUC campus has significant programs, events, and work groups in place to work on issues of diversity
- Create an integrated infrastructure to support diversity and efforts to address it. An integrated infrastructure would include leadership, resources, implementation and annual assessment
- Strive to build diversity numbers among faculty and staff that are equal to or greater than census data
- Provide opportunities for administrators, students, faculty and staff to develop their own cultural competences
- Provide opportunities for administrators, students, faculty and staff to develop awareness about their own prejudices and discriminations
- Provide opportunities for administrators, students, faculty and staff to develop strategies for interrupting discriminatory behaviors and develop strategies that foster inclusion
- Improve the physical spaces and programs that support diverse communities and provide a welcoming environment
- Expand the number of opportunities that constituent groups and the local community can be supportive of and connected to the university community
- Improve responsiveness to issues challenging the campus's cohesiveness
- Evaluate campus climate through periodic surveys, data collection and assessment and implementation of compelling recommendations.
- Determine a public commitment to issues of diversity and inclusion and express that commitment through a number of medium and venues
- Establish cohesive hiring practices that are inclusive
- Establish a collaborative mentoring program for faculty and staff

- Explore the possibility of spousal placement and its impact on the recruitment and retention of a diverse work force
- Provide an annual report on the status of and achievement toward diversity on campus and present this annual report to the President, Provost, Academic Senate at the conclusion of each academic year
- Examine Bensimon's model (2004), the Diversity Scorecard as a viable model for assessing diversity and promoting change on campus

In Closing

The FSMRR Work Group thanks EPPC, the Academic Senate and the university campus for the opportunity to examine the issue of faculty/staff minority recruitment and retention. Members of the Work Group believe they learned a great deal about campus diversity by participating in the process. Members of the Work Group also express their renewed commitment to the issue of diversity and inclusion on campus and stress the campus community to do the same. Each individual on FSMRR Work Group has stated an interest to continue work on efforts to improve diversity on campus. Collectively, it is the hope of the FSMRR Work Group that the university will move soon from the place of collecting information and deepening understanding to a place of implementing recommendations and critically assessing efforts.

APPENDIX A

Questions that Guided the Minority Recruitment and Retention Steering Committee

Colleagues: Interim President McNall and Vice Provost Rothermel have called upon EPPC and FASP to form an Ad Hoc committee to examine the issue of minority retention among students, faculty, and staff. Accepting the charge to examine the issue thoroughly, and identify strategies to break down barriers in order to help improve minority recruitment and retention on campus, we invite you to participate on a minority retention task force. You are invited to participate because of your interest in improving cultural diversity as well as your expertise in the matter. If you accept, please confirm with me via email and list times when you are available to meet during the week.

A tentative outline in the form of questions has been established. Please note that the outline is truly tentative and subject to revision based on the direction that the task force decides to take.

- 1. What questions do we have regarding minority retention among students and faculty?**
 - a. What do we know about: students, student patterns of courses, etc?
 - b. What are correlation factors for success?
 - c. What is the cultural composition of faculty?
 - d. What are correlation factors for success among culturally diverse faculty?
 - e. More questions to be determined by the task force.

- 2. What do we know about minority recruitment and retention on campus?**
 - a. What are demographic data?
 - b. How are minority groups clustered both curricularly and programmatically
 - c. What do these data tell us?
 - d. More questions to be determined by the task force

- 3. Who shall be the members of the task force?**
 - a. representative body of faculty, staff and students
 - b. large enough to be diverse; small enough to get work done
 - c. more questions to be determined by the task force

- 4. What specific set of strategies will allow us to recruit (build capacity) a diverse student body, faculty and staff? What has worked in the past and what do we need to do in the future?" (McNall, Understanding Diversity: Old Challenges, New Definitions and Environments; A draft document)**

- 5. What strategies will allow us to improve minority retention on campus?**
 - a. "If student success (retention, G.P.A., graduation) is our primary goal then what combination of academic experiences in and outside of the classroom leads to success?" (McNall, Understanding Diversity: Old Challenges, New Definitions and Environments; A draft document)

- 6. "If cultural sensibility (awareness of other cultures, sensitivity and responsiveness to them) is a goal, then what combination of experiences in and outside of the classroom enhance it?" (McNall, Understanding Diversity: Old Challenges, New Definitions and Environments; A draft document)**

- 7. When do we start?**
 - a. confirm your intent to join and submit a list of available meeting times.

Thanks for your consideration. We hope you join us.

Gayle Hutchinson

Chairperson, Department of Kinesiology

APPENDIX B

Composition of faculty/staff comparisons with diversity available in the labor market.

RETENTION RATE OF FEMALE AND MINORITY TENURE TRACK FACULTY HIRES

	Total Hires	Minority		Female		Overall Retention Rate		Retention Rate of WM		Retention rate or rate hires received tenure			
		Minority	Rate	Female	Rate	Rate	Rate	WM	Rate	Minority	Rate	Female	Rate
1996/97	9	1	11%	6	67%	6	67%	1	50%	1	100%	4	67%
1997/98	13	3	23%	6	46%	11	85%	5	83%	2	67%	5	83%
1998/99	35	8	23%	15	43%	28	80%	12	86%	6	75%	10	67%
1999/00	51	9	18%	32	63%	42	82%	13	87%	8	89%	25	78%
2000/01	42	5	12%	15	36%	38	90%	20	87%	5	100%	14	93%

Represents the number of females and minorities hired each year compared with the number who remained at CSU, Chico long enough to receive tenure. WM = White Males

FACULTY TENURED BY YEAR

	1998/99			1999/00			2000/01			2001/02			2002/03		
	Pool	Tenured	Success	Pool	Tenured	Success	Pool	Tenured	Success	Pool	Tenured	Success	Pool	Tenured	Success
			Rate			Rate			Rate			Rate			
Total	9	8	89%	6	5	83%	12	12	100%	16	16	100%	15	14	93%
Males	6	5	83%	2	2	100%	5	5	100%	9	9	100%	12	11	92%
Females	3	3	100%	4	3	75%	7	7	100%	7	7	100%	3	3	100%
WM	4	3	75%	2	2	100%	5	5	100%	6	6	100%	11	10	91%
WF	2	2	100%	4	3	75%	6	6	100%	6	6	100%	3	3	100%
Minority	2	2	100%	0	0	N/A	1	1	100%	4	4	100%	1	1	100%

Success Rates by Group

	Overall	Males	Females	WM	WF	Minority
1998/99	89%	83%	100%	75%	100%	100%
1999/00	83%	100%	75%	100%	75%	N/A
2000/01	100%	100%	100%	100%	100%	100%
2001/02	100%	100%	100%	100%	100%	100%
2002/03	93%	92%	100%	91%	100%	100%

"Pool" represents the number of tenure track faculty who were eligible for tenure during that cycle.

FEMALE/MINORITY MAKE-UP OF T-T FACULTY APPLICANT POOLS

	Applicants	AIQs Returned	AIQ Return Rate	# and % of Females in AIQ Pool (compare to 40.8% availability)	# and % of Minorities in AIQ Pool (compare to 15.9% availability)	Total TT Faculty Hired	Females Hired	% of Females Hired	Minorities Hired	% of Minorities Hired
2000	1083	592	54.7%	212 35.8%	141 23.8%	35	16	45.7%	3	8.6%
2001	1099	546	49.7%	291 53.3%	163 29.9%	42	18	42.9%	6	14.3%
2002	1619	793	49.0%	303 38.2%	231 29.1%	41	14	34.1%	6	14.6%
2003	305	184	60.3%	62 33.7%	34 18.5%	14	5	35.7%	2	14.3%
2004	353	159	45.0%	36 22.6%	51 32.1%	9	1	11.1%	2	22.2%

Applicant Information Questionnaires (AIQs) are distributed by the recruiting academic departments to all of the applicants for their advertised vacancies. The applicants are asked to complete the AIQs with information regarding their gender, racial/ethnic, and veteran status and return them to the Office of the Vice Provost for Human Resources where they are logged. Because the return of the AIQs is voluntary and the rate of return is relatively low, the female and ethnic make-up provided by the returned AIQs does not accurately reflect the make-up of the applicant pool.

FACULTY PROMOTED BY YEAR

	1998/99			1999/00			2000/01			2001/02			2002/03		
	Pool	Promoted	Success	Pool	Promoted	Success	Pool	Promoted	Success	Pool	Promoted	Success	Pool	Promoted	Success
			Rate			Rate			Rate			Rate			
Total	19	19	100%	22	19	86%	23	19	83%	31	29	94%	24	21	88%
Males	7	7	100%	10	9	90%	10	8	80%	17	16	94%	18	15	83%
Females	12	12	100%	12	10	83%	13	11	85%	14	13	93%	6	6	100%
WM	6	6	100%	9	8	89%	10	8	80%	11	11	100%	13	10	77%
WF	9	9	100%	11	10	91%	12	10	83%	13	12	92%	5	5	100%
Minority	2	2	100%	2	2	100%	1	1	100%	7	6	86%	6	6	100%

Success Rates by Group

	Overall	Males	Females	WM	WF	Minority
1998/99	100%	100%	100%	100%	100%	100%
1999/00	86%	90%	83%	89%	91%	100%
2000/01	83%	80%	85%	80%	83%	100%
2001/02	94%	94%	93%	100%	92%	86%
2002/03	88%	83%	100%	77%	100%	100%

"Pool" represents the number of tenured faculty who were eligible for promotion during that cycle. It does not include faculty who withdrew from consideration. Promotions granted during the AY s specified became effective the following fall.

APPENDIX C

POSITION STATEMENTS BY PRESIDENT ZINGG AND PROVOST MCNALL

**A Place of People and Ideas
Opening Convocation Address
August 19, 2004
President Paul J. Zingg**

Good afternoon. And welcome all of you to the start of the new academic year. We have a budget that's a little better than what we had when the spring term ended; we have an enrollment picture that's a little stronger than our initial planning estimates; and we have new colleagues – and the energy and enthusiasm they bring – in our midst. We have good reasons to be positive and confident. But lest I lead you in chanting "help is on the way" or "we've turned the corner," let me stick to a non-partisan message and emphasize, first of all, how very pleased I am to have this opportunity to address this University community – in many respects, my first opportunity – since joining you about six months ago.

We are assembled this afternoon as a community of colleagues and partners and friends and I want to acknowledge right at the outset some of the folks who are here, some new and some not so new but who are in new positions. First, our new faculty and staff... New members of administration – please welcome our new dean of the College of Communications and Education, Phyllis Fernlund; Steve Adams as interim dean in Business for another year, and becoming something like sixth in seniority among business deans in the CSU as a result; Byron Jackson as interim dean of Behavioral and Social Sciences; Susan Place as interim dean of Graduate, International and Interdisciplinary Studies; Katie Milo who has accepted the dual challenge of being both the chair of Journalism and the interim vice provost for research; upon consulting with the Executive Council of the Senate and the Executive Management Evaluation and Development Committee, to remove "interim" from his title and to appoint with gratitude for two more years Jim Moon as our vice-president for student affairs (we will launch a national search for Jim's successor next year); Bob Alber as interim associate vice-president for Advancement; and I'd like to acknowledge Ann Schwab of Staff Council, Marc Siegall of the Academic Senate and campus CFA president Susan Green for leadership in the Save the CSU Coalition and its impact on restoring funds – some \$40 million to the overall CSU budget – to support student access.

Throughout the audience are several members of the University's various advisory boards and councils, including the University Advisory Board, the Research Foundation, the University Foundation, the advisory boards of the Colleges of Agriculture, Business, and Engineering, and our alumni organization. These folks volunteer for such service because they believe in what we're about. They bring their passion and perspective to bear in enabling us to connect to the constituencies we serve beyond the campus and in helping us to tell the Chico story. They are good friends and true and I'd like to ask all of them to stand to be recognized.

Several folks requested the opportunity to address you as well this afternoon, and that may be the case in future opening convocations. But, with one important exception, I explained that I wanted to have this time with you to share my impressions and to lay-out some thoughts and challenges for the year ahead and beyond. The one important exception is not an exception at all, that is, not a departure from that which these occasions should always be mindful and focused. To bring you greetings on behalf of about 15,000 of his closest friends and classmates, I am pleased to introduce the president of the Associated Students,

Adam Dondro.

Thank you, Adam.

As you entered the auditorium this afternoon, you were greeted with a set of images which Kathy Fernandes, Chris Ficken and, especially, Tony Dunn of the Instructional Media Center, with the invaluable assistance of Deb Besnard in Library Special Collections, have put together. Many of these images, especially the portraits and campus shots, are the work of Jeff Teeter. Many of you have found assistance in the Instructional Media Center and my first visit to the center, the week after Commencement, found the place abuzz with activity as faculty pursued their own research and worked on their course materials for the next academic year. Every available work station was occupied. I was as pleased to note that as I was to see the hundreds of our faculty participating in the May Commencement ceremonies.

This kind of dedication to what binds us together – teaching and learning – and what commands our attention – our students – is the Chico way. It is not necessarily this way elsewhere – where faculty flee the campus as quickly as they can turn in their final grades, where they give nary a thought to how honored their students would be by their presence at their Commencement. Yes, I was pleased to see this because I had not seen it before in the Ivy League or at a highly regarded private institution in California or at another CSU campus. But I saw it here. And six months into my presidency with you, I have a clearer idea of why I saw what I did and how these revelations define the people, the place, and, yes, the idea of our University.

My remarks this afternoon will focus on both the initial impressions I have formed about Chico State and some of my own notions of distinction for a university that I look forward to exploring with you. Lest I hold you in suspense, though, let me say at the outset that what I have found is that which I have sought and expected: an institution rich in spirit – spirit of inquiry, community, service and place; and an institution joined in purpose – to be a community of learning and excellence worthy of the trust that our students and the people of California have placed in us. If leadership is anything, it is recognizing strengths in the institution, indeed, in the culture of the institution; asserting the wisdom and validity of that culture; and assembling the friends and the resources to support it. This is a challenge that I welcome taking on with you.

The visuals that greeted you as you arrived here for this convocation – and which will be shown in entirety again at the conclusion of my remarks – depict the essence of a university – a place of people and ideas. And, as two of Chico State's best known historians, W. H. "Old Hutch" Hutchinson and Clarence McIntosh, described in their fine history of the University's early years, we are defined and blessed by "a precious sense of place."

About half of these images are about the physical place of our campus and its larger setting in northern California – the spaces of spectacular beauty and intimacy and meaning that are our heritage, our responsibility to protect, and our promise to keep to those who have preceded and those who will succeed us. The other half are about the people of our campus. Again, some folks who have come before us, but, mostly, people who are our colleagues and companions now and who have particularly distinguished themselves and our University over the last year.

People like:

The foursome of Paul Spear, Laird Easton, Sara Trechter and Sue Ward, who, respectively, were the recipients of our awards in 2004 for Outstanding Faculty Service, Outstanding Professor, Outstanding Teacher, and Outstanding Staff Employee.

Matthew Brown, recipient of the 2004 Young Botanist Award.

Dominique Ralph, recipient of the 2004 Phi Eta Sigma Freshmen Honor Society Award.

The Civil Engineering students who comprise our Steel Bridge Team, which earned a bid to the national competition for a record eighth consecutive year.

Victoria Bernhardt, a member of the faculty of Professional Studies in Education, who received a Distinguished Achievement recognition, the highest award for alumni, from her alma mater, Iowa State University.

Rich Rosecrance of the College of Agriculture who is off to South Africa on a Fulbright, and who joins Political Science professor Donna Kemp, who is off this week to Latvia, as well as Tony Graybosch, Barney Hope, Lee Altier and Tony Walters as other recent Fulbright recipients.

Jan O'Donnell, professor of Social Work, who received a grant of \$910,000 from the University of California to support her research and our curriculum in child welfare.

Richard Narad of the Department of Health and Community Services, not only the campus Outstanding Advisor for 2004 but the recipient of the national Outstanding Advising Award, given by the National Academic Advising Association.

Our Students in Free Enterprise team, advised by professor of accounting and management information systems, Curt DeBerg, which finished sixth nationally among 144 institutions in the national competition in Kansas City.

J.J. Jacovak, twice the individual champion in Division-II golf and among twenty-two Chico State All-Americans in 2003-2004. The performances of these student-athletes and their teammates led Chico State to a 5th place ranking among all 282 Division-II schools nationally for the overall success of our teams. This is the highest we've ever attained and it's all the more remarkable because most of the other D-II institutions have several more intercollegiate sports teams than us.

Byron Wolfe of our Communication Design faculty who won the 2004 Santa Fe Center Prize for Photography, a highly prestigious award that recognizes both the work and promise of a gifted photographer.

Lindsay Meggs, the coach of our College World Series participating Wildcats and the Western Regional coach of the year. Six other Chico State head coaches received 2004 West Region Coach of the Year honors, including Mike O'Malley, national coach of the year for men's soccer.

Elizabeth Coudright, a sociology major and a recipient of the 2004 Hearst/CSU Trustees' Award for Outstanding Achievement.

Don and Carolyn Heinz, who spent five months eating blueberries and saving souls as 17th century Puritans for the PBS-TV program "Colonial House."

MESA Program Director Paul Villegas presenting Cyndi Ting with one of the scholarships that have come from the over \$1 million in National Science Foundation grants which Paul and his

colleagues have won for the University.

Yes, a university is a place of people and ideas. But place is not just the space we occupy, that is, the 119 acres of our campus core and the 800 more of the campus farm. It is the position we hold, the functions we perform, not just in our region, but in the larger landscape of higher education in this State and in this nation. And this is a place, or station, that, too, is deep in history and rich in responsibility. It is well to reflect on it a bit.

Since the founding of the colonial colleges – Harvard College was the first in 1636 – American institutions of higher education have been committed as much to the development of individual character and the quality of the mind as to the building of community. Those early colleges were envisioned as a social investment, focused largely on preparing new generations for democratic leadership and participation. As such, they were instruments of direct service to an emerging new nation.

The establishment of land-grant colleges after 1862 sharpened this sense of service. What emerged was the vision of a marriage between the intellectual and the utilitarian. For late nineteenth-century America, this meant applying knowledge to solve the daunting problems confronting the country in an era of rapid social, technological and economic change. Across the spectrum of American higher education – public and private, rural and urban, land-grant and liberal arts – a proud service mission matched the mood and needs of the nation. A strong consensus of public policy and institutional engagement formed to underscore the critical role of higher education in serving the needs of a democratic national community. For faculty, in particular, public service increasingly became regarded not just as legitimate work, but privileged.

We at Chico State and throughout the California State University are the inheritors of this tradition. Building upon the common mission of the CSU – to provide high quality, affordable higher education to meet the ever-changing workforce needs of the people of California – Chico State has articulated service as a fundamental tenet of its identity and strategic plan. Moreover, we emphasize not only the obligations of service, but also the value of service to others in defining our institutional character. We recognize, in other words, that the congruence of individual and institutional goals and values is a hallmark of a high quality and high morale educational community.

Meeting the workforce needs of the people of California is a specific obligation of the CSU, but it is only one expression of Chico State's service record. Through CAVE and CLIC and other voluntary service organizations and efforts, for example, our students provide tens of thousands of hours of service each year to local and regional beneficiaries. Our fine and performing arts programs, our several lecture series and symposia, so enrich the cultural and intellectual climate of our campus and community with over five hundred events a year that it is difficult to imagine what a vastly different place the University and surrounding area would be without them. Through the effective use of technology and innovative partnerships, such as the Northern California K-16 Partnership, and the broad range of programs in the Center for Regional and Continuing Education, we deliver instruction throughout the North State and collaborate with other higher education providers and promoters to encourage greater college participation among the region's residents. Our Center for Economic Development is getting close to marking twenty years of promoting economic prosperity among Northern California communities. The newly formed North State Renewable Energy group led by Provost McNall and City Councilor Dan Nguyen-Tan brings together public and private sector leaders to promote the application of renewable energy

and conservation best practices and technology in our region. The priority project list for 2004-2005 for the Butte County Comprehensive Economic Development Strategy includes a dozen or more items that depend heavily upon the expertise among our faculty, especially in Agriculture, Business and Engineering. The promise of a Northern California Natural History Museum is an exemplary public/private partnership that will enhance mutual trust, serve the mission of the University, and support the vision of our friends and neighbors in Chico. And the largest portion of the nearly \$30 million of grant and contract activity our faculty manage each year is focused on improving the quality of life for North State residents. Obviously, this is not the sum total or the full list of our University's service record and activity. But these are representative engagements that underscore two key, interrelated elements of effective service.

First, service flows not only from the inclination to serve, but also the capacity to do so. Our institutional capacity is predicated on the expertise of our faculty and staff and their ability to bring that expertise to bear not only in teaching and supporting our students, but also in addressing the needs of the University's local and regional communities. For faculty, especially, their effectiveness in helping the University fulfill its mission of teaching and service builds on the broad associational ties of their disciplines and the opportunities for discourse in them. The bottom line is clear: the University must invest in the currency of its faculty as a means to strengthen the capacity and credibility of its service through them.

Along these lines, I am very pleased to announce a gift of over \$2 million from the estate of emeritus faculty David Lantis and his wife, Helen. David was a member of our geography faculty, retiring in 1983, and Helen a librarian in the Chico Unified School District. Throughout his nearly three decades at Chico State, David made many monetary gifts to the University. But he saved his best for last. The purpose of their gift, the largest gift for an endowed position in the history of the University, is to endow a chair at the University and they have left open for our determination in what area that endowed position will be and other details of its establishment. It is the best kind of gift – lots of vision and lots of discretion. The gift also provides funds to support the Presidential Scholars program, thus enabling us to strengthen our ability to attract highly qualified students who will designate Chico State as their higher education institution of first choice. I have asked Provost McNall to work with the deans and me to develop the guidelines for the Lantis endowment and I expect we will announce its first recipients this academic year.

Second, a regional service emphasis is far from implying a provincial academic outlook, identity or reputation. Even though the twelve counties of the North State, an area as large as the state of Indiana with about 2% of the total population of California in it, constitute the largest service region for any campus in the CSU, the basis of our ability to serve this region well extends even further. It is built upon the strength and breadth of the faculty's professional engagements, a certain cosmopolitan orientation that enables their participation in the cutting edge conversations of their national and international disciplinary communities. Although faculty research and scholarship at an institution like our's is not principally oriented to establishing the frontiers in one's field, faculty should know, nonetheless, what is happening at the borders of their disciplines. Moreover, in seeking to connect and apply that knowledge to the communities we serve, faculty should be confident that such work matters in the overall scheme of their careers and the academy's reward structure.

Connecting faculty work to the needs and quality of a democratic society effects a powerful

affirmation: we are an American university and we are the university of the North State. Our future is tied to the traditions of the former and focused on the obligations of the latter. Our future is rooted in the very idea of the American academy and its most distinctive element – the promise of service. And our future is in this mission and in this community.

Our future, too, is not only in the ideas we encounter and debate – including those of my own – but also in the spirit of that engagement. For the best places, the finest academies, are defined not just by what is said, but the manner of the saying. The best places, the finest academies, define discourse as much more than a rhetorical exercise or a series of drive-by debates and they embrace a certain morality of learning, certain right rules of conduct, to ensure that this is the case. These rules fundamentally focus on reason and respect, civility and community.

No values of the academy are higher for me. And I look constantly for ways, both concrete and symbolic, to celebrate and to live them. Among the features of our campus that afford such an opportunity are our several bridges, which span Chico Creek. The "Building Bridges" program, for example, although it does not incorporate the actual bridges of the campus into its framework, clearly appreciates the metaphorical power of bridges and how one's space and views are enlarged through connections and crossings.

Recognizing the symbolism in bridges, several students, staff and faculty among the "Building Bridges" group and others have proposed the designation of one of our campus bridges as "the bridge of respect." The group imagined the construction of a superstructure over the bridge that would evoke a message of different peoples sharing a common dream of hope and tolerance.

I appreciate very much the good intentions of this idea, but I am also mindful of the lovely harmony on this campus – indeed, the respect – between the natural environment and the built environment and I would not want to jeopardize that harmony in any way that contradicted the purposes of an initiative focused on respect. Instead, I've suggested that we look at our bridges in a more integrated and holistic fashion, so that instead of building a structure above one of them, we celebrate our values through all of them. One way to do this is to develop more fully a creek walk which focuses on the bridges of Chico State and the water way that runs through our campus. Through signage, interpretive panels, benches and other ways to enhance the setting of the creek for contemplation and conversation, we could both protect a precious asset and find new ways to discover enjoyment and meaning in it. Accordingly, this summer I convened a group to explore this idea and I expect that we will soon see a proposal for campus consideration that emphasizes our system of bridges as something to be highly regarded, not simply taken for granted.

Our bridges, as one element of a rich and unique campus visual vocabulary, afford practical connections – between the University and downtown Chico, between the University and residential neighborhoods, between campus disciplinary communities, between the natural environment and the built, and, yes, between those who dwell in the light of academic activity on one side of the creek and those who harbor the dark secrets of the administration on the other. These bridges mark different boundaries, but they also afford seamless relationships. They are a powerful metaphor for distinction, because the best places, the finest academies, balance the particular and the general, that is, they acknowledge the certain pull of disciplinary identity and loyalty, but they place them within the context of a common commitment to approach learning as

an integrative endeavor, not a detached one. This is the essence of a learning community – common commitment, connected purpose, and the realization that we teach with joy so that our students can learn with hope. How we respect, imagine and develop the physical space of our campus is a reflection of how we respect, imagine and develop our work here together.

In order to ensure a tighter relationship between the physical development of the campus and its reflection of our institutional culture and values, and to communicate information about the facilities master plan to the campus, the city of Chico, the Chancellor's Office and others, I will now have the Campus Planning Committee report directly to me and engage the Cabinet in facilities master planning as a standing agenda item. Both of these steps will underscore the importance of campus planning, especially as we anticipate such new facilities as the student services center, a successor to Taylor Hall (with the next bond measure), a natural history museum, other academic buildings, additional student housing, and a recreation/activities center. And as we prepare our master plan for trustee review next spring. The student services center and the Taylor Hall replacement are particularly important because of their location along the First Street promenade. How we develop this area of the campus will say a lot about our identity and both the distinctive and seamless ways with which we interact with the city of Chico.

Our work together is enriched not only by the beauty of the space we share, but by several important understandings.

We share expectations of high standards.

We ensure openness of expression.

We teach not only with the command of our disciplines, but with the force of personal example, bringing such qualities as kindness, decency, civility, personal integrity and intellectual honesty to our interactions with each other and our students and enabling us to transmit knowledge with effectiveness and enthusiasm.

We pursue diversity as a fundamental value because what is at stake is not only the preparation of our students for a pluralistic society, but also the elevation and strengthening of that society itself. Moreover, we pursue diversity not just as an idea to embrace, but as a community to form. Diversity is not merely an intellectual exercise: it is a commitment to enrich the social, cultural and intellectual fabric of our campus by increasing the numbers in our own faculty, staff and student diversity communities. Remember, we are a place of people and ideas.

We promote active learning, that fine balance between the abstract and the applied, between the learning that occurs in our classrooms and studios and laboratories and that which occurs through clubs and service and other expressions of a healthy student life environment.

We celebrate a distinctive institutional culture through a strong sense of place and respect of our natural environment.

But just as action without understanding has no meaning; understanding without action has no consequence. Our challenge is to make this vision of distinction practicable and compelling.

We will do so in several ways.

We will build our resource base on a four-pillared platform of State support, fair student fees, effective and wise stewardship of all our resources, and private support.

Regarding the latter, in particular, whether we call it advancement, development, or just fundraising, we face the harsh reality, as revealed in the Governor's compact for higher education, that the State will no longer provide the funds that are necessary even to meet our basic needs. Private support is no longer largely about the wherewithal to provide a margin of excellence, it is about the resources to enable basic operation.

As I mentioned in an *Inside Chico State* column in February, advancement is much more than fundraising and institutional promotion. It is, in fact, a means "to do good" and "to make better." It is to enable us to prosper in our mission.

These are notions of advancement that emphasize improvement, signal positive momentum, and convey a feeling of noble and connected purpose. The best places, the finest academies, are marked by a sense of institutional momentum that flows from the recognition that we are in this together. And all of us should know and be able to articulate what binds us together. We should appreciate the different roles we have in moving the institutional agenda forward – from grounds keeping to record keeping, from conducting laboratories to cleaning them, from recruiting students to feeding them – and feel both pride and confidence in the goodness and nobility of our connected work. As we all contribute to the spirit of this place, we are all capable of shaping and telling its story. And make no mistake about it, our story is about teachers and scholars who achieve distinction both in the classroom and beyond, about staff who serve our students and campus faithfully and effectively, about students who learn, and alumni who succeed. Our story is about promise and passion and an ongoing, unfinished agenda to fulfill the former and to live the latter. "Life is action and passion," said Oliver Wendell Holmes, and our story – our connected story – is about a place which sings with life and hope.

Before this new academic year is completed, we will have reexamined our entire Advancement effort and taken sure steps to build an operation that supports advancement activities at the college and divisional levels and strengthens the needs of the central advancement office. For we need to do both. We will revive the search for a chief advancement officer for the University, a search which was put on hold while I assessed our status and needs in these matters, and we will take the initial steps towards developing a major capital campaign that will be geared around the celebration of our 125th year in 2012. That campaign, as for all our advancement efforts, will be guided, first and foremost, by our primary focus on teaching and learning as the previously mentioned Lantis gift underscores.

We will form partnerships with our local and regional diversity communities in order to encourage higher college attendance rates among their members, to strengthen their perception of us as their university and a source of support and assistance to address their needs over the long term, and to advance the values and expressions of the good community, especially those that foster behaviors and attitudes to defeat bigotry and intolerance. We will model these behaviors on our campus, including, especially, the message that we are a safe, supportive and welcoming community for all, regardless of race, ethnicity, gender, religion or sexual orientation.

Along these lines, and in keeping with a larger North State initiative, I have asked president emeritus Manuel Esteban to assist me in building deeper partnerships with those in our service

region who share these goals, especially the goal of serving regional educational needs and encouraging greater college participation. I am delighted that Manuel eagerly looks forward to doing this and continuing to serve the University.

Guided by our strategic plan, and the processes we have in place for genuine consultation and participatory leadership in setting direction for the University, we will demonstrate a real determination to allocate resources in terms of clearly articulated priorities and how those priorities contribute to making the University more outstanding than it now is in teaching, academic support services, academic reputation and service. We look forward, in particular, to the presentation of our master plan to the trustees in the spring and revealing to them, especially those who really don't know us very well, that being a "hot" campus is not the product of a meteorological condition, it is the consequence of professional dedication.

We have enormous evidence to this effect, as my remarks have noted. This evidence is nicely summed in the latest US News & World Report rankings, which will be formally announced tomorrow. We continue to enjoy our highest ranking ever, counted among the top three public comprehensive institutions in the West. Congratulations to all of us!

We will meet more fully the expectations of our students that we mean what we say in our strategic plan about the primacy of their learning and their success as good people and engaged citizens. Since the way in which our students start their university experience is so critical to their emotional well-being, intellectual development and the attainment of their educational goals, we will devote particular attention and resources to the First-Year Experience. As many of you know, and are already involved, a university-wide effort along these lines has been underway for over a year. We need now to weave the principles and goals of this effort into the very fabric of the university so that our new students start well, stay with us, and graduate from us in timely fashion. This will require a campus-wide commitment that engages faculty, staff and students in its fulfillment. I look forward to the recommendations of the First-Year Experience implementation working group to this effect.

We will continue to build bridges – to our neighbors local and regional, to the world beyond, to our past and to our future, to greater intellectual integration and collaboration, to understanding and to hope. We will continue to build these bridges because we enlarge and enrich our space through connections.

The protagonist in E. M. Forster's *Howard's End* said it this way: "Only connect the passion and the prose."

We aim to be a University where the passion is the prose – where devotion to, and sustenance of, the spirit of inquiry and community, service and place is our story. A story that depends on each of us and whose next chapters will be our best. We should aim for no less because high performance is the reward of high expectations.

I am honored and thrilled, I think more than I can truly say, to have become part of the story of Chico State University. I can't wait to see how, together, we will develop it further. Thank you and all of our colleagues for what you do for our University. And thank you for your kind reception to my arrival and attention to my remarks this afternoon.

Now, I think we have time for a question or comment or two, but we do have a reception awaiting outside. Also, we'll replay the entire slide show as we finish up in here. So please stay and enjoy it again, if you'd like.

Now, any questions or comments?

Understanding Diversity: Old Challenges, New Definitions and Environments

Scott G. McNall, Fall 2003

When people spoke about diversity in the 1960s, they usually discussed diversity in terms of ethnicity and culture. The concept was later expanded to include, race, class, and gender, and was reflected in the curriculum and recruitment efforts of American universities. It is still important to consider, race, class, and gender in the development of college curriculum on diversity. Students will need to learn about the experience of American ethnic groups and about how powerful class and gender still are in shaping one's life chances. At the same time, we want our students to understand diversity in an international context. International migration has caused many groups to reconstitute their culture in new places, while modifying them in response to the political and economic circumstances in which they find themselves, e.g., the Korean, Samoan, and Vietnamese communities in Los Angeles, third generation Turkish guest workers in Germany, or the Pakistani community in London. Categories such as Western and Non-Western have lost some of their explanatory power when it comes to understanding the way contemporary group identities are in continuous transformation. Old concepts such as "majority" and "minority" have become less useful in helping students to understand our rich and diverse cultural heritages. There is much to consider in developing a curriculum and in thinking about programs that support diversity.

Definitions of diversity have two important threads to recognize and separate. It is important to highlight them because the programmatic and curricular impacts are different.

- The liberal arts definition of diversity focuses on the notion of intellectual diversity, including challenges to received understandings and an introduction to different worldviews.
- A political and social definition that is grounded in the need to recognize, understand, and appreciate the unique experience of ethnic groups in the United States. This definition is also coupled to the notion that our society needs to address problems of inequity, and not just recognize them.

Both definitions are important and both must receive recognition. They do so in the new WASC standards (2001),² and in other nationwide efforts to understand the nature of the student experience. In the spring of 2003, we joined with other universities in the Foundations of Excellence in the First College Year to develop

² One of the many questions that will be asked by the Western Association of State Colleges (WASC) is: "In what way does the institution promote and provide an intellectually rich campus environment in which students are encouraged to explore and express a diversity of ideas and opinion?" (p. 24). WASC will also want to know the percentage of minority students and faculty. Diversity also includes socioeconomic class, gender, age, religious belief, sexual orientation and disability.

indicators of a successful, thoughtful, and integrated approach to the first college year. The Foundation of Excellence program notes that a distinguished university:

- Ensures that all first-year students encounter diverse ideas, viewpoints, and people.
- Whatever the institution's demographic composition, first-year students have opportunities and are encouraged to interact with people different from themselves, to confront opinions and values different from those they currently hold and to explore a variety of world views and human experiences.

In preparing for our upcoming WASC visit, we will use this expansive and inclusive definition of diversity to assess our efforts. The reason for doing so is not to define away problems of equity, but to help us understand diversity's different components, to assure that the programs we have in place are supportive of our efforts to build a strong and diverse university, and to determine which programs work to accomplish which goals.

One set of variables (which I invite you to expand) that are part of a definition of diversity would be:

1. The number of faculty and staff who have a scholarly commitment to research on diversity and offer classes in the field of their expertise.
2. The ethnic diversity of faculty, staff, and student body.
3. The curriculum.
4. Public programming.
5. Service-learning opportunities.
6. Experience outside of the classroom.
7. Student sponsored clubs and activities.
8. Composition of the residence halls and learning opportunities they provide.
9. Academic programming, e.g., CAPE.
10. Intellectual diversity—in the curriculum, public programming, student organizations, etc.

This definition of diversity contains at least three separate components: 1) demographic; 2) curricular, 3) experiential.

If we broaden the definition of diversity in the above manner, it is obvious that we already have an exceptionally broad-based and substantial effort though not necessarily a coordinated one, to introduce students, faculty and staff to diverse ways of knowing and to enhance an awareness of other cultures. For example, some of the programs that contribute to the building of capacity to understand other cultures and ways of knowing and allow people to interaction with others who hold different opinions and ideas are:

1. Disability Support Services.
2. Equal Opportunity Program.

3. Getting Connected.
4. University Life courses.
5. CAPE.
6. University Public Events.
7. The residence hall programs.
8. Recreational sports and the athletic teams.
9. Study abroad.
10. Department of Foreign Languages and Literature.
11. All of the general education academic programs, including Multicultural and Gender Studies.
12. Internships.
13. CAVE.
14. CLIC.
15. Department and college-based visiting speaker series
16. The programming of the Associated Students and the groups it sponsors. (Consider their support of Multicultural Night, the International Festival, Multicultural Week, and their speaker series.)
17. Student clubs and organizations.³
18. International studies, including exchange programs and travel.
19. Model United Nations.
20. Minority Engineering Program, Business Resource Center, MESA.
21. Human Resources.
22. Student Learning Center.
23. University Writing Center.
24. Women's Center.
25. Summer orientation.
26. Alliance for Minority Participation.
27. Minority Student Law Union.
28. The *Orion*.

There are many ways to categorize the above programs, and to think about the different kinds of contributions they make, as we determine which combination of efforts is most effective in helping us achieve our goals. For example, some programs (e.g., EOP, Student Learning Center) help to retain under-represented and economically disadvantaged students. Other programs (e.g., CAPE, UPE, AS Programming) help to introduce us to cultures and ideas different than our own; while others are about building the capacity of the faculty and different than our own; while others are about building the capacity of the faculty and staff (e.g., the Affirmative Action efforts of the Office of Human Resources).

A way to categorize the above, as they relate to our institutional efforts, might be:

³ There are, in addition to more than 200 student organizations, over 18 student cultural organizations. See: <http://www.csuchico.edu/sac/org/cateth.gif>.

1. Recruitment and retention of economically disadvantaged and first-generation students.
2. Recruitment and retention of a diverse faculty and staff.
3. Programming that enhances cultural sensibility.
4. Programming that allows for an exposure to people with different world views.
5. Programs that increase the interaction with people from other cultures, classes, and ethnic groups.
6. A curriculum that allows us to understand, whenever it is relevant, how race, class, and gender have been historically constructed and how they are being shaped today.

There are questions we will need to be prepared to answer for WASC and for ourselves, as we work to “continue to develop high-quality learning environments both in and outside of the classroom” to support diversity, and to make a measurable difference in the lives of our students. The following set of research questions is a few of those that would follow from a definition of diversity that embraced the liberal arts definition and one that gave proper consideration to issues of race, class, and gender.

1. What specific set of strategies will allow us to recruit (build capacity) a diverse student body, faculty, and staff? What has worked in the past; what will we need to do it in the future?
2. If student success (retention, G.P.A., graduation) is our primary goal, then what combination of academic experiences in and outside of the classroom lead to success?
3. If cultural sensibility (awareness of other cultures, sensitivity and responsiveness to them) is a goal, then what combination of experiences in and outside of the classroom enhance it?
4. Can we more systematically improve success and cultural sensitivity?
5. Which in and outside of the classroom experiences are more effective in improving student success and awareness and success?
6. What are the perceptions of access, equity, and inclusiveness on our campus, and what effects those perceptions? (What do we need to do to make progress?)
7. What conditions can we encourage that allow all diversity efforts to flourish?

I hope you will join with me in a project of consequence for the institution. We need to work together to determine how we can introduce our students to the world in which they will need to live and work and help them understand the rich history of this country and California. We must also teach them to appreciate the diversity of political and religious thought of such major regions as Asia, the Middle East, Africa, Eastern Europe, Western Europe, and Central and South America.

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