LIKE MY PREDECESSORS, I HAVE HAD THE privilege of addressing the University community each year before the start of the fall semester in order to review the accomplishments of the previous year and to map out the work of the year ahead of us. No matter what the particular theme of my remarks has been on the five occasions that I have opened our academic year, those remarks have always emphasized the special sense of place and purpose that defines Chico State. This awareness, enriched by the harmony of our physical and natural environments; guided by orientations to civic engagement, sustainability, and regional stewardship; and focused on the success and learning of our students, truly sets us apart and impresses first-time visitors to our campus as surely as it energizes those of us who are here every day.

This report aims to provide deeper context for what we are achieving. Each of the seven sections tells the story of how Chico State faculty, staff, and students along with community partners have made uncommon efforts to strengthen and advance the University. Their successes come in the context of integrated campus planning and priorities that shape our direction and reinforce our values.

Most of all, this report reflects confidence that, even in the most challenging circumstances, we can—and must—choose our own future and resolve to build it.

High-quality and high-morale institutions are not entirely synonymous, but they share several key characteristics: They demonstrate a commitment to a clearly articulated vision and an intentionally pursued academic mission. They possess a genuine sense of community, and are consciously diverse, respectful, and civil. They are future-focused, with a keenly felt sense of momentum. They have a distinctive institutional culture, manifest through such expressions as superior academic programs and instruction, values-based orientations, campus ambience, and student and alumni satisfaction.

I believe that you will find strong evidence in this report of these characteristics. You will find evidence of an institution that is doing good work, worthy of the trust of the people of California. And you will learn more about the performance of a university that thrives on meeting the high expectations that our stakeholders and constituencies have for us. This is a picture of the real world of Chico State, and it is one increasingly vital to meet the needs and raise the hopes of all whom we serve.
Celebrating a Diverse Campus

Tray Robinson came to Chico from Compton in 1989, having been recruited as a flanker for the Chico State football team—although a subsequent back injury kept him from playing. In 1995, Robinson graduated with a BA in liberal studies with a bilingual concentration in Spanish. The same year, his father, a keyboard player in a popular Southern California funk band, died of a massive heart attack—he was 54. The following year, Robinson began the “slow process” of telling his friends and family that he was gay. Robinson and his partner have been together for 12 years.

Robinson is CSU, Chico’s newly appointed director of university diversity programs. He’s also working on an interdisciplinary master’s degree that focuses on human relations and which, he says, “will help me do a better job.”

With a warm smile and contagious optimism, Robinson is already making a mark on campus. He’s also asking the university community to reconsider the definition of the word “diversity” itself. “Too many people think ‘diversity,’ and they think color, race, or ethnicity,” Robinson says. “But it’s also about gender, age, faith, disability, sexuality.”

Of course, he’d also simply like to see more diversity. “I want to see diversity infused into the entire campus,” says Robinson. “I want to see it included when we talk about the University’s other values, like sustainability and civic commitment.”

So does CSU, Chico president Paul Zingg. In fact, since first taking the University’s reins in February 2004, Zingg has committed himself—in lectures, interviews, executive memoranda, the University’s revised strategic plan, and letters to the campus and the Chico community—to recognizing and valuing diversity.

Zingg, who is on the American Council for Education’s (ACE) Commission on Advancement of Racial and Ethnic Equity, is adamant about recruiting students from a broad range of backgrounds. “As a public institution,” he says, “we seek to serve the people and the needs of California. That means providing access for all Californians who are qualified for admission to the CSU; stimulating their sights on higher education; providing hope, opportunity.

“Yes, there’s a practical piece here—workforce preparation and economic opportunity. But, it’s more than that. Social justice and a strong social fabric are at stake, too.”

Thanks in part to Zingg’s active role in recruiting students from different backgrounds, 2007 saw a 25 percent increase of minority student applicants over 2006. Robinson, Zingg, and others are also working to diversify the faculty and staff, in part by opening up hiring pools, supporting a wide range of applicants, and providing support and opportunities for new hires.

Charles (CC) Carter is the director of the campus’s diversity programs director Tray Robinson emphasizes the importance of preparing students for a world rich in diversity.
newly re-formed Cross Cultural Leadership Center (formerly the Multicultural Center). He sees the center as a sort of mini-student union, a place where “students will feel respected, connected, and affirmed,” says Carter. Scheduled to be in its new home in the Meriam Library by fall 2008, CCLC will offer office space—with computers, Internet access, meeting rooms, and other resources—to a wide range of student organizations, including the Hmong Student Association, PRIDE/Safe Zone, the American Indian Club, and MEChA (Movimiento Estudiantil Chicano de Aztlan).

“I want the CCLC to be known as a place that welcomes everyone interested in building an inclusive community,” says Carter.

In addition to these student groups and the new CCLC, CSU, Chico has a wide range of organizations offering support to Chico’s diverse array of students, faculty, and staff. Key among them, of course, is the Educational Opportunity Program (see Chico Statements, fall 2007). Other groups and programs include Disability Support Services; Associated Students Women’s Center; MESA (Mathematics, Engineering, Science Achievement), serving educationally disadvantaged students; the Business Resource Center, recruiting a diverse student population with leadership skills and a strong sense of social responsibility; and the Multicultural Affairs Council, which sponsors the popular Multicultural Night. The Multicultural and Gender Studies Program cultivates a diverse and just environment through its curriculum and its support of student and community organizations, forums, lectures, and workshops.

One need not be a linguist to recognize cognates of the word “university”: unity, union, united, unit, universe—from the Latin universus, for “the whole world.”

Which is us. We.

“We truly are a better and more interesting place because of diversity,” says Zingg. “That means the University, the community, and beyond.”
ON A SUNNY SATURDAY IN March, Miguel Arellano took part in MESA Day on the Chico campus. As a volunteer event leader, he was coaching students from six local middle and senior high schools in engineering, math, and science competitions. While there was serious science at work, there was also serious fun—including dropping eggs from tall buildings, racing miniature cars built from mousetraps, and launching projectiles from trebuchet devices.

The event was part of the MESA (Mathematics, Engineering, Science Achievement) Schools Program (MSP), a statewide initiative that assists educationally disadvantaged students in achieving academically and preparing for competitive entry into college. Arellano, a 2006 CSU, Chico computer engineering graduate and an information-technology specialist for Chevron, received invaluable support from programs like the university-level MESA Engineering Program (MEP) when he was going to school.

“I come from a migrant farm-working family,” says Arellano. “I knew firsthand how hard farmwork was, and I didn’t want to live that life. My dad has worked in different farms his entire life. My mother has the equivalent of a high school education. They always wanted their children to get educations and find jobs that made use of our intelligence and skills.”

In 2001, Arellano moved from Yuba City to Chico. “I was very interested in technology, and I knew that CSU, Chico had a very strong engineering program,” he says.

At CSU, Chico, Arellano belonged to several organizations, including the MESA Engineering Program, the Educational Opportunity Program (EOP), Latinos in Techni- cal Careers (LTC), and Alliance for Minority Participation (AMP). “MESA, LTC, and AMP were like a home away from home to me,” says Arellano. “MESA provided me with a positive atmosphere to study, personal tutors, lab access, academic advice, personal advice, financial support, and many other opportunities. With the support of MESA, I was able to complete my technical degree.”

And now Arellano is giving back, driving regularly from his home in Fairfield to support MESA Schools Program students. “I know how useful and important it is to have role models who have attained what you are working for,” he says. “By helping students, I get an opportunity to show them that goals are attainable.”

Arellano has worked at Chevron since 2006. In March 2008, he accepted a position at Chevron’s San Ramon office with the company’s Application Server Design team.
They may have thought it was a parlor trick when he started. David Eaton, a CSU, Chico anthropology professor giving a guest lecture, was methodically learning the names of 18 University 101 students seated around a table. When he finished and was able to run through them flawlessly, left to right and right to left, the students clapped and shook their heads in disbelief. Eaton wouldn’t have any of it. “This isn’t hard,” he said calmly, silencing the applause. “Whatever you turn your mind to, you can do.”

Audience in hand, Eaton commenced a sort of academic boot camp about doing serious research, alternately pushing students (“Don’t take the author’s word for it—read the original source material”) and letting them in on trade secrets (“Use Google Scholar … my friends, this is a miracle”). After an hour-long intellectual workout, Eaton’s message was clear (with apologies to the U.S. Army): University is the hardest job you’ll ever love.

University 101—the class hundreds of freshmen take to acquaint them with college life—is being transformed from an introduction to an immersion. Chico State’s three-year-old First Year Experience Program, through University 101 and other courses and initiatives, is challenging new students to get involved—immediately, not eventually—as scholars and engaged citizens in the community.

“Research clearly shows that students who become active and engaged members of the university community in their first year are more likely to make it to graduation than students who don’t,” says Thia Wolf, English
professor and First Year Experience director. “That is our goal—to give our freshmen every opportunity to succeed and obtain a degree.”

Perhaps no feature of First Year Experience has been more successful than the Town Hall Meeting program. Freshmen in English 130—Academic Writing are asked to read and write about what it means to be in a democracy, and how informed dialogue—expressed throughout U.S. history in town hall gatherings—is crucial to the democratic process. They pick controversial topics, ranging from underage drinking to Sudanese genocide, that will be discussed by students and community members in both a large gathering and breakout sessions. The students prepare presentations and public displays, facilitate forums, and act as educated participants in a community dialogue.

Since the town hall meetings started in 2006, the number of attendees from the campus and the community has grown considerably (see chart). During the reception at the end of the town hall, students meet with local leaders to discuss how ideas suggested in the discussions can be implemented.

“The students tell us they love the town hall meetings, and they really want their input to mean something,” says English professor Jill Swiencicki, coordinator of the department’s composition program and an English 130 instructor. “We are encouraging them to follow up on recommendations with the University and city. Getting involved helps them and the community.”

Another key aspect of First Year Experience is a “book in common” that freshmen read and write about. Eaton was chosen to talk to University 101 freshmen because of his familiarity with humanitarian Dr. Paul Farmer, the subject of the 2007 Book in Common, Mountains Beyond Mountains. As befitting the goal of student involvement, once freshmen learned about the plight of the rural Haitians Farmer was helping, they wanted to do something. Four classes organized a dance marathon in December 2007 that earned some of the money needed to pay for more than 1,000 backpacks for health workers to carry medicine and supplies to remote areas.

The success of the First Year Experience Program has resulted in a grant from the Association of American Colleges and Universities and the Charles Engelhard Foundation for a redesign of University 101 and a set of integrated general education classes. The grant supports civic engagement instruction; an example was the “Chico as Place” project in fall 2007, where first-year students studied Chico Creek from several disciplinary perspectives and worked to restore native plants along the creek bank with Mechoopda tribal members.

“For many freshmen, the first year in college can be an isolating experience,” notes Wolf. “We are encouraged that our entering students want to learn about the world around them, and how they can acquire tools to effect change. First Year Experience works to support the whole student—we try to provide them with curricular and cocurricular experiences that help them advance as scholars, as thoughtful individuals, and as engaged members of a community.”

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<th>PARTICIPANTS IN ENGLISH 130 TOWN HALL MEETINGS</th>
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Includes CSU, Chico students as well as faculty, staff, and community member attendees.
BEING A TEACHING ASSISTANT CHANGED THIA Wolf’s life. She was a PhD candidate in English literature at Miami University in Ohio, tutoring struggling undergraduates, when she asked questions that grip her to this day: Why is it that people learn? How can that be translated into course work to make them better learners? She was struck by the “fascinating change students make from a struggling freshman to a confident student in a major, in two short years. What happened?”

Wolf convinced Miami to let her do a doctorate in composition, and she began a career helping students with literacy and learning. While directing writing programs at CSU, Northridge, Wolf saw there was an opening at CSU, Chico. “I’d met [Chico State professors] Lois Bueler and Tom Fox at an English Council meeting, and thought at the time, ‘They would be great to work with.’ Once I got the job, I realized I was right.”

After joining the Department of English in 1989, Wolf eventually headed the University Writing Center and worked on interdepartmental programs such as Course Link, which establishes common classes that groups of freshmen can take. Those experiences, coupled with her interest in student learning, led Wolf to take on the leadership of Chico’s First Year Experience program in 2005. She saw an opportunity to blend President Zingg’s call for increased civic engagement by students with her growing conviction that people learn best when focused on a common endeavor.

The result has been the Town Hall Meetings, organized the past four semesters by freshmen. Wolf says she “knew that first-year students did not see themselves in the larger public arena that the University aspired for them to be in—this was a way for course work to connect with the world beyond the classroom.” Surveys to date show freshmen find the town halls rewarding. If that translates into excited students and successful college careers, Thia Wolf will be much closer to untangling the mysteries of student learning.
ON A SUNNY WEEKEND IN SEPTEMBER 2007 WHEN President Paul Zingg stood with a group of 40 faculty and staff beneath the dramatic white spires of the Sundial Bridge in Redding, he was ushering in a new era of commitment to the University’s Northern California service area. Zingg’s North State Road Trip was the first time faculty and staff made a formal tour of the region the University serves. They visited the Vina Monastery, an elementary school in Corning, Shasta Dam, and Pit River tribal representatives to learn about everything from water issues to North State cultural heritage.

“We want to understand, better and firsthand, the needs of the communities we serve, as well as assure residents of our interest in them,” says President Zingg.

One of the trip’s organizers, Greg White, noted Zingg’s eagerness to reconnect the University with the North State. “The president has come up with the idea of this trip to honor and reinvigorate the University’s long tradition of North State service,” says White, former director of the campus’s Archeological Research Center. “This is a wonderful idea and will put a number of the University’s key members on the ground and talking with individuals whose vital interests will be shared and given a great deal of thought as we rethink our role in our service region.”

The University’s service region comprises 12 counties and 32,000 square miles, about 21 percent of California and the largest service area of any CSU campus. A commitment to this area is nothing new. In the 1950s CSU, Chico (then Chico State College) President Glenn Kendall asked, “What does Chico State need to do to improve the quality of life for people of the North State?” In President Zingg’s inaugural address of April 18, 2005, he celebrated this “University of the North State” and “a service mission that is focused on being more than a presence in the North State, but being a positive force for economic development and the improvement of the quality of life for all who live and work here.”

That force is illustrated by organizations such as CSU, Chico’s Center for Economic Development, which for 22 years has been providing assistance, training, data, and support to Northern California small-business owners, business leaders, nonprofit organizations, and government officials. Since 2003, the center, now called the Northeastern California Small Business Development Center, has been the lead Small Business Development Center in Northern California, overseeing the six regional centers at community colleges in Redding, Chico,
Marysville, Auburn, Sacramento, and Stockton.

CSU, Chico’s reach also extends to the health care available to Northern Californians. The University graduates about 80 new nurses a year, many of whom choose to remain in the region. The University also recruits nurses from all over California into North State positions through the Rural California Nursing Preceptorship Program (RCNP). The program gives student and graduate nurses the chance to work with a preceptor in a rural area, gaining valuable clinical experience and developing the personal relationships with patients that characterize rural health care. Some of these nurses find that rural nursing is their calling, such as nurse-practitioner Liz McGee, who decided to stay in the North State after an RCNP placement in Bieber (population 600).

CSU, Chico also recognizes the unique cultural heritage of the North State. In 2005, a Guiding Principles document was signed by the University and the Mechoopda Indian Tribe of Chico Rancheria, descendents of the original Maidu inhabitants of the land on which the University is built. The principles acknowledge that the University and the Mechoopda “seek to consult and work cooperatively to protect, preserve, and manage cultural resources that may be identified on campus lands.” The document calls for both to work on developing a cultural resource plan to effectively manage those resources, and encourages contractors, partners, and auxiliaries of the University to follow suit.

CSU, Chico students have the unique opportunity to make an economic, cultural, and educational impact on the North State by virtue of attending college in such a large service area. They can serve as legal advocates for the poor with the University’s Community Legal Information Center or as Boys and Girls Club volunteers with CAVE (Community Action Volunteers in Education). They can explore the Northern California wilderness through Adventure Outings or help keep communities throughout the region informed and entertained as interns at Northstate Public Radio KCHO/KPFR.

In fact, as Zingg wrote in the fall 2006 Chico Statements column “Serving the Needs of the North State,” “through the range and spirit of the services we provide, we affirm that regional stewardship is not just a task or a standalone project. It is an orientation.”
As the President and CEO of the McConnell Foundation, alum Lee Salter (BS, Business, ’67) is helping to shape the educational future of the North State. The Redding-based foundation is dedicated to “helping build better communities through philanthropy.” The core of its philanthropic work is in developing partnerships and broad-based community support. The foundation collaborates with organizations throughout rural Northern California, awarding grants in the areas of arts and culture, community vitality, recreation, social services, and the environment.

Access to education for residents of Modoc, Siskiyou, Shasta, Trinity, and Tehama counties is a key part of this mission, making The McConnell Foundation and CSU, Chico natural partners, says Salter.

“I know Paul Zingg is very much committed to that partnership and expanding the role of CSU, Chico in the North State,” says Salter, who was a member of the University Advisory Board from September 1999 to June 2007. “We want to encourage as many students as possible to go on to seek higher education or additional education after high school.” And then, he adds, those students often stay in or return to the North State, as he did, to contribute their skills and knowledge.

The effort to provide higher education access includes College OPTIONS, which was created to foster a “college-going culture” in Shasta and Siskiyou counties. The program is a partnership between Shasta College, College of the Siskiyous, Simpson University, National University, and CSU, Chico—funded by The McConnell Foundation and a grant from UC Davis. College OPTIONS counselors advise high school students on “all aspects of being able to attend college,” says Salter.

College OPTIONS grew out of a 2001 Higher Education Needs Assessment sponsored by The McConnell Foundation, based upon input from community leaders and higher education representatives including CSU, Chico. Researcher Patricia McDonough, a UCLA professor, found three major obstacles to college attendance in the North State: cost, geographic distance, and lack of college prep courses in high school.

To alleviate the issue of geographic remoteness, CSU, Chico and The McConnell Foundation have worked together to enable students to complete a CSU degree at Shasta College, at the new University Center in downtown Redding, and online. Programs in business administration, child development, liberal studies, and nursing, as well as an MBA program, are available. The Foundation has committed $1 million to the project, says Salter, who hopes this is just the beginning of higher education options for residents of the rural North State.

Salter explains why he loves living in Northern California: “There are friendly people. It’s a very good place to have raised children. It’s just a great place to be. The only thing it needs is more access to higher education.”

President Zingg agrees. And, working with Salter and The McConnell Foundation, he is ensuring that access will only increase.
CSU, CHICO IS WIDELY RECOGNIZED AS ONE OF the most beautiful and student-friendly campuses of the CSU system. The Romanesque brick buildings imbue the campus core with an old-world charm, and the lush campus grounds provide a tranquil backdrop on even the busiest of school days.

With the recent opening of the Student Services Center, a new era of building has begun on campus. The attractive four-story structure not only offers a grand entrance to the campus, it also espouses the University’s strategic goal of sustainability by adhering to certified green building standards—it is among the first buildings in the CSU system to be designed for Gold LEED certification. The 120,000-square-foot facility incorporates green concepts such as proximity to alternative transportation, environmentally friendly landscape design, Energy Star compliant components, and energy-efficient equipment.

Although the Student Services Center definitely has a contemporary appeal, it also reflects some of the basic elements of the older buildings.

“The historic core of the campus is the memory of the campus, its heart, and as the campus grew over decades, certain architectural characteristics were drawn from that core and used in each building’s architecture—the most prominent feature, of course, is the use of brick,” says Richard Thompson, a principal at the architectural firm AC Martin Partners and a consultant for the University’s 2005 Master Plan. “The result is a rather loose sense of harmony among the buildings.”

In the past year, three more buildings have broken ground on campus: the Wildcat Recreation Center, Sutter Hall (a new residence and dining hall), and the Northern California Natural History Museum. With the Student Services Center, they are the first structures built under the updated Master Plan introduced by President Paul Zingg in 2005. The culmination of five years of intensive work, the 2005 Master Plan proposes the construction of five new major academic buildings, two recreational facilities, a natural history museum, a child care center, about 1,300 bed-spaces of student housing, and two parking structures, along with other building and renovation projects.

“Closely tied to the University Strategic Plan, the Master Plan affirms a compelling set of goals, none of which are more important than building a community of learning and hope worthy of the trust that our students and the people of California have placed in us,” says CSU, Chico President Paul Zingg.

Other important goals of the Master Plan include accommodating increased enrollment, protecting the University’s distinctive living and learning environment as a residential campus, and strengthening the relationship
the University has with its host city. Also important to the campus is affirming the harmony between its natural and built environments.

In the course of preparing for the updated Master Plan, work began on a document that would provide guiding principles related to cultural resources that might be uncovered during construction and renovation on campus. The University sits on lands originally inhabited by Maidu Indians. Then-executive dean and director of Facilities Planning Greg Francis and director of the Archaeological Research Program Greg White worked closely with representatives of the Mechoopda Tribe, descendents of the Maidu, on creating a Memorandum of Understanding that would protect, preserve, and manage the cultural resources that may be identified on campus. The agreement resulted in numerous formal and informal meetings with tribal representatives on the campus.

“CSU, Chico is unique among the CSU campuses in possessing so many cultural resources related to tribal history and prehistory,” says White. “In fact, campus grounds include property that was held in Mechoopda tribal trust as recently as the early 1950s. The Mechoopda are indeed the respected first peoples of the land.”

On Oct. 28, 2005, an overflowing crowd filled Trinity Hall 100 for a ceremonial signing of the Memorandum of Understanding between CSU, Chico and the Mechoopda Tribe. Steve Santos, tribal chairman, was the first from the tribe to sign the document. Santos says he believes that the Memorandum of Understanding signed by the University and the Mechoopda Tribe is extremely significant.

“The University and the tribe have a vested interest in the protection of cultural resources on lands that the University occupies,” says Santos. “The agreement ensures that we will work together to preserve those discoveries. This agreement is a recognition of the Mechoopda people as the indigenous people from this area. The history of the people is protected.”

Creating a vision for the future of the campus incorporates more than just planning for its outward appearance. Above all, says Zingg, the Master Plan communicates values. “We declare our commitment to environmental sensitivity and respect, and to sustainable building and living practices,” he notes in the 2005 Master Plan. “We affirm openness through a barrier-free campus. We demonstrate civic engagement as a good neighbor and partner with the city of Chico, committed to building a stronger, safer, and more desirable community together. We express confidence in our identity and pride in our story.”

When Steve Ithurburn graduated with an industrial technology degree from CSU, Chico in 1983, he never suspected that 20 years later he’d be working at his alma mater. As a project manager for Otto Construction, based in Sacramento, he has managed the construction of three campus buildings—Yolo Hall, finished in 2003; the Wildcat Recreation Center, currently under construction; and the Northern California Natural History Museum, also under construction.

“It’s gratifying to come back to a place that helped you start your career and to help students start their careers by managing different building projects here,” says Ithurburn.

In fact, Ithurburn’s son Matt is studying kinesiology in Yolo Hall. “It’s neat that most of his classes are in a building for which I was project manager,” he says.

Ithurburn notes that the campus has the same welcoming atmosphere now as it did 20 years ago. “It’s just friendly people—from Dennis Graham [former vice president of Business and Finance] to Norma Young [contract specialist], who helps us with our certified payroll,” says Ithurburn. “It’s a great group of people. I realized that when I went to school here, and that’s why I was so happy to come back and do the projects on the campus.”

During each campus building project, Ithurburn works closely with the campus’s Facilities Planning and Facilities Management and Services (FMS) departments on various aspects of the project. Construction firms work with FMS to reach the building and campus goals for sustainable construction techniques. Yolo Hall was built with energy conservation in mind and uses a fraction of the energy of older campus buildings, and both the recreation center and the museum are working to be certified to the LEED Green Building Rating System—a certification that has been achieved with the new Student Services Center.

“There’s a sense of pride that you’re building a functional building that’s going to be used for a greater good,” says Ithurburn. “It’s icing on the cake to also know that you’re doing that with sustainable products—that it’s going to not only run efficiently for the campus but also that you’re helping the environment around you—save trees, keep water clean, and everything else that goes with green buildings.”
JHOANA DELA CRUZ KNOWS EXACTLY WHAT she’ll do when she graduates from CSU, Chico, thanks to a recent Health Education Techniques class. Working in task-focused teams, she and her classmates assessed health education needs at Chico’s Four Winds charter school, a K–12 Native American program of the Butte County Office of Education. They then designed a two-day empowerment program for teen and pre-teen girls—REAL Girls, or Reaching for Excellence in All of Life.

“This program planning was very rewarding, an experience I will never forget,” says Dela Cruz. “I realized that working with people is what I really enjoy. This is the career I want to pursue.”

Classmate Lucia Gaona shares this enthusiasm. “The program was amazing,” she says. “The activities were well planned. Every single element of the program brought us together.”

Health and Community Services (HCSV) professor Michael Mann credits his students with the service-learning project’s success. “They did it all,” he says. “This project was theirs, and they did an exceptional job. I’ve never seen a group work harder.”

The mission of REAL Girls was to promote healthy behavior among teenage and pre-teen girls “by encouraging them to respect their strengths, value themselves, protect their futures, and support each other as they live healthy and successful lives.” Programs like REAL Girls have brought CSU, Chico national recognition for community service, such as being named one of 10 finalists for the President’s Higher Education Community Service Award in 2006.

REAL Girls’ first day at Four Winds was dedicated to activities that created comfortable connections among the girls, including team relay races and weaving together the “human knot.” Girls also painted wooden butterfly totems—each design including a girl’s name, a key personal quality, and her ambitions—because, as Mann explains, in Native American cosmology, butterflies represent “moving to a higher level.”

On the program’s final day, Mann’s students came prepared to discuss and offer advice on topics such as child abuse, date rape, and the family impacts of alcoholism. “They all got real with each other, which was the whole point,” Mann says. “I cannot say how impressed I am with the students at Chico State and the quality of work they do.”

Mary Portis, a professor at CSU, Chico and director of two service-learning projects—Leaders for a Lifetime, a program for Hmong youth, and the Buena Salud (“Good Health”) program for children of migrant farmworkers—notes that much has been accomplished since HCSV initi-
ated service learning 18 years ago. “Students learn much more, much faster than they do with readings, lectures, and papers alone,” she says.

And it’s also now clear that service-learning projects benefit instructors as much as they do students and society.

Portis notes that most HCSV students ultimately work with underserved populations. “Reading about the barriers, challenges, and problems these groups face helps,” she says, “but seeing and dealing with these issues make it all much more real. Students are always more interested in class material after a service project, very motivated to make a difference.”

Service learning is also an integral part of the University’s mission as outlined in its Strategic Plan. Many departments offer service-learning opportunities, and faculty, such as associate professor of education Lynne Bercaw, invariably find it a particularly effective teaching tool.

Bercaw uses service learning projects to help future teachers connect with their students. She has her students write special books for individual schoolchildren. She believes that if teachers can learn to be sensitive to each student, they will realize that all people have needs that impact their learning.

Bercaw also studies how service learning affects the teacher candidates and the people they work with. For her work, she was appointed a Carnegie Faculty Fellow for Service Learning.

CSU, Chico, students are often encouraged through their classes to participate in a variety of special community service projects, such as the Fun Without Alcohol Fair, Bidwell Park Clean-Up Day, or the Campus Blood Drive. The Associated Students also offers students a variety of opportunities to engage with the community, including the Community Legal Information Center (CLIC), the Environmental Action and Resource Center (EARC), and Community Action Volunteers in Education (CAVE).

In December 2006, CSU, Chico received the new Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. The University was among 76 U.S. institutions to be chosen for widespread involvement in the community through partnerships, community service, and other activities, as well as for making community engagement an integral part of campus culture. The following month, the University created the new position of director of civic engagement, one of the first such positions in the CSU system, and Deanna Berg (BA, Liberal Studies, ’95), former CAVE program manager, was appointed to lead the campus’s efforts in this area.

“By incorporating service learning as a core value in the curriculum, we are modeling for our students the behavior expected of them throughout their lives,” says Portis.
CHICO ALUM RON ROHDE WAS WELL SETTLED INTO his workplace in Folsom several years ago when news about a CSU, Chico student’s death made headlines. Rohde decided to do something for his alma mater, by “recognizing and rewarding students who are helping to create a positive image for Chico.” He focused on the exceptional community service work done by CSU, Chico students.

The result? The Ron Rohde Scholarship, established in 2006 to memorialize Rohde’s father and inspired by his own positive experiences as a CSU, Chico student. The scholarship awards $600 twice each year to a full-time undergraduate student who has volunteered at least five hours per week with the Associated Students’ Community Action Volunteers in Education (CAVE) program.

“The thing I enjoy the most is hearing about the students receiving the scholarship,” said Rohde.

Rohde was an enthusiastic volunteer with CAVE throughout his undergraduate years in Chico. He became a youth mentor through Project Pals and also directed public relations and promotions. He was one of the many CSU, Chico students to provide community service through CAVE. For more than 40 years and with more than 20 programs to choose from, CAVE has helped place thousands of students in meaningful volunteer settings. CAVE volunteers work with children, the elderly, special populations, adult non-readers, English as a Second Language learners, low-income residents in the Chico area, as well as state parks and institutions throughout Northern California. Each year about 2,000 students provide more than 60,000 hours of community service through CAVE.

Rohde worked in the Digital Enterprise Group at Intel, where he was employed for eight years. He graduated from CSU, Chico in 1994 with a BA in Information and Communication Studies. He returned for his master’s degree in Information and Communication Studies, completed in 1999. Rohde later taught part time in the Department of Communication Design and served on the advisory board for Communication Studies. He maintained many close personal and professional relationships at CSU, Chico. Well known for his philanthropy to myriad organizations, he was proud of the CSU, Chico scholarship, saying that “giving back in this way is what life should be about.”

Editor’s note: As we were compiling the President’s Report, we learned that Ron Rohde passed away in May 2008. This profile of Ron was written prior to his passing. The Rohde family is carrying on Ron’s support for community service and has asked that any memorials in his name be made to the Ron Rohde Scholarship fund (call Daria Booth, Advancement Scholarship Coordinator, at 530-898-4796).
Kayleigh Rust had no idea that she would be spending part of her college career becoming proficient in PVC. But it’s all in a day’s work as the sustainability intern at Sierra Nevada Brewery in Chico.

In fall 2007, the CSU, Chico environmental economics major was researching strip curtains, those plastic strips that hang at the back of delivery trucks and refrigerated warehouses, keeping the contents cool. She was looking for curtains that conserve energy but don’t tear the shrink-wrapping on the boxes that pass through the curtain on a conveyor belt.

Rust says that attending a university with a clear commitment to reducing carbon emissions prepared her for this sought-after internship. CSU, Chico has won national honors for this commitment, including being named the top campus in the nation in 2007 by the National Wildlife Foundation for innovative efforts to curtail global warming, and among the 10 “Greenest Colleges in America” in 2008 by The DailyGreen, a popular Web site that bills itself as “The consumer’s guide to the green revolution.” The University also boasts Professor Jeff Price, one of the lead authors of the Intergovernmental Panel on Climate Change, which shared the 2007 Nobel Peace Prize with Al Gore.

Many of CSU, Chico’s successes and innovations in sustainability have been initiated by students, and the campus culture has served as a firm foundation. “The professors and staff have presented us with opportunities, including internships, major programs, minor programs, and funding, that have allowed us as students to really take off and run with it,” says Rust.

Rust helped design the new minor in Managing for Sustainability with Professor Tracy McDonald, making CSU, Chico the only business school in the United States that offers such a minor to undergraduates, says Rust. She is also a member of Social Entrepreneurs Emerging with new Direction (SEED), a student-run organization focused on businesses’ relationship to the environment. SEED was envisioned and established by Taylor Bass, a senior business major who won the first Jack Rawlins Environmental Prize for the project.

SEED’s main goal is to “create young social entrepreneurs,” says Bass. The organization consists of a group of students serving as an environmental business consulting firm that does sustainability assessments for a number of organizations, including the City of Chico. The money earned by this environmental consulting work will become “seed” money for alumni entrepreneurs starting sustainable businesses.

The SEED project got a big boost when Bass was the...
first recipient of the $10,000 Jack Rawlins Environmental Award in December 2006. James Pushnik, chosen in 2003 to serve as CSU, Chico’s Rawlins Professor in Environmental Literacy, says the Rawlins selection committee was very pleased to honor Taylor with the award.

“His plan of creating social entrepreneurs is based on a large vision,” says Pushnik. “It reflects Jack Rawlins’ own large view of environmental problems and solutions. Taylor’s project sets the bar high for these awards.”

Rust and Bass are two of many students making a difference at CSU, Chico. For example, an ongoing partnership between University Housing and Food Service and Associated Students Recycling, the award-winning Diversion Excursion program in 2008 diverted 17,595 pounds of unwanted electronics, clothes, canned goods, and furniture from student residence halls, and distributed these reusable and recyclable items to community charities.

Bass sees the wide range of social, economic, and environmental issues in sustainability as an opportunity to engage a larger variety of students. “This is why Jack Rawlins started his award, to get some students who aren’t normally leading interested in working with sustainability,” he says. “This is why programs like the Sierra Nevada internship that Kayleigh had are so important. I think these efforts are the next step for our campus: Offering more opportunities for students to succeed will broaden the types of students who involve themselves in sustainability.”
CSU, CHICO SUSTAINABILITY COORDINATOR

Jillian Buckholz describes herself as a connector. “[Students] call me the power strip—they plug into me, and then I plug into everything else, creating real-world experiences for students in the area of sustainability on campus.”

The comparison is particularly apt considering the work Buckholz has done in the area of energy conservation on campus. As a graduate student in geography a few years ago, she wrote her thesis comparing the energy use on 19 of the 23 CSU campuses. She most recently worked as a go-between with Facilities Management and Services (FMS) staff and the student group Green Campus on a project to reduce energy used by campus computers, earning the Green Campus Program money for future energy-saving projects.

Green Campus installed EZGPO power management software on selected computers, then turned to Buckholz for help coordinating with CSU, Chico’s Facilities Management and Services office to file for money from the University of California, California State University, and Investor-Owned Utility Partnership for energy efficiency through the California State University Office of the Chancellor. This project not only saved energy, says Buckholz, but Green Campus also received about $49,000 from PG&E through the partnership for this savings. The power management software and other on-campus projects earned CSU, Chico Green campus the Best Practices award for Student Efficiency in the California State University Office of the Chancellor’s, Energy Efficiency Partnership Program.

Buckholz also coordinates events such as the annual This Way to Sustainability conference, which in 2007, its third year, brought more than 1,100 participants to campus. She researches other campuses’ efforts in sustainable development, learning how to incorporate those concepts at CSU, Chico. All her work is done through the Institute for Sustainable Development, a University program dedicated to helping CSU, Chico become a national leader in sustainability.

Buckholz is excited by the progress the campus has made toward this goal. She points to some of the biggest steps the University has made: President Paul Zingg’s December 2006 signing of the American College & University Presidents Climate Commitment to become climate neutral, the new solar panels installed on Yolo Hall and Acker Gym, and the LEED-certified buildings being constructed on campus.

The University’s recently added sixth strategic priority to become an “environmentally engaged university” is also an important step, says Buckholz: “These things were happening, but they didn’t have as much weight until the University institutionalized them. Sustainability is a mission of the University now—and this really causes people to pay attention.”

Editor’s Note: In August 2008, Jillian Buckholtz announced she was moving from Chico to Albany, N.Y., to pursue new professional opportunities in energy conservation and education.
It’s an early Saturday morning in October 2007, and CSU, Chico finance major Jeremy Sankwich takes a break from unloading enough tri-tip to feed nearly 600 people and looks across the Kendall Hall Lawn. The campus is unusually peaceful at eight in the morning, and Sankwich takes a deep breath, getting prepared for the day ahead, one that he’s been planning for more than a semester. Soon, students start descending on the campus, more than 500 of them, ready for a morning of work and then a barbecue lunch.

That morning marked the ninth annual Scour & Devour, an event conceived in 1998 by Bob Sprague, then pastor of the campus Christian organization The Edge and an instructor in the Department of Communication. He envisioned an event in which 100 students would unite to serve CSU, Chico and the community for a day.

The event quickly evolved into Scour & Devour, organized by The Edge, with groups from all over the University participating. “We make it easy for groups to do something together, make a contribution to the community, and have some fun,” says Sprague. “They don’t have to plan; they just have to get folks there.”

Scour & Devour has been a rousing success. Student organizations from all over campus serve the community by picking up trash, painting fences and walls, planting flowers, washing buildings, and general cleanup—on campus, downtown, in Chico city parks, along the railroad tracks, and in other areas around Chico. The Greeks, AS Recycling, AS Bookstore, and CAVE put together work groups in addition to smaller groups from all over campus. In 2007, more than 500 student volunteers and 200 other individuals participated in the cleanup, filling 50 40-yard dumpsters with more than 100 tons of debris—not counting the more than 100 refrigerators and other appliances that were picked up in Chapmantown, the 2007 focus area.

Supplies, funds, and food are donated by local businesses; dumpsters are provided for free by local waste management companies. The City of Chico’s code enforcement officers, City Council members, and Butte County supervisors help the organizers target areas for cleanup.

The coordination of all these players was an enormous task, says Sankwich, who organized the 2007 Scour and Devour event as an intern. “I networked with the city; waste management; University faculty, staff, and administration; student clubs and groups; and local nonprofits, businesses, and media. Every facet of the Chico community gets involved in this event. The reason they’re willing to donate so much energy to Scour is that people love...
Sprague adds, “Scour & Devour connects with the mission of the University. Students come together, under the banner of the University, to serve the campus and the community.”

Scour & Devour isn’t the only event in which students give their time and energy for those in need. The 2008 Up ’Til Dawn fund-raiser saw Chico State students raise more money for St. Jude Children’s Research Hospital in Memphis, Tennessee, than any other college in the nation. More than 2,000 student volunteers spent all night sending out more than 37,000 letters requesting support, bringing in $183,561. In six years, Chico students have raised more than $677,000 for the hospital.

Staff and faculty also demonstrate their commitment to the University’s values of service and community through a number of projects. The Wildcat Relay for Life team raised more than $17,000 in 2007 for the American Cancer Society. The Staff Council has sponsored regular campus blood drives since 1970 (10 in 2007–2008). In 2007, the University donated 1,121 pints of blood to BloodSource, the sole supplier of blood used by more than 40 hospitals in 25 North State counties. The Staff Council also sponsors the University Needy Children’s Program—in 2007, the program’s 22nd year, 207 children from 91 local families received gifts and a holiday meal thanks to donations from campus departments and offices.

“At the heart of our value system is a sense of service, guided by compassion and engagement,” said CSU, Chico President Paul Zingg after the 2008 Up ’Til Dawn success. “Our participation in the St. Jude’s Up ’Til Dawn program underscores the truth of what we affirm.” And students, faculty, staff, and administration continue to affirm these values with their time, their energy, and their commitment to community.
In Spring 2005, in the wake of a series of serious, some tragic, incidents involving Chico fraternities and sororities, President Paul Zingg called for a comprehensive review of the Greek system, saying, “If we continue to have fraternities and sororities at Chico State, they must reflect the self-professed and admirable ideals of those organizations, and they must be aligned unequivocally with the core values and necessary expectations of the University itself. And these—let me reiterate—are community, civility, respect, service, tolerance, and integrity.”

Zingg formed a Greek System Review Task Force, and by the end of the 2005 spring semester, the task force had outlined three tiers of recommendations Chico’s Greeks realign their organizations with the positive values championed in their charters. These recommendations included drug- and alcohol-free houses, GPA requirements, and zero tolerance for hazing.

Three years later, the Greek system is stronger and better than before, says Gregory Bruce, the 2007–2008 president of CSU, Chico’s Interfraternity Council. “We’ve come a long way from what President Zingg referred to as ‘glorified drinking clubs,’ ” he says. “We’re going back to the core values of the Greek system—stressing the importance of brotherhood and sisterhood, and trying to be among the best overall organizations on campus.”

Current Vice President for Student Affairs Drew Calandrella works with the CSU, Chico Greek system on this goal, and he sees progress. “All of the current fraternities and sororities have adopted the new regulations that grew out of the Greek Life Task Force,” he says.

The 2007–2008 Panhellenic president, Chandler Ellman, points to Greek philanthropy as one of the benefits of a Greek system for Chico and the University. Each sorority and fraternity puts on a fund-raiser for a chosen philanthropy every semester, and during Greek Week, they join forces to put on a number of events benefiting the community. During fall semester 2008, more than 700 fraternity and sorority members participated in Greek Week service projects, says Ellman.

Bruce acknowledges that there is still work to be done: Three Chico State fraternity members are currently facing charges of misdemeanor hazing for incidents that happened during the spring 2006 rush. The fraternity involved, Beta Theta Pi, has since lost its university affiliation and national charter. “It’s basically our job as IFC and Panhellenic and future Greek leaders,” says Bruce, referring to those who don’t follow the code “to weed out those members eventually.”

Bruce adds that the changes in the Greek system are having unexpected returns. They are attracting new members who may have been turned off by the Greek system’s reputation a couple years ago. The spring 2008 fraternity rush was 10 to 15 percent larger than the previous year, he says, adding “I’m having a great time.”