

University Diversity Council
Year End Report 2021-2022

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I. Background and Significant Achievements

As with many departments and units across campus, the 2021-22 academic year was one of great transition for the Office of Equity, Diversity and Inclusion (EDI) personnel. Interim Chief Diversity Officer Michelle Morris assumed the position in June 2021, ASC Gina Sims was hired in October 2021, and Yvette Zúñiga began as Associate Director of the Office of EDI in January, 2022. The University Diversity Council (UDC) schedule was impacted by these changes and met from December 2021-May 2022.

Rebuilding the Office of EDI and reimagining its mission in light of a return to campus while mitigating continuing risks associated with the COVID-19 pandemic, as well as the nation's reckoning with systemic anti-Black racism, xenophobia, and an increasingly divided nation, was a major undertaking this academic year. The Office of EDI's longstanding "*Chico State Values Diversity*" motto was transitioned to "*You Belong Here*," signifying our evolution as a campus towards centering equity, justice and belonging.

This evolution included providing campus [faculty and staff associations](#) (affinity groups) with enhanced funding for their contributions to recruiting and retaining diverse students and employees. Events such as the annual multicultural welcome receptions, multicultural graduation celebrations, and numerous day, week and month campus celebrations (e.g., Black History Month, Hispanic Heritage Month) would not be possible without the volunteer work of Black, Indigenous, and people of color (BIPOC) and other diverse employees. This unpaid labor contributes significantly to the EDI Strategic Priority goals so that we may, "cultivate and nurture a welcoming and inclusive campus where students, faculty, and staff have an equitable opportunity to thrive."

This academic year the Office of EDI also committed programming funds to the Lavender Living and 1st Gen University Housing communities, as well as to Stonewell Alliance for Chico Pride, and GSEC's 50th anniversary celebration scheduled for fall 2022. In addition, books were purchased for reading groups facilitated by the Neurodiversity Task Force as well as the Asian and Pacific Islander Council (APIC). All-gender restroom access and campus signage was enhanced, and how we collect and report demographic data for historically marginalized communities on campus was discussed. From student recruitment (e.g., a welcome letter from the CDO to all admitted students) to alumni engagement (e.g., Alumni Association webinar with diverse alum discussing their experience as Wildcats) opportunities to enact our stated EDI values were demonstrated. As our understanding of the diverse needs of our students and employees evolves, so must our financial and infrastructure support keep pace.

Collaborating across campus divisions, the UDC continued to examine campus policies and practices and recommended systemic change towards equitable learning and working environments. This included aligning the UDC priorities and key performance indicators (KPIs) (Appendix A) more closely with campus EDI initiatives and programs in order to break down silos and leverage EDI expertise and resources, in order to increase impact towards achieving our

EDI University Strategic Priority goals. Examples of collaborations are noted in the list of workgroup achievements below.

The UDC Executive Team (ET) includes Michelle Morris, Interim Chief Diversity Officer and Faculty Diversity Officer; Yvette Zúñiga, Associate Director, Office of Equity, Diversity & Inclusion; Susan Green, Chair, Multicultural and Gender Studies; and Kate Post, Director of Digital Engagement and Marketing, University Communications. The ET met monthly to set the agenda for the general UDC meetings. In addition, the four established workgroups met separately on a monthly basis to advance the UDC Priorities. Membership, workgroups and general meeting summaries can be found at: <https://www.csuchico.edu/diversity/udc/index.shtml>

Workgroup membership, associated UDC Priorities, and significant achievements are included below.

¹UDC Workgroup Lead and Executive Team Member, ²Ad hoc Member, ³Student Member

Workgroup 1 Priority: Increase Workforce Diversity

Members: Teresita Curiel, Kristen Curtis², Gloria Godinez², Michelle Morris¹, Brain Oppy, Dylan Saake, Cecilia Santillan Robles, Duncan Young³

Campus partners: Human Resources, the Office of Academic Personnel (OAPL), Equal Opportunity Dispute Resolution (EODR), Business & Finance Diversity Committee, Advancing Equity Project, Seal of *Excelencia* team, Executive Management Evaluation and Development Committee (EMEDC).

✓ KPI 1.1 (i.e., Recommend that vice presidents and deans reflect on demographic data for their division/college, and report goals, strategies, and evidence of progress toward recruiting and retaining diverse faculty and staff) reports were collected from VPs and deans and are included here (Appendix B).

✓ The *Avoiding Bias in Hiring* training was revised to acknowledge the importance of forming diverse search committees, writing inclusive vacancy announcements, implementing targeted recruitment strategies, and using rubrics to assess candidate's competencies across weighted criteria. Representatives from HR and OAPL attended the meetings to answer specific questions related to staff/management and faculty recruitments. A more robust revision of the training as well as an evaluation plan, will be implemented next year.

✓ Researched feasibility of staff EDI performance evaluation and employee exit interview policies and practices.

✓ The Common Human Resources System (CHRS) PageUp recruitment software was implemented this year and will allow for demographic data analysis at various steps in the recruitment process in order to identify where diversity of applicant pools is lost and where future efforts should focus.

- ✓ Common vacancy ad language now appears at the top of all positions on the CHRS PageUp site highlighting the campus EDI Strategic Priority, HSI designation, and encouraging BIPOC, veterans and those with diverse abilities to apply; bilingual preferred is also listed for all positions.
- ✓ A search was conducted for an EDI focused HR Recruitment Specialist. This new position will focus on targeted recruitment, training search committees, and retention efforts on the staff and management side.
- ✓ A [Tenure-Track Faculty Recruitment Steps](#) with EDI-focused recruitment best practices was available for search committees on the Office of Academic Personnel website.
- ✓ A Bias Incident Report and response process was developed through the Office of Equal Opportunity and Dispute Resolution, with an anticipated deployment in fall 2022.

Workgroup 2 Priority: Campus Climate Considerations

Members: Kaitlyn Baumgartner Lee, Melvin Quezada Haro³, Rachel McBride-Praetorius, Malcolm McLemore, Yvette Zúñiga¹

Campus Partners: Advancing Equity Project, Cross Cultural Leadership Center, Associated Students

- ✓ Partnered with the Advancing Equity Action Teams (II A., C. & D.) to assess the Student Engagement Survey results and identify at least three key priority actions. Over 500 students completed the survey in February 2022, with 75% of respondents meeting the reporting category definition for Underrepresented Minority (URM). Results were shared at the Advancing Equity Retreat on April 12, 2022: [Advancing Equity Action Team Presentation](#)
- ✓ The UDC Campus Climate workgroup identified the following key priority actions for AY 2022-23:

1. Develop "Did you know" videos and engagement opportunities for students with marginalized identities;
2. Research the implementation of anti-racism education like alcohol EDU;
3. Identify opportunities to engage with professors outside of the classroom and office/student hours; and
4. Create social engagement opportunities that include families during welcome week and orientation.

Workgroup 3 Priority: Social Justice, Diversity, and Inclusion across the Curriculum

Members: Annie Adamian, Paul Bailey, Susan Green¹, Eddie Vela

Campus Partners: Multicultural and Gender Studies (MCGS) Department, Office of Equity, Diversity and Inclusion

- ✓ Ten faculty from the Ethnic Studies Ad Hoc Committee received \$1000 professional development funds for extraordinary service in AY 20-21 to meet the legislative mandate of AB1460 and Area F. They also received \$500 programming money for Ethnic Studies events, including two sponsored talks by Nicholas Centino and David Hayes-Bautista.
- ✓ Transparently reported on the expenditure of all Ethnic Studies funding across the divisions of Student Affairs and Academic Affairs; an end of the fiscal year accounting will be created with monies spent and carried forward.
- ✓ Three African American Studies faculty were hired, one Asian American/Critical Hmong Studies scholar was hired, and one American Indian Studies scholar was hired.

Workgroup 4 Priority: Equity, Diversity & Inclusion Communication Plan

Members: Kate Post¹, Michelle Morris¹, Eddie Vela, Gina Sims²

Campus Partners: Office of Equity, Diversity and Inclusion, University Communications, Web Services

- ✓ Created a digital database of historical and future topics, categorized by date and by theme.
- ✓ 8 "Did You Know" emails sent to employees between January 1-June 30, 2022.
- ✓ Overhauled EDI website to remove outdated content, reduce site "bloat," reimagine and redevelop the diversity guides. Other web updates included:
 1. Updated events widget that automatically feeds from the Campus Calendar and improved Inclusive Events Page;
 2. Updated stats on the Data and Demographics page; and
 3. Improved visibility of disability-related resources.

Summary

The UDC made significant progress on KPIs during the 2021-22 academic year despite the transition of EDI personnel and rebuilding of the Office of Equity, Diversity and Inclusion. A national search for CDO began in spring 2022, with anticipated hiring in fall 2022. The UDC looks forward to welcoming the new CDO, and aims to continue collaborations across campus

divisions and auxiliary organizations in the coming year in support of the University Strategic Priority *Equity, Diversity, and Inclusion*.

II. Goals for 2022-23

1. Add UDC representation from the disability community;
2. Implement and evaluate a revised *Avoiding Bias in Hiring* training;
3. Move forward the previously funded EDI public art project;
4. Continue researching and recommend staff EDI-based performance evaluation and exit interview policies and practices; and
5. Leverage existing and identify new campus collaborations aligned with UDC priorities to enhance efficiency and efficacy given budgetary constraints.

Appendix A. UDC Priorities and Key Performance Indicators

CHICO STATE • UNIVERSITY DIVERSITY COUNCIL PRIORITIES AND KEY PERFORMANCE INDICATORS SPRING 2022

UDC Priority	Key Performance Indicators
<p>1. Increase Workforce Diversity</p>	<p>KPI 1.1 Recommend that vice presidents and deans reflect on demographic data for their division/college, and report goals, strategies, and evidence of progress toward recruiting and retaining diverse faculty and staff by May 1; include findings in Seal of Excelencia application.</p> <p>KPI 1.2 Revise the Avoiding Bias in Hiring training based on current needs and best practices.</p> <p>KPI 1.3 Develop and recommend common language and best practices in equity-minded staff evaluations.</p> <p>KPI 1.4 Analyze recruitment diversity data throughout the tenure-track faculty search process for up to 10 previous recruitment cycles.</p>
<p>2. Campus Climate Considerations</p>	<p>KPI 2.1 Partner with Advancing Equity Action Teams (II A., C. & D.) to assess the Student Engagement Survey results and identify at least three key priority actions.</p>
<p>3. Social Justice, Diversity & Inclusion across the Curriculum</p>	<p>KPI 3.1 Audit campus allocations and expenditures of monies designated as Ethnic Studies funding.</p> <p>KPI 3.2 Compare expenditures of monies on Ethnic Studies programming used at other CSUs to identify strengths and gaps in programming at Chico State.</p>
<p>4. Equity, Diversity & Inclusion Communication Plan</p>	<p>KPI 4.1 Create a topic database and outreach plan for the “Did You Know?” campaign; send at least five “Did You Know?” communications by May 31.</p> <p>KPI 4.2 Partner with the Office of Equity, Diversity and Inclusion to revise the Equity, Diversity & Inclusion website to update content and improve user experience.</p>

Inquiries may be directed to mrmorris@csuchico.edu

Appendix B. College and Division KPI 1.1 Responses

Increasing Workforce Diversity at Chico State
Spring 2022

Please submit by May 1, 2022 to mrmorris@csuchico.edu and dsaake@csuchico.edu

Name: Patricia Stock

Division/College: **Agriculture**

Three strategies implemented/plan to implement to recruit and retain racially and ethnically diverse employees:

1. Created a Diversity, Equity, and Inclusion Committee
2. We are in the process of drafting a DEI statement for our college
3. We will also update website to include DEI activities organized by our college or promote those occurring on campus

Evidence of recent progress in your division/college toward recruiting and retaining racially and ethnically diverse employees.

We have focused on writing position descriptions that attract diverse candidates.

Division/college highlights from the past year that advance the EDI Strategic Priority:

1. Same as above
2. Our goal for the years to come are to focus both on inherent and acquired diversity

Eddie Vela
Behavioral and Social Sciences
May, 2022

BSS has been active and mindful with regard to attention to student success, addressing equity gaps, and in diversifying our faculty ranks.

- Student Success:
 - Successful acquired several CSU Board of Governors awards to fund supplemental instruction for high DFW rate courses in BSS. Assessment of supplemental instruction effectiveness has shown that students who attended supplemental instruction sessions had higher course GPA's than students who did not, and the GPA advantage increased as session attendance increased.
 - BSS initiated a second year student success program four years ago, targeting second year students for special outreach, mentoring and support. Campus has focuses, rightfully so, on first year student success, but we know that there is also a serious melt rate for second year students. Evaluation of the data showed that second year students who agreed to participate in the program showed greater satisfaction, better persistence and moderate increases in GPA in comparison to second year students who did not choose to participate.
 - Peer mentoring. BSS used a third party vendor to instantiate a college-wide peer mentoring program. Junior and senior BSS students were recruited to be peer mentors, and assigned up to 5 mentees each. Mentorship targeted students who were accepted to the university starting in the fall, but mentorship began in the prior spring and continued throughout the summer. This year we have 30 peer mentors and the college is developing its own program, no longer using the services of a third party. Evaluation of program effectiveness is in progress.
 - BSS more than doubled it's SSP personnel this past year, embedding them in departments to work in concert with department advisors. Each SSP meets with hundreds of students each year, providing high quality advising and outreach. They work directly with department faculty in identifying at-risk students, reaching out and providing them with college resources and university support services.
 - BSS has created a second Student Success Center, located in MODOC building where psychology and child development departments are located. Both the Butte and MODOC building Student Success Centers are where department tutors work, and where SSP personnel are available for advising and support. The data show that both centers are very active and serve hundreds of students each semester. Persistence rate data are preliminary, but the data suggest that both centers have increased persistence rates for BSS students over the past two years.
 - BSS has created new scholarship programs. Our Dare to Achieve program targets students who have faced significant difficulties in their lives, but have persisted in spite of those difficulties. These include housing and food insecurity issues, psychological issues, and/or social obstacles. The only GPA requirement is that the student is in good standing. We have increased our \$1500 scholarships over 10-fold in the past year, largely to the generosity of our donor partners. We also began the BSS Professional Attire fund, providing over 20 students each year at \$500 stipend to purchase clothing to be used for job and internship interviews. We have also significantly increase our BSS

Outstanding Entering Student and Academic & Performance scholarships caps from \$2500 each to \$5000 each. All this was made possible by our work with donors who saw the need and were willing to invest in our students.

- Addressing Equity Gaps:
 - Supplemental instruction awards have also had a positive effect on lowering equity gaps in those courses in which supplemental instruction has been provided. This year BSS has also been awarded Student Learning Fee monies targeted for courses that have our largest DFW rate equity gaps, considered separately from the overall DFW rate of the courses.
 - The dean's office has provided a detailed breakdown of equity gap data for each of our departments, aggregated across their 100, 200, 300, and 400-level courses, and over the course of the past 5 years. The data do not drill down to individual course sections, but rather focus on course level. In this departments are provided data that provide a mid-level evaluation of equity gap successes and challenges, promoting department-level discussion on how to address equity gaps as they specifically manifest in particular departments. College level data that aggregate across 100, 200, 300, and 400-level for all departments are also provided to each department as a way to help situate where the department lies in comparison to all other departments in the college. The rationale here is that providing departments these data will promote discussion among all department faculty and thus increase ownership of the problem of equity gaps that otherwise may be overlooked or unexamined.
 - Students of color, first generation students, and Pell eligible students tend to make up the largest percentage of students who receive our Dare to Achieve and Professional Attire funds. The college has been strategic in how we can capture students most at risk with our scholarship funding opportunities. The college certainly has academic performance-based scholarship, but the addition of other scholarship awards whose GPA requirement is that the student be in good standing (e.g., not on academic probation and with a GPA of 2.0 or higher) has successfully captures students with great needs and as a consequence who are at the greatest risk.
 - Utilizing intersession funding revenue streams, the college underwrite all department tutors, whose work simultaneously promotes student success and reduces equity gaps. BSS overall equity gap rate is lower than the university average, and has a better 4- and 6-year graduation rate than the university average. Our transfer student graduation rate is substantially higher than the university average.

- Diversifying Faculty Ranks:
 - The importance of active outreach and diversifying applicant pools has met with significant success in the college. Last year, and especially this year, the applicant pool for each of our department hires has been the most diverse in the past 10 years.
 - Over the past five years, the college has seen a significant increase in faculty diversity, including increases in international faculty colleagues and increases in faculty of color, including LatinX, African-American, and AIST faculty hires. While faculty hires this year are still in progress, of the eight successful hires so far, six include faculty of color or from otherwise historically under-represented groups. The remaining three hires include short lists composed primarily of faculty representing historically under-represented groups. In all cases, the faculty who have agreed to join our ranks are outstanding scholars, but equally important, committed to excellence in the classroom.

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Name: Terence Lau

Division/College: **College of Business**

Three strategies implemented/plan to implement to recruit and retain racially and ethnically diverse employees:

1. Participation in PhD Project (KPMG/AACSB sponsored)
2. In each search, ID potential diverse candidates and send targeted invitation to apply
3. Introducing diverse candidates to affinity groups and/or other faculty/staff of color as early as possible in the cycle

Evidence of recent progress in your division/college toward recruiting and retaining racially and ethnically diverse employees.

In 2021-2022, 100% of faculty searches resulted in racially and ethnically diverse employees (four employees).

Division/college highlights from the past year that advance the EDI Strategic Priority:

1. Encourage staff to attend summer Diversity Summit
2. You Belong in Business! First Generation Early Career Success & Leadership Summit
3. Participation for the first time in Spanish language Sales Competition

Increasing Workforce Diversity at Chico State
Spring 2022

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Name: Angela Trethewey

Division/College: **College of Communication and Education**

Three strategies implemented/plan to implement to recruit and retain racially and ethnically diverse employees:

- In every hiring decision, we have tried to make a diverse hire when there is a qualified candidate.
- We have successfully argued for making multiple hires from one pool to diversify our faculty.
- Thinking creatively about structuring positions, curricula, and outreach efforts to attract and retain diverse candidates.

Evidence of recent progress in your division/college toward recruiting and retaining racially and ethnically diverse employees.

- For the first time in our College, we created a joint faculty appointment with another College (MCGS) to recruit and retain a Native American Faculty Member.
- For the past two years, we have been authorized to search for one faculty member, but we were able to make two hires by offering to a diverse candidate and converting an existing temporary faculty member to a TT position. Both Eduardo Europa and Janeth Aleman-Tovar were hired using that strategy.
- We selected a diverse Development Officer over a candidate with deeper experience to better represent our current student body and represent our College in the broader community.
- We actively recruited and secured a diverse SSPIB and advocated for a higher salary to reflect both his experience working with and deep relationships with our tribal communities.
- We successfully recruited a diverse, bilingual candidate in our recent Credential Analyst Trainee position to better reflect our increasingly diverse credential candidate population.
- We successfully recruited two diverse student workers as part of our “front facing” office staff to ensure that our office is an inclusive space for students.

Division/college highlights from the past year that advance the EDI Strategic Priority:

1. We launched a College-wide Equity, Diversity and Inclusion Advisory Committee that has representation from all units in our College to address equity gaps and other diversity initiatives.
2. The College is driving an effort to create a shared assessment measure of cultural competence awareness, knowledge and skills across all educator preparation programs (which includes programs in three Colleges and over fifteen programs) in the university so that we can benchmark and track our progress over time.
3. Two of our programs (KINE and CMAS) are already using equity gap data as a focus for their annual assessment.
4. CME Faculty are leaders in university-wide pedagogical efforts around EDI (e.g., READI fellows, UDL experts, the faculty lead for the Neurodiversity Task Force, FDEV Director who focuses on EDI).

5. The College supports faculty to secure external funding to enhance and amplify our recruitment, retention and preparation of diverse future educators and professionals, and to better serve diverse members of our communities. See selected examples below.

EXTERNALLY FUNDED PROJECTS THAT SUPPORT EDI EFFORTS AT OUR UNVIERSITY AND IN THE COMMUNITY		
EVIDENCE	BRIEF DESCRIPTION OF PROJECT	HYPERLINK
<p>GRANT Funder: US Department of Education, TQP</p> <p>Amount: \$5,866,208</p>	<p>The Computational Literacy Across Secondary Settings (CLASS) Program is an accelerated, supportive master’s degree pathway for a CA teaching credential in English, Mathematics, Science or Special Education in its first year of implementation. CLASS Candidates earn a masters and teaching credential with a living stipend up to \$36,000 with a full time, yearlong teacher residency. The grant provides resources to the candidates and schools for professional development stipends and opportunities as well as prepares highly qualified and diverse candidates to teach in high need schools in the region and beyond.</p>	<p>CLASS</p>
<p>GRANT: Funder: US Department of Education, OSEP</p> <p>Amount: \$1.25M</p>	<p>The Training in Interdisciplinary Education and Research (TIER) grant is a federally funded scholarship program focused on training preservice professionals in interdisciplinary collaboration to work with children with significant disabilities. Full-time grant recipients from either the APEAA or SLP programs receive up to \$20,300 dollars of funding over a maximum of four semesters in the form of a stipend that can be used for tuition, books, living expenses, or conference travel. Candidates apply these enhanced skills to benefit students with significant disabilities throughout the region. Currently, 29 scholars have received support. The current cohort for this reporting period includes four are Hispanic scholars, three Caucasian scholars, and one Asian/Pacific Islander, resulting in 62% of candidates from underrepresented groups (target is 25%). Two scholars are fluent in Spanish and one is fluent in Hmong.</p>	<p>TIER</p> <p>TIER Executive Summary</p>
<p>GRANT: Funder: US Department of Education Office of English Language Acquisition</p>	<p>The Community and Instruction for Expanding English Learners' Opportunities (CIELO) Project improves instructional practice and educational outcomes for English Learners within Dual Language Immersion Programs. Our partnership with the Orland Unified School District will increase the pool of bilingual educators, provide tuition support for bilingual student teachers, develop culturally responsive lessons for Dual</p>	<p>CIELO</p> <p>CIELO Annual Report, year 4</p>

<p>Amount: \$2,468,813</p>	<p>Immersion and English Language Development settings, increase the target language proficiency of educators, and increase bilingual pre-service educators' family-community engagement knowledge and skills. This year's cohort includes 65 participants representing 11 Northern California school districts and the CSU, Chico Bilingual Professional Preparation Program who enrolled in the initial 3-day August 2020 professional development training.</p>	
<p>EVENT: Northern California Autism Symposium</p>	<p>For the past six years, the APEAA in the Department of Kinesiology has sponsored the Northern California Autism Symposium. The program include concurrent, plenary, and keynote sessions for professionals, parents and guardians of individuals diagnosed with Autism Spectrum Disorder (ASD), and adults with ASD. Session topics from experts in the field and individuals with ASD include evidence-based practices, parent advocacy, self-regulation, building friendships, video modeling, and physical activity and exercise interventions. The inaugural event saw over 400 participants from throughout Northern California and numbers each year continue to grow.</p>	<p>Northern California Autism Symposium</p>
<p>EVENT: SOE Anti-Racism Series</p>	<p>The SOE sponsored bringing a group of visiting scholars and experts in anti-racism to Chico State for a virtual lecture series on anti-racism and anti-oppressive education practices. Students are often highly motivated and excited to learn about anti-racism, anti-oppression, and socially just educational policies and practices but do not understand how to translate anti-racist theory into practice. By bringing a group of experts to speak about their recent work in anti-racism, we can support our students to better understand how anti-racism theory can be translated into practice in US classrooms. This lecture series amplified understandings about anti-racism and anti-oppressive education practices for students in the educational preparation programs as well as students and faculty across our entire campus.</p>	<p>SOE Anti-Racism Series</p>
<p>EVENT: Adapted Physical Education Sports Day</p>	<p>Adapted Physical Education Sports Day is an event put on by the Northern California Adapted Physical Education Consortium and is hosted by the CSU, Chico Department of Kinesiology. The Sports Day event is designed to serve as an opportunity for children and young adults, between the age ranges of preschool through high school, with low-incidence disabilities, which include deaf, blind and orthopedic disabilities, to come together and participate in sport competitions. This past year 35 students and teens were served.</p>	<p>Adapted Physical Education Sports Day (Scroll down on CME webpage to Spotlight)</p>

<p>COMMUNITY SERVICE AND PROGRAMS:</p> <p>Autism Clinic</p>	<p>The Autism Clinic is part of the Kinesiology Department in the College of Communication and Education. The mission of the Autism Clinic is to promote the sensory, motor, communicative, and cognitive skills of individuals with autism through a multi-sensory approach to learning. The clinic combines multiple disciplines, resources, and support to allow continuous development in a positive environment for Chico State students, individuals with autism, and their families. Currently about 50 children and their families are being served.</p>	<p>Autism Clinic</p>
<p>COMMUNITY SERVICE AND PROGRAMS:</p> <p>Clinic for Communication Disorders</p>	<p>The California State University, Chico Communication Sciences and Disorders Program offers its surrounding county residents diagnostic and intervention services through its Clinic for Communication Disorders at no cost. The CCD is a vital component of the Communication Sciences and Disorders Program (CMSD), operating as a training clinic for students in the CMSD graduate program under the supervision of master clinicians in the field of speech-language pathology. The clinic is located on campus and provides both diagnostic and rehabilitative services for individuals with communication disorders.</p>	<p>Clinic for Communication Disorders</p>

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Name: Blake Wentz – Dean of ECC

Division/College: **Engineering, Computer Science & Construction Management**

Three strategies implemented/plan to implement to recruit and retain racially and ethnically diverse employees:

1. Advertising in targeted publications (Society of Black Engineers, Society of Hispanic Engineers, etc.)
2. Development of relationships with PhD programs that are at HSI or HBC designation
3. Targeted recruitment thru networking at national societies

Evidence of recent progress in your division/college toward recruiting and retaining racially and ethnically diverse employees.

Three staff hires this year are Hispanic (Kathy Vargas, Catie Salvador, Jorge Romero). All three faculty hires so far (Kun Tiang, Mehdi Mortazavi, Reza Khani) have diverse backgrounds.

Division/college highlights from the past year that advance the EDI Strategic Priority:

1. The College developed a new strategic plan that lists DEI as one of the four Strategic Initiatives.
- 2.
- 3.

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Name: Tracy R. Butts

Division/College: College of Humanities and Fine Arts/Academic Affairs

HFA conducted the following searches in AY 21/22:

- 4 T/TT searches in Art Education (ARTS), Glass Arts (ARTS), 20th Century US History (HIST), Recording Arts (MUTA)*
- Piano technician
- ASC I in the Dean's Office
- ASA II in the Art Department*
- CARS SSP 1B
- Curator for the Janet Turner Print Museum*
- Publicist search-currently underway^

* denotes we have extended a contingent offer

^ denotes we are in the process of inviting candidates for an interview

Three strategies implemented/plan to implement to recruit and retain racially and ethnically diverse employees:

1. All of our search committees have representation from individuals outside of the department/college. For example, Rachel Simmons, the marketing coordinator for University Public Events, is on the HFA Publicist search committee.
2. If the candidate pool lacked diversity, I asked the search committee to extend their search. With the Recording Arts search, the MUTA chair worked with the associate dean to identify schools that have Recording Arts programs as well as professional organizations in the discipline that cater to underrepresented and underserved populations, such as Women in Audio Engineering.
3. In order to increase the diversity of our applicant pools, T/TT search committees engaged in targeted recruitment. The Art and Art History Department was intent on changing the culture in its glass program. The glass arts tend to be dominated by white males. So, the search committee chair began researching glass artists of color and the committee sent personalized letters to individuals encouraging them to apply for the position. You can view the sample letter [here](#).

Evidence of recent progress in your division/college toward recruiting and retaining racially and ethnically diverse employees.

Despite the efforts listed above, HFA has not made much progress in recruiting racially and ethnically diverse employees. The T/TT hire in Art Education is a Korean national. Our new CARS SSP 1B is a Hmong woman. Our T/TT search in history yielded two hires-one is a lecturer conversion and the other is a Mexican American woman who is a California Doctoral Incentive Program fellow. The majority of the new faculty and staff hires in HFA this year are white and most of them are male.

HFA had one faculty member, Dr. Sinwoo Lee (HIST), up for tenure and promotion this year. She was successful.

Division/college highlights from the past year that advance the EDI Strategic Priority:

1. **Music Theory (MUSC 101, MUSC 102, MUSC 201, and MUSC 202) tutoring in the HFA Success Studio:** In order to address the high DFW rate in music theory, we embedded theory tutors in the HFA Success Studio. We saw a marked increase in the number of students who sought tutoring assistance. In Fall 2021, the tutors completed well over 200 tutoring sessions which equated to well over 180 hours of direct student contact.
2. **[HFA Student Learning Fee Awards](#):** The HFA Research and Creativity Award and the Experiential Learning Award are both funded by SLF monies. **The Student Research and Creativity Awards** can be used to support any student research-and/or creative-related activities, including, but not limited to, supplies, materials, technology needs, conference fees, and/or travel. For example, activities such as presenting at a conference, participating on a panel, conducting archival research, purchasing books, art supplies, or materials for a recital or exhibition would qualify. **The Student Experiential Learning Activities Award** can be used to defray the cost of participating in experiential learning opportunities, including, but not limited to, travel, lodging, registration fees, visiting artists, guest lecturers, a lecture series, or off-campus facility usage expenses. For example, student competitions, or internships would qualify.

The awards help to offset costs associated with high-impact activities, which traditionally have precluded some students from participating. We anticipate expanded involvement of first generation, under- represented minorities (URMs), and Pell Grant recipients.

Student Research and Creativity Award recipients:

- Benito Gutierrez, Americans for the Arts Convention
- Natalie Jenkins, Funds for studio materials for upcoming BFA culminating projects
- Riley Rosenberg (HIST), Presenting at Phi Alpha Theta Historical Honor Society Conference, Orange, California

Experiential Learning Award recipients:

- Natalie Jenkins, Funds for studio materials for upcoming BFA culminating projects
- Joe Taylor (ARTS), National Council on Education for the Ceramic Arts Conference, Sacramento, California
- Lindsay Bush (ARTS), National Council on Education for the Ceramic Arts Conference, Sacramento, California
- Carly Hayes (ARTS), National Council on Education for the Ceramic Arts Conference, Sacramento, California
- Preston Lawson (ARTS), National Council on Education for the Ceramic Arts Conference, Sacramento, California
- Tawni Logan (ARTS), National Council on Education for the Ceramic Arts Conference, Sacramento, California
- Maia Guzman (ARTS), National Council on Education for the Ceramic Arts Conference, Sacramento, California
- Don Wade (ARTS), National Council on Education for the Ceramic Arts Conference, Sacramento, California
- History Department Field Trip to SF MOMA, de Young Museum, and Japanese Tea Garden. "Pan American Unity" by Diego Rivera, "Reparations" by Emory Douglas (former Black Panther Party Minister of Culture), "Jules Tavernier and the Elen Pomo" exhibitions.

Study Abroad participants who received HFA Experiential Learning awards:

Last Name	First Name	Student ID	Program	Award Amount	Funding Type
Vallejo	Mariah	11152545	AIFS Study Abroad: Medical Spanish Immersion with Clinical Rotation Summer Program	\$2,500	HFA
Abigail	Robles	10267180	Faculty Led: Arts and Ideas-Renaissance to Modern in Italy	\$500	HFA
Christina	Mitchell	10910290	Faculty Led: Arts and Ideas-Renaissance to Modern in Italy	\$500	HFA
Emily	Guerrero Peralta	11115846	Faculty Led: Arts and Ideas-Renaissance to Modern in Italy	\$500	HFA
Grace	Mott	10954581	Faculty Led: Arts and Ideas-Renaissance to Modern in Italy	\$500	HFA
Jamie	Champion	11153208	Faculty Led: Arts and Ideas-Renaissance to Modern in Italy	\$500	HFA
Kylie	Cordisco	7612554	Faculty Led: Arts and Ideas-Renaissance to Modern in Italy	\$500	HFA
Nicolette	Majors	8593495	Faculty Led: Arts and Ideas-Renaissance to Modern in Italy	\$500	HFA
Paige	Lendrum	10065199	Faculty Led: Arts and Ideas-Renaissance to Modern in Italy	\$500	HFA
Ryan	Cooke	10928204	Faculty Led: Arts and Ideas-Renaissance to Modern in Italy	\$500	HFA
Tyler	Reed	11076196	Faculty Led: Arts and Ideas-Renaissance to Modern in Italy	\$500	HFA
Ferraiuolo	Cassie	6587296	USAC Italy: Viterbo - Intensive Italian Language, History, and the Arts	\$1,500	HFA

3. Advancing Equity Efforts:

HFA has undertaken a number of activities in support of campus' Advancing Equity Efforts:

- English Department's "Ya Booked It": The English Department has created a series of events for students in the program designed to build community and increase their engagement with the department and the disciplines represented within the department. The program was kicked off by a lecture from Dr. Ruben Espinosa (Arizona State University): "Shakespeare and the Weight of Whiteness." Dr. Espinosa is Associate Professor of English and Associate Director of the Arizona Center for Medieval and Renaissance Studies at Arizona State University. His talk came from his 2021 book, Shakespeare on the Shades of Racism. Dr. Espinosa is currently at work on his next book, Shakespeare on the Border: Language, Legitimacy, and La Frontera.
- History 130 faculty learning community in Spring 2022 aimed at addressing equity gaps and DFW rates in the course.

- Philosophy 102 faculty learning community in Spring 2022 aimed at addressing equity gaps and DFW rates in the course.

4. Visiting Artists and Lecturers:

Recognizing that all of the members of the HFA community-students, faculty, and staff-need to see themselves reflected in our curriculum and co-curricular activities, HFA is committed to bringing in diverse speakers to help fill holes in our faculty and to expand upon what students are learning in class and faculty/staff professional growth and development.

- The Humanities Center continued with the theme of "Art and Social Change." With the 2020-22 theme, Art and Social Change, the Humanities Center seeks to inspire discussion about the ways that art can help us understand the past, engage with current social concerns, and envision the future. Events will highlight interdisciplinary humanities research and creative activity on the impact of the arts on society, locally and internationally. Focusing on intersectional issues of social justice, including systemic racism, sexism, and economic disparity, we will engage scholars, students, and the community in conversation on how art reflects and provokes social change.
 - Stephanie Sparling Williams, "Black Feminist Critique and Ontological Reconciliation in Artist Lorraine O'Grady's Diptychs"
 - Diana Taylor, "Reparative Memory: Trauma, Memory, Accountability, and Repair"
- Hopper Visiting Artist series in the Department of Art and Art History:
 - [Kenyatta Hinkle](#)
 - [Chris Johnson](#)
- Janet Turner Print Museum:
 - o "The Fierce Urgency of Now": A Juried Exhibition of Socially Engaged Printmaking
 - o Guest Juror: Aaron s. Coleman
- University Film Series:
 - o *Powwow Highway*

- MUTA's *Romeo and Juliet* and *Polkadots*:
 - The plot follows 8-year-old Lily Polkadot who just moved to the "Squares Only" small town of Rockaway. As the first Polkadot in an all Square school, Lily faces an almost impossible task of gaining acceptance from her peers. From daily bullying to segregated drinking fountains, Lily's quest seems hopeless until she meets Sky, a shy Square boy whose curiosity for her unique polkadot skin blooms into an unexpected pal-ship. Inspired by the events of The Little Rock 9, *Polkadots* serves as a colorful history lesson for children, reminding them that our individual differences make us awesome, not outcasts.
 - Excerpt from review of *Romeo and Juliet* in *the Orion*:
Although the tale is a classic, the genders and sexualities of key characters have been changed to introduce the audience to a world that has moved beyond traditional gender roles. Furthermore, to represent this, gorgeous costumes were designed to befit the original story's 1500's setting while minor touches such as contemporary footwear and Louis Vuitton belts made them seem less out of place with today's fashion.

- History Department's Joanna Dunlap Cowden Memorial Lecture:
 - Dr. Tanalilis Padilla, Professor of History, Massachusetts Institute of Technology, "Student Teachers and Radicalism in Modern Mexico"

5. The [HFA Success Studio](#) welcomed a new CARS SSP1B as well as three advising interns to better serve our students.

Pictured below: HFA Success Studio advisors, tutors, and advising interns; student receiving music theory tutoring, cast of *Romeo and Juliet*, and cast of *Polkadots*.







Luz Bermudez - Visiting Scholar, History Department

"Social History through the Act of Naming San Cristobal de Las Casas {Chiapas, Mexico}"

Friday, February 4, Noon

[Click for ZOOM](#) or Join with Meeting ID: 890 6409 3770 and Passcode: humanities

Dr. Bermudez will talk about her book in progress, *City of Names. A Sociocultural History of San Cristobal de Las Casas*. She will address some of the underlying historical reasons for the remarkable number (ten!) of different names that have been used for the former capital of Chiapas (Southeast Mexico).

This long list of names was for a long time viewed as a mere historical "curiosity". However, the act of naming may go further than an act of territorial denomination; it is also a symbolic appropriation and at the same time a way of imposing socio-cultural aspects (such as migratory flows, ethnic influences and overlapping relationships of rivalry, authority and subordination) in this geographical and mentally-constructed space.

In that sense, the questioning of the diverse names given to current San Cristobal de Las Casas can help to explain some of the dramas of the city at different times during more than four centuries (1524-1943). The aim is to overcome reductive views of social relations under rigid antagonistic models, to rethink the historical, ideological and cultural mechanisms that perpetuate inequalities in Chiapas as in other parts of Mexico and Latin America.

Luz Bermudez, Ph.D is a Fulbright Visiting Scholar (Program 2021) at the Department of History at Chico State. She is historian from the Center of History and Theory of Arts, of the School of Advanced Studies in Social Sciences (France). She is full professor at the Autonomous University of Chiapas (Mexico), where she teaches courses concerning History of Ancient Mesoamerica and Latin America (16th-20th centuries). She has published articles and chapters about her main lines of interest, notably Funerary Art, Otherness and Urban History in Chiapas. She is book author of *De Arte y Vida en el Pante6n Colet6, 1870-1930* (2005).

Stephanie Sparling Williams, "Black Feminist Critique and Ontological Reconciliation in Artist Lorraine O'Grady's Diptychs"

Thursday, September 23rd, 5:30 PM

[Register Here For Zoom Link](#) After Registering you will receive an email link with information about how to join

Sparling Williams's recent monograph *Speaking Out of Turn: Lorraine O'Grady and the Art of Language* examines black feminist conceptual artist Lorraine O'Grady's use of language, both written and spoken, and charts her strategic use of direct address-- the dialectic posture O'Grady's art takes in relationship to its viewers. This talk locates O'Grady's spatially attuned and textually oriented visual practice as one that both aligns with

several key practices of the 1980s and 90s and breaks away in crucially innovative ways through her use of the diptych form.

Dr. Stephanie Sparling Williams is the Associate Curator at the Mount Holyoke College Art Museum, and a Visiting Lecturer in Art History and Africana Studies at Mount Holyoke College. Sparling Williams has organized numerous exhibitions including *Proposition, Form, Gesture: Modern & Contemporary Art from the MHCAM Collection* (2020); *Wayfinding: Contemporary Arts, Critical Dialogues, and the Sidney R. Knafel Map Collection* with Allison Kemmerer (2020) at the Addison Gallery of American Art; *Harlem: In Situ* (2019), also at the Addison; *From America to Americas* (2018), sponsored by the Tang Institute at Phillips Academy; *Color & Device: Contemporary Art in the Addison's Collection* (2018), and *Gun Country* (2018). Sparling Williams is the recent recipient of the inaugural Mary Ann Unger Estate Fellowship (2020); the Association of Art Museum Curator's Mentorship Award (2019); and the Brace Center Faculty Fellowship in Gender Studies at Phillips Academy (2019). Her book on feminist conceptual artist Lorraine O'Grady, *Speaking Out of Turn* (2021) is the first monograph dedicated to the forty-year career of the artist.



Mimi Onuoha, "The Hair In The Cable."

Tuesday, March 22, 2022, 5:30

Register in advance for this meeting and get the ZOOM link here.

After registering, you will receive a confirmation email containing information about joining the meeting.



Mimi Onuoha is a Nigerian-American artist creating work about a world made to fit the form of data. By foregrounding absence and removal, her multimedia practice uses print, code, installation and video to make sense of the power dynamics that result in disenfranchised communities' different relationships to systems that are digital, cultural, historical, and ecological.

Onuoha has spoken and exhibited internationally and has been in residence at Studio XX (Canada), Data & Society Research Institute (USA), the Royal College of Art (UK), Eyebeam Center for Arts & Technology (USA), and Arthouse Foundation (Nigeria, upcoming). She lives and works in Brooklyn.

<https://mimionuoha.com>

Powwow Highway

(USA, 1989) 87 minutes. Directed by Jonathan Wacks.

Introduced by Dr. Nathaniel Heggins Bryant (English).

[REGISTER HERE for Access to this Online Event](#)



Join us in our remote, Zoom viewing of Jonathan Wacks comedic buddy- and road movie *Powwow Highway*, based on Native novelist David Seals' 1979 novel. The film follows activist Buddy Red Bow and his friend Philbert Bono as they travel the American West from Montana to Sante Fe, New Mexico to save Buddy's estranged sister from an unjust imprisonment. The third member of the film is Philbert's rusty rez car and war pony, a beat up, 1964 Buick Wildcat nicknamed Protector. Produced in part by former Beatle George Harrison and filmed on location throughout the west, including the Northern Cheyenne Indian Reservation and Pine Ridge, the film tempers serious social awareness of issues faced by indigenous people with a healthy dose of humor. It also introduced important Native actors Wes Studi and Graham Greene in small cameo roles.

Watch The Trailer Here:



This film would be of particular interest to those studying or working in Native American film and humor; comedy; cultural studies; and American West studies; car culture and the road film; and environmental activism.

This event is generously sponsored the Humanities Center and is also in support of this year's Book in Common, [Tommy Orange's novel *There There*](#).

Aaron S. Coleman

Aaron S. Coleman is an Associate Professor of Art at the University of Arizona. He received his MFA from Northern Illinois University in 2013 and BFA from Herron School of Art and Design in 2009. As a teenager and young adult Aaron was active in the local Hip-Hop and Graffiti scene in Indianapolis and both remain as major influences in his fine art studio practice and philosophy. As the son of mixed-race parents, Aaron's life experiences have instilled in him an interest in sociopolitical engagement and social justice work. These experiences are the guiding forces behind the work he creates.

Aaron has exhibited internationally and received numerous awards, scholarships and fellowships for his work in lithography and mezzotint. His work can be found in the collections of The Janet Turner Print Museum, The University of Colorado, Wichita State University, the Ino-cho Paper Museum in Kochi, Japan, The Yekaterinburg Museum of Art in Yekaterinburg, Russia, the University of Tennessee Knoxville's Ewing Gallery Collection, and The Artist Printmaker and Photographer Research Archive among many other public and private collections.



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Increasing Workforce Diversity at Chico State
Spring 2022

Please submit by May 1, 2022 to mrmorris@csuchico.edu and dsaake@csuchico.edu

Name: David Hassenzahl

Division/College: **College of Natural Sciences**

Three strategies implemented/plan to implement to recruit and retain racially and ethnically diverse employees:

1. Over the past several years we have worked to change the philosophy of hiring in the College of Natural Sciences. These have included, in addition to university-wide language and practices like the bilingual expectation and review of applicant list by the dean:

- a. adding advertising language and interview questions about the importance of supporting our increasing diverse student body,
- b. adding to the dean's interview a question about this topic, along with a commitment not to hire any candidates who do not express a meaningful commitment to this topic

This year, the college leadership team (chairs, directors) had a conversation about redefining what it means to have a "best" candidate. As dean, I proposed that our approach should be to determine which candidates we are confident will be successful in our tenure and promotion process, and then, rather than looking at publications, grants, schools, and other traditional cues, we ask what else those individuals might bring to our programs. This has been a difficult conversation, particularly for more traditional, disciplinary faculty members. Nonetheless, as noted below in the evidence section, it has led to more diverse hiring than in previous years.

2. As dean of the College of Natural Sciences, I have begun to include specific discussion in exit interviews with departing individuals about whether / what the college could do or have done to retain them. For individuals who represent racial, ethnic, and/or other diversity for the college, I ask specifically whether those were relevant or even causal factors in their leaving. So far, I have had two such interviews:
 - a. A staff member left an ASC position in the college office for a similar position at Butte College. She reported that she enjoyed working in our office, but had a 25% salary bump with the move that she could not pass up.
 - b. A faculty member is leaving her tenure track position in BIOL for a tenure track position at another university. She reported that the primary reason she went on the market was a personnel issue in the department. She also wanted to be closer to family and for her husband (a microbiologist) to have more employment opportunities. She did note that there had been a few comments

that she found racially insensitive or inappropriate, and expressed some concern for the other people of color in her department (when I hired her she was the first person of color in a tenure track position in her department). She is optimistic that the change of leadership in her department next year will be positive in this regard. I will continue to follow up with those two individuals.

3. We have been successful in diversifying our student employees; this is not reflected in the university data. In particular, through the CSC² grant and other mechanisms, we have hired a diverse pool of student researchers.

Evidence of recent progress in your division/college toward recruiting and retaining racially and ethnically diverse employees.

Staff

The lack of diversity in staff positions (i.e. not faculty or students) is worrisome, and the college will develop a plan for addressing this. Presumably, we will be able to rely upon university-wide efforts to this end, as many of the factors (hiring pools, support, etc.) are not unique to the College of Natural Sciences, nor entirely under our control. We have made a number of offers to staff who would have diversified the staff, but were unable to offer them high enough salaries to successfully recruit them. One staff member of color left the college to work at the Student Success Center on campus at higher pay. Another left to take a better paying job at Butte College.

Faculty

While the data shared for 2016 – 2020 indicate somewhat stagnant diversity efforts for faculty recruitment, the story over the past 8 years including this one is quite different. In 2014 – 2015, several departments had no persons of color among the T/TT faculty; this is now the case for only one department (ERTH).

- BIOL had zero faculty of color in 2014; they have added one Asian-American, one South Asian, and one Hispanic T/TT faculty, and have made an offer to another Hispanic candidate.
- MATH had one French-Moroccan faculty member in 2014-15; they have added two Hispanic faculty members and a South Asian faculty member.
- NFSC had one Hispanic faculty member and no male faculty members; they have added one male Ghanaian faculty member, and their current search pool members are middle eastern/Arab (2) and African (1).
- SCED had one Hispanic and no male faculty members in 2014; next year, of their four faculty members, one will be White, one Ghanaian, and two Hispanic (one of whom is from Mexico). One of the four will be male.
- NURS had no T/TT faculty of color in 2014-15; they now have one Hispanic and one who identifies as black.

Departments within our college are more gender diverse than is typical for science disciplines, and are trending towards more gender diversity over the past 8 years.

- BIOL: 5/15 women, up from 3/18 eight years ago

- PHYS 4/9 women, up from 2/10 eight years ago
- CHEM 6/11 women, up from 3/11 eight years ago
- EARTH 4/8 women, up from 2/10 eight years ago
- MATH 9/19 women, up from about 3/20 eight years ago
- NURS went from 1 to 3 male faculty members.
- SCED and NFSC had no male faculty members eight years ago; each now has one.

CHC

There has been a strong effort to diversify staff within the Center for Healthy Communities, which is the largest CSE employer in the college. The college will plan to discuss how to implement some of these for stateside employees. Per CHC director Kristen Gruneisen, this has included:

1. Position openings are open to internal and external candidates. Job postings are open to internal candidates only under very unique circumstances.
2. We paid for additional recruitment costs (~\$300 for each posting) out of our CHC projects to promote our Research Manager position. This position was promoted through the following sites: Jobs in Higher Ed, Asians in Higher Ed, Blacks in Higher Ed, and Latinos in Higher Ed.
3. Our CHC Internship is promoted with EOP students and we have seen increased diversity with our Cycle 2 (non-benefited) employees (we cannot say this is a direct result but anecdotally, our Cycle 2 staff are diverse).
4. We partnered with Robin Donatello on both the development and implementation of an HSI grant.
5. We have decreased the potential barriers on our application requirements for our Cycle 1 (benefited) position openings. Previously, submitting a resume, cover letter and application were required. Now, we only require a resume as the first step in the process.
6. We have posted position openings as remote (when feasible) and anticipate this will continue moving forward which opens up more opportunities for employment for individuals living throughout California. *CSE does not have the capacity to employ individuals who are not residents of California.
7. We have suggested to our HR dept to remove applicant names during the application review process (currently they do not have the capacity).
8. We have included EDI sample questions from CSU, Chico on our list of interview questions.

Division/college highlights from the past year that advance the EDI Strategic Priority:

1. To date this hiring season we have hired 2 new faculty members, both of whom diversify the college (one Ghanaian, one Argentinian); we have two offers out to female biologists, one of whom is Hispanic. We anticipate making offers to two nursing candidates, one of whom is Navajo.

2. The college continues to have numerous students, most of whom are Hispanic, funded by the CSC² program to do research across multiple departments.
3. The Department of Physics and the Department of Chemistry and Biochemistry both began teaching in studio classrooms in the new Science Building, for all introductory chemistry (CHEM 111) and all introductory physics (PHYS 202A, 202B, 204A, and 204B). This represents the culmination of a massive investment by the university and college to ensure that these foundational/bottleneck classes are taught using practices known to serve all students better than traditional teaching, and to reduce achievement gaps across a range of demographics.

Increasing Workforce Diversity at Chico State
Spring 2022

Please submit by May 1, 2022 to mrmorris@csuchico.edu and dsaake@csuchico.edu

Division/College: **Business and Finance**

Three strategies implemented/plan to implement to recruit and retain racially and ethnically diverse employees:

1. Avoiding Bias in Hiring training is required of all recruitment committee members, as well as the committee chair.
2. Committed to hiring an EDI specialist in the Human Resources Service Center, who will focus on recruitment processes.
3. Require that all staff recruitments include at least one interview question focused on gathering information about the applicants' ability to work with, support, and engage with diverse students and employees.

Evidence of recent progress in your division/college toward recruiting and retaining racially and ethnically diverse employees.

While the demographics of the overall B&F workforce has not seen a significant change over the five years represented in the data provided, the hire data gathered from the PeopleAdmin recruitment system does show some signs of improvement in the hiring/promotion of diverse candidates.

Division/college highlights from the past year that advance the EDI Strategic Priority:

1. Posted the Human Resources Service Center EDI specialist position, which will focus on recruitment processes.
2. University Police Chief recruitment was adjusted to focus more on community building and meaningful experience serving diverse populations in non-punitive ways.
3. Partnered with the CO and other campuses to provide EDI training to campus and/or stakeholders, including an advanced Moving Beyond Bias training program.
4. Increased discussion of and training on drafting equitable performance evaluations and eliminating bias from the evaluation process.
5. Added at the top of faculty/staff/MPP employment opportunities highlighting the University's commitment to EDI and *bilingual preferred* to all vacancy announcements.
6. Comprehensive list of advertising sites posted on the HR website designed to increase outreach of diverse applicants.

Increasing Workforce Diversity at Chico State
Spring 2022

Please submit by May 1, 2022 to mrmorris@csuchico.edu and dsaake@csuchico.edu

Name: Kendall Ross

Division/College: **Student Affairs/Recreational Sports**

Three strategies implemented/plan to implement to recruit and retain racially and ethnically diverse employees:

1. Go above and beyond the standard HR outlets and pay for additional posting on Bluefishjobs which is the job placement arm of NIRSA, the Collegiate Campus Recreation national professional organization, as well as specific National Organizations such as NATA (National Athletic Trainers Association). Also, joining professional groups on social media for the sole purpose of posting our positions.
2. Outreach to our counterparts in the CSU and other California colleges via listservs and personal/professional contacts from both the Director level as well as the potential colleagues in that specific area (Intramurals, Sport Clubs, Summer Camps, etc.)
3. Getting permission from HR to review for qualifications. Sometimes it is difficult for external individuals, who don't work in our field, to recognize transferrable skills as opposed to direct experience. As the hiring manager, I should be better able to screen than my HR counterparts for these unique positions (in particular the SSP and AT).
4. Request the opportunity via HR to make additional contact pre- and post-interview to make sure we are keeping prospective employees in communication. The hiring process is long and we lose candidates, especially those who are competitive, when we don't keep them informed.
5. At the point of offer, I've worked with HR to have the opportunity to communicate directly with the employee on the offer. This allows me to make sure they feel informed, wanted, and reinforce that they will be working with me and our team, and we want them. Also, I've continued to request things like the ability to address any counter offers with at least a small 1-2 percentage above base and one-time moving expenses. These are all part of recruiting sought after candidates.
6. Once hired, as the manager I need to continue to pursue opportunities like In-Range-Progression and Reclassifications, regardless of the budget climate. I've requested for two of my five staff in this past year and have another that I will submit this summer. Even if the request is not successful, the recognition of the ask is an important component of employee recognition.
7. Lastly, creating a work environment that allows for connection and relationships outside of the workplace. I specifically plan time for us to connect as colleagues: weekly lunches, after work gatherings, awareness of family-friendly community events. This creates connection points for the staff that can go beyond the workplace, allowing for a sense of

belonging and resources outside of work that help people (and their families) feel welcomed not only in Rec Sports, but within the University and the community.

Evidence of recent progress in your division/college toward recruiting and retaining racially and ethnically diverse employees.

N/A Rec Sports has not had a vacancy since Spring 2020.

Division/college highlights from the past year that advance the EDI Strategic Priority:

See the specific language from the priority in *italics*.

1. *Cultivate an environment that embraces diversity of thought, freedom of expression, and respect for others---* as a staff, Rec Sports values diversity and respect. We show and practice this by allowing open and honest discussion between our full-time staff. This allows intentional, and thoughtful changes to our policies and procedures that then create an inclusive environment for our student staff and participants.
2. *Develop and enhance policies, programs, and activities that support an inclusive, accessible, and equitable learning and working environment ---* having one staff from the Latinx community and another from the LGBTQ community, I have encouraged opportunities to get involved in other areas of campus. By allowing staff to take time from their daily work schedule to focus on areas that are important to them, we see conversations and opportunities for change within our own programs.

Increasing Workforce Diversity at Chico State
Spring 2022

Please submit by May 1, 2022 to mrmorris@csuchico.edu and dsaake@csuchico.edu

Name: Mary Wallmark

Division/College: **Student Affairs/Student Life and Leadership**

Three strategies implemented/plan to implement to recruit and retain racially and ethnically diverse employees:

1. Go above and beyond the standard HR outlets and pay for additional posting such as on The Placement Exchange which is the job placement arm of NASPA, the Student Affairs national professional organization. Also joining professional groups on social media for the sole purpose of posting our positions.
2. Develop our own marketing materials including job description highlights and color photos rather than just relying on the campus application site and the sometimes difficult to read job descriptions.
3. Outreach to our counterparts in the CSU and other California colleges via listservs and personal/professional contacts from both the Director level as well as the potential colleagues in that area.
4. Getting permission from HR to review for qualifications. Sometimes it is difficult for folks who don't work in our field to recognize transferrable skills as opposed to direct experience. As the hiring manager, I should be better able to screen than my HR counterparts for these unique SSP positions in particular.
5. Request the opportunity via HR to make additional contact pre- and post-interview to make sure we are keeping prospective employees in communication. The hiring process is long and we lose candidates, especially those who are competitive, when we don't keep them informed.
6. At the point of offer, I've worked with HR to have the opportunity to communicate directly with the employee on the offer. This allows me to make sure they feel informed, wanted, and reinforce that they will be working with me and our team, and we want them. Also, I've continued to request things like the ability to address any counter offers with at least a small 1-2 percentage above base and one-time moving expenses. These are all part of recruiting sought after candidates.
7. Once hired, as the manager I need to continue to pursue opportunities like In-Range-Progression, regardless of the budget climate. I've requested and received IRP for three of my eight staff in the last two years, and have another that I will submit this summer. Our budget woes are not the fault of our staff and they have earned these opportunities to be recognized for their work. Even if the request is not successful, the recognition of the ask is an important component of employee recognition.

Evidence of recent progress in your division/college toward recruiting and retaining racially and ethnically diverse employees.

I can't speak for the Division, but in SLL I will share some good news. We've turned over 7 of 8 positions since I took over as Director, and I was the search chair for that 8th position, so I've had a good view of our efforts. When I first started in SLL, we had 2 people of color in our department. Today, we are poised to make a hire and both finalists identify as black. If that hire is successful (which is highly likely) then SLL will become a "majority-minority" staff for the first time since I've worked in the department. Our ranks will include folks who identify as 1 API, 3 Latinx, 1 Black, and three Caucasian. One of the three Caucasian identifies as LGBTQ. Of course, part of this is luck. Candidates saw our position at the right moment in their careers, liked the job description enough to apply and then made a connection with our program and our staff during the recruitment phase. However, making sure we have a staff that reflects our student body has been forefront in our minds, and our additional promotional efforts likely broadened our pool.

Division/college highlights from the past year that advance the EDI Strategic Priority:

See the specific language from the priority in *italics*.

1. *Promote hiring and retention that contributes to a diverse and inclusive community that reflects student demographics*---we intentionally diversified and expanded our position advertising to create a more diverse pool.
2. *Cultivate an environment that embraces diversity of thought, freedom of expression, and respect for others*--- successful outreach and hiring helped us move to "majority-minority" representation in our professional staff positions.
3. *Develop and enhance policies, programs, and activities that support an inclusive, accessible, and equitable learning and working environment* --- increased our number of Spanish speaking staff to two; both are oral bilingual, but one of also written bilingual, which is a big asset to our Spanish Language orientation materials.

Increasing Workforce Diversity at Chico State
Spring 2022

Please submit by May 1, 2022 to mrmorris@csuchico.edu and dsaake@csuchico.edu

Division/College: University Advancement

Three strategies implemented/plan to implement to recruit and retain racially and ethnically diverse employees:

1. Advertise for positions more broadly, particularly in underserved areas>
2. Require EDI training for all staff
3. Provide opportunities for diverse employees to advance within the unit.
4. Encourage staff to participate in the Diversity Academy.
5. Create an environment that acknowledges, supports and includes staff from underrepresented groups including LGBTQ and racial/ethnic or religious minorities.

Evidence of recent progress in your division/college toward recruiting and retaining racially and ethnically diverse employees.

Racially/ethnically diverse hires in the past several years include:

Development:

Tauhid Haque

Ray Ayala

Sheng Yang

UComm:

Miciah Diaz

UPE:

Cosima Nigro-Dorton

Luis Rodriguez (promotion)

VPUA:

Evonnia Dominguez

Ileana Rowell

We have a very strong record of hiring diverse student employees, with 39% coming from diverse backgrounds.

Division/college highlights from the past year that advance the EDI Strategic Priority:

1. Alumni Association Board of Directors. Three years ago our BIPOC and traditionally underserved population participation on the board was 5%. This year we are at 20%. Encouraging the entire staff to identify and recruit these volunteers is one of the key reasons why it has been so successful
2. Our Alumni team launched a Mentor Platform 2 years ago that connects current students with Chico State alumni and aids in the transition from the student's senior

year to life after graduation. The platform uses demographic information including race, ethnicity, and gender to match the students with alumni who had similar experiences growing up and in college. The platform also allowed us to set up subgroups to further encourage interaction. 17% of the students signed up in this platform are BIPOC or represent another traditionally underserved population. We also have 50 students who have identified as First Generation and 30 who have identified as LGBTQ+.

3. University Foundation board: The UF board has been working for years to try to increase its diversity. The pool of potential board members is mostly alumni graduating in the 1980s or before, when graduates were overwhelmingly white. As each year passes our options for diversity improve as the graduating classes in the 90s and 2000s gradually became more diverse. We expect to see continuously greater diversification in the coming decade. The foundation board has been successful adding women to its membership, with six on the board this year. A female board member is in to be board chair in 2024.