

## Division of Student Affairs

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### UNIVERSITY HOUSING & FOOD SERVICE

*Living ... Learning ... Leading*

#### PROGRAM OVERVIEW

The Department of University Housing & Food Service (UHFS) is a comprehensive student housing program. At full capacity, UHFS accommodates approximately 2,150 students in eight (8) residential communities. UHFS-administered facilities provide a range of student housing style options including traditional double-loaded corridor/community bath residence halls, house/suite-style and apartment-style facilities.

UHFS is responsible for the day-to-day operations and administration of all programmatic, financial, personnel, information technology, constituent outreach, and student life and facility operations. General maintenance, custodial services, grounds, and capital projects are administered and funded within the UHFS structure.

Reporting to the Division of Student Affairs, UHFS is a self-support auxiliary enterprise with an annual **FY 2013-2014** operating budget of ~ **\$15.5 million**.

An essential departmental core value is the responsibility to support the academic mission of the institution by providing residential environments which enhance the educational and personal growth of students. Our task is to engage residents in recognizing the value and importance of community responsibility through participation in educational programs, social activities, student leadership development opportunities and, special events [educational, social, cultural, recreational and spiritual].

UHFS employs 58+ full-time career staff, several temporary services staff, as many as 67 student paraprofessional residential life staff, and 175-200 student assistants in a variety of support positions (i.e., custodial services, grounds, service desk assistants, information technology, summer conference programs, student leadership development, etc.) UHFS is the second largest campus student employer.

UHFS serves as the primary administrative partner with Associated Students, Inc., in the operation of the Sutter Residential Dining program.

**UNIVERSITY HOUSING & FOOD SERVICE**  
**PROGRAM GOALS**

1. Provide safe, clean, attractive and well-maintained residential environments which assist students in making the transition to university life.
2. Provide a highly skilled staff in all UHFS functional areas to activate the Department's primary goal of being fundamentally student-centered in all services and program delivery and, in so doing, teaching residential students community responsibility, personal growth, academic achievement and persistence.
3. Seek to establish inclusive University Housing communities for all residential students which provide and engage residents to better fulfill their promise as citizens and meet their obligations and responsibilities as community members.
4. Ensure residential dining program service delivery [Sutter Residential Dining Center & Sutter Café] that effectively meets or exceeds institutional and residential life program goals [i.e., highly-trained and engaged Food Service staff, excellent customer service philosophies and execution, exceptional food variety and delivery systems, and nutrition education which informs the "food on the plate" program and serves students with special dietary needs.
5. Engage in efficient and accurate financial management.
6. Effectively market University Housing programs (including conference and off-campus housing services) to ensure the highest possible utilization.
7. Effectively utilize technology to meet student and program needs.
8. Engage in on-going strategic planning for the future improvement of UHFS service delivery to students and various constituent groups.
9. Be mindful of the development/acquisition of new student housing in order to meet unmet demand should sustainable University enrollments demand additional student housing.
10. Engage in regular assessment and evaluation of service delivery and quality of student life outcomes.

**I. Departmental Mission Statement**

- Include Reference to CSU, Chico Mission Statement
- Include statement of how programs and services relate to recruitment, retention, satisfaction and graduation of students

**UHFS Mission Statement**

The Department of University Housing & Food Service recognizes that the University community provides two powerful and dynamic environments -- curricular and co-curricular -- and is committed to being a positive influence and partner in both.

The Department mission, through the residence hall living/learning experience of our students, is to amplify and support the comprehensive institutional mission of the University by:

- > providing safe, secure, clean and reasonably priced residential environments conducive to the academic and personal development of the student;
- > providing services, programs and activities which encourage students to develop themselves intellectually, emotionally, socially, physically, vocationally and spiritually;
- > Selecting and training professional and paraprofessional staff committed to developing residential communities which emphasize student development principles;
- > identify and address evolving student environmental needs via professional advisory staff working directly with University Faculty and Staff, Residential Life staff, Residence Hall Association, and Resident Advisor Advisory Council;
- > providing residential environments that honor human diversity which embrace students as individuals -- each with rights and responsibilities -- each with unique goals and needs.

## **UHFS Diversity Statement**

### **CELEBRATING THE DIGNITY OF ALL PEOPLE**

“The Department of University Housing & Food Service celebrates and recognizes the University community is comprised of persons who represent diversity on many levels ... diversity of thought, belief, race, ethnicity, ability or disability, culture, gender, gender identity/expression and/or sexual orientation.

All members of the University community are equal and accountable to each other.

The Department of University Housing & Food Service embraces the philosophy that ALL persons who are marginalized, ridiculed and demeaned for their inherent and unique differences are entitled to “places where Allies dwell” ... by definition, this includes Chico State residence halls and the offices and work spaces of each UHFS staff member.

In a community of scholars, there is no place for hateful behavior.

The Department of University Housing & Food Service affirms and celebrates the dignity of all people.”

### ***The Institutional Mission***

*California State University, Chico is a comprehensive university principally serving Northern California, our state and nation through excellence in instruction, research, creative activity, and public service. The University is committed to assist students in their search for knowledge and understanding and to prepare them with the attitudes, skills, and habits of lifelong learning in order to assume responsibility in a democratic community and to be useful members of a global society.*

An examination of the department’s charge against the University’s mission would not be complete without including the University’s Statement of Values and the twelve [12] elements articulated in the Strategic Plan, which specifically reflect the service responsibilities and educational mandate of University Housing & Food Service: these include:

- *We stand for academic freedom, the exploration of the frontiers of knowledge, and a strong sense of intellectual community characterized by reason, respect, civility, and openness of expression.*
- *We share a commitment to academic excellence and will communicate high expectations to our students.*
- *We promote active learning, curiosity, and the recognition that learning occurs in our classrooms, studios, and laboratories, and beyond, through the co-curricular experience, service engagements, social interactions, and other expressions of a full and healthy student environment.*
- *We emphasize both the quality and the spirit of services to our students, employing “student friendly” policies and practices that foster student achievement and progress to degree.*
- *We acknowledge not only the obligation of service, but also the value of service to others in defining institutional character and measuring institutional performance.*
- *We hold dear the values of multicultural respect, awareness, and understanding and we pursue diversity not just as an idea to embrace, but as a community to form.*
- *We affirm that we are “One University” where collaboration, mutual support and trust, and common goals define our work together and the spirit of its engagement.*

**The University’s Strategic Priorities ...**

**As these inform the near-term and long-term goals of University Housing & Food Service – Attachments 2 & 3**

1. Believing in the primacy of learning, we will continue to develop high-quality learning environments both inside and outside the classroom.
2. Believing in the importance of faculty and staff, and their role in student success, we will continue to invest in faculty and staff development.
3. Believing in the wise use of new technologies in learning and teaching, we will continue to provide the technology, the related training, and the support needed to create high quality learning environments both inside and outside of the classroom.
4. Believing in the value of service to others, we will continue to serve the educational, cultural, and economic needs of Northern California.
5. Believing that we are accountable to the people of the State of California, we will continue to diversify our sources of revenue and strategically manage the resources entrusted to us.
6. Believing that each generation owes something to those which follow, we will create environmentally literate citizens, who embrace sustainability as a way of living. We will be wise stewards of scarce resources and, in seeking to develop the whole person, be aware that our individual and collective actions have economic, social, and environmental consequences locally, regionally, and globally.

**• Include statement of how programs and services relate to recruitment, retention, satisfaction and graduation of students –**

UHFS has historically served the vast majority of first-year students at Chico State (approximately 81% of all first-time/first-year students resided on-campus in 2013-14). In the near term, and within University Housing master planning parameters, the core service mission of the department will not significantly change. As such, the on-campus residential experience has been consistently desired irrespective of first-year enrollments. The University has recognized and endorsed the first-year residential experience as an important element in the student’s college experience.

For eight (8) of the last nine (9) years - each fall [677 respondents] and spring semester [433 respondents] - UHFS has conducted a “Quality of Life” Survey (QLS) of residence hall students. A summary of essential findings for the reporting year are included and summarized below.

<b>Quality of Life - Residence Hall Student Survey: Fall 2013 &amp; Spring 2014</b>																					
<i>RESIDENCE HALL STUDENT EMPLOYMENT DATA</i>																					
<b>FALL SEMESTER: 16%</b> <i>(108 of all 677 respondents reportedly worked)</i>		<b>SPRING 2014 SEMESTER: 20%</b> <i>(87 of all 433 respondents reportedly worked)</i>																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>1 to 10 hours</td><td style="text-align: right;">44%</td></tr> <tr><td>11 to 20 hours</td><td style="text-align: right;">36%</td></tr> <tr><td>21 to 30 hours</td><td style="text-align: right;">9%</td></tr> <tr><td>31 to 40 hours</td><td style="text-align: right;">6%</td></tr> <tr><td>More than 40 hours</td><td style="text-align: right;">5%</td></tr> </table>	1 to 10 hours	44%	11 to 20 hours	36%	21 to 30 hours	9%	31 to 40 hours	6%	More than 40 hours	5%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>1 to 10 hours</td><td style="text-align: right;">32%</td></tr> <tr><td>11 to 20 hours</td><td style="text-align: right;">49%</td></tr> <tr><td>21 to 30 hours</td><td style="text-align: right;">15%</td></tr> <tr><td>31 to 40 hours</td><td style="text-align: right;">4%</td></tr> <tr><td>More than 40 hours</td><td style="text-align: right;">1%</td></tr> </table>	1 to 10 hours	32%	11 to 20 hours	49%	21 to 30 hours	15%	31 to 40 hours	4%	More than 40 hours	1%
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<i>RESIDENCE HALL STUDENT STUDY HABITS</i>																					
<i>“During an average week, how many hours do you STUDY?”</i>																					
<b>FALL SEMESTER</b>		<b>SPRING 2014 SEMESTER</b>																			
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## Quality of Life - Residence Hall Student Survey: Fall 2013 & Spring 2014

	SA		A		"Strongly Agree" & "Agree" Aggregated	"Strongly Agree" & "Agree" Aggregated
	Fall	Spring	Fall	Spring	Fall	Spring
I feel living on campus has had a positive impact on my studies.	25%	21%	51%	48%	76%	69%
I see people in my living group studying on a regular basis.	24	16	55	55	79	71
I feel living on campus has had a positive impact on other aspects of my life (social, personal growth, etc.)	39	34	44	41	83	85
In my living environment, community guidelines are enforced by University Housing staff.	40	34	50	49	90	83
University Housing staff address violations when brought to their attention.	41	29	55	60	96	89
Students who violate university or University Housing policies are treated in a respectful manner by staff.	29	17	58	60	87	77
Fellow residents treat each other with respect regardless of culture, background, race, religion, age, gender, sexual orientation, etc.	35	26	57	61	92	87
Floor mates support each other's academic success.	28	20	60	61	88	82
University Housing Office staff are courteous and helpful.	35	28	59	65	94	93
University Housing administrators are doing a good job.	36	22	57	65	93	87
Maintenance staff keeps my residence area in good condition.	47	38	47	57	94	95
I believe the Custodial staff is doing a good job.	55	48	42	47	97	89
The University Housing experience has been an important aspect of my college experience.	40	31	51	53	91	84
Faculty care about my academic success.	28	24	63	65	91	89
My <b>Resident Advisor</b> has demonstrated a commitment to:						
> diversity in my living group (culture, race, religion, age, gender, sexual orientation, other).	47	39	48	50	95	89
> social justice and advocacy education in my living group.	42	37	53	49	95	86
> alcohol and drug education in my living group.	39	34	53	48	92	82
> community respect education in my living group.	47	36	47	50	94	86
> getting to know me as an individual.	39	32	47	42	86	74
> creating an environment in my living group that assists me in doing better in my courses.	37	29	48	50	85	79
> encouraging people in my living group to get to know each other.	44	36	47	45	91	81
> share perspectives and have open dialogue.	36	27	50	50	86	77
> programming and facilitation activities in my living group.	40	30	49	48	89	78
> environmental sustainability education in my living group.	32	26	52	51	84	77
I feel comfortable going to my Resident Advisor with a concern.	47	37	43	40	90	77
I believe my Resident Advisor is doing a good job.	53	41	38	42	91	83
I feel safe in my living area.					95% "YES"	90% "YES"
I am willing to confront others when their behavior concerns me.					83% "YES"	79% "YES"

## II. Department Accomplishments

1. In the last ten (10) years, University Housing & Food Service (UHFS) has made a concerted effort to attract and retain professional and student staff from under-represented groups as defined by race, ethnicity, gender and sexual orientation. By example, UHFS student staff recruitment efforts have included targeted presentations to various under-represented student groups who serve and advocate for their needs (i.e., social/club organizations, TRIO programs, student leadership councils, etc.). In a three (3) year period [2004/05 to 2007/08], the Resident Advisor staff comprised of under-represented persons increased by 100% (2004/05 = 9 students; 2007/08 = 18 students). In the 2013/14 academic year, twenty-three [23] student staff members [Resident Advisor staff] were from under-represented groups marking an increase of 30% from the previous year [16 individuals]. Stated another way: 54% of the UHFS student residential life staff in 2013-14 were students of color.
2. Professional live-in staff recruitment strategies [RCC/ARCC positions] have incorporated the resources of regional, national and international professional associations (i.e., ACUHO-I, WACUHO, NASPA, Higher Education Jobs). By example and outcome, among the thirty-one (31) full-time professional residential life staff hired in the last ten (10) years, seventeen (17) have self-identified as under-represented persons (i.e., racial, ethnic, sexual orientation). Additionally, of the eight (8) Associate Director staff appointed in the last seven (8) years, four (4) came from under-represented category persons and five (5) Coordinator-level appointments in the previous seven (7) years were under-represented persons.
3. UHFS successfully extended a “cost-plus” residential dining contract with Associated Students, Inc. Student participation and consumption rates both fall and spring semesters were unusually high – actually grew more robust in spring semester [averaged +98%] which is counter to traditional trending in a residential dining program. The “cost-plus” contract model has been extended for 2014-2015.
4. The Sutter Residential Dining Program was included in the recognition received by the AS Sustainability’s Green Events Consulting Team when named a Best Practice Award Winner at the California Higher Education Sustainability Conference for its Student Sustainability Program. Since its inception, this student team has helped over 100 events go Zero Waste while preventing nearly 50,000 pounds of material from going to the landfill. AS Dining Services was also named a Best Practice Award Winner for Sustainable Food Service due to purchasing practices, marketing, and responsible waste management.
5. Good Housekeeping Magazine named AS Dining Services as one of the 12 Most Healthy and Sustainable College Cafeterias in the country whose waste diversion rate in dining facilities has reached 85%.
6. Good progress was made on a variety of capital projects in FY 2013-2014 which included: University Village exterior wall board replacement/repair, deck & stairwell replacement & repair; exterior painting, interior painting, floor covering replacement, window and slider replacement, HVAC unit replacement; with the complete renovation of the final four [4] residential units completed summer 2013 – the full renovation of UV north structures is now completed. Esken & Mechoopda Halls floor covering replacement was completed; bedroom furniture was replaced and student bedroom window coverings. Domestic hot water boilers servicing North Campus halls were replaced.  
See **Attachment 5** for project and cost summaries.
7. **UHFS Diversity Plan** – see full plan and updates as **Attachment 8**

8. **Faculty Mentor Program:** Initially, in partnership with the First-Year Experience Program, the Dean for Undergraduate Studies, and the Vice President for Student Affairs - UHFS successfully piloted a **Faculty Mentor** program with seven (7) teaching faculty in 2006-07. Since the first year, the Faculty Mentor Program has grown in numbers and reputation and now includes non-teaching colleagues from a variety of campus partner programs.

*Fall 2006 = 7 Faculty [pilot program year]*

*Fall 2008 = 20 Faculty*

*Fall 2010 = 33 Faculty/Staff*

*Fall 2012 = 29 Faculty/Staff*

*Fall 2007 = 17 Faculty*

*Fall 2009 = 28 Faculty/Staff*

*Fall 2011 = 33 Faculty/Staff*

*Fall 2013 = 43 Faculty/Staff*

The Faculty Mentor program encourages engaged and intentional faculty/staff-student interaction within the residence halls. The matrix below captures Faculty Mentor program data and reflects a positive experience for residence hall students participating in the program.

Quality of Life Residence Hall Student Survey FACULTY MENTOR DATA Fall 2013 & Spring 2014	Fall	Spring				
			Fall	Spring	Fall	Spring
Do you have a Faculty Mentor as part of your residential experience?	62% YES	64% YES				
	Fall	Spring	Fall	Spring	Fall	Spring
	SA		A		"Strongly Agree" & "Agree" Aggregated	"Strongly Agree" & "Agree" Aggregated
I feel comfortable interacting with faculty outside of the classroom.	21%	23%	62%	61%	83%	84%
I am comfortable networking with at least one other on-campus faculty member based on the Faculty Mentor program on my floor.	12	6	47	55	59	61
I can identify at least one resource my Faculty Mentor offers outside of the classroom.	15	18	56	55	71	73
I have discovered new information related to my Faculty Mentor's expertise.	12	10	51	54	63	64
Based on the experience with my Faculty Mentor, I would recommend other residents get to know a faculty person outside of the classroom.	15	14	53	61	68	75
Interacting with Faculty outside of the classroom is beneficial to my overall growth and maturity as an individual.	26	21	61	68	87	89
I would like to see more Faculty involved with residence hall programming.	21	20	59	66	80	86

9. Overall residence hall student conduct violations reflected a significant decrease/down-turn from the previous year [-46%] (see **Attachment 1** – “University Housing Student Conduct Profile YTD Comparison” data matrix) which also includes dramatic “Base Year to YTD” comparisons. The trend analysis during the nine [9] years data have been collected still portray an overwhelmingly positive downward trend with regard to policy violations and student conduct outcomes.
10. In 2010-11, UHFS entered into a RA/Student Leadership Exchange with City University of Hong Kong [CityU] codified by an MOU between the two student housing programs. Spring 2014 marked the fourth year of the program which included a 3-year extension between the two university student housing programs. This year, UHFS sent two students to CityU and hosted two (2) students in return with both groups spending 8-10 days on each campus. By all participant accounts, the program was – again - an overwhelming success.

### III. Changes in Policies and Procedures

No new policy or guideline changes introduced this cycle.

### IV. Financial Resources Summary

- **Budget Summary – Fiscal Year 2014 (1 July 2013 to 30 June 2014)**

For FY 2014, President Zingg approved and - the Campus Fee Advisory Committee (CFAC) subsequently endorsed - an aggregated 2.0% increase for room and board fees all of which was applied to the residential dining board plan program.

2013-2014 Budget VS Actual	Budget	Actual	Delta	Percent Change Favorable / (Unfavorable)
<b>REVENUES</b>				
Room rent fees, interest earnings, conference revenue, etc.	15,460,735	15,603,239	142,504	0.9%
<b>EXPENSES</b>				
Total Operating Expenses	10,997,883	9,923,153	1,074,730	(9.8%)
Net before Debt Service & Projects	4,462,852	5,680,086	1,217,234	(27.3%)
Contribution to Meal Trust	(598,120)	(475,214)	122,906	(21%)
<b>TRANSFER OUT DETAIL</b>				
Debt-service	(3,347,997)	(3,345,382)	2,615	(.08%)
Building Maintenance Reserve (BMER)	(2,812,602)	(2,721,100)	91,502	(3.3%)
UHFS Capital Reserve contribution	(2,295,867)	(861,610)	1,434,257	(62%)
<b>Debt Service Ratio</b>				
<b>BEFORE contribution to residential dining meal trust</b>	<b>1.33</b>	<b>1.69</b>		
<b>AFTER contribution to residential dining meal trust</b>	<b>1.15</b>	<b>1.55</b>		
Footnotes:				

- **Staffing – include changes/recruitments, etc.** See Attachment 7 – UHFS Organization Chart

POSITION(s) Appointed During 2013-2014 (through 30 June 2014)	CLASSIFICATION	EFFECTIVE DATE
Administrative Support Assistant II – Jennifer Ross	ASA II	July 2013
Assistant Residence Community Coordinator – Shasta/Lassen – Karen Brenner	SSP II	July 2013
Associate Director for Residential Life – Connie Huyck	MPP II	July 2013
Associate Director for UHFS Administration – Annabel Grimm	MPP II	June 2013
Coordinator for Residential Life Programming [interim] – Denise Crosswhite	SSP III	July 2013
Custodian – Deborah Hardy	Custodial	August 2013
Custodian – Tara Jackson	Custodial	August 2013
Custodian – Diana Manna	Custodial	August 2013
Custodian – Roderick Morris	Custodial	August 2013
Custodian – Shawn Wright	Custodial	August 2013
Facility Maintenance Mechanic – Charles Crossland	FMM	February 2014
Residence Community Coordinator – Whitney Hall – Daphne Wells	SSP III	September 2013
Residence Community Coordinator – University Village – Caylan Clifford	SSP III	February 2014
<b>Fulltime Positions Appointed during the period – 13</b>		

#### V. **Program Evaluation for Past Year – See Attachment 2 – Program Evaluation Data**

- Program Goals (for each goal)
- Criteria for success: Met, Exceeded, Unfinished/Unmet
- Identify related CSU, Chico Strategic Priority(s) for each goal

#### VI. **Ongoing Assessment Efforts**

- Student Learning Outcomes Measures – See Attachment 2 – Program Evaluation Data
- Statistics on Program Usage – See Attachment 4 – Program Usage Data/Service Indicators
- Most Critical Performance Indicators include:
  - > Residence hall occupancy – as an independent, auxiliary enterprise
  - > Financial resource stewardship – to fulfill the department’s mission (day-to-day operations, program and service delivery, facility operations, and residence hall system expansion)
  - > Student satisfaction with the overall residential experience
  - > Identification of exceptional individuals to serve the students
  - > On-going documented demand for the on-campus residential experience

#### VII. **Analysis: What actions need to occur to move the program to the “next level”?**

See Attachment 6 – “What Does Excellence Look Like?”

This process summarizes an exercise in which all UHFS managers are involved each year.

**Step One:** In Spring 2007, the UHFS management team was asked these two compelling questions: “What does excellence look like for your area ... and what will it take to get there?”

**Step Two:** Each of the three (3) Associate Directors engaged their direct-report staff to identify ways/means to improve existing programs and the resources needed to move forward, AND – to identify new programs and services – along with the necessary resources – to take their respective areas to the “next level”.

**Step Three:** The UHFS management team was reconvened this academic year [fall semester] by Annabel Grimm – Associate Director/UHFS Administration.

**Step Four:** Each functional individually affirmed/identified tasks completed; new tasks to be undertaken; prioritized the “excellence elements” for its unit as identified the previous process.

**Step Five:** The document attached is the collective product of this exercise and sets the course for moving UHFS to the “next level”.

**Step Six:** The document will be reviewed annually, modified as needed and conditions warrant. The document – identified as **Attachment VI** – reflects the current status of this process.

**VIII. Goals: Present goals for the next academic year.**

*See Attachment 3 – UHFS Goals & Learning Outcomes 2014-2015*



**ATTACHMENT 1**

**Student Conduct Profile**

> YTD Comparison – 2012-13 to 2013-14

> **Base Year** [2004-2005] to 2013-2014 [Current Year Comparison]



	Base Year 2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014	CURRENT YTD Percentage Change From Previous Year (+/-)	Percentage Change "Base Year" to Current Year (+/-)
<b>VIOLATIONS</b>												
Alcohol Violations	796	693	448	283	239	312	271	331	290	269	-7%	-66%
Alcohol Assessment	37	41	47	47	56	79	94	182	139	205	+47%	+454%
Alcohol Transport	18	23	33	35	34	37	44	81	59	107	+81%	+494%
Copyright	NA	NA	36	83	14	4	2	6	5	2	-60%	---
Drugs	157	136	41	23	23	37	21	34	29	9	-69%	-94%
Fire safety	167	63	39	8	4	9	50	56	38	30	-2%	-82%
Noise	577	762	485	270	287	159	111	270	481	166	-65%	-71%
<i>Total Violations</i>	2566	2345	1899	1305	1222	1226	895	1483	1392	1437	+3%	-44%
<b>SANCTIONS</b>												
Disciplinary Probation	215	444	331	393	224	375	148	392	314	294	-6%	-37%
Suspension	57	68	37	22	11	23	13	0	0	2	+200%	-96%
License Terminations	63	98	84	65	53	43	27	64	30	47	+57%	-25%

## VI. UHFS UNIT GOALS - 2013/2014

## ATTACHMENT 2

Administrative Area	Condition	Audience	Behavior	Degree	Evidence	Met	Exceeded	Unfinished	UHFS Program Goal	Campus Strategic Priority
Residential Life Residential Life Programming Administration	New administrative lead appointments have been finalized for each of the areas identified. All units are UHFS Director-supervised.	Various external University program partners  All UHFS functional units	Considerable attention will be devoted to the successful transition of each new functional lead. This will include orientation activities with both internal and external stakeholders.	Involve all stakeholders – internal/external - in the process and hold all accountable for productive and positive outcomes/transition experiences for these new administrators/colleagues.	Excellent progress noted in these areas. Each administrator has shown strong progress in acclimating to department culture, methods and expectations. Feedback from various campus partners has been positive and instructive.			X	2	2
Administration	Fall semester, the UHFS Assignments unit will transition/launch new RMS software [Mercury] which represents the most comprehensive modifications to the application in the last 10 years.	UHFS Administration  Residential Life	Define scope of work to aid in the new launch, identify/commit human and financial resources to support training, determine responsibility for work execution and training functions [i.e., in-house, outside contractors, or a combination of both.]	Continue to involve all internal stakeholders in the process and hold all accountable for productive and positive outcomes.	Successful launch of RMS Mercury coupled with the development of several templates/documents to better utilize software features and power.	X			2 7	2 3
Facility Operations Capital Projects	Continue to make substantial progress on UHFS small capital project plan.	Facility Operations staff  Residential Life Staff	Define scope of work, identify/commit financial resources, determine responsibility for work execution [i.e., in-house, outside contractors, or a combination of both.]	Continue to involve all stakeholders in the process and hold all accountable for productive and positive outcomes.	Due to concerns arising from the status/viability of the department's capital reserve funds – progress on the capital project plan has been intentionally and indefinitely de-escalated until the room rate/revenue structure can fully support the plan.			X	1	1 5
UHFS Department-wide  <i>CARRY-FORWARD ITEM</i>	Up-date/review the UHFS self-assessment process "What Is Excellence".	UHFS Department-wide	Each functional area will identify and commit to codify business operations to reflect industry standards for a comprehensive university housing program.	Involve all stakeholders in the process and hold all accountable for productive and positive outcomes.	The initial task of reviewing and recasting the original document was "MET", but as a "living document" the on-going work will be "UNFINISHED" and will be reviewed and re-evaluated annually.	X		X	8 10	5

**V. PROGRAM EVALUATION / UHFS UNIT GOALS - 2014/2015 – REVIEW/STATUS**

ATTACHMENT 3

Administrative Area	Condition	Audience	Behavior	Degree	Evidence	Met	Exceeded	Unfinished	UHFS Program Goal	Campus Strategic Priority
<b>Administration</b>	The UHFS Assignments unit will continue the work initiated 2013-14 to fully transition RMS assignments software [Mercury]. There are additional RMS features under evaluation for utilization.	UHFS Administration Residential Life	Define scope of work to aid in the new launch, identify/commit human and financial resources to support training, determine responsibility for work execution and training functions [i.e., in-house, outside contractors, or a combination of both.]	Continue to involve all internal stakeholders in the process and hold all accountable for productive and positive outcomes.					2 7	2 3
<b>All UHFS Administrative Units and Functions</b>	Department Program Review: In preparation for WASC reaccreditation activities, UHFS will initiate and complete a department program review during 2014-15.	All UHFS functional units Various external University program partners Division of Student Affairs	Defined scope of work is provided by CAS, ACUHO-I Standards and the Division of Student Affairs. UHFS will identify/commit human and financial resources to support this effort.	Involve all appropriate internal and external stakeholders in the process and hold all accountable for productive and positive outcomes.					8 10	5
<b>Executive Order 1000</b>	The local interpretation and application of EO 1000 as this pertains to UHFS will be considered.	All UHFS functional units Various external University program partners	Defined scope and mandate are outlined in Executive Order 1000.	Involve all appropriate internal and external stakeholders in the process.					5 8	5

**VII. PROGRAM USAGE DATA – SERVICE INDICATORS***Attachment 4*

	<i>Programs Presented</i>	<i>Estimated Student Attendance</i>
<b>RESIDENTIAL LIFE PROGRAMMING PROFILE – Fall 2013 semester</b>		
Resident Advisor sponsored programs system-wide	448	5,025
In-Hall/Large Scale programming	75	2,847
Residence Hall Association/Residence Hall Programming Board events	52	7,942
Safe-Start Program first-year student participants	27	1,904
<i>Fall 2013 semester programming profile</i>	<b>602</b>	<b>17,718</b>
<b>RESIDENTIAL LIFE PROGRAMMING PROFILE – Spring 2014 semester</b>		
Resident Advisor sponsored programs system-wide	321	3,704
In-Hall/Large Scale programming	60	2,524
Residence Hall Association/Residence Hall Programming Board events	59	4,634
<i>Spring 2014 semester programming profile</i>	<b>440</b>	<b>10,862</b>
<b>Grand Total – 2013/2014 Residential Life Programming</b>	<b>1,042</b>	<b>28,580</b>
Faculty Mentor Programming – Annual profile - [reflected in the total program numbers above]	147	3,044

1) The significant reduction in Resident Advisor programs from 2012-2013 can be attributed to the application of the “second year” of a two-year trial with a Community Engagement Curriculum. The Community Engagement Curriculum was intended to focus greater attention and time by the Resident Advisor in developing individual relationships with their residents, supporting campus events and also working as a collective team to host a larger number of community-wide programs [i.e., All-Hall programming]. The number of students served in All Hall events has more than doubled from 2012-2013. Currently the department is reviewing the Community Engagement Curriculum and will address its effectiveness.

2) In addition to formalized and collaborative programming Resident Advisor staff also provide a significant presence through a wide array of “passive programs” centered around topics like academic success, campus resources, health/wellness and, diversity/culture.

3) Not reflected in the program numbers above are UHFS/Residential Life staff and Resident Advisor staff dedicated support of campus programs throughout Wildcat Welcome Week and Wildcat Way Weekend [Labor Day weekend] programs and events. For example – it is important to specifically note the following partnerships/collaborations:

**WILDCAT WELCOME WEEK:**

- RAs guided approximately 80% of UHFS residents to the President’s Student Convocation;
- Funding of meal vouchers for 1,300 residents to attend the “Friday Night Concert in the Park” was provided by UHFS;
- Attendance at the outdoor movie hosted by Union Label included approximately 125 residence hall students;
- RAs guided approximately 60% of UHFS residents to the “mandatory” Faculty Mentoring program;
- RAs guided students to other events such as WreckIt! and Turnin’ It Up.

In total UHFS financial support of Wildcat Welcome was approximately \$25,000. Those funds supported campus programming as well as onsite events. UHFS Wildcat Welcome support specifically included the Friday Night Concert, Transformation, LeadCat, Safe Start and transportation. UHFS “solo” programs in support of Wildcat Welcome included “Rock the Block” (1,000), Video Game Night (67), Black Light Party (100), and a Midnight Breakfast (327).

**WILDCAT WAY WEEKEND – Labor Day**

- Hypnotist
- Wildcat Challenge
- Cirque d’UV
- El Rey Double Feature

UHFS Programming supported Wildcat Way Weekend both financially and with staff support. Financially, UHFS supported programming in the range of \$12,000. UHFS “solo” programming included a Hypnotist (350), Cirque d’UV (500) and a Double Feature at the El Rey (240). Support was also given to the Associated Students to assist with the Wildcat Challenge.

4) UHFS Programming supported Halloween programs in collaboration with Union Label. The total amount funded by UHFS was approximately \$7,000. Two off site programs (Corn Maze – 58 and Costume Bowling – 33) were hosted as alternative events: a double feature at the El Rey (350), and a Block Party (400). The Block Party was supported by Greek Life who provided more than 150 volunteers.

5) In a commitment to Late Night and Weekend programming, PTP and RHA increased the amount of programs hosted Thursday through Sunday, especially in the evenings. A series of 20 game nights (300) were held on Fridays from 8pm-Midnight in the fall and spring semesters. We found that the turnout for these events was greater at the end of the fall semester, as the weather discouraged outside activities. In the spring, a pre-registration process was added and a small increase in attendance resulted.

Large scale programming for all residents often occurred on weekends – events such as Rock the Block (1,000), Cirque d’UV (520), Halloween Block Party (400), Camp UHUB Finals Event (350), Welcome Back Blast (350), Willie’s Round Up (380) and Day on the Green (550) were quite successful in reaching large numbers of residents. These events generally featured live music, inflatables, henna, glitter tattoos, food and prizes.

6) New this year, were off campus excursions. PTP hosted two trips in the fall semester and one in the spring. The fall events were hosted in collaboration with Union Label as Halloween alternatives. The spring event was offered as a Cesar Chavez weekend alternative program and served 35. University buses were used for transportation and professional and student staff attended all three events.

7) The increase in programs and attendance for PTP/RHA programs can be most significantly attributed to the larger number of collaborative events hosted and financially supported with our campus partners and collaborators.

- Advise –a- Thon collaboration with the Advising Office both fall and spring semesters. (195)
- “How I Met Your Major” Advising Workshop held in the spring. (25)
- Hosted a Prescription Awareness movie night with CADEC.
- Hosted a Safe Sex Workshop with the Health Education Action Team (HEAT) interns (UHUB). (35)
- Hosted two (2) Flu vaccine clinics (UHUB).
- Hosted four (4) Red Watch Band trainings throughout the spring semester.
- Collaborated with the Office of Diversity & Inclusion on Pink Shirt Day (anti-bullying) by purchasing 150 Pink Shirts for residence hall students.
- Hosted and funded three (3) events for Queer Week: A movie night facilitated by the Queer Week Committee, (36) an information fair and tie-dying Ally t-shirts event (250).
- Hosted and funded a movie showing of America the Beautiful in support of “Love Every Body Week” in collaboration with the campus Love Every Body Week committee. (38)
- Hosted a Health and Wellness fair coordinated by the HEAT interns. (350)
- Hosted a candidate information night with AS Government to promote campus elections. (150)
- Hosted and funded two (2) events for Black History Month: Suzi Q – poet (103) and the movie Fruitvale Station (40).
- Hosted and funded a movie night in collaboration with the Sustainability Showdown. (30)
- Hosted and funded a Mardi Gras night with Gender and Sexuality Equity Center and the campus Pride program. (60)
- Hosted and funded a movie night for QPOCS (Queer People of Color Society). (27)
- Hosted Nu Alpha Kappa’s Posada Navedena event- a traditional Latin American celebration, generally lasting the 9 days leading up to Christmas Eve. This event is condensed into one night and hosted both in English and Spanish. (150)
- Hosted a Hanukah candle lighting event in Sutter Dining in collaboration with the Chabad House. (3)
- Supported the campus (UMATTER and Pride) efforts around the Day of Silence. (25)

8) The Residence Hall Association had a very small leadership team this year, but was able to work closely with individual Hall Councils to create strong spirit programming. Their first event, “So Sweet to Meet You” (125) was a reception for the newly appointed Hall Councils. LeaderShop – the RHA leadership retreat (125) was held on campus this year, due to the Federal Government Shutdown resulting in our having to cancel our out of town trip to Whiskeytown. LeaderShop was a two day event with a variety of activities and workshops. Spirit Week was held in conjunction with Halloween Week, and the most popular events were Flag Football (125), Lip Sync and Block Party (400) and Haunted Hub (250). A trip to the skating rink (87) was the culminating fall event. In the spring, Hall Councils were given funds to host all-leadership events. Each community selected a month and planned the events. January, UV (13) February, Whitney (25) March, Sutter (34) April, SnL (30) and May, North Campus (23). Also in the spring, RHA hosted a St. Baldricks, a fundraiser to support childhood cancer research. 17 people shaved their heads, raising more than \$1,000. The culminating spring event was Day on the Green (550).

9) Movie night attendance began to decrease as the semester progressed, with the *Keeping It Reel* films having some of the lowest attendance. Use of movies is currently under review for 2014-15 –to determine if the cost is justified at current attendance levels.

10) Live performers were well received by the residents. Attendance was best in the fall, with numbers dropping in the spring. All but one of the live performers were hosted on Thursday night. Fall Acts: Salish, hypnotist (350), Derek Hughes, magician (146), Matt Franco, magician (151) Dave and Ethan, Comedy/Romance Experts (138), Adam Mamawala, magician, (150). Spring Acts: Jimmy Youang, comedian (107), Suzi-Q, Spoken Word (103), Will Marfori, comedian (78). In addition to live performances in the UHUB we also hosted three live bands over the course of the year. Decades at Rock The Block, Eclectic Approach and The Doyle Brothers at Day on the Green.

**VII. PROGRAM USAGE DATA – SERVICE INDICATORS***Attachment 4*

<b>VII. PROGRAM USAGE DATA – SERVICE INDICATORS</b>		
<i>Attachment 4</i>		
<b>UNIVERSITY HOUSING SERVICES – Fall 2013 / Spring 2014</b>		
UHFS license agreements processed – <b>Fall 2013</b>	2514	
UHFS occupancy <b>Fall 2013</b> “At Opening”	99.9%	
Students “waitlisted” during Fall application cycle after initial assignments	55	
UHFS system average occupancy – <b>Fall 2013</b>	98.86%	
UHFS occupancy <b>Spring 2014</b> “At Opening”	97.6%	
UHFS license agreements processed – <b>Spring 2014</b>	160	
Students “waitlisted” during Spring application cycle after initial assignments	0	
UHFS system average occupancy – <b>Spring 2014</b>	96.94%	
Average UHFS system OVERALL occupancy – <b>2013-2014</b>	97.9%	
ResNet service calls ( <b>242</b> @ fall opening + <b>504</b> during the academic year)	746	
<b>SUMMER CONFERENCE SERVICES – Summer 2013</b>		
Summer Conference groups	18	
Summer Conference guests	1038	
Summer Conference revenue (reflected in item IV)	\$250,500	
<b>FACILITY OPERATIONS &amp; PROJECTS</b>		
Work orders processed	4042	
Building Maintenance Equipment Reserve Project value	\$1.55M	
<b>CUSTOMER SERVICE</b>		
Incoming calls to the UHFS 800 line	1663	
Residence hall tours (academic year & summer combined)	656	



**UNIVERSITY HOUSING & FOOD SERVICE**  
**WHAT IS EXCELLENCE ... HOW DO WE GET THERE?**  
**Attachment 6**

Assigned	Change Area	Current State	Ideal State	Result	Action Required	Standard	Notes	Due Date	Change Agent	% Complete
Admin	Student Billings	Gap in bill generating event and student billing	Timely charge process	Reduction in processing time	TMA workflow process	ACUHO-I Sec. Bus/Mgmt Item I1	It was decided not to implement TMA. MC implementation in underway which encompasses this task.	8/15/2014	Barbara Vong	0%
Admin	Student Billings	Description of charges not available in PeopleSoft	Students could see detailed charges through Student Web (RMS)	Reduced charge disputes/phone inquiries	Contact RMS to see if this option is available	ACUHO-I Sec. Bus/Mgmt Item I1	Functionality may be available in the future through Mercury	6/1/2016	Kathy Casey	0%
Admin	Procurement Cards	PCC receipts are not always in by 10th of the month	PCC receipts are turned in by due date	Compliance with campus policy	System to track PCC receipts	Procurement PCC Policy	Discussion with Procurement about having access to online banking to facilitate this process	9/1/2014	Annabel Grimm	0%
Admin	Student Employee Hrs	Manual entry of student employee time	Automated hour entry	Reduced labor and increased accuracy	Change in campus system	ACUHO-I Sec. Technology	Pending campus system Change. Revisit 6/2015	6/30/2015	Barbara Vong	0%
Admin	Damage Billing	Access DB is used for work orders to run reports for damage charges	Automated work order system with billing functionality	Accurate /timely accounting of charges	System to track billing	ACUHO-I Sec. Res/Fac	MC to take on this functionality	8/15/2014	Kathy Casey	30%
Admin	Application Process	Flood of applicants at application opening	To be determined	Seamless application process with less stress on students and staff	Review various options for application process	ACUHO-I Sec. Contract Mgmt		6/1/2015	Eva Kennedy	0%
Admin	QLS	One person looks at data from QLS and communicates issues	Create action items and bring to group to execute	Proactive approach to correcting deficiencies	Information dissemination to all affected areas	ACUHO-I Sec. Staff Activities	QLS results are disseminated to all affected areas		Natalie Gebicke	100%
Admin	Dining Services	Lack of communication/understanding with dining services and Res Life	Cohesive operations between UHFS & Dining	Improved communication and operations	Mutual understanding of both areas and commitment to support efforts on both ends	ACUHO-I Sec. Bus/Mgmt Item B35	Dining managers will be attending RA training to discuss their role. Res Life will tour dining and gain understanding of their operations	8/10/2014	Connie Huyck	0%
Admin	Standard replies	Replies to questions don't get the same answers	Clear, unified message from all staff	Concise communication to residents and parents	Training and further development of desk manuals	ACUHO-I Sec. Personnel	FAQs, Breaking News are in place to address consistency. Continual info/training to CODA is key to maintaining consistency.		Laura Cox	100%
All	Cross Training	Many positions are staffed with only 1 person	Cross trained personnel to back-up primary	Eliminates operational gaps	Develop cross training program	ACUHO-I Sec. Bus/Mgmt Item A4/B17	Effort underway in functional areas. Follow-up end of Summer 2014.	10/1/2014	All managers	0%
All	S Drive	S Drive is disorganized and difficult to navigate	Clear structure with documented instructions on file name and storage	Efficiency and consistency	Restructure of S Drive	ACUHO-I Sec. Bus/Mgmt Item I3	Requires IT to coordinate with functional areas. Working group to plan the mapping may be required		Annabel Grimm	0%
All	Training	Professional development is not on an annualized basis	Professional development on an annual basis	Improved knowledge/skill base for staff	Document and develop required training	ACUHO-I Sec. Bus/Mgmt Item A4/B17			All managers	
All	TMA	There is no work order system	TMA fully implemented	Operational Efficiency	Project cancelled	ACUHO-I Sec. Bus/Mgmt Item I1-4	MC to take on this functionality		Kathy Casey	0%

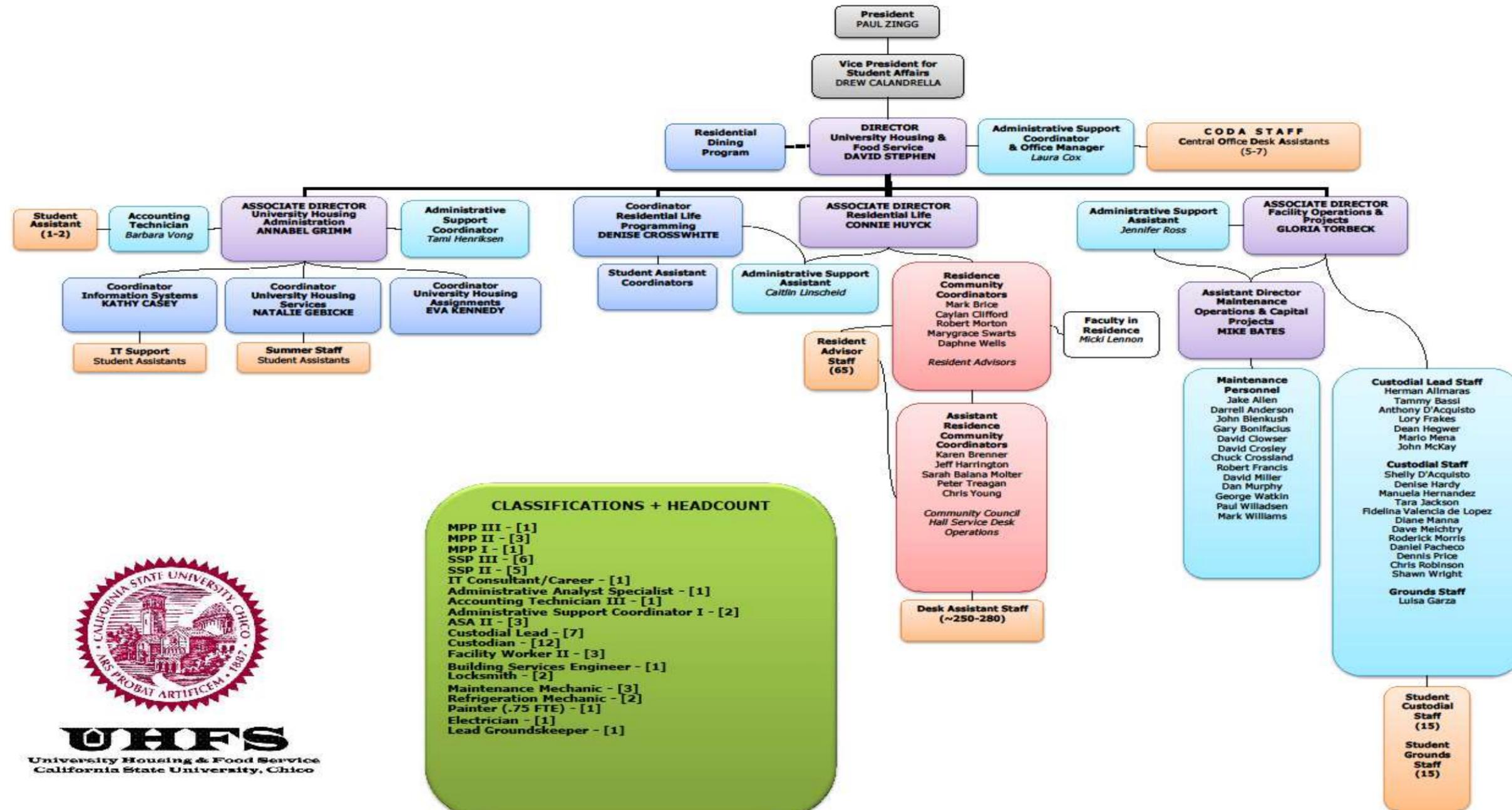
ANNUAL REPORT: University Housing & Food Service – 2013/2014

All	Scheduling Tool	Student work schedules not centralized or standard	Central location and standard format for all student schedules	Ease of tracking, auditing, and accountability	Implementation of scheduling software	ACUHO-I Sec. Personnel	Implemented cost effective scheduling tool called When to Work		Shawn Brackett	100%
All	Documented Process	Inconsistent documentation of standards or procedures	All key processes defined and documented	Efficiency and consistency	Create/define processes and procedures	ACUHO-I Sec. Bus/Mgmt Item B6-8	Each manager has created list of key processes. Next phase will be to document each one.	10/15/2014	All managers	
Assignments	Self-Assignment	Assignments are made based on application priority	Students can self assign	Reduced student complaints	Review various options for assignments process	ACUHO-I Sec. Contract Mgmt	Rate various systems and measure against UHFS needs	6/1/2015	Eva Kennedy	0%
Assignments	Application Cancellation	Paper process	Electronic Process	Processes are on auto workflow in RMS	Creating templates in Mercury	ACUHO-I Sec. Bus/Mgmt Item I3	Completed		Eva Kennedy	100%
Assignments	Check-in Process	Paper process	Electronic Process	Processes are on auto workflow in RMS	Creating templates in Mercury	ACUHO-I Sec. Bus/Mgmt Item I4	Ready to implement in August	8/15/2014	Eva Kennedy	90%
Assignments	Assignment Change Request	Paper process	Electronic Process	Processes are on auto workflow in RMS	Creating templates in Mercury	ACUHO-I Sec. Bus/Mgmt Item I5	Reedy to implement in June	6/15/2014	Eva Kennedy	90%
Assignments	Arrival Date Change Request	Paper process	Electronic Process	Processes are on auto workflow in RMS	Creating templates in Mercury	ACUHO-I Sec. Bus/Mgmt Item I6	Ready to implement in June	6/15/2014	Eva Kennedy	90%
Assignments	Assignment Acknowledgement	Paper process	Electronic Process	Processes are on auto workflow in RMS	Creating templates in Mercury	ACUHO-I Sec. Bus/Mgmt Item I7	Ready to implement in June	6/15/2014	Eva Kennedy	90%
Assignments	Application Overview Page	Paper process	Electronic Process	Processes are on auto workflow in RMS	Creating templates in Mercury	ACUHO-I Sec. Bus/Mgmt Item I8	Completed		Eva Kennedy	100%
Assignments	Resident Information Page	Paper process	Electronic Process	Processes are on auto workflow in RMS	Creating templates in Mercury	ACUHO-I Sec. Bus/Mgmt Item I9	Ready to implement in August	8/19/2014	Eva Kennedy	90%
Assignments	Rental Reference Check	Paper process	Electronic Process	Processes are on auto workflow in RMS	Creating templates in Mercury	ACUHO-I Sec. Bus/Mgmt Item I10	In the final review stage	7/15/2014	Eva Kennedy	80%
Assignments	Resident movement process	Paper process	Electronic Process	Processes are on auto workflow in RMS	Creating templates in Mercury	ACUHO-I Sec. Bus/Mgmt Item I11	In design stage	8/15/2014	Eva Kennedy	0%
Assignments	Request for early release	Paper process	Electronic Process	Processes are on auto workflow in RMS	Creating templates in Mercury	ACUHO-I Sec. Bus/Mgmt Item I12	In development stage	8/15/2014	Eva Kennedy	0%
Assignments	Extended stay request	Paper process	Electronic Process	Processes are on auto workflow in RMS	Creating templates in Mercury	ACUHO-I Sec. Bus/Mgmt Item I13	In design stage	8/15/2014	Eva Kennedy	0%
Cap Projects	Smartphones/Tablets	Maintenance staff uses hand held radios	Tablets/smartphones to accomplish all tasks and talk to equipment	Efficiency and cost savings	Procurement of tables	ACUHO-I Sec. Technology	Procurement of tablets underway	7/1/2014	Gloria Torbeck	50%
Cap Projects	Epoxy Paint Staircase	Sutter stairwell are concrete and have cracks/difficult to clean	Epoxy coated floors	Ease of maintenance and cleaning	Painting of staircases at Sutter	ACUHO-I Sec. Res/Fac Item 4	On hold		Mike Bates	0%
Cap Projects	Deferred Maint Plan	Deferred maintenance plan (DMP)is out of date	Software that automates DMP, gives due dates, costs, labor, matl estimates	Compliance with EO994	Update current DMP	EO 994 Sec.7.2	Once fully implemented, MC will generate this plan	9/1/2014	Gloria Torbeck	30%
Cap Projects	Bathroom Shut-offs	Esken/Mechoopda bathrooms do not have shut-off valves	Shut-off valves for each bathroom	Repairs would affect only the area not whole building	Re-design of valves	ACUHO-I Sec. Res/Fac Item 2b	Completing as part of routine maintenance	9/1/2015	Mike Bates	25%
Cap Projects	Whitney Kitchen	Needs renovation	Repurposing of unused space	Adequate meeting space, lounge and programming space	Renovation	ACUHO-I Sec. Res/Fac Item 1	On hold		Mike Bates	0%
Cap Projects	Way Finding	Buildings need exterior signs	Buildings are easily identifiable	Conforming to campus standard	Procure and install signs	Campus Standard	Complete	3/1/2014	Mike Bates	100%
Cap Projects	Shasta/Lassen Showers	Shower pans are beyond lifecycle (1959)	Overlay shower pans to seal old pans and recoat shower walls	Ease of maintenance and cleaning	Contract project	ACUHO-I Sec. Res/Fac Item 2b	Project scheduled for Summer 2014	8/1/2014	Mike Bates	0%
Cap Projects	Central Office Refresh	North side of office needs refresh	Professional looking space.	Professional looking space.	Renovation	ACUHO-I Sec. Res/Fac Item 2b	On Hold		Mike Bates	0%
Custodial	Eco Friendly Products	Not utilizing "green" chemicals and mechanical equipment	Use of products that have sustainability considerations	Eco friendly operations	Completed	ACUHO-I Sec. Res/Fac Item 5	Will continue to monitor for new products		Gloria Torbeck	100%
Custodial	Staff Recognition	Custodial/Grounds staff is not well know within communities	Residents are familiar with custodial/grounds/maint staff	Improved staff/resident interaction/respect	Program development	ACUHO-I Sec. Bus/Mgmt Item B35	2 staff members have been recognized in 14/15	TBD	Gloria Torbeck	
Food Service	Sutter Café	Long lines at Sutter Café	Minimal waiting at Sutter Café and sheltered waiting area	Improved resident satisfaction	Re-design of space	ACUHO-I Sec. FoodServ Item 7	On hold		Dr. Stephen	0%
Grounds	Lassen Storage Shed	Integrity of the Lassen shed is degrading	Adequate storage at Lassen	Improved storage facility and capacity	Renovation	ACUHO-I Sec. Res/Fac Item 1	On hold		Mike Bates	0%

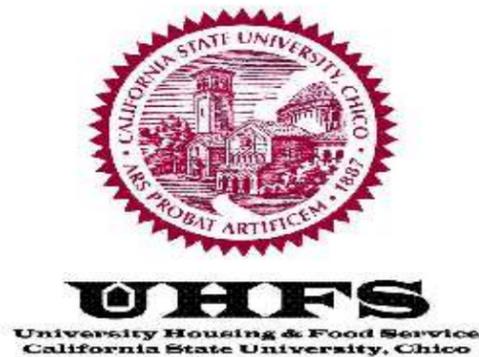
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Res Life	Banned students	Students banned for judicial reasons are able to enter Sutter Dining	Only authorized residents and their guests are permitted at Sutter Dining	Compliance to judicial sanctions	Provide copy of protocol to dining	Campus Policy	Protocol in place. Refer student to SJA		Connie Huyck	100%
Res Life	SJA Policies	SJA polices not accessible on UHFS webpage	Link on UHFS webpage to SJA polices	Students with conduct issues can are able to read policies before meetings.	Obtain policies from SJA	ACUHO-I Sec. Staff Activities	Will link policies to UHFS website	8/15/2014	Connie Huyck	0%
Res Life	Parent Information	There is no information on top 10 SJA issues for parents	Prepare list of top 10 issues for parents to encourage conversation with students prior to arrival	Less conduct incidents or questions by parents	Prepare parent information	ACUHO-I Sec. Staff Activities	Incorporated to SUM O housing presentation	6/3/2014	Connie Huyck	50%
Res Life	ARCC Adjudicating Cases	Not all ARCCs can adjudicate cases	ARCCs are trained and able to assist in judicial cases	Reduced SJA workload, timely case disposition	Cross training with ARCCs	ACUHO-I Sec. Personnel	Done on case by case, ARCCs are being cross trained in this area		Connie Huyck	100%
Res Life	Spring Semester Check-in	There is no official Spring check-in process	Singular process for check in/out operations	Reduction in confusion and increased efficiency	Development on standard practice	ACUHO-I Sec. Planning	Departmental standard to be further developed and documented Summer 2014.	6/30/2014	Annabel Grimm	0%
Res Life	Diversity Education	There is no diversity edu at the beginning of the academic year	Each resident is provided with diversity training	Appreciation of new ideas, cultural differences and perspectives	Monitor for effectiveness of mechanisms in place	ACUHO-I Sec. Staff Activities	RA conduct diversity programing and 2 diversity videos are being created.	8/1/2014	Connie Huyck	75%
Res Life	Tutoring	There is no standing tutoring sessions	Tutoring as a standard service to residents	Improved academic performance	Create tutoring program in partnership with the learning center	ACUHO-I Sec. Ed Opportunities	Conversations with Learning Center about tutoring options have been initiated	8/2/2015	Connie Huyck	0%
Res Life	Spring/mid Semester Housing Orientation	There is no official housing orientation for students checking in after Fall opening	All students checking in get comprehensive housing orientation when moving in	Improved resident satisfaction, better understanding of UHFS rules	Completed	ACUHO-I Sec. Staff Activities	Orientation for new residents is coordinated with Assignmnets and campus partners		Eva Kennedy	100%

ATTACHMENT 7



- CLASSIFICATIONS + HEADCOUNT**
- MPP III - [1]
  - MPP II - [3]
  - MPP I - [1]
  - SSP III - [6]
  - SSP II - [5]
  - IT Consultant/Career - [1]
  - Administrative Analyst Specialist - [1]
  - Accounting Technician III - [1]
  - Administrative Support Coordinator I - [2]
  - ASA II - [3]
  - Custodial Lead - [7]
  - Custodian - [12]
  - Facility Worker II - [3]
  - Building Services Engineer - [1]
  - Locksmith - [2]
  - Maintenance Mechanic - [3]
  - Refrigeration Mechanic - [2]
  - Painter (.75 FTE) - [1]
  - Electrician - [1]
  - Lead Groundskeeper - [1]



ATTACHMENT 8

<b>Access and Success</b>	
<b>Priority 1: Increase university access for underrepresented student groups; especially from our service region</b>	
What efforts will your unit undertake to:	
Task 1.1	Develop and implement a multi-year student recruitment plan that increases the diversity of both undergraduate and/or graduate student populations <b>Action(s): Create outreach and scholarship program to increase the diversity of the on-campus housing population</b> <b>Timeline: Proposed during Fall 2012 (being researched by Residence Life Diversity Committee)</b>
Task 1.2	Enroll freshman and transfer classes that are more reflective of California demographics <b>Action(s):</b> <b>Timeline:</b>
Task 1.3	Continue progress toward CSU Chico achieving the designation of ‘Hispanic Serving Institution’ <b>Action(s):</b> <b>Timeline:</b>
Task 1.4	Orient/advise new students toward success <b>Action(s):</b> <b>Multiple programs presented during the early months of Fall 2012 that support student success; among these are the Professor Pathways Palooza (collaboration with Micki Lennon, the Pathways Coordinators, and Academic Advising); a “How to Register for Classes” RA program; a “Meet the Mayor” program in Whitney Hall.</b> <b>Being researched: Establish living-learning program to provide ongoing advising for students from underrepresented groups</b> <b>In Fall 2013 we held another successful Professor Palooza and Academic Advising did evening workshops in each residential community. In Spring 2014 we collaborated with Academic Advising in a “How I Met Your Major” advising program held at UHUB.</b> <b>Timeline: Fall 2012</b>
Other Task(s)	<b>Timeline:</b>
Identify areas of success or difficulties encountered in working on these tasks:	
<p><b>ACCESS:</b> There has been fairly persistent feedback that living on campus is not a viable alternative for some under-represented students due to the associated costs [room and board fees versus living off campus] which may impede access to the full campus experience of first year students. The campus should consider strategies that would provide the needed financial support to for students needing assistance to reside on campus for those who may wish to do so. <b>The Residence Life Diversity Committee is currently researching the feasibility of providing a housing scholarship for under-represented students. This is in the RESEARCH stage currently (Spring 2013).</b></p>	

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

What efforts will your unit undertake to:

Task 2.1	<p>Improve retention and progress-to degree rates of underrepresented student populations  <b>Action(s):</b> (1) Seek academic performance data [previous 5 years] for underrepresented students of those living on campus versus those residing off campus to better determine whether – for these students – does the an on-campus residential experience influence retention and/or persistence to degree completion; (2) Continue to grow the Faculty Mentor program and develop specific curriculum to improve student success in the classroom (3) Advance a concerted effort to attract more Faculty/Staff mentors from underrepresented groups.  <b>Timeline:</b> Fall 2012 and on-going;            During 2013-2014 there were 42 Faculty Mentors working with Resident Advisor staff.</p>
Task 2.2	<p>Improve six-year graduation rates of underrepresented student populations  <b>Action(s):</b>  <b>Timeline:</b></p>
Task 2.3	<p>Reduce the existing achievement gaps between underrepresented and non-represented students  <b>Action(s):</b> <b>Compile data to better understand challenges and achievements of students living on campus</b>  <b>Timeline:</b> <b>Proposed in Fall 2012</b></p>
Task 2.4	<p>Develop a comprehensive, longitudinal, web-based student monitoring system  <b>Action(s):</b>  <b>Timeline:</b></p>
Other Task(s)	<p><b>Action(s):</b> (1) Action(s): Evaluate and augment “new student” residence hall student orientation programming [Hall staff, RHA, Residence Hall Programming Board] provides for first year students to include more than “fun/social” events, but also educational and practical events to help students “feel” readily apart of the campus community and ultimately more successful; (2) Evaluate and reconstitute expectations of RA staff with regard to “Welcome Week” programming by reaffirming existing and seeking new UHFS collaborations with various student orientation programs and Student Affairs departments; (3) RA’s are becoming increasingly more “culturally competent” – but more work is needed and Residential Life will continue to raise staff expectations in this manner through training and staff development; (4) Continuing commitment to provide all residents with a positive experience and foster community so that students have “friends” and support networks.  <b>Timeline:</b> Ongoing – UHFS currently has two [2] staff members on the Wildcat Welcome Committee; the Residential Life programming task force is finalizing the 2012-2013 programming model; the Residential Life Staff Fall Training Committee is formulating training centered on multicultural competencies.</p>

Identify areas of success or difficulties encountered in working on these tasks:

**Welcome Week: see Addendum #1 as sample of Welcome Week support/scheduling**

**Samples of Community Engagement Curricula will be attached with this report card showing support of diversity initiatives and campus programming.**

**Residence Life Diversity Training Proposal is also attached as an Addendum (#2)**

The Coordinator for Residential Life Programming serves on the **Wildcat Welcome Week Committee**; the Associate Director for Residential Life and Coordinator for Residential Life Programming serve on the **Wildcat Way Committee** and **NCHIP Planning Committee**

## Education and Scholarship

**Priority 3: Ensure that curricular and co-curricular programs foster diversity competencies and engagement**

What efforts will your unit undertake to:

Task 3.1

Integrate diversity and multiculturalism into courses and other educational offerings

**Action(s):** Evaluate the Resident Advisor spring semester course curriculum, fall semester pre-opening training program [summer training], and the Residential Life staff academic year in-service schedule for comprehensive inclusion of diversity issues/concerns.

**Integrate diversity awareness and appreciation into Resident Advisor workshops (ongoing – see Addendum #2 on page 12)**

**Timeline:** Summer 2012 and on-going

Task 3.2

Integrate diversity and multiculturalism into co-curricular activities

**Action(s):** (1) Seek to intentionally integrate diversity themes as part of the Faculty Mentor Training program to better foster/support diversity programming by Faculty in residential communities; (2) Continue to widely distribute and promote the UHFS “Diversity Statement” and manifest the department’s commitment in programming, events and community building; (3) Utilize Residential Life programming, RHA and Residence Hall Program Board [Prime Time Productions] to increase exposure to diversity-related topics; (4) Provide additional professional speakers rather than other media to encourage dialogue about pertinent topics.

**Prime Time Productions “Keeping it Reel” Film Series during Fall 2012 – narrative films followed by intentional discussions on the social justice issues portrayed in the movies:**

**September – AMERICAN HISTORY X (led by Mark Brice)**

**October – MILK**

**November – HAIRSPRAY (led by Tray Robinson/Tracy Butts)**

**December – PLEASANTVILLE**

**Collaborative Effort with Office of Diversity and Inclusion on “Anti-Bullying Week” starting December 3<sup>rd</sup>. Programs include: Pat Griffin speaker (bullying in athletics and on college campuses); a screening of the movie BULLY; and “The Blackboard Project” where students can list past experience and future goals/hopes related to bullying efforts.**

**Residence Life Diversity Committee working on tiered programming initiative to incorporate “labeling” and stereotypes into our programming curriculum.**

**Recruit students to participate in campus-wide diversity-related service and events such as Diversity Summit, CCLC, GSEC**

**Instruct Resident Advisors to include basic diversity topics into Community Engagement Curriculum**

	<p><b>Timeline:</b> Fall 2012 and on-going</p>
<p>Task 3.3</p>	<p>Sponsor workshops to foster diversity competencies in educational offerings  <b>Action(s):</b> Continue to provide programs, events, workshops [Residence Hall Association and Residence Hall Program Board] which educate and celebrate diversity [active and passive programming, speakers, facilitated film series, etc.]                  Spring 2014 the UHFS Diversity Collateral facilitated the following conversations in the Residence Halls:  <b>Inter-racial Dating and Marriage</b> (Kaitlyn Baumgarner – Academic Advising)  <b>Am I Christian? The Intersection of Religion, Sexuality and Culture – Black, LGBTQ+ and SAVED</b> (Tray Robinson – Office of Diversity and Inclusion)  <b>Pop Culture and Media</b> (Mazi Noble – Academic Publications, CC Carter – CCLC, and Deanna Pierro – SLC)  <b>Divine Nine</b> (Malcolm McLemore – Fraternity and Sorority Affairs)  <b>Race Card</b> (Dr. Tracy Butts – Faculty Mentor and English Department)                  In addition, we had a resident in Sutter Hall who co-facilitated a discussion on <b>The N-Word</b>. Dr. Tracy Butts was the co-facilitator.  <b>Timeline:</b> On-going See Task 3.2</p>
<p>Task 3.4</p>	<p>Recognize ‘best practice’ and ‘best outcomes’ in enhancement of inclusive, excellent learning communities  <b>Action(s):</b> RCC conduct meetings and ARCC Programming meeting offer and recognize learning community best practices and promote the enhancement of inclusion through diversity programming and student sanctions.  <b>Timeline:</b></p>
<p>Other Task(s)</p>	<p><b>Action(s):</b>  <b>Timeline:</b></p>
<p>Identify areas of success or difficulties encountered in working on these tasks:</p>	

<b>Priority 4: Engage and support faculty, staff and student scholarship, creativity, and research on diversity</b>	
What efforts will your unit undertake to:	
Task 4.1	Conduct University-wide colloquia on faculty, staff and student research on diversity-related subject matter <b>Action(s):</b> <b>Timeline:</b>
Task 4.2	Award support for faculty, staff and students conducting research on issues related to diversity <b>Action(s):</b> Provide appropriate access to residence hall student populations in support of faculty, staff and students conducting diversity-related research. <b>Timeline:</b> Fall 2012
Task 4.3	Establish departmental awards and/or recognition for outstanding diversity-related research, teaching and service <b>Action(s):</b> Since 2005, UHFS has annually presented a “Diversity Award” to paraprofessional Resident Advisor staff who have provided exceptional programs, events and service on diversity causes, needs, and issues. The program will be expanded to recognize Faculty Mentors who have particularly and/or uniquely programmed with diversity themes and educational opportunities for residence hall students <b>(this has been delegated to the chair of the Diversity Committee, who also happens to be the lead programming staff on the Faculty Mentor Banquet. A Diversity Programming Award will be introduced in April 2013.)</b> <b>Timeline:</b> On-going
Task 4.4	Create a ‘Scholar in Residence’ Program encouraging interdisciplinary and cross cultural lines of research that focuses on scholarship in diversity-related topics <b>Action(s):</b> Develop a long-term curriculum and outreach to develop such a program (“Visiting Faculty in Residence” or “Visiting Scholar in Residence”) to provide intentional and intensive diversity programming and/or scholarly programming in this arena. Kris McPeak, Associate Director for Residential Life, has experience in this regard from the University of Illinois at Chicago. <b>Timeline:</b> This is a long-term goal to be developed in the next 2-3 years
Other Task(s)	<b>Action(s):</b> <b>Timeline:</b>
Identify areas of success or difficulties encountered in working on these task	

## Intergroup Relations and Campus Climate

### Priority 5: Develop and realize a shared understanding of 'inclusive community'

What efforts have your unit undertaken during AY 2011/2012 to

Task 5.1	<p>Foster a shared understanding of diversity as a process toward a high quality learning environment</p> <p><b>Action(s):</b> (1) Seek to intentionally integrate diversity themes as part of the Faculty Mentor Training program to better foster/support diversity programming by Faculty in residential communities; (2) Widely distribute and promote the UHFS "Diversity Statement" through programming and student engagement; (3) Through programming, student leadership training, and Resident Advisor training, increase resident awareness about the need for multicultural competence and helping to educate them on what it means to be inclusive (language, actions, intent versus impact, etc.) – this will be given particular attention in the reformulation of the Residential Life programming model.</p> <p><b>Timeline:</b> Summer 2012 &amp; On-going</p>
Task 5.2	<p>Engage local and regional organizations in a shared commitment to fulfill the promise of a more just and democratic society</p> <p><b>Action(s):</b> <b>Host political discussion with faculty members to model civil discourse (proposed, Fall 2012)</b>  <b>Meet the Mayor Info Night: with Ann Schwab (Whitney Hall)</b></p> <p><b>Timeline:</b> Fall 2012</p>
Task 5.3	<p>Use multiple communication formats to share information on diversity support, efforts and accomplishments</p> <p><b>Action(s):</b> Incorporate on-campus events related to diversity into the residence life programming model – Resident Advisors will receive "credit" for taking their students to campus events and programs which promote and celebrate diversity.</p> <ul style="list-style-type: none"> <li>• <b>All hall council students attended Hall LeaderShop: Inclusive Leadership Weekend</b></li> <li>• <b>Many resident students attended the CCLC Diversity Summit</b></li> <li>• <b>Hall Council Election of Diversity/Spirituality Coordinator in Whitney Hall</b></li> <li>• <b>Email students on a weekly basis with a section on diversity and inclusion – Shasta/Lassen</b></li> </ul> <p><b>Timeline:</b> Fall 2012 &amp; on-going</p>
Other Task(s)	<p><b>Action(s):</b></p> <p><b>Timeline:</b></p>

Identify areas of success or difficulties encountered in working on these tasks:

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

What efforts will your unit undertake to:

Task 6.1	<p>Conduct programs and activities that improve the campus climate for all students, faculty and staff</p> <p><b>Action(s):</b> (1) Seek to intentionally integrate diversity themes as part of the Faculty Mentor Training program to better foster/support diversity programming by Faculty in residential communities; (2) Continue to provide programs, events, workshops [Residence Hall Association and Residence Hall Program Board] which educates and celebrates diversity [active and passive programming, speakers, facilitated film series, etc.]</p> <p><b>Have made contact with Tracy Butts to plan a Faculty Mentor Diversity Training for Spring 2012</b></p> <p><b>See Task 3.2</b></p> <p><b>Whitney Hall's Weekly Traditions: Family/Floor Dinners, Board Game night, Pop Culture Movie night with Educational Debrief</b></p> <p><b>Whitney Hall's "Assassins"/ "Maffia"/ All floor games: The residents love to play multi-day games with entire floors, RA's and Faculty Mentors</b></p> <p><b>Micki Lennon's: Weekly Study Nights in the Lounge</b></p> <p><b>Spring 2013: "Resident Advisor Diversity In-Service's promote the inclusion of the LGBTQ population in the residence halls. The Ally and advanced Ally trainings have helped form communities where 'Allies dwell'.</b></p> <ul style="list-style-type: none"> <li>• Collaborated with the Office of Diversity &amp; Inclusion on Pink Shirt Day (anti-bullying) by purchasing 150 Pink Shirts for residence hall students.</li> <li>• Hosted and funded three (3) events for Queer Week: A movie night facilitated by the Queer Week Committee, (36) an information fair and tie-dying Ally t-shirts event (250).</li> <li>• Hosted and funded a movie showing of America the Beautiful in support of "Love Every Body Week" in collaboration with the campus Love Every Body Week committee. (38)</li> <li>• Hosted a Health and Wellness fair coordinated by the HEAT interns. (350)</li> <li>• Hosted a candidate information night with AS Government to promote campus elections. (150)</li> <li>• Hosted and funded two (2) events for Black History Month: Suzi Q – poet (103) and the movie Fruitvale Station (40).</li> <li>• Hosted and funded a movie night in collaboration with the Sustainability Showdown. (30)</li> <li>• Hosted and funded a Mardi Gras night with Gender and Sexuality Equity Center and the campus Pride program. (60)</li> <li>• Hosted and funded a movie night for QPOCS (Queer People of Color Society). (27)</li> <li>• Hosted Nu Alpha Kappa's Posada Navedena event- a traditional Latin American celebration, generally lasting the 9 days leading up to Christmas Eve. This event is condensed into one night and hosted both in English and Spanish. (150)</li> <li>• Hosted a Hanukah candle lighting event in Sutter Dining in collaboration with the Chabad House. (3)</li> <li>• Supported the campus (UMATTER and Pride) efforts around the Day of Silence. (25)</li> </ul> <p><b>Timeline:</b> Fall 2012 and on-going</p>
Task 6.2	<p>Implement programs that increase the diversity competencies of faculty, staff and administration</p> <p><b>Action(s):</b> Evaluate the Resident Advisor spring semester course curriculum, fall semester pre-opening training program [summer training], and the Residential Life staff academic year in-service schedule for comprehensive inclusion of diversity issues/concerns.</p> <p><b>Timeline:</b> Summer 2012 and on-going <b>SEE ADDENDUM Residence Life Diversity Training for 2013-2014 will be sent to DBS 6/18</b></p>

Task 6.3	<p>Insure consistent informational resources and coordinated campus and community support in cases of discrimination, hate crimes, sexual assaults, harassment and violence</p> <p><b>Action(s):</b> Continue to cooperatively work with University Police in staff training and reporting of incidents and/or crimes associated with discrimination, hate crimes, sexual assaults, harassment and violence.</p> <p><b>Timeline:</b> On-going</p>
Task 6.4	<p>Conduct Annual Campus Climate Survey</p> <p><b>Action(s):</b> Continue to conduct a “Quality of Life” survey of UHFS residents each fall and spring semester regarding the campus residential experience with a more deliberate focus on students-of-color data.</p> <p><b>QLS survey has been updated to reflect emphasis on understanding campus climate and outcomes for students across demographic lines (Fall 2012). Residence Life staff will discuss strategies for incorporating our findings in early March 2013.</b></p> <p><b>Timeline:</b> Fall 2012 and on-going -</p>
Task 6.5	<p>Use assessment data to develop, evaluate and redesign programs to improve the campus climate</p> <p><b>Action(s):</b> Continue to conduct a “Quality of Life” survey of UHFS residents each fall and spring semester regarding the campus residential experience with a more deliberate focus on students-of-color data.</p> <p><b>RCC Brackett and Associate Director McPeak are working with Bill Allen to put together data on how underrepresented minority groups are persisting as a result of living in University Housing – data coming from past three years (started October 2012; pending)</b></p> <p><b>Timeline:</b> Fall 2012</p>

## Institutional Vitality and Viability

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

What efforts will your unit undertake to:

Task 7.1	<p>Enhance the diversity of candidate pools in the recruitment of faculty, staff and administration</p> <p><b>Action(s):</b> Continue to strongly promote diversity in staff recruitment efforts; continue to target and outreach to campus student organizations and departments/programs which serve underrepresented students as a means to attract interested and qualified underrepresented persons to UHFS positions.</p> <p><b>Resident Advisor Recruitment posters and video are highly intentional in representing students of color; In October and November we held two RA recruitment information sessions in the CCLC (Fall 2012)</b></p> <p><b>Timeline:</b> On-going</p>
Task 7.2	<p>Retain a diverse and highly qualified faculty, staff and administration</p> <p><b>Action(s):</b> Continue to directly support underrepresented staffers in their effort to become part of UHFS and the larger campus community by encouraging participation in collaborating with programs and services which support their needs and of students of similar background and orientation.</p> <p><b>Timeline:</b> On-going</p>
Task 7.3	<p>Disseminate and utilize Chancellor’s Office Affirmative Action Plans as planning and assessment tools</p> <p><b>Action(s):</b></p> <p><b>Timeline:</b></p>
Other Task(s)	<p><b>Action(s):</b></p> <p><b>Timeline:</b></p>

Identify areas of success or difficulties encountered in working on these tasks:

**Priority 8: Implement a comprehensive system of accountability and recognition for increasing campus diversity and forming a more inclusive learning community**

What efforts will your unit undertake to:

Task 8.1 --President and Cabinet	Appoint a Chief Diversity Officer (CDO) to lead, guide and coordinate the diversity and inclusion efforts at California State University, Chico Action(s) and Timeline: <ul style="list-style-type: none"> <li>Chief Diversity Officer appointed 1 February 2011</li> </ul>
Task 8.2 --President	Establish the President's Diversity Council to support the implementation of the CSU, Chico 2011-2016 Diversity Action Plan Action(s) and Timeline: <ul style="list-style-type: none"> <li>4 subcommittees established, one for each dimension of the DAP (March 2011)</li> <li>8 co-chairs selected to head up the 4 subcommittees (March 2011)</li> <li>Co-Chairs meet with CDO to nominate individuals to serve on subcommittees (April 2011)</li> <li>Subcommittee members asked to serve on PDC (May 2011)</li> </ul>
Task 8.3 --Chief Diversity Officer --President's Diversity Council	Coordinate the development and implementation of unit delivery plans for milestones and trajectories identified in the CSU, Chico Diversity Action Plan 2011-2016 Action(s) and Timeline:
Task 8.4 --Chief Diversity Officer --President's Diversity Council	Develop an information infrastructure for performance measurement and reporting Action(s) and Timeline:
Task 8.5 --President	Deliver the CSU, Chico State of Diversity Address and widely distribute the Annual Presidential Diversity Report Action(s) and Timeline: <ul style="list-style-type: none"> <li>Inaugural State of Diversity Address given (1 February 2011)</li> <li>Copies of "To Form a More Inclusive Learning Community: 2011-2016 Diversity Action Plan Overview" distributed at Inaugural Address (1 February 2011)</li> </ul>
Task 8.6 --Office of the Pres --VP Univ Advancement --Chief Diversity Officer	Marshal and align resources to accomplish the 2011-2016 Diversity Action Plan priorities Action(s) and Timeline:
Other Task(s)	<b>Action(s):</b> <b>Timeline:</b>

Identify areas of success or difficulties encountered in working on these tasks: